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PARENT AND CAREGIVER EXPERIENCES OF A HIGHER EDUCATION-RURAL SCHOOL PARTNERSHIP PROVIDING EDUCATIONAL PSYCHOLOGY SERVICES

by

Lidalize Grobler

Submitted in partial fulfilment in accordance with the requirements for the degree of

MAGISTER EDUCATIONIS
(EDUCATIONAL PSYCHOLOGY)

in the subject

Educational Psychology

at the

UNIVERSITY OF PRETORIA

Supervisor: Dr Ruth Mampane
Co-supervisor: Prof. Liesel Ebersöhn

August 2016

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DECLARATION OF ORIGINALITY

I, Lidalize Grobler, student number 04427998 hereby declare that this dissertation, "*Parent and caregiver experiences of a higher education-rural school partnership providing educational psychology services*" is submitted in accordance with the requirements for the Magister Educationis degree at University of Pretoria, is my own original work and has not previously been submitted to any other institution of higher learning. All sources cited or quoted in this research paper are indicated and acknowledged with a comprehensive list of references.

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LIDALIZE GROBLER

29 August 2016

ETHICAL CLEARANCE CERTIFICATE

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CLEARANCE CERTIFICATE	CLEARANCE NUMBER: EP 07/02/04
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DECLARATION BY LANGUAGE EDITOR

25/08/2016

To whom it may concern,

This letter serves to inform you that Lidalize Grobler submitted her dissertation to me for language editing. I have edited five chapters, reviewing syntax, grammar, punctuation and referencing.

Please feel free to contact me if you need any further information.

Imke Bolt

082 464 5926

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ABSTRACT

PARENT AND CAREGIVER EXPERIENCES OF A HIGHER EDUCATION-RURAL SCHOOL PARTNERSHIP PROVIDING EDUCATIONAL PSYCHOLOGY SERVICES

by

Lidalize Grobler

Supervisor	:	Dr. Ruth Mampane
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Department	:	Educational Psychology
Degree	:	M.Ed (Educational Psychology)

The purpose of this study was to explore and describe parents' and caregivers' retrospective experiences of a higher education-rural school partnership providing educational psychology services. The study aimed to inform knowledge on community engagement with schools and forms part of the broad FLY (Flourishing Learning Youth) community engagement initiative that has been ongoing since 2006.

The current study utilised interpretivism as metatheory and qualitative research as methodological paradigm. An instrumental case study design was utilised, with a specific higher education-rural school partnership conveniently sampled. Subsequently twelve parents or caregivers to a child/ren who participated in the relevant community engagement initiative at any time since 2006, were purposefully selected. Two field visits were taken for data collection purposes; the first included Participatory Reflection and Action (PRA) discussions between participants, whilst the second visit entailed member checking. I relied on written recording of the participants' dialogue on PRA posters, audio recordings of their poster presentations, observations throughout the process, photographs taken and a reflective journal as data collection and documentation strategies.

From thematic data analysis two main themes emerged. Firstly, participants identified the partnership as a platform of educational opportunity, which allowed for children's development on a cognitive and socio-emotional level. Secondly, participants emphasised their hope for the continuation and growth of the partnership in the future. Participants expect the partnership to

broaden in multiple ways, such as involving parents and caregivers, providing them with a safe space to voice their opinions, and incorporating a parental guidance element.

Based on the findings of the study I can conclude that according to parents and caregivers, community engagement with schools provides an opportunity for the mobilisation of children assets to result in their positive development. Furthermore, when additionally activating the assets of the parents, community engagement can be strengthened.

Key words:

- Higher education-rural school partnership
- Community engagement with schools
- Parents/Caregivers
- Educational psychology services
- Parental guidance
- Bronfenbrenner's ecological systems theory
- Asset-based approach

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CHAPTER 1
GENERAL INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Higher education institutions play a leading role in creating an advanced society, and therefore believe that they bare a national responsibility to contribute to the sustainable development of all (University of Stellenbosch, 2012, p. 7; University of the Free State, 2011; Bender, 2008). Universities around the world envision developing people and creating knowledge while making a local and global difference (University of Pretoria, 2011; Jongbloed, Enders & Salerno, 2008). According to Bender (2008) and Jongbloed et al. (2008) this form of empowerment is attainable by means of community engagement—an inclusive and reciprocal relationship between a higher education institution and a community. Community engagement strengthens higher education institutions' address of societal needs while supplementing student' training, since they are taught to use their area of expertise in tackling issues of local development.

Higher education institutions essentially engage in community development to inform global citizenship—creating democratic, just, and sustainable communities, both locally and globally (Schutz, 2007). Since community engagement initiatives focus on creating sustainability in society, it can be regarded as a possible means to the end of global citizenship (Stephens, Hernandez, Roman, Graham & Scholz, 2008). According to Brukhardt, Holland, Percy and Zimpher (2004), partnership is the medium of mutually beneficial exchange between two parties (a higher education institution and a relevant community), and is therefore the currency of community engagement.

The purpose of a partnership between a higher education institution and a community is twofold: to support communities in the identification of strategies in order to develop and build their capacity for self-management, and to benefit the higher education institution by providing opportunities for service learning, platforms for research, or developing active citizenship in faculty members (Head, 2007). As community engagement could potentially play a significant role in the process of addressing grave societal needs, it is important that such partnerships are employed as effectively as possible. The effectiveness of community engagement partnerships rely, amongst other factors, on the extent to which the role players are committed to working collaboratively, concurrently shaping and responding to change (Stephens et al., 2008, Head, 2007). Furthermore, in-depth evaluation of the extent to which all relevant stakeholders experience benefits is paramount in determining the effectiveness of community engagement

partnerships. Partnership evaluation also explores the “challenges and opportunities” impacting stakeholders’ roles as agents of social change (Stephens et al., 2008, p. 13).

In order to get a representative image of evaluation, it is imperative to incorporate cohorts of all related role players (Hall, 2010). For example, when higher education institutions partner with rural schools, faculty members from the higher education institution, as well as learners from the rural school are inevitably involved and should neccessarily be concerned in the evaluation process. However, researchers should not disregard latent, but particularly influential role players in addition to the most obvious—for example learners’ parents or caregivers. Parents and caregivers should be regarded partnership stakeholders since learners’ development and learning are partially reliant on their involvement, assistance and support (Jongbloed et al., 2008). Their experience or evaluation of a higher education-rural school partnership involving their children may therefore reap significant insights (Cotton & Wikelund, 1989).

Nonetheless, parents and caregivers currently do not have a voice in community engagement evaluation, which creates an incomplete portrayal of the effectiveness of higher education community engagement with schools (Nistler & Maiers, 2000). For this reason, the study explores parents' and caregivers' experiences of a community engagement initiative involving their children.

1.2 RATIONALE OF THE STUDY

This study seeks to explore higher education community engagement retrospectively, by engaging with parents and caregivers to learn of their experiences of a higher education-rural school partnership. The overall aim is to explore and describe their experiences, as they are currently considered a silent group in school-based community engagement. By understanding the perceptions of parents and caregivers, those scholars and practitioners involved in community engagement might challenge and enrich knowledge of community engagement with schools.

Flourishing Learning Youth (FLY) initiated in 2006, is an example of such ongoing community engagement. It serves as a partnership between the University of Pretoria (Centre for the Study of Resilience), and a secondary school in rural Mpumalanga, South Africa. This study explores the University of Pretoria (higher education institution) and the caregivers’ (of the learners from the rural school) commitment to the FLY partnership.

Academic service learning and research are at the core of this long term partnership, and includes the participation of post-graduate educational psychology students. Their involvement primarily entails the provision of educational psychology services to Grade 9 learners in the secondary school. According to Head (2007), an extended partnership motivates participants to buy into project objectives on a sustained and long-term basis. As a long-term partnership grows, collaboration and tight links already exist between these role players (Head, 2007).

The academic service learning component of FLY entails provision of educational psychology services during two annual two-day visits to the rural school. Approximately 100 learners receive custom-prepared educational psychology services annually. The first two-day visit focuses on group-based assessment from a positive psychology framework, and is intended to assist in the process of Grade 9's career development (Appendix A). During the follow-up visit, each learner receives feedback on their subject choices relating to future career opportunities, personal and environmental assets, and risks that ought to be dealt with. FLY also provides therapy in an attempt to address identified youth challenges, study methods and future aspirations, grief and bereavement, identity, gender and sexuality issues, as well as violence and substance abuse concerns (*Indigenous psychology: Assessment and therapy*, n.d., para. 3). Refer to Appendix B for a delineation of therapeutic activities.

In active pursuit of the partnership's research section, a number of researchers evaluate the FLY initiative. All of the researchers take on a separate angle of investigation. In this regard, Huddle (2014) investigateD FLY in terms of educational pathways to resilience; De Jong (2013) measureD resilience, happiness and sense of coherence of teachers in rural schools; Oosthuizen (forthcoming publication) analyses the implementation of sandtray therapy with learners in a rural school; Machima (forthcoming publication) compares retrospective partner experiences of a long-term rural school partnership, in order to inform global citizenship as a higher education agenda; Seobi (forthcoming publication) investigates the voices of youth in a rural school, on higher education community engagement partnership; and Du Toit (forthcoming publication) explores educational psychology students' experiences of academic service learning in a higher education-rural school partnership. The research topics are chosen to include all relevant role-players associated with the FLY initiative, and the partnership in general.

Since community engagement has become an important part of higher education institutions' approach to assist in addressing civic challenges, it is not only necessary for educational structures to join forces with communities, but should also be the main concern if education

desires global citizenship (Bender, 2008; Schutz, 2007). As a tertiary student in the field of educational psychology, I believe that higher education community engagement should not only imply challenging unjust structures, but also aim at taking collaborative (both higher education structures and community members) action to create social justice (Schutz, 2007). Therefore, exploring the parents' and caregivers' experiences of community engagement initiatives with schools could potentially expand the manner in which institutional action moves communities towards social justice.

1.3 PROBLEM STATEMENT

There is an evident demand for parents and caregivers to be involved in research about school-based interventions. Previous research shows little indication that higher education community engagement approaches involve power-sharing in the authentic manner that theory requests, and consequently the use of a top-up approach may have resulted in excluding parents and caregivers as experts about community engagement with schools (Head, 2007).

Research shows that the traditional top-down approach, where institutions regulate and govern interventions, has led to a number of failures as the institutions rarely have the benefit of detailed local knowledge. Subsequently, institutions fail to generate adequate community support for sustaining positive changes (Fraser, Dougill, Mabee, Reed & McAlpine, 2006). A new era of partnership and collaboration with communities (a bottom-up approach) would eliminate traditional hierarchical control and regulation.

Morone and Kilbreth (2003, p. 275) maintain that bottom-up community engagement signifies inviting participants from "overlooked or excluded groups" to participate. According to Yassie-Mintz (2007, p.1), "engagement is about relationship, engagement is not a solo activity", and therefore when it includes silent voices, it can change the dynamic of community engagement initiatives from researcher-focused, to community-focused.

Parents' and caregivers' voices have previously been silent in the evaluation of community engagement initiatives linked to their children. Although the involvement of parents and caregivers is fundamentally important, they are in fact under-recognised agents of change in schools—parents are "powerful, but underused sources of knowledge" (Fullan, 2007, Nistler & Maiers, 2000, p. 670). Head (2007) identified that parents' unheard opinions are partially ascribed to previous negative experiences with schools, resulting in reluctance to participate in community engagement.

1.4 RESEARCH QUESTIONS

The following primary research question guides the research:

- How can insight into parents' and caregivers' experiences of a higher education and rural school partnership inform knowledge on community engagement with schools?

The secondary research questions for the study are:

- What do the parents/caregivers know about the partnership between the higher education institution and the secondary school?
- How do parents/caregivers, their families, and the community benefit from the partnership between the higher education institution and the secondary school?
- What do parents/caregivers recognise as the limitations of the partnership between the higher education institution and the secondary school?
- What do parents/caregivers believe is required for future planning of the partnership between the higher education institution and the secondary school?

1.5 ASSUMPTIONS OF THE STUDY

The following assumptions (based on consulted literature) inform the research:

- The participants are willing and open to discuss their experiences of, and the manner in which the provision of psychological services to their children have influenced their community.
- Participatory Research and Action (PRA) discussions could enable parents and caregivers to express their retrospective experiences of a higher education-rural school partnership.
- Involving the parents and caregivers could document voices that may contribute to the empowerment of participants in a higher education community engagement project.

1.6 CONCEPT CLARIFICATION

1.6.1 Community engagement

Gottlieb (2006, p. 2) considers community engagement as "building relationships with community members who will work side-by-side with you as an ongoing partner, in any and every way imaginable, building an army of support for your mission, with the end goal of making the community a better place". Impactful relationships can be shaped by establishing, implementing, monitoring, and evaluating collaborative partnerships between institutions,

communities, and associated service sectors (Kilkpatrick, 2009; Gottlieb, 2006; Community engagement strategic goals and vision, n.d).

Engagement denotes active involvement with the intention to collect data, rather than mere passive absorption of information (Community engagement activities, n.d.). This approach finds expression in various forms, ranging from informal and unstructured, to formal and organised activities. For example, service learning programmes that focus on community requirements, as in the current study (Malekane, 2009). For the purpose of this study, community engagement involves psychological services provided to Grade 9 learners of the rural school (discussed in Chapter 3).

1.6.2 Higher education community engagement

If community engagement essentially refers to betterment of communities, then higher education community engagement refers to community development as a result of a partnership between these role players (a higher education institution and a community). It is seen as a co-learning process to which both community members and outside researchers contribute equally, thus achieving a balance between research and action (Jones & Wells, 2007). When combining the individual perspectives, resources, and skills of all the partners, something bigger than the sum of its parts can be created (Jones & Wells, 2007; Minkler, 2005). When a higher education institution engages in partnership with a community, the different role players become a part of each other. The academic associates become a part of the community while community members become part of the research team, which creates a unique context for working and learning (Jones & Wells, 2007). This approach builds the platform on which rural communities are regarded as partners, not merely as inactive beneficiaries of researchers' alleged expertise (Bringle & Hatcher, 2002).

1.6.2.1 Higher education-rural school partnership

In relation to the current study, the concept of a higher education-rural school partnership, refers to a manner of specific community engagement. It denotes the partnering of a higher education institution with a rural school, particularly in an attempt to address the "common good" of both these entities (Kilkpatrick, 2009; Minkler, 2005; Bringle & Hatcher, 2002. p.1).

1.6.3 School-based intervention

School-based interventions are implemented in an attempt to establish educational equality, and thereby assist in building knowledge (Ebersöhn, Loots, Eloff & Ferreira, 2015). School-based intervention studies in South Africa are mainly emancipatory in nature as the resource scarcity propels intervention for change (Ebersöhn, 2015). According to Ebersöhn (2015), understanding the contextual characteristics of the school is fundamental in school-based intervention research as it ultimately informs the purpose. With reference to this study, school-based intervention involves researchers and students from the higher education institution, collaborating with learners and educators from the school, to assist in addressing pressing challenges that learners and educators are struggling with.

The school-based intervention in this study involves educational psychology services provided by postgraduate educational psychology students, who are enrolled in the higher education institution. These students are afforded the opportunity to work in a rural community setting to cultivate their practical experience while school learners acquire life skills such as effective study methods, academic achievement, pursuit of career aspirations, as well as experiencing personal wellbeing (Ebersöhn, 2007, 2015).

1.6.4 School in a rural setting

Rural schools are located in rural communities, and characterised by specific positive and negative contextual elements. Rural schools benefit the community in that they act as the moral and cultural centre, creating the platform to engage with most segments of the community (Bauch, 2001). Herselman (2003) provides negative contextual elements, divided into three categories:

i) basic drawbacks, which include the lack of school buildings and stationery, the remote location, and the lack of experienced and skilled teachers;
ii) communication drawbacks, pertaining to a lack of telephone facilities, accessibility to computers, and the technical training to operate it;
iii) other drawbacks, which refer to a lack of library facilities, a shortage in transport services, and a large student to teacher ratio.

The contextual characteristics of rural schools have an impact on higher education-rural school partnerships (discussed in Chapter 2 and Chapter 3).

1.6.5 Parents and caregivers

According to the *Children's Act 2005*, a parent or a caregiver is someone who has custody over the child residing in their care. The South African Department of Social Development (n.d.) distinguishes between the two terms: a parent can be held accountable for full parental responsibility, taking care of a child, maintaining contact, acting as a guardian, and providing financial support with the intention to provide for the child's needs. A caregiver is someone other than the parent, who is in charge of taking care of a child, without necessarily being legally responsible for the provision of financial support. The *Children's Act 2005* states that the person responsible for taking care of the child in both cases is responsible for providing a home, food, and support on a daily basis, and is also responsible for protecting the child from harm. For the purpose of the study, any referral to participants denotes both parents and caregivers.

In the context of the study(the rural community), the family member(s) responsible for child rearing is mostly an extended family member—grandparents, siblings, even aunts and uncles as part of the broader family network (Brailsford, 2005). These caregivers must compensate for the lack of care from one or even both parents, due to their passing or job responsibilities long distances from home (Brailsford, 2005).

1.6.6 Retrospective experiences

Retrospective experience is synonymous with lived experience. Therefore it refers to the experience of an event, with deliberate reflection on the impact of thereof, concluding with only an interpretation of the experience (Beard & Wilson, 2006). As people make retrospective evaluations while responding only to particular moments of the experience, they tend not always to take the entire occurrence into account (Finn, 2015). Therefore, in this study the use of retrospective experience points to the multiple voices, acknowledging the connection between diverse experiences (Buchy, 2004).

1.7 BRIEF OVERVIEW OF RESEARCH DESIGN AND METHODOLOGY

This section introduces the qualitative research design of the study, presenting the conceptual framework, and meta-theoretical and methodological paradigm that directs it. This provides a general orientation with which the dissertation should be read. The paradigmatic perspective, research design and methodology, quality criteria, and ethical considerations are discussed in detail in Chapter 3. A Figure 1.1 provides a brief overview, which serves as background.

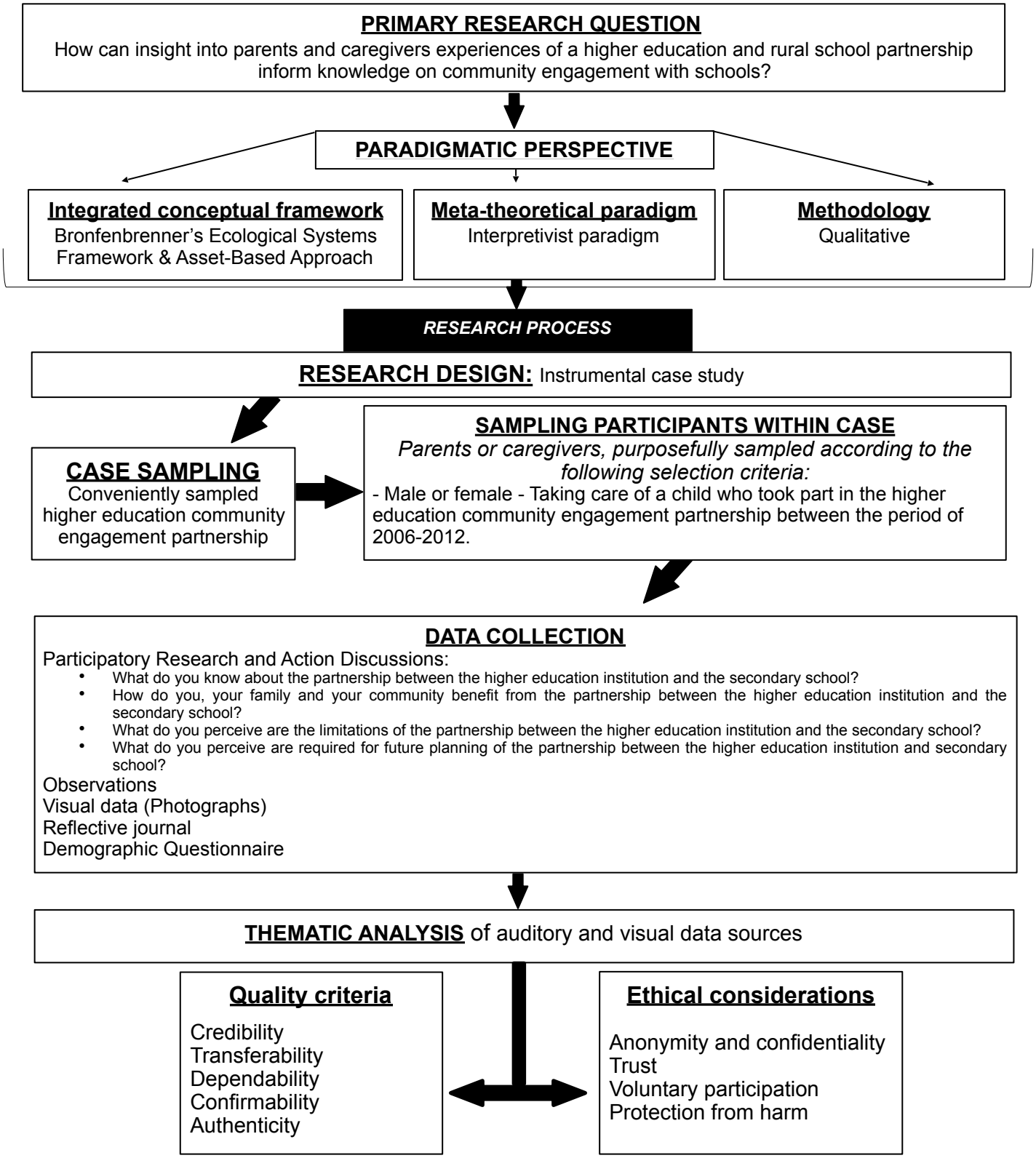


Figure 1.1: Overview of research methodology

1.8 STRUCTURE OF THE STUDY

Chapter 1: Introduction and general orientation

Chapter 1 sets the stage and provides context to the mini-dissertation by presenting an introductory orientation, overview of the completed study, as well the rationale for pursuing the specific research. This chapter formulates the questions that guide the study, and define the key concepts around which the study revolves. Section 1.7 includes a brief visual overview of the paradigmatic perspective, conceptual framework, selected research design and methodology, as well as the quality criteria employed and the applicable ethical considerations.

Chapter 2: Literature review

Chapter 2 outlines the theoretical background for this study. It investigates literature on the research topic: current parent or caregiver views on community engagement, educational psychology service provision within rural schools, and partnerships between higher education institutions and rural schools. It also discusses the theory of Bronfenbrenner's ecological systems framework as it interlinks with the asset-based approach, and how the related principles attend to the core of the study. This provides an overview of the integrated conceptual framework.

Chapter 3: Research design and methodology

In Chapter 3 elaborates on the research design and methodology, provided in Chapter 1. The research design, data collection methods, means of documentation, data analysis process, and interpretation procedures are described in detail. The strengths and weaknesses related to these concepts are also explored. The chapter concludes with a detailed discussion on the quality criteria and the ethical guidelines.

Chapter 4: Research results and discussion of findings

Chapter 4 presents and discusses the data analysis in terms of emerging themes and sub-themes. The findings are situated in relation to existing literature, frameworks and models (as discussed in Chapter 2) in order to discuss the conclusions.

Chapter 5: Conclusion and recommendations

Chapter 5 presents a summary of the main findings as they relate to the research questions and the purpose of the study (as mentioned in Chapter 1). This chapter also provides the main conclusions and reflections on the potential contributions of the study, as well as the challenges

of the process. The conclusion contains recommendations for practice and training within this field of study, as well as possible future research.

1.9 CONCLUSION

The aim of Chapter 1 is to present an introductory orientation of the current study. It provides a broad overview of what will follow in Chapters 2 to 5., as well as the purpose of the study, the research questions, and the assumptions with which the research is approached. Chapter 1 clarifies key concepts relating to the study and briefly introduces the paradigmatic perspective, and research design and methodology.

Chapter 2 presents a literature review of relevant and contemporary sources related to this study. It explores available literature on views of parents and caregivers about community engagement, the reality of psychological services in rural schools, and the elements and sustainability of partnerships between higher education institutions and rural schools. The chapter concludes with an integrated conceptual framework for the study.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 introduces the study and sets the stage for the dissertation, presenting the rationale, formulating the research questions, and stating the assumptions of the study. Chapter one also defines the key concepts pertaining to the study, and provides a brief overview of the research design and methodology.

Chapter 2 discusses current literature on community engagement with schools, with reference to parent or caregiver experiences of higher education-rural school partnerships. It reports on literature that is guided by the research questions, as well as and the purpose of the study. This gives the context of the dissertation. Chapter 2 also provides parents' or caregivers' account of education psychology service provision in rural schools, and elucidates partnerships between higher education institutions, and rural schools (illustrated in Figure 2.1).

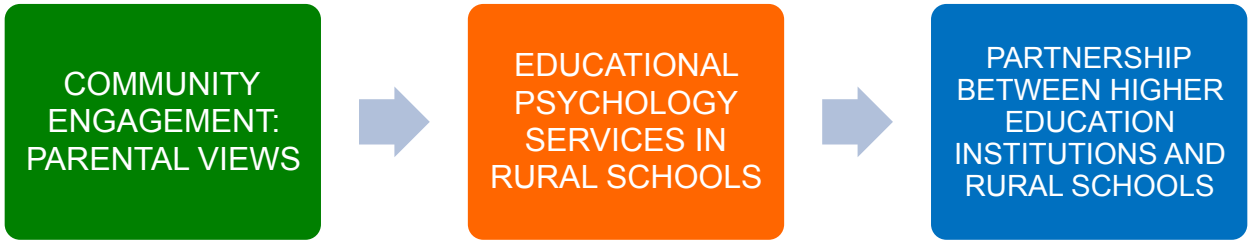


Figure 2.1: Structure of the literature review

Existing literature provides insight into research on community engagement, particularly higher education-rural school partnerships over the past few decades. Significant international studies on the provision of educational psychology services in rural schools are consulted. Parents' or caregivers' opinion of community engagement in general, and even more so on partnerships between higher education institutions and secondary schools, is limited. This gap in research is immediately emphasised. The chapter also includes a discussion of the literature, including the respective challenges and suggestions, and concludes the chapter with the integrated conceptual framework.

2.2 COMMUNITY ENGAGEMENT: PARENTAL VIEWS

Even though literature emphasises the value of parental voice on all-round issues pertaining to their children, parents' opinions are still regarded as marginalised within the process of community engagement (Nistler & Maiers, 2000). Hallgarten (2000, p. 106) states that "voice is the unused bandwidth of parental involvement in their children's learning", signifying the underutilised power of parents' perspective. Since their views and opinions are often overlooked, parents interpret this as an indication of their incapacity to contribute on the level of addressing issues relating to their children. The significance of parents' views is based on the fact that their involvement in their children's education is a "distinct, irreplaceable, influence on children's learning" (Harris & Goodall, 2008; Hallgarten, 2000, p. 2).

In most cases, parents' needs and wishes are merely presumed, not consulted. According to Hanafin and Lynch (2002), in cases where parents are not consulted, especially about school-related issues regarding their children's progress, they report feeling excluded from partaking in decision-making. Subsequently, if parents fail to see the value of their involvement they become more reluctant to initiate participation themselves, and even more so in multi-ethnic or cross-language settings (Hanafin & Lynch, 2002; Hallgarten, 2000). And so, the lack of parental participation cannot be ascribed to a lack of interest on their part, especially as literature presents that parents of all social groups to have an interest in assisting with their children's education (Hallgarten, 2000).

Literature provides additional indication on why parental participation in cross-language schools seems limited, by describing a number of concerns held by parents, such as poor communication and a lack of understanding between relevant individuals (Torrez, 2014; Warren, Hong, Rubin & Uy, 2009; Hallgarten, 2000). Hallgarten (2000) therefore suggests providing support for parents with a limited command of English, or low levels of literacy, specifically applicable to rural Mpumalanga. Moreover, Torrez (2014) believes that unequal power dynamics between partners should be addressed if parental participation is to be made possible.

Schools and organisations that drive community engagement deliberately have to create platforms to hear parents' peripheral voices (Hallgarten, 2000). Gordon and Louis (2009) believe that parents need to be involved in continued and reflective discussions. Relationships form and confidence for collaboration transpires during dialogue between parents, as individuals can find support from others who share similar concerns and face similar challenges (Mutch & Collins, 2012). In this fashion, parents build a collaborative foundation enabling them to work collectively

towards the common goal that emerges from their dialogue. Facilitating parental opinions can empower them, “the owners of the voices”, and consequently increases their willingness to be involved (Hanafin & Lynch, 2002, p. 47).

Consulting parents’ voices not only encourages their involvement, but is also a source of valuable information and knowledge (Harris & Goodall, 2008). Research shows that when dealing with contemporary school problems, parents’ insights are paramount, particularly since addressing such problems tend to fall short when their institutional knowledge is not incorporated (Harris & Goodall, 2008). Furthermore, parents report an alienating effect on their general participation and involvement if they are not consulted on issues relating to their children (Oberhauser & Pratt, 2004). As parents are local to their children’s school, and central to their activities, parents’ opinions have the power to influence the principles and process of community engagement (Jongbloed et al., 2008; Cotton & Wikelund, 1989). Parents of children who attend a school that is involved in community engagement, inevitably makes them stakeholders of the partnership, and their opinions are therefore noteworthy for the “sustainability and appropriateness” of that partnership (Cornwall & Jewkes, 1995, p.1674). Research shows that parental satisfaction or dissatisfaction is an insightful measure in evaluating community engagement. According to Summers, Hoffman, Marquis, Turnball, Poston and Nelson (2005), a positive correlation exists between the degree of parental satisfaction, and favourable outcomes for their children and families.

In the few cases where parents were consulted on community engagement initiatives, they provided valuable insight. During these incidences, parents shared their gratitude for such partnerships (McLeskey, 1983). Nonetheless, parents experience a dire need for community engagement initiatives that will address connectedness between themselves, the school, and the community (Torrez, 2014). Parents report that stakeholders are regularly confused due to miscommunication, and consequently need a safe space in which they can clearly converse with one another (Mutch & Collins, 2012). Culturally-grounded community engagement is of the utmost importance, which is why stakeholders should consider the community’s values, beliefs, behaviour, and world views when determining the aim of a community engagement initiative (Torrez, 2014; Okamoto, Helm, Pel, McClain, Hill & Hayashida, 2014). Putnam (1993, p. 1) reports that “parents in communities everywhere want better educational opportunities for their children”, and therefore yearn for community engagement to create such possibilities.

The study of Mutch and Collins (2012), on parents’ views of the partnerships between themselves and the schools their children attended, valuable information was gathered on the

advantages for themselves, their children and the community. A trusting a safe atmosphere was cultivated for parents to share their opinions and subsequently it emerged that due to their personal involvement in the partnership they experienced stronger relationships with their children, noting that the content of their conversations positively changed. Moreover, they feel that partaking in such partnerships supports them in their parental role and should be strengthened (Mutch & Collins, 2012).

According to Mo & Singh (2008) and Silka (1999), parents need more frequent opportunities to receive feedback and information about their children's progress in school. Parents want an indication of how they can get involved, or be of assistance. It follows that clear, relevant, and comprehensive communication is crucial in partnerships. It follows that parents wish to contribute to their children's educational and emotional growth, and are willing to be involved. However, parents evidently need guidance on how they can contribute (Mutch & Collins, 2012). Hallgarten (2000) indicates that parents want and need clear and honest information about their children, and that practical strategies on how to accelerate their progress is essential. In cases where parents receive guidance, children are empowered to take the next steps towards development, in whichever way (Hallgarten, 2000).

Although parents are considered key in their children's success, their opinions have been overlooked, and their feelings of being neglected as stakeholders decrease their confidence to initiate participation. Therefore, schools or outside organisations should ensure parent collaboration by introducing platforms that they can engage in. Whenever they have been able to voice their opinions, their positivity of community engagement initiatives is evident. Furthermore, literature indicates that when parents engage in the process of sharing their experiences, their overall involvement also increases. Acknowledging their presence as stakeholders in school-based interventions is quintessential in all phases of community engagement planning. This insight highlights the importance of providing a platform for parents' previously silent voices to be heard.

2.3 EDUCATIONAL PSYCHOLOGY SERVICES IN RURAL SCHOOLS

According to the Health Professions Council of South Africa (HPCSA) (2011, p. 8), educational psychologists' scope of practice denotes "applying psychological interventions to enhance, promote and facilitate optimal learning and development". Bramlett, Murphy, Johnson, Wailingsford and Hall (2002) state that educational psychologists employ psychometric assessment, intervention, and consultation in order to address learning barriers. Educational

psychology is an important element in schooling as these professionals can provide support for personal issues, educational decisions, career choices, as well as remedial and therapeutic interventions (Daniels, Collair, Moola & Lazarus, 2007). Pillay (2011) believes that educational psychologists are the responsible agents of change in the lives of the youth, and especially at schools with high adversity and highly diverse populations.

Brassard & Barnes (1987) suppose that the lack of educational psychology services can stifle learner progress. Educational psychology seems to be a valuable and necessary element of support in learner success, however such services are not readily available in rural areas. If the school does not provide educational psychology services, the burden falls on parents to find the needed academic and emotional support (Edwards & Sullivan, 2014). In most instances, parents do not have the time, financial means, or transportation to do so, and as a result the extent of available psychological support is compromised (Edwards & Sullivan, 2014). Inadequate state funding attributes to the fact that most rural schools do not have on-site educational psychologists (Edwards & Sullivan, 2014; De Vore & Fagan, 1984; McLeskey, 1983). Due to the limited supply of educational psychologists on the school premises, any form of psychological service is in high demand. Higher education rural-school partnerships, similar to the FLY initiative, are established to support this need (Adelman & Taylor, 1996).

Service learning partnerships that provide educational psychology services hold potential for community development (Landini, Leeuwis, Long & Murtagh, 2014). According to Edwards and Sullivan (2014), this potential can be ascribed to a rural school's centrality within its community. This characteristic allows for educational psychology services to reach most segments of the relevant society, such as learners, families, teachers, and associated organisations (Hann-Morrison, 2011). A rural school is the hub where community members can unite and integrate, thus creating cohesion. Along that line, where educational psychology services can be provided within this environment, cohesion can be optimised. Little, Wimer and Weiss (2008) report that well-implemented initiatives and partnerships can have a broad influence on the participating stakeholders. On a scholastic platform, better overall engagement and higher aspirations can transpire (Little et al., 2008; Kenny, Blustein, Haase, Jackson & Perry, 2006). Furthermore, such partnerships can have a preventative influence, with less instances of children engaging in risk behaviours (Little et al., 2008). These partnerships could also influence better skill development with regard to social and emotional learning (Durlak, Weissberg & Pachan, 2010; Little et al., 2008). According to McGuire and Gamble (2006), children's experience of community belonging is also stimulated, and subsequently triggers social capital within the broader community (Maak,

2007). It is evident that educational psychology partnerships are beneficial and valuable on a broad basis.

Nonetheless, there are challenges associated with psychological services being provided as an outside intervention (Edwards & Sullivan, 2014). Literature shows that unequal power distribution transpires when community members perceive outside professionals as strangers, and experience that they misunderstand the community context. According to Torrez (2014), professionals who are external to the indigenous environment need to understand the community's values, beliefs, behaviours, and world view because without this knowledge, community members feel reluctant to openly engage in psychological service provision (Landini et al., 2014). In order to ultimately address power relations, educational psychologists within partnerships ought to focus more on establishing networks and collaboration with relevant stakeholders (Lubbe & Eloff, 2004). Accordingly, educational psychology partnerships sustained on a long-term basis create a foundation of trust among stakeholders. Sustained partnerships foster a sense of accountability for the implementation of action plans (Okamoto et al., 2014). Furthermore, a longstanding therapeutic alliance is created, allowing community members to experience that the perceived strangers understand the community setting more accurately (Zulliger, Moshabela, & Schneider, 2014).

Zulliger et al. (2014) indicate that provision of culturally and developmentally appropriate psychological services, working within traditional beliefs and assumptions, is currently one of South Africa's biggest challenges. The rural school community adds specific environmental setbacks, such as lower educational participation, heavy caseloads, a limited availability of special education services, and ineffective communication between rural parents and school staff to the list of challenges (McLeskey, 1983; Edwards & Sullivan, 2014). Another fundamental shortfall in rural areas relates to fewer childhood services in general, hampering early childhood development and school readiness. This shortcoming consequently increases the possibility of learning barriers emerging later on (Edwards & Sullivan, 2014).

If the intention is to overcome these challenges, educational psychology partnerships with rural schools have to be tailored for the specific circumstances and environmental setbacks of the rural school community. Such circumstances include limited access to basic services (health, water, electricity, and sanitation), greater risk of HIV/AIDS, malnourishment poor infrastructure, educational shortcomings and disruptions, limited facilities, unsatisfactory training of teachers, general unemployment, child-headed households, language barriers,violence, and even unsupportive circumstances at home (Hlalele, 2012; Netshandama, 2010; Brailsford, 2005).

These adverse effects of risk in the rural environment should be taken into account to enable the effectiveness of the educational psychology and school partnerships.

It is evident that individuals in a rural community need to develop in spite of their environmental setbacks, and therefore educational psychology service provision should comprise activities focused on developing resilience in order to aid this process (Ebersöhn, 2008; Eloff, Ebersöhn & Viljoen, 2007; Ebersöhn & Maree, 2006). The focus should be on eliciting and emphasising interpersonal resources, assets and network connections, such as safety and the absence of violence, self-confidence and the development of social skills, pursuing healthy role models, and parental support (Waxman, Gray & Padron, 2003).

Furthermore, it is necessary to work from an ecosystemic perspective in order for educational psychology service provision to be effective within the rural school community (Daniels et al., 2007). Working from an ecosystemic approach signifies working with individuals and their families. In this fashion, the support and development of the context within which the child functions daily, is incorporated. Bramlett et al. (2002) describe parent training in rural areas as key because instructing parents on assisting their children can strengthen the outcomes of educational psychology services. Tierney, Colyar and Corwin (2005) note that it is vital to employ parents as partners (as opposed to mere bystanders) in their children's growth. Literature generally advocates for a shift from individual-level intervention to systems-level intervention, to such an extent that a whole school approach could be considered (Adelman & Taylor, 2002).

It is clear that educational psychology services can benefit schools and the associated individuals, especially in the case of a rural school community. There are few on-site educational psychologists in rural areas, and those who are available, are out of reach due to limited state funding. Therefore, educational partnerships are employed as an alternative.

2.4 HIGHER EDUCATION AND RURAL SCHOOL PARTNERSHIPS

A higher education-rural school partnership signifies two distinct entities: a higher education institution, and a rural school. These entities collaborate with one another for the greater and more common good. According to Shannon and Wang (2010), such partnerships aim to co-create community development, by establishing a link between the academic setting and the community environment. The interaction should focus on the mutual input and gain of both entities in order to allow for effective collaboration (Shannon & Wang, 2010). The foundation of

such a partnership is an interplay between all relevant stakeholders relating to their needs and resources. Figure 2.2 illustrates the stakeholders, the needs, and the resources within a higher education institution and a rural school.

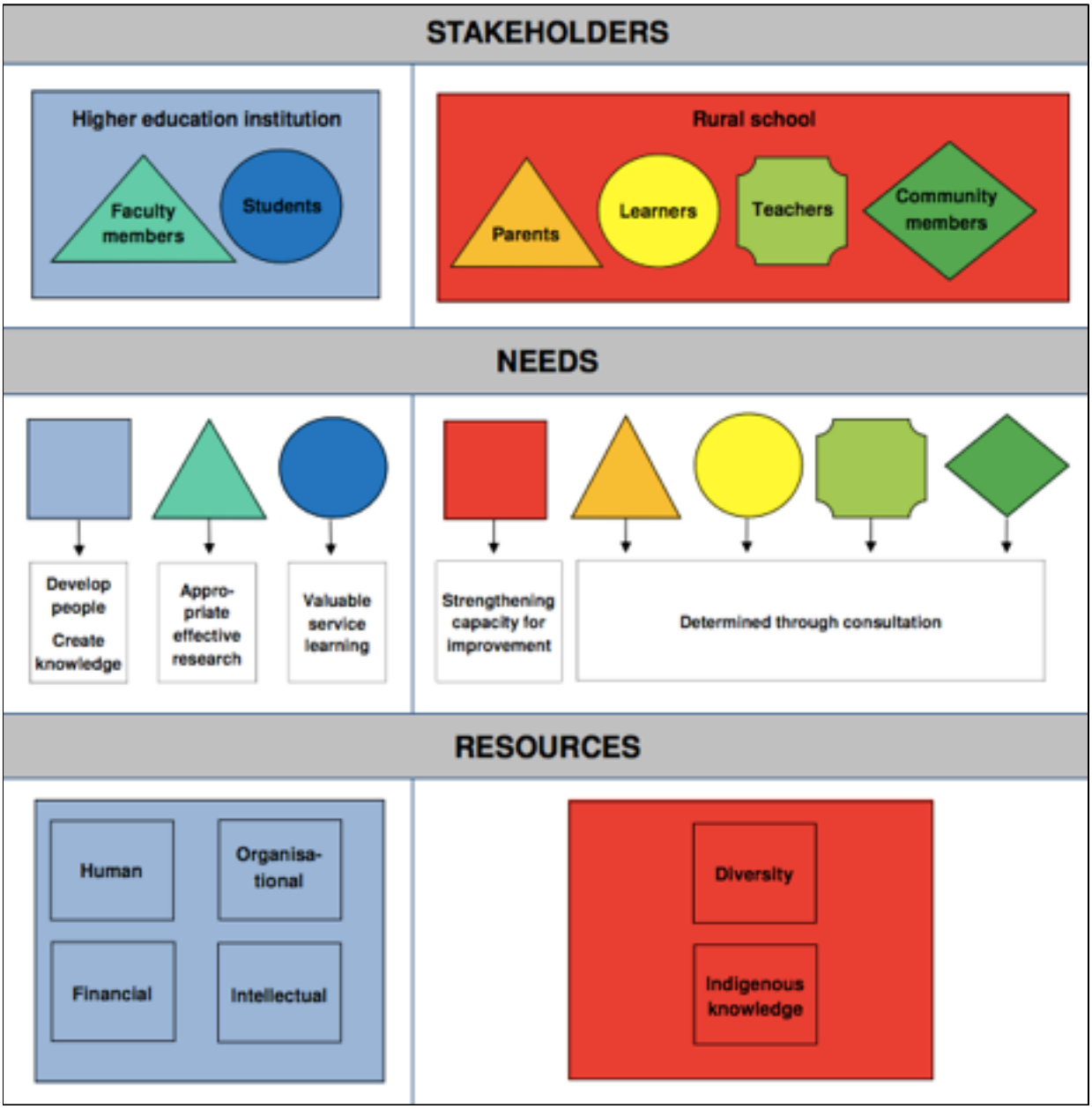


Figure 2.2: Stakeholders, needs, and resources

Stakeholders should be carefully considered, as they usually include more than only the obvious individuals. Within the higher education institution, stakeholders comprise not only the institution

as a collective, but also the faculty members related to the research, as well as the students engaging in service learning. Subsequently, when referring to stakeholders within the rural school, the learners, teachers, parents, and community members are all included, regardless of whether they are directly involved or not (Shannon & Wang, 2010).

The relevant stakeholders of each organisational entity therefore have specific significance as they contribute to the partnership in a distinct capacity (Shannon & Wang, 2010). All stakeholders have different needs that are important to determine as the translation thereof provides a shared goal (Oberhauser & Pratt, 2004). Eliciting the needs of another cannot merely be presumed without their personal input, and therefore all associated parties should be included in this process (Shannon & Wang, 2010; Oberhauser & Pratt, 2004; Vickers, Harris & McCarthy, 2004). Since different stakeholders might have conflicting interests, negotiation around the varying needs becomes crucial (O' Meara, Pendergast & Robinson, 2007).

According to literature, the primary need, and therefore goal of the higher education institution is to develop people and create knowledge whilst making a local and global difference (Bender, 2008). Faculty members want to improve the institution's social agency by conducting appropriate and effective research, and the students who engage in service learning want to contribute, pass their module, and gain sufficient practical experience and knowledge from working in the field (University of Stellenbosch, 2012, p. 7; University of the Free State, 2011; University of Pretoria, 2011; Bender, 2008; Jongbloed, et al., 2008; Pasque, Smerek, Dwyer, Bowman & Mallory, 2005).

The need, and therefore the goal of the rural school as a unit is to strengthen their capacity for improvement (Pasque et al., 2005). The needs of the associated parties (learners, parents, teachers, and community members) cannot be portrayed as a standard premise, and should be determined through consultation (O'Meara, Chester & Han, 2004). Consulting with these stakeholders should provide more detail of the means and manner of the rural school's desired improvement.

Resources offered by the higher education institution and the rural school should be utilised within the partnership to meet the foregoing needs. Higher education institutions have resources at their disposal that are outlined by human, financial, organisational, and intellectual assets, and therefore they are capable of having an influence on civil issues (Pasque et al., 2005). Rural schools represent a melting pot of diversity and a plethora of indigenous knowledge, and therefore they too hold resources to address social challenges (Edwards & Sullivan, 2014). A

powerful interplay transpires when the indigenous knowledge of the community members within the rural school can inform appropriate use of the assets within the higher education institution.

Multidisciplinary dialogue between stakeholders allow all partners to share their essential needs, from which a common goal can be derived. This conversation should determine how the resources of each entity can be appropriately employed to reach their shared goal. Considering the above mentioned factors (see Figure 2.2), a fitting strategy, tailored to the unique circumstances of the community, can be implemented (O' Meara et al., 2004). Taking into account that the particular community identity is of paramount importance as it influences the partnership effectiveness (Pawar & Torres, 2011; Williams, 2011; Scull & Cuthill, 2010; O'Meara et al., 2004; O'Meara et al., 2007).

Connecting through dialogue signifies that all partners in the relationship take ownership, contribute, and are actively present whilst fully participating (Berkes, 2009). Therefore, all role players (researchers, students, learners, parents, community members) need to generate and manage knowledge together whilst clearly defining their roles and responsibilities (Scull & Cuthill, 2011; Berkes, 2009). This process requires multi-agency input, and mobilises community involvement (O'Meara et al., 2004).

Literature on higher education and rural school partnerships also reports several challenges in the sustainability of effective implementation. The relationships and commitments associated should therefore be carefully managed to deal with these limitations. In this vein time constraints on the part of the higher education institution were mentioned, as the extent of other academic responsibilities limits the periods available for interaction and as a result partnership effectiveness is jeopardised (De Lange, 2012; Israel, Krieger, Vlahov, Ciske, Foley & Fortin, 2006). Therefore, engagement should be focused and to the point, to maximise the impact of the available time.

Resource deficiencies with reference to the contextual barriers within the rural school community and the incapacity of a higher education institution to address the full scope of environmental difficulties, are also concerning (De Lange, 2012; Israel et al., 2006). The long-term viability of partnerships is compromised when there are insufficient resources. Proper management and allocation of the available resources extends the reach of the partnership.

It seems to be challenging to maintain the energy and morale of all stakeholders over a long-term period of engagement. The identity and focus of the partnership might be affected if crucial

partners leave the process based on their right to terminate participation (Israel et al., 2006). The success of a long-term partnership is effectively more likely if a partnership includes social interaction based on mutual trust and relations promoting agency within the community (Bringle & Hatcher, 2002; Bauch, 2001). Long-term commitment of all stakeholders is an important contribution to partnership sustainability. Consequently, it is constructive to incorporate organisations and not only individuals. Individuals come and go, whilst organisations have the capacity to stay committed on a more permanent level. Israel et al. (2006, p. 10) refer to having "the right people around the table", for example ensuring that the correct people are incorporated in the process of shaping the partnership, whether at implementation, maintaining, or evaluation stage.

Another challenge associated with higher education rural school partnerships relates to the possible hierarchical power structures at play (De Lange, 2012; Scull & Cuthill, 2011; O'Meara et al*.,* 2007). Unequal power distribution transpire when the partnership is approached from the perspective that higher education institutions as outsiders hold all knowledge. Therefore, any interaction with community respondents should be sensitive to the unequal power dynamics associated with being outsiders (Oberhauser & Pratt, 2004).

Another way to address the power dynamics challenges, and increase effectiveness of community engagement is to do enough rigorous evaluative research. It enables quality management to best enhance the sustainability of the higher education-rural school partnership (Bender, 2008). Partnership evaluation should provide an unbiased space where the various voices of the participants can be heard. In South Africa, research findings indicate that marginalised voices should be afforded the chance to be heard as valuable information can be gathered in this way (O'Meara. 2007; Oberhauser & Pratt, 2004). Insight derived from assessing the continuous sustainability and impact of community engagement is immeasurably valuable when higher education institutions are open and prepared to implement these changes (Bender, 2008; O'Meara et al., 2007, Israel et al*.,* 2006). Essentially, community engagement evaluation in itself is regarded as a prerequisite for partnership effectiveness. However, it is important to note that evaluation (in the form of a needs assessment) employed prior to the partnership can result in a more directed and applicable strategy right from the outset (De Lange, 2012).

Subsequently, the foundation of higher education-rural school partnerships is regarded as the interplay between the resources and needs of all relevant stakeholders. Addressing the challenges of such partnerships in a deliberate and focused fashion is essential to the sustained

implementation of the engagement. In order to ensure collaboration aligned with the specific needs and circumstances of the unique partnership, a thorough pre-assessment is essential.

2.5 INTEGRATED VIEW OF LITERATURE

The positive outcomes of community engagement can be related to parental satisfaction of such initiatives. Therefore parents' views are crucial when attempting to increase the effectiveness of community engagement initiatives. Parents' and caregivers' voices are mostly silent and their involvement in community engagement evaluation is limited. Parents and caregivers are vital stakeholders in the community, and when they are not incorporated in the process of engagement, the potential for community empowerment decreases. Acknowledging these crucial partners in community engagement with schools can address the identified gap in knowledge.

Providing educational psychology services in schools is necessary in the attempt to boost learner progress.Nevertheless, there are various challenges in terms of its delivery, which emphasises the lack of government funding to enable the presence of on-site professionals. partnerships between higher education institutions and rural schools are fostered exactly for the purpose of attending to the shortage of psychological expertise in rural schools. Parental guidance is suggested as an additional and crucial element in enhancing the effect of educational psychology.

Higher education-rural school partnerships are most applicable when all relevant stakeholders are included, and a noteworthy interplay between their needs and resources is established. Such partnerships are essentially hindered by time constraints, decreases in resources, upholding the energy and motivation of all partners, and the possibility of power inequalities. Evaluating partnerships by way of research can augment the future applicability thereof.

To sum up, providing educational psychology services to rural schools is costly, but necessary in South Africa. Educational psychology services can be delivered to these schools through the higher education and rural school partnerships initiative. Furthermore, incorporating evaluation from the various stakeholders would enhance the effectiveness of such partnerships. Parents or caregivers are regarded as vital stakeholders when referring to community engagement initiatives, and thus their views should be valued, especially as their voices are currently not being heard.

2.6 CONCEPTUAL FRAMEWORK

The underlying philosophy on which this study is based, is an integrated conceptual framework based on the principles of the asset-based approach, combined with that of Bronfenbrenner's ecological systems theory. The utilisation of these theories presents a framework within which the topic under study can be understood (Bender, 2008). The conceptual framework provides valuable insight that guides the way to finding new methods of understanding the phenomenon (Tudge, Mokrova, Hatlfield & Karnik, 2009).

2.6.1 Asset-based approach

Strengths are fundamental to the asset-based approach, as it signifies the utilisation of capacities, resources, and assets to bounce back from hardship (Emmett, 2000). The asset-based approach is an alternative to the needs-driven approach (Ebersöhn & Mbetse, 2003). The basis of the needs approach is the perception that one's needs can only be met by outsiders, bringing about a cycle of dependency, waiting on solutions to be provided without showing personal agency to address these challenges (Matentjie, 2006; Kretzmann & McKnight, 1993). The perspective that underpins the asset-based approach, challenges the traditional manner of addressing problems, relying on funding and service providers (Kretzmann & McKnigh,1993). The assets within the community can arguably be utilised to better poverty-stricken environments (Coetzee, 2006). Mobilising the assets that are already present within systems can empower individuals to address pressing issues and concerns, whether of a personal or societal nature (Matentjie, 2006). The asset-based approach aims at mediating adversity, consequently facilitating resilience (Ebersöhn, 2008).

Presumably, all systems hold assets, and therefore the assets merely have to be identified (Ebersöhn & Eloff, 2006; Ebersöhn & Mbetse, 2003; Kretzmann & McKnigh, 1993). An asset can only be regarded as such if mobilisation is possible. If communities have already activated their inherent strengths, for example skills, talents, gifts or resources, the productive use of external resources in communities can be more effective (Ebersöhn & Mbetse, 2003).

According to Ebersöhn and Eloff (2006), the essential foundation of the asset-based approach holds multiple advantages. The approach implies an awareness within the individual or community that they possess inherent strengths, which could be used to address issues or concerns with immediacy, since they do not have to wait for any outside party to enter and solve problems. They can find practical and relevant solutions by focusing on the leverage within their

reach, and as a result individual capacity building emerges. Furthermore, the asset-based approach facilitates taking ownership of problems and solutions, leading to mutual support and shared responsibility. An advantage of this approach is its flexibility; a multitude of solutions can be derived from it (Coetzee, 2006; Ebersöhn & Eloff, 2006). The asset-based approach, which refers to the mobilisation of assets, holds specific relevance to the study, as the individual capacity of children is mobilised through the partnership.

2.6.2 Bronfenbrenner's ecological systems theory

Bronfenbrenner (1979) provides an insightful perspective on human development by drawing on the interaction between an individual and the surrounding environment. His theory highlights "person-context interrelatedness" (Tudge et al., 2009, p. 199). The individual and their environment interact reciprocally with each other. Bronfenbrenner (1979, p. 3) explains the ecological environment as "a set of nested structures, each in the next, like a set of Russian dolls". Thus, the environment that influences the individual, and vice versa, is not only restricted to a single, closed context, but also includes different levels within this context. Figure 2.3 illustrates the various contextual levels.

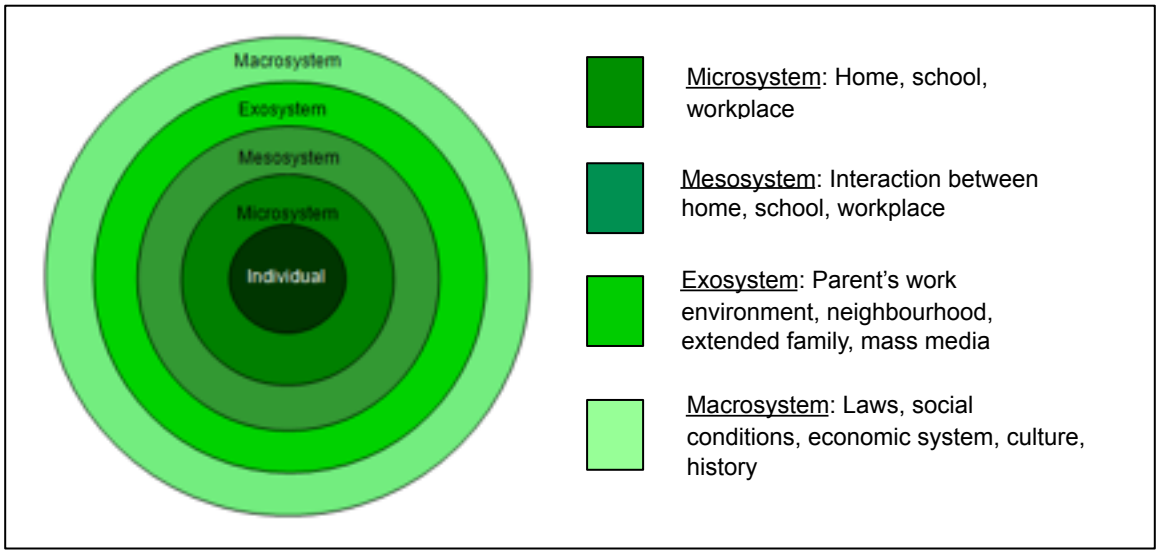


Figure 2.3: Bronfenbrenner's ecological systems model (Bronfenbrenner, 1979)

The developing individual (the learner in this study) is part of a dynamic interplay between the microsystem, mesosystem, exosystem, and macrosystem each of which represents particular elements. The microsystem signifies the settings closest to the child—the home, school and workplace. Interaction within the microsystem occurs on a face-to-face basis. The mesosystem is a "system of microsystems" as it indicates the interrelations between two or more of the

above mentioned settings (home, school or workplace) in which the child actively partakes (Bronfenbrenner, 1979, p. 25). This occurs as soon as the developing child shifts from one of these settings to another. The exosystem includes settings (such as the parent's work environment, the neighbourhood, extended family members, or mass media) in which the child does not actively participate. The exosystem influences and is influenced by the child's microsystem. The macrosystem represents ideologies and belief systems (laws, social conditions, the economic system, cultural identity, and history) overarching culture, or schema that governs ways of thinking or acting.

Parents' interconnectedness with their children signifies the important role they play as stakeholders of a higher education-rural school partnership in which their children are participating.

2.6.3 Integration of concepts and relevance to study

The asset-based approach serves as a lens through which Bronfenbrenner's ecological systems theory is understood. Since Bronfenbrenner's theory states the different levels of interaction between the developing child and his or her environment, the interconnectedness between these various systems serves as the foundation of the study, whilst the asset-based approach provides the building blocks that increase the influence between the child, the microsystem, mesosystem, exosystem and macrosystem.

Therefore, the possibility of asset mobilisation in one system may have consequential influence on the system as a whole, ascribed to the interactive relationship that exists between the different systems. This process of reciprocity allows for increased development of the above mentioned systems. The concepts of asset mobilisation and reciprocity between systems provides a framework from which to approach the study. The integrated understanding of the two theories is illustrated in Figure 2.4.

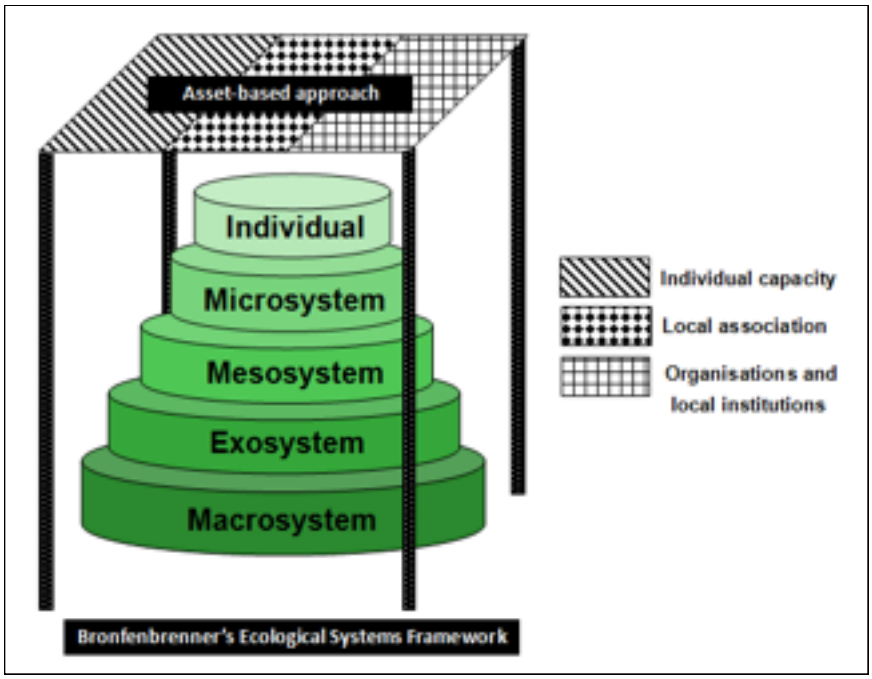


Figure 2.4: Integrated conceptual framework

2.7 CONCLUSION

The aim of Chapter 2 is to provide a literature review of the key aspects of the current study. It provides a framework by giving an account of parents' or caregivers' views of community engagement, discusses the provision of educational psychology services in rural schools, and elaborates on higher education-rural school partnerships. The chapter also supplies an integrated view of the literature, and concludes with an explanation of the conceptual framework.

The following chapter focusses the research process of this study, presenting a detailed outline of the research procedures and methodologies employed. It draws attention to the selected research paradigm and its relevance for the study, discusses the research design, and provides a thorough account of the data collection and documentation procedures. The chapter also discusses the process of data analysis and interpretation.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 considers existing literature on concepts associated with the research study. It emphasises and elaborates on the notion of partnership, and presents a detailed context of the research study.

The purpose of this study is to explore and describe how parents and caregivers of learners in a rural school experience a partnership between a higher education institution, and the rural school that their children attend. For this purpose a qualitative study is conducted by way of interpretive paradigm.

This chapter, discusses the research process of the study, and fully describes the paradigmatic perspective and the chosen research design—the methodological choices are related to the research questions and the purpose of the study throughout. The methodology is defined, with the corresponding strengths and weaknesses. The chapter also provides a thorough account of the data collection process, and elaborates on the analysis and interpretation procedures employed. The chapter concludes with a discussion of the ethical considerations and quality criteria.

3.2 PARADIGMATIC LENSES

This section considers the methodology (qualitative research), and subsequently the meta-theoretical paradigm (interpretivism), that the study relies on.

3.2.1 Methodology: qualitative

This study utilises the qualitative sphere as a methodological paradigm and approach to explore the participants' (parents and caregivers) view of their world (experiences of higher education-rural school partnership). Since all individuals have a personal construction of events, qualitative techniques assist in better understanding parents' and caregivers' point of view, despite not sharing similar thought processes (Creswell, 2013). The core strength of qualitative research is based on the premise that it allows for depth of understanding (Babbie, 2005). The qualitative paradigm allows the researcher to be highly involved, and engage with participants in their

natural setting, generating detailed and descriptive data (Creswell, 2007; Rolfe, 2006; Elifson & Sterk, 2004; Mays & Pope, 2000).

Since a qualitative researcher aims to be a key instrument of data collection, it allows them to share in the views and understandings of the participants, and to further explore the manner in which the participants give meaning to their differing lifeworlds (Denzin & Lincoln, 2000). The qualitative techniques that are used to provide an insider's perspective in this study comprise participatory research and action discussions, supported by unstructured observations, keeping a reflective journal, gathering visual data (photographs), and asking participants to complete a demographic questionnaire. Utilising various techniques, within the qualitative perspective, facilitates a report on the multiple factors involved in the research setting, which sketches that larger picture that eventually evolves (Creswell, 2013).

Qualitative research is limited in the possibility that the researcher over interprets the participants' experiences through the filters of their own frame of reference. Terre Blanche and Durrheim (2006) believe that conclusions drawn in qualitative research might be constructed inaccurately. This study employs various measures in an attempt to reduce the risk of potentially weak levels of interpretation. In order to reach reasoned consensus, the research relies on feedback discussions with the rest of the research team (refer to section 3.3.2.1), regularly revisiting field notes to construct interpretations parallel to the exact occurrences of data collection, as well as member checking sessions to verify whether the identified themes are in fact a true representation of participant views and opinions.

Because the qualitative methodology aims to approach research in a non-threatening manner, it empowers participants to share their narratives and allows their opinions to be heard (Creswell, 2007). The suitability of the qualitative methodology is emphasised as it provided a platform for the voices of parents and caregivers to be heard and acknowledged.

3.2.2 Meta-theoretical paradigm: interpretivism

An interpretivist paradigmatic stance is adopted for this study, signifying that the study is informed by a complex and constantly changing world (Tuli, 2010). Furthermore, this paradigm emphasises the individual's ability to construct meaning whilst also considering the subjective interpretation (Mack, 2010). The decision to use interpretivism as a paradigmatic lens relates to the purpose of my study, exploring on parents' and caregivers' retrospective experiences of community engagement with the schools. Therefore, the study focusses on understanding,

rather than explaining the parents' and caregivers' experiences (Scotland, 2012; Mack, 2010; Tuli, 2010; Rolfe, 2006).

An interpretivist paradigm is an adequate choice as it provides a platform to interpret verbal and non-verbal participant behaviour and exclamations, against the background of their lifeworlds, past experiences, and personal understandings thereof (Terre Blanche & Kelly, 2002). This is particularly appropriate as the participants prefer to speak in siSwati, a language in which the researcher is not proficient. As Scotland (2012) explains, interpretivism includes the notion that knowledge is historically situated, as well as culturally derived, and thus ideologies are not questioned, but accepted. As the study is conducted in an unfamiliar cultural setting, the interpretivist paradigm is fitting. Furthermore, since the interpretivist paradigm maintains that the world is socially constructed, the research is conducted in the participants' natural environment so as to gain deeper insight into their context and perspectives (Tuli, 2010; Rolfe, 2006). Throughout the study, the participants' voices are honoured at all times. The data is described in depth and the analysis presents the exact wording of the participants, all in order to cohere to the authenticity of their expressions (Scotland, 2012).

It is difficult to refrain from allowing personal lifeworlds to interfere with the view of the research, and to interpret the participants' experiences solely based on their backgrounds. Fortunately, the interpretivist paradigm does not require value-free interpretations (Scotland, 2012). Although I carefully engaged in reflection, with the intention to reduce the possible influence of my personal background, I nevertheless acknowledge myself as co-creator of meaning throughout this study (Scotland, 2012; Fossey, Harvey, McDermott & Davidson, 2002; Terre Blanche & Kelly, 2002).

Another limitation of the interpretivist paradigm is ascribed to the highly contextualised qualitative data generated; since interpretive research discards verification via scientific procedures, the findings cannot merely be generalised to alternative settings (Mack, 2010). Mack (2010, p. 8)asserts that the goal on interpretive research is "the creation of local theories for practice rather than generalisable findings". Thus, results emerging from the study, informs knowledge on community engagement with schools in general, only resonating with work of other researchers.

3.3 RESEARCH METHODOLOGY

This section analyses the research process of the study (introduced in 1.7 and Figure 1.1 in Chapter 1), considering the choices of research design, sampling methods, and data collection strategies.

This study is embedded in rigorous qualitative research methodology, thus illuminating the subjective meanings that the parents and caregivers attach to their actions and social contexts (Fossey et al., 2002). The participants' experiences, behaviours, interactions, and social contexts are described without any quantification (Fossey et al., 2002; Terre Blanche & Durrheim, 2006).

3.3.1 Research design

The research design logically connects the entire course of research action by linking the purpose of the study, the research questions, the methodological components, and the findings (Maxwell, 2012; Babbie, 2005). An instrumental case study design attends to the exploratory and descriptive research questions.

3.3.1.1 Instrumental case study design

An instrumental case study design is used to explore the parents' and caregivers' retrospective experiences of higher education community engagement initiatives. The notion that the specific case is of secondary interest only—since it fulfills a supportive role in ultimately understanding another phenomenon—is central to this design (Stake, 2013). Therefore, the chosen case (parent and caregiver retrospective experiences of a higher education-rural school partnership) is instrumental in facilitating how the derived insight might inform knowledge on community engagement with schools (Grandy, 2010; Baxter & Jack, 2008; Elifson & Sterk, 2004).

The primary strength of an instrumental case study design is that the results are instantly understandable. This is because comprehensive portrayal of the research process allows the reader to experience the research events in such a detailed manner that their own conclusions are possible (Creswell, 2013; Cohen, Manion & Morrison, 2003). It also permits gathering unique aspects that might be lost in larger scale data, and also embraces the occurrence of unanticipated events and uncontrolled variables (Cohen et al., 2003). The instrumental case study design helps address any unexpected issues as they surfaced during the process.

This design considers the physical, social, economic, or historical surroundings related to the study, delivering rich contextual information (Stake, 2000). This characteristic of an instrumental case study design supports the paradigmatic lens of interpretivism, aids in gathering a thorough understanding of the realities of the participants. Integral involvement in the case study research allows an easily established rapport with the participants (the parents and caregivers) (Cohen et al., 2003; Babbie & Mouton, 2001).

Nisbet and Watts (as cited in Cohen et al., 2003) acknowledge a limitation of this design, stating that it may befall under selective, biased, personal, and subjective influences since cross-checking is not easily applicable. They raise the issue of observer bias, despite attempts to engage in reflexivity. In attempt to address these potential challenges this study embraces the selected interpretivist paradigm, accepting personal involvement in the construction of meaning (Terre Blanche & Kelly, 2002).

3.3.1.2 Selection of case

The particular partnership is conveniently sampled to explore the case of parent or caregiver's experiences of a higher education-rural school partnership. According to Patton (2002), convenience sampling indicates an effortless case selection, and thus serves as a considerable advantage. This case is fully illustrated to elucidate how it typicality allows for the possibility of research findings to be regarded as relevant and related (Seale, 2002; Stake, 2000).

The FLY initiative is the chosen community engagement initiative for this study, and adheres to the selection criteria as it characterises a long-term partnership between the University of Pretoria (Centre for the Study of Resilience) and a secondary school in rural Mpumalanga, South Africa. The community engagement initiative commenced in 2006, and is chosen based on the ongoing nature of this higher education community engagement partnership with a school. This community engagement partnership combines both academic service learning, and research. It primarily focusses on the participation of post-graduate educational psychology students, who provide educational psychology services to Grade 9 learners in the natural setting of their school. Every year, approximately 100 learners is randomly divided into small groups (between 4–10 members per group), and assigned to one of the post-graduate students from the higher education institution (usually a group of 10–15 individuals). A distinctive bond is formed within these separate groups as they spend ample time together, engrossed in psychometric or therapeutic activities.

The partnership entails that post-graduate students visit the school twice annually, each for a two-day period. The University of Pretoria's Faculty of Education (2013) describes that the objective of the visits is to provide the opportunity for career development as it relates to the choice of subjects, determined by learners' possible career opportunities, as well as providing support for any personal concerns that may emerge during the period of interaction. Therefore, group-based assessment takes place during the first two-day visit. This assessment takes place through dynamic measures (sharing career goals and aspirations, describing personal role models, elucidating on individual strengths), as well as formal methods (such as completing the South African Vocational Interest Inventory (SAVII)) (Refer to Appendix A the full assessment battery). The second visit subsequently entails thorough feedback to each learner, with regard to their suggested subject choice, considerations for a future career, personal and environmental strengths, as well as areas for growth. Therapeutic activities are facilitated to address challenges identified during the initial assessment visit, which ranged from teaching study methods, providing grief and bereavement counselling, giving guidance on identity, gender and sexuality issues, as well as violence and substance abuse concerns (refer to Appendix B of a delineation of therapeutic activities as used in 2013). The provision of educational psychology services are thus tailor-made according to the context of Grade 9 learners attending the school, in order to provide relevant engagement opportunity.

For the sake of contextualisation, Image 3.1 portrays the research site in relation to its geographical position, and the arrow in Image 3.2 shows the topographical location of the secondary school.

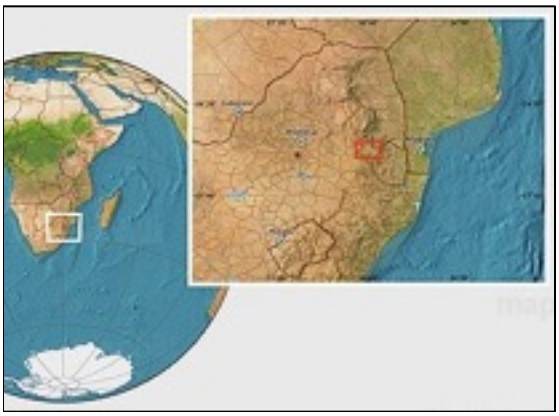


Image 3.1: Global geographical position

Image 3.2: Topographical position

Furthermore, thorough contextualisation is necessary as the rural community setting within which learners find themselves, denotes the variety and extent of their resources and needs. Photograph 3.1 and 3.2 illustrates this rurality.

Photograph 3.1: School grounds

Photograph 3.2: Agricultural surroundings

Living in a rural community in South Africa might imply that one needs to deal with grave poverty (Carter & May, 1999; Aliber, 2003; Rigg, 2006). According to the report on the South African Multidimensional Poverty Index (MPI) (Statistics South Africa, 2014), poverty has various negative effects on health, education, living standards, and economic activity. Rural poverty can potentially result in chronic poverty—disseminated from generation to generation due to a lack of accessible employment opportunities, and a scarcity of resources to self produce (Aliber, 2003).

When reviewing current South African statistics, impoverishment is measured by falling below the food poverty line of approximately R343 per month, for an individual living in Mpumalanga (Statistics South Africa, 2014). In South Africa, social grants are provided as an attempt to alleviate poverty, and according to the South African Social Security Agency (SASSA) (2013), 1 095 637 child support grants were paid in Mpumalanga between January and March 2013. This gives an approximate indication of the general financial situation of the rural community implicated in the study.

Furthermore, a rural school community is characterised by inadequate access to basic services (health, water, electricity, sanitation), greater risk of HIV/AIDS, malnourishment, poor infrastructure, educational shortcomings and disruptions, limited facilities, unsatisfactory training of teachers, general unemployment, child-headed households, language barriers, violence, and even unsupportive circumstances at home (Statistics SA, 2013; 2014; 2015; Hlalele, 2012; Netshandama, 2010; Brailsford, 2005).

The level of educational participation in rural areas is relatively low (Nelson Mandela Children's Fund, 2005). Poverty impacts the level of education provided in rural areas whilst education is regarded a fundamental tool in the fight against poverty (Statistics South Africa, 2013; Motala, Dieltiens & Sayed, 2009). Research shows that learners from impoverished regions are at risk

y precipitating n educational ulkeen (2006) s Fund (2005) agement for s tributing factor d (2005) state uragement is communities, ascribe their ir families—am).

Academic participation in rural areas further declines during busy times of the agricultural year. The community doubts the contribution that schools make towards children's futures, since they depend more heavily on agriculture and the use of natural resources for their livelihoods (Mulkeen, 2006; Taylor & Mulhall, 2001). Accordingly, all family members are pressured to participate in agricultural and familial responsibilities, placing strain on their academic success (Giannelli & Mangiavacchi, 2010; Waxman, Gray & Padron, 2003).

To make matters worse, lower quality educational typifies the rural school community since funding for social services, including schools, are seen as an effective budget cut (Castro, Kelly & Shih, 2010; Miller, 1995). Community members in urban areas are lucrative enough to carry the lack of government funds themselves, but in rural areas this cost cutting measure prompts qualified teachers to leave in search of better career and compensation prospects (Castro et al., 2010). Rural learners who do not receive quality education, are ultimately unprepared to contest with their urban peers after completing school. Subsequently, a negative cycle arises as poor education results in fewer employment opportunities, culminating in financial strain and inevitably poor education prospects continue on to the next generation.

It is clear that care was taken to choose an information-rich case, as a challenge associated with the use of convenience sampling relates to research findings possibly lacking depth (Merriam, 1998).

3.3.1.3 Sampling of participants

a. Purposive sampling

The study uses purposive sampling to gather an information-rich sample of participants, mainly because it would allow for depth of research as required in a qualitative study (Given, 2008). The sampling criteria is determined by the purpose of the study, which is to explore how the experiences of parents and caregivers could inform community engagement with schools (Ritchie, Lewis, & Elam, 2013; Patton, 2002). Therefore, only parents or caregivers of at least one learner who participated in the FLY initiative, any time between 2006 and 2012, are selected as participants. Insight into those aspects central to the purpose of the study is gathered by purposefully sampling the most knowledgable interest group (Emmel, 2013; Ritchie et al., 2013).

The main critique of purposive sampling is the limited probability of gathering a representative sample of participants (Babbie, 2005). However, since feedback from the participants is the most crucial, the sampling method is still adequate as it does not concentrate on the representativeness of the study population, but on the validity of findings (Emmel, 2013).

In order to reach a population that adheres to the criteria, the research team approached a liaison at the rural school to send an invitation letter to parents and caregivers living close by on their behalf (refer to Appendix C) (Emmel, 2013). In an attempt to address parents' and caregivers' possible skepticism regarding the worth of investing their time and energy, the letter of invitation endeavours to address what value their involvement might hold for them and their community, deliberately ensuring that false hope is not created (Cornwall & Jewkes, 1995).

The response from parents and caregivers resulted in a relatively small sample of twelve participants, enabling depth of data (Patton, 2002). The sample also meets the requirements for symbolic representation and diversity, as monitored by participants demographic particulars (Ritchie et al., 2013).

b. Demographic description of participants

To further define the chosen sample of participants, a demographic questionnaire was administered to each participant (see Appendix D for an example of the questionnaire). It facilitates the process of describing participants clearly. Parents' and caregivers' demographic

data provides a deeper understanding of their lifeworlds and the factors that could possibly impact their construction of meaning (Elifson & Sterk, 2004; Patton, 2002; Denzin & Lincoln, 2000).

The questionnaire primarily comprises closed-ended questions, rather than open-ended questions, since research shows that the latter produces substantially more missing data (Griffith, Cook, Guyatt & Charles, 1999). Furthermore, closed-ended questions ease the interaction between participants and translators (refer to section 3.3.2.2.1), who assisted participants with varied levels of reading and writing proficiency (specifically in English) during the questionnaire administration accounting. Photograph 3.3 shows the administration process.

Photograph 3.3: Participants and translators in collaboration

The questionnaire elicited information of participants' relevant biological particulars, such as gender and age, and aspects related to their living circumstances, family setting, and literacy levels (refer to Appendix E). Figure 3.1 elaborates on the characteristics of the sample.

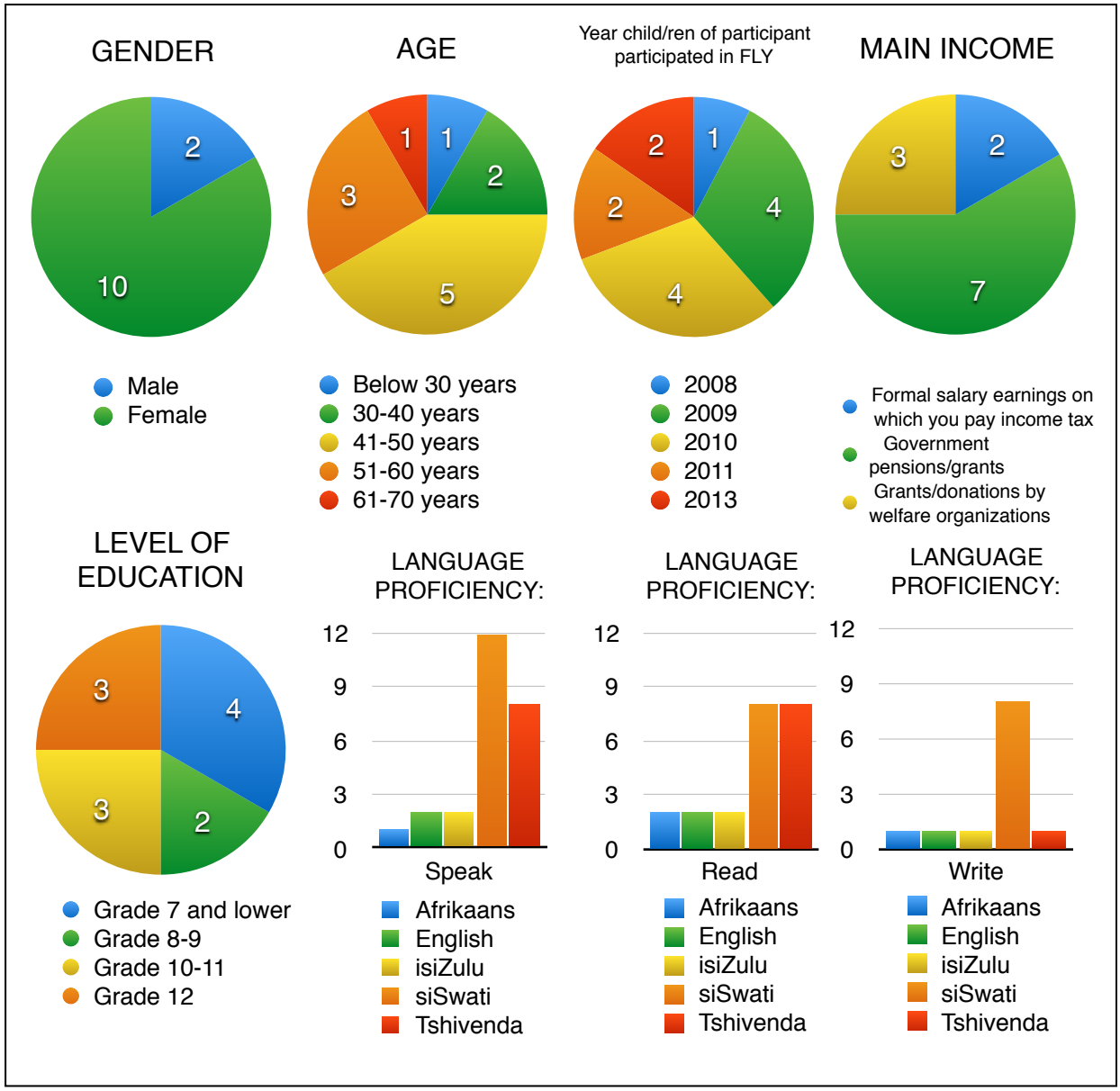


Figure 3.1: Demographic information of participants

The specific demographic details of the sample are paramount as these elements hold specific significance related to the methodology (refer to section 3.3.2.1) and the findings of the study (integrated in Chapter 4). The sample is predominantly female (17% of the participants were males), and the ages of the participants varied between a minimum of 17 years, and a maximum of 70 years. Only 34% of the sample receive formal salaries as the household's main source of income; and the sample is mostly representative of participants who rely on government grants for financial support. Furthermore, all the participants speak siSwati, whilst

only 17% can speak English. The sample is representative of participants who have been educated to a Grade 7 and lower.

3.3.2 Data collection and documentation

3.3.2.1 Introduction

Multiple methods of data collection and documentation are used to understand the complexity of the case, and the data obtained (Stake, 2000). As each method implies certain strengths and challenges, is paramount to use a combination of methods that complement each other (Terre Blanche & Kelly, 2002).

a. Multiple languages: implications

To elaborate on the complexity of the case, it is vital to note that this research is a multiple-language qualitative study since the participants' home language is siSwati (refer to Figure 3.1), whilst the researchers home languages include Afrikaans and isiZulu. This aspect holds substantial implications for data collection, documentation, and analysis as the researchers and participants could not directly understand each other. Therefore, interpreters and translators are an unavoidable necessity. Two interpreters, providing oral translation, were involved in data collection and similarly a translator, translating written documents, was involved in data documentation (Squires, 2009). The use of interpreters and translators is regarded a "necessary evil", since the information found in translations are likely to be portrayed through their personal lenses (Edwards, 1998, p. 199).

Although the interpretivist paradigm accounts for interpreters and translators becoming co-producers of the research data, it is necessary to reduce the impact of this limitation as far as possible (Larkin, De Casterlé, & Schotsmans, 2007; Edwards & Temple, 2002). Accordingly, the credentials of the interpreters and the translator should be shared. They are all fluent in siSwati and English (Squires, 2009), and they were thoroughly briefed on their roles and responsibilities (Edwards, 1998). The interpreters are also both local community members, indicating a similar cultural background to that of the participants (Hole, 2007). The translator is objective to the study, but also a registered educational psychologist.

Despite measures to minimise the impact of linguistics and translation, this study acknowledges the reality of cross-language research, related to the current study (Larkin et al., 2007; Edwards & Temple, 2002).

3.3.2.2 Data collection

a. Participatory Reflection and Action (PRA) discussions

The Participatory Reflection and Action (PRA) discussions is the primary data collection method used to explore parent or caregiver experiences of the higher education-rural school partnership. The method is constructed on the central principle of PRA—that communities hold valuable knowledge and expertise in analysing their community concerns and finding applicable solutions (Chambers, 1994).

The research team consists of myself, my supervisors, and two interpreters as PRA methods are best utilised when carried out by a group that includes trained interdisciplinary persons. Although we merely facilitated inter-sharing whilst the parents and caregivers dominated the interaction, we were still able to act as members of the discussion and not as strangers (Chambers, 1994). This is possible as each individual was responsible for their distinct role—I primarily facilitated the discussion, my two supervisors co-facilitated whilst overseeing the process, and the two interpreters translated the dialogue, continually alternating between English and siSwati (refer to section 3.3.2.1.1).

The PRA discussions, facilitated in March 2013 (refer to Appendix F for the researcher schedule), includes research activities where local community members (twelve parents and caregivers from a rural community in Mpumalanga) and researchers were actively involved in achieving a mutual goal (Babbie, 2005). According to Strydom (2005), an holistic understanding of a phenomenon and effective facilitation of change can result from such active involvement. The PRA discussions is an appropriate technique since it allows facilitation of active involvement with the particular interest group (parents and caregivers). True to PRA, the data collection was conducted within an informal and open setting, which created a flexible atmosphere (Chambers, 2008). Participants were divided into one female and one male group for the duration of the data collection, in oredr to show sensitivity to the influence of gender roles on their answers (Chambers, 2008).

The PRA discussions created a platform for participants to interact and share their experiences of the higher education-rural school partnership that they are closely associated with. During these discussions, the research team facilitated PRA activities that the parents and caregivers participated in (Chambers, 2008). The activities can be described as mapping or diagramming, which focusses on encouraging the expression of participant realities through relevant symbols as instruments (Chambers, 2008). The protocol used during the PRA discussions includes four distinct activities, each revolving around a metaphor, presumed to prompt conversation.

At the start of every activity the participants were given a poster depicting a visual illustration of the relevant metaphor. The illustration portrays “a graphic structure that used the shape and elements of a familiar natural or manmade artefact or an easily recognisable activity or story” (Eppler, 2006, p. 203), as shown in Table 3.1. In this way participants were provided with something contextually relevant to which they could associate their experience (Lorenz & Kolb, 2009). Each illustration is presented by posing a question to initiate the dialogue on participants’ sought after experiences. These questions were logically formulated to provide opportunity for an array of opinions and viewpoints to be expressed and accordingly enhance the flow of the activity (Wilkinson, 2003). Appropriate vocabulary is applied in order to fully engage the participants, as it is essential that the activity not dependent on their literacy capacity, but on the symbolic representation (Shah, 1995). Table 3.1 summarises each activity by linking the symbolic nature of the metaphor with the question posed.

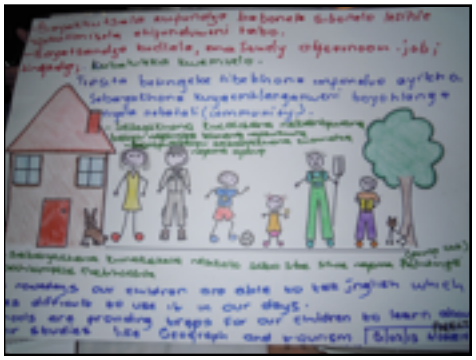
Activity 1		
Symbolising intention		**Question posed, related to experience**
Two hands shaking, symbolising a partnership; hands are different colours as to signify the various partners.		What do you know about the partnership between the higher education institution and the secondary school?
Activity 2		
Symbolising intention		**Question posed, related to experience**

Various community members, animals, nature and housing, symbolising the possible beneficiaries.	How do you, your families and the community benefit from the partnership between the higher education institution and the secondary school?
Activity 3 	
Symbolising intention	**Question posed, related to experience**
A bridge that allows vehicles, busses, bicycles, and pedestrians to cross over the river, but as it is broken it limits crossing to the other side; referring to what might be holding the partnership back.	What do you perceive as limitations of the partnership between the higher education institution and the secondary school?
Activity 4 	
Symbolising intention	**Question posed, related to experience**
A tree growing, this represents the flourishing of the partnership.	What do you perceive are required for future planning of the partnership between the higher education institution and secondary school?

Table 3.1: PRA Activities

After introducing the metaphor, each group of participants had the opportunity to engage in dialogue, discussing the question (see Photograph 3.4). They were also asked to write their thoughts on the poster (seen in Photograph 3.5). Their written expressions have been translated and transcribed for coding (refer to section 3.3.2.3).

Photograph 3.4: Dialogue (female group)



Photograph 3.5: PRA poster

After their discussion, each group gave a presentation of the written phrases on the poster, to the research team (see Photograph 3.6). The translators where integrally involved during the presentation, as the participants' feedback was imparted primarily in siSwati. The presentations were audio recorded for transcription (refer to section 3.3.2.3), and myself and my supervisors engaged in note taking throughout the feedback (refer to section 3.3.2.3), as shown in Photograph 3.7.

Photograph 3.6: Presentation (female group) **Photograph 3.7:** Researcher taking notes

In this fashion, data is captured in a myriad of ways, strengthening the rigour of the study. Furthermore, member checking ensures that the research team's understanding of the data authentically reflects what participants shared (refer to section 3.4.1.2) (Chambers, 2008).

The choice of conducting PRA discussions, based on specific PRA activities, the researcher to be a resource to the participants, encouraging them to act not only in their own interest, but also to do so effectively (Babbie, 2005). The choice of data collection method allows valuable insight into the parents' and caregivers' experiences of what they perceive as benefits of, and challenges to community engagement with schools (Chambers, 2008, Strydom, 2005).

Due to its nature, the potential challenges of PRA research relates to both power and process. This refers to the effective implementation of untraditional researcher and participant roles, as PRA denotes a progressive shift to the researcher engaging from a non-expert stance, learning from the participants (perceived as field specialists) (Chambers, 2004). PRA processes imply a shift from control, to empowerment, and so, researchers should allow and enable the participants to take action independently, to ensure that they do not rely on researchers to implement change (Chambers, 2004).

Since the chosen interest group (parents and caregivers) has not previously been involved in the partnership, or been exposed to PRA in other settings, the challenges implied by the selected methodology, posed a threat. The challenges were addressed in two distinct ways. The core principles were explained to participants before the PRA discussions commenced and as they realised their value and contribution to the process, empowerment was already ignited. Concurrently they also better understood that as community they can take action independently, and should not rely on the research team to do so (Chambers, 2004). In addition, I also attempted to listen more and talk less, whilst trusting that the parents and caregivers have the ability to lead the way (Chambers, 2004).

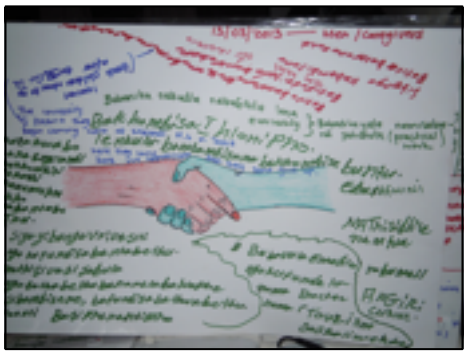
3.3.2.3 Data documentation

The various ways of capturing the content derived from the PRA discussions, allows for thorough and comprehensive data sources. Multiple ways of capturing the same accounts is incorporated as an attempt to ensure that no information is neglected (Terre Blanche & Kelly, 2002; Stake, 2000). A rich and comprehensive pool of data was ultimately documented for the analysis..

a. Documentation of PRA posters

When conducting qualitative research, and therefore studying human experience, deriving depth and richness of information is paramount (Polkinghorne, 2005). In an attempt to create a safe space for participant sharing, parent or caregivers were asked to put the content of their discussions in writing, using their home language. In this fashion participants experienced a sense of comfort to share their opinions more readily (Polkinghorne, 2005).

The illustrations are thus also used as a way to document the PRA discussions in a concrete manner, demonstrated by the example in Photograph 3.8. All written phrases have been translated by a translator, proficient in English and siSwati (refer to section 3.3.2.1). Transcriptions for coding followed shortly after (Polkinghorne, 2005). Refer to Appendix H for an example.



Photograph 3.8: Activity 1

b. Documentation of PRA presentations

An audio recorder was utilised to document of the group presentations, which allows a detailed recording of the proceedings, without the added distraction of detailed note-keeping (Terre Blanche & Durrheim, 2006). Participants gave consent for the recording prior to the data collection (Appendix G).

Even though Terre Blanche and Durrheim (2006) mention that this strategy may potentially restrict genuine and original dialogue as both the researcher and the participants might succumb to performance pressure, the audio recorder quickly became an inconspicuous instrument. The audio recordings have also been transcribed for coding (see Appendix H for examples).

c. Observations during PRA presentations

Observations via note-taking predictably form part of the research strategy as PRA discussions are typically recorded in this manner (Terre Blanche & Durrheim, 2006) (Appendix H). An account of the event sequence is derived, similar to how it transpired during the research process (Patton, 2002). Field notes were taken by myself and one of my supervisors in an attempt not to overlook any details during the course of the presentations (Terre Blanche & Kelly, 2002; Rossman & Rallis, 2003). Multiple researchers' field notes are employed in an effort towards higher objectivity (Hamo, Blum-Kulka & Hacohen, 2004). It also allows generation of a vast amount of diverse information in a short period of time, where a single person may not have been able to attend to it all and understand it effectively at the same time (Chambers, 2004; Cavestro, 2003).

d. Observations documented as visual data

Photographs (Appendix I) document observations, and act as an extension of the collected data during the PRA discussions. The visual data presents an opportunity for deeper insight into the lifeworlds of the parents and caregivers, and their surrounding community, as it provides a holistic and descriptive image of the environment (Chambers, 2004; Cohen et al., 2003). Photographs also provide the opportunity to revisit the data collection, refreshing the context when engaging in analysis. However, photographs only aid interpretation, and should therefore only be used in conjunction with the other sources (Terre Blanche & Durrheim, 2006). Supervisors assisted in the process of keeping an unprejudiced view.

3.3.3 Data analysis

I conducted inductive thematic data to analyse the following data sources: translations of PRA posters; verbatim transcriptions of PRA presentations; and researcher observations during PRA presentations (refer to Appendix K for examples of the data analysis and Appendix L the system for coding). The visual data and reflective journal are used as a measure to increase the credibility of the analysis (see 3.4.1 in this regard) (Patton, 2002).

According to Terre Blanche and Kelly (2002), the purpose of inductive data analysis is to provide an in-depth and comprehensive description of a phenomenon. Thus, working from a bottom-up approach, which relates to starting with the gathered data, detecting patterns and regularities through review, investigating emerging themes, and then formulating general conclusions (Cohen et al., 2003). It is clear that themes do not just become apparent without proper investment in the process of analysis, therefore I made an effort to stay active throughout (Braun & Clarke, 2006).

A reflective and iterative process helps familiarise the data (Fereday & Muir-Cochrane, 2006; Rossman & Rallis, 2003). Systemising the various transcriptions, although time consuming, serves as an interpretive act that naturally promotes the creation of meaning, and accordingly the time spent informs a comprehensive understanding of the collected data (Braun & Clarke, 2006). Initial codes were generated in an analytically relevant way, portraying what is appealing about each. The set of codes enables generation of meaningful data clusters by marking related excerpts (single expressions, sentences, and even paragraphs) with the same colour (Terre Blanche & Kelly, 2002). As the most frequent criticism of coding is missed context, I retained the supplementary and relevant surrounding data, and revisited that perspective when necessary.

Subsequently, the varying codes are organised into potential themes by linking associated codes (Braun & Clarke, 2006). A thematic map illustrates the relationships between codes and themes (Appendix M). Since coding is a continued and organic process, the complete data set has been re-read to make sure that the identified themes are appropriate, to check whether imperative information has been neglected, if contradictions have surfaced, or even if over-interpretation could be detected (Braun & Clarke, 2006; Rossman & Rallis, 2003; Terre Blanche & Kelly, 2002). Ultimately, themes were completely defined and named, and subsequently shared via the written report of interpretation and findings, offering probable conclusions (refer to Chapter 5) (Patton, 2002).

3.4 MY ROLE AS RESEARCHER

In qualitative research, the researcher is regarded as the main instrument of data collection (Creswell, 2007), and therefore my role is to coordinate all segments of the research process into an integrated whole. This includes undertaking various responsibilities--during the first field visit, I acted as part of a research team and co-facilitated PRA discussions, was responsible for making observations and taking field notes, and collecting raw data in varying formats. During the second field visit, I was required to act as a researcher, conducting member checking, and enquiring whether a clear understanding of participants' experiences had been obtained.

During the entire research process, it has been my role to remain aware of the possible influence my personal beliefs and views could yield on the interpretation and understanding of the data (Merriam, 1998). To this end, a reflective journal, in which reflective thoughts are kept throughout the research process, is greatly useful. The journal contains research planning, hints on how to facilitate PRA discussions effectively, cardinal things to keep in mind when making observations, inclusive reflections on the dialogue between participants and my experience of the member checking sessions (refer to Appendix N for examples of my reflective thoughts) (Baskerville, 1999). However these reflections are not used for data analysis purposes. The reflective journal affords the opportunity to revisit my own thinking processes, and permits a chance to question my own opinions (DiCocco-Bloom & Crabtree, 2006). My role also involves engaging in reflection sessions with my supervisors, which has resulted in expansion of my own experiences and observations, and thus a deeper comprehension of the explored phenomena.

3.5 QUALITY CRITERIA

The quality of research is synonymous with a study's degree of trustworthiness, indicating that the findings present authentic reality (Babbie & Mouton, 2001). Trustworthiness increases when data is collected in various ways, predominantly because it provides multiple angles for interpretation (Forrester, 2010; Fossey et al., 2002; Seale, 1999). In an attempt to create trustworthy research findings, this study adheres to the criteria associated with qualitative research (Babbie & Mouton, 2001; Shenton, 2004). Moreover, I do not regard myself not as the expert, and therefore have relied on self-awareness, regularly reflecting in my reflective journal and debriefing with the other members of the research team.

3.5.1 Credibility

Terre Blanche and Durrheim (2006) refer to credibility as the soundness of qualitative research findings, hence questioning to what extent the research findings are truthful. Various measures are employed to help bolster credibility, and produce rich and credible findings.

The study attempts to give an accurate account of the methodological sequence of the research (Shenton, 2004). It describes the phenomenon (parent or caregiver experience of community engagement with schools) from the participants' perspectives, thus aligning with the core principle of qualitative research.

Member checking is regarded as one of the most imperative acts to support a study's credibility (Shenton, 2004; Mays & Pope, 2000). During this process, parents and caregivers were asked whether the findings demonstrate their experiences, and whether they are able to elaborate and clarify the surfacing of particular patterns (Shenton, 2004). A brief account of the member checking is appropriate in attempting to stay true to the adherence of criteria for credible findings.

3.5.1.2 Member checking

Although unplanned, member checking was facilitated twice, which is an appropriate within the flexibility of qualitative research (Marshall & Rossman, 2011). In the end, 50% of the original participants attended (one male and five females). The findings were well received and seconded, and some additional clarification of certain aspects was obtained. These sessions were also audio recorded and transcribed for coding (refer to Appendix J for extracts of the

verbatim transcriptions of the member checking sessions). Surprisingly, two additional parents and caregivers were present. These parents appreciated the opportunity to make their voices heard. However, their contributions do not correlate with those of the participants involved from the outset, which emphasises the value of being engrossed in the entire process. Photograph 3.9 illustrates the first session, and Photograph 3.10 portrays the second (refer to Appendix N for a thorough account and reflective thoughts).

Photograph 3.9: Member checking session 1

Photograph 3.10: Member checking session 2

3.5.2 Transferability

Transferability refers to the degree to which the findings of one study can be applied to other settings, or a broader population (Seale, 1999). However, according to Denzin and Lincoln (2000), findings cannot merely be generalise to other settings since separate communities develop and interact differently based on their unique ethos and dynamics. Furthermore, since only twelve parents and caregivers participated, their voices are not necessarily representative of all parents and caregivers. Therefore, my personal interpretive account of the research findings cannot be directly applied to other contexts (Terre Blanche & Durrheim, 2006). However, the nature of interpretivism does not aim to generalise, but rather to gain insight into the explored phenomenon, and thus the low level of transferability in the study is regarded as fair (Patton, 2002).

Still, transferability can be maximised by providing thorough background information when contextualising the fieldwork (Shenton, 2004; Seale, 1999). In an attempt to maximise transferability, detailed descriptions of the research content (research site, participants) is provided to enable the reader to determine whether a degree of applicability is suited (McMillan & Schumacher, 2014).

3.5.3 Dependability

Dependability is concerned with whether similar findings would be acquired if the research were repeated in the same setting, using the same methodology, and the same participants (Shenton, 2004). Guba (1981) and Seale (1999) refer to this aspect of quality criteria as consistency. Interpretive research does not aim to replicate findings, but rather to gain an in-depth and rich understanding of a specific phenomenon (Denzin & Lincoln, 2000). Thus, by the qualitative nature of the study, social reality is regarded as constantly changing, therefore indicating that the findings are based on the uniqueness of the case (Stake, 2000).

Nonetheless, in an attempt to amplify dependability as far as possible, in-depth coverage of the planning and implementation of the research design, as well as the execution of the data collection, and reflective evaluation of the process of the study are included (Shenton, 2004). For this reason, I thoroughly recorded the sequence of events in my reflective journal to echo the research process.

3.5.4 Confirmability

Confirmability denotes the measures a researcher employs to ensure that the findings do not emerge from personal bias, but from the data itself. This is also described as neutrality (Seale, 1999; Guba, 1981). Researcher bias can be prevented, despite it being an inevitable element of qualitative research. According to Shenton (2004), confirmability can increase when the researcher acknowledges existing beliefs and assumptions, as these values will influence qualitative analysis.

Using the reflective journal continuously throughout the study, and debriefing sessions with my supervisor and co-supervisor has significantly minimised bias. Furthermore, a methodological audit trail, and various examples of the interpreters' English translations of the PRA presentations, originally presented in siSwati, are presented in Chapter 4 to enable the reader to determine whether the final conclusions can be acknowledged (Shenton, 2004). Nonetheless, even though the objective is to provide a detailed account of the experiences of the parents and caregivers, this particular interpretation of the data might not have been the only possible way. True to interpretivism, a researcher from another field might have drawn different conclusions based on the same data (Patton, 2002).

3.5.5 Authenticity

Seale (2002) refers to authenticity as the fair representation of different realities, and to convey the various realities in this study, insight into participants' lifeworlds is paramount. Reading the related studies in the research project, and engaging with community and staff members at the school has assisted in gaining a multifaceted sense of the surrounding context. The demographic questionnaire also provides comprehensible, detailed background about the participants. The higher education-rural school community project (FLY initiative) has also provided additional insight into the case.

Adhering to authenticity implies that a researcher is able to empower participants to take action and be mobilised by encouraging them to share their different points of view (Seale, 1999). In this fashion, educative authenticity is created when the participants were able to express their own, and hear each another's opinions and perspectives on the partnership.

3.6 ETHICAL CONSIDERATIONS

As a qualitative researcher, I saw myself as a guest welcomed into the world of the parents and caregivers. This is a great responsibility. Therefore, this study completely adheres to the prescribed research ethics (Stake, 2000), and guidelines set by the Ethical Committee of the Faculty of Education at the University of Pretoria (Ethics Committee of Faculty of Education, 2008). The research participants have not been deceived in any way and have not experienced distress throughout the course of the study (Seale, 2000).

3.6.1 Anonymity and confidentiality

Participants' right to privacy, anonymity, and confidentiality is made clear in the anonymity clause, as explained to parents and caregivers prior to commencement of the study. However, participants indicated that they would prefer their identities to be disclosed, especially with regard to the visual data. Participants' faces are subsequently disclosed in the photographs in the dissertation. However, participants' personal details remain protected in Chapter 4 as qualitative research expects the anonymity and confidentiality of participants (Cohen et al., 2003; Seale, 2000). Additionally, since the PRA discussions are audio recorded, participants were briefed on the process, as well as the nature and consequences the process implies. The participants have signed informed consent for both of these purposes (Appendix E).

The relevant school principal, as well as the School Governing Body have permitted this study in terms of consent to conduct the research study. All data is kept in a safe and secure location for the next 15 years as is required in terms of ethical principles involved in working with human participants. (Durrheim & Wassenaar, 2002).

3.6.2 Trust

Trust is an important requirement in PRA-based methodology. This study adheres to this requirement by respecting the participants' needs at all times and keeping their best interests at heart (Chambers, 2008). Participants thoroughly understood the purpose for conducting research prior to the start of the data collection process (Terre Blanche & Kelly, 2002). In addition to explaining the value of their contribution, they were informed of the potential benefits to them (Babbie, 2005). In this fashion, participants are treated with respect, and they are not deceived or mislead in any way (Babbie & Mouton, 2001). Based on the long-term nature of the partnership between the higher education institution and the secondary school, the participants have experienced an already established trust.

Furthermore, to refrain from causing distress or anxiety, an accurate account of the data collection process is relayed, paying particular attention to participants' comments and remarks (Cohen et al., 2003; Terre Blanche & Durrheim, 2006). In this manner none of the data is fabricated, which prevents data manipulation (Babbie & Mouton, 2001).

3.6.3 Voluntary participation

This study follows the ethical principle of autonomy throughout the study (Durrheim & Wassenaar, 2002). With respect to participants' self government, they were informed that their participation is voluntary and that they could withdraw at any stage without having to provide any explanation (Creswell, 2009; Seale, 2000, Merriam, 1998). Although none of the participants withdrew during the process of data collection, not all participants were present for the member checking session.

3.6.4 Protection from harm

Participants' right to human dignity is respected throughout all interactions. The study adheres to non-maleficence and all the participants were informed that the purpose of the study is not to harm them in any way (physical or psychological) (Babbie, 2005). Keeping their well-being in

mind at all times, participants were informed about the manner in which the data would be collected and reported on, at all times (Durrheim & Wassenaar, 2002). No information has been withheld and the participants had the opportunity to ask any questions or share concerns throughout the study. Ethical and professional behaviour governed the whole study by displaying sincere sensitivity and a sense of understanding during the PRA discussions.

Furthermore, in adhering with the principle of beneficence, this study provides results that are beneficial to the research society, the body of knowledge, as well as the associated participants (Durrheim & Wasseneaar, 2002). This research could add to the current body of knowledge on community engagement with schools. The principles of the asset-based approach and Bronfenbrenner's ecological systems theory, as it applies to the higher education-rural school partnership in this study, could also enhance the outcomes of similar partnerships.

3.7 CONCLUSION

This chapter discusses the research methodology in detail, providing an integrated view of data collection and analysis. It also examines the research context (rural school community) and the participants in detail in an attempt to provide a comprehensive view of the selected case. Chapter 3 also reflects on the role of the researcher and discusses the quality criteria. The chapter concludes with the ethical principles that are considered in the study.

The following chapter presents the results of the study in terms of the themes and sub-themes that have emerged. The findings are ultimately related to relevant research and literature in order to emphasise the correlations and contradictions, setting the stage for conclusions.

CHAPTER 4
RESULTS AND FINDINGS OF THE STUDY

4.1 INTRODUCTION

The previous chapter discusses the research process. It describes the interpretivist paradigm that directs this research and presents the instrumental case study design. Detailed accounts of the data collection and documentation strategies, as well as the data analysis and interpretation techniques are also relayed. The chapter concludes with a discussion of the role of the researcher and a description of the ethical considerations and quality criteria considered.

This chapter begins by providing some reflections on the research process, as well as personal involvement in the research field. The research results are presented according to the themes and sub-themes that have emerged from the raw data collected during the PRA discussions. Colour-coded verbatim quotations are of the interpreters' reporting on the participants' presentations of their PRA posters, are included to elucidate the analysis and interpretation procedures (refer to section 3.3.2.3). The interpeters' original phrases are reflected precisely as they originally interpreted the presentations of the participants. The interpreters' exact words are portrayed in order to retain the authentic meaning of the participants experiences. The chapter concludes by linking the results to existing literature, and aim to highlight similarities and explain any contradictions.

4.2 REFLECTION ON THE RESEARCH PROCESS

Research is systematic inquiry—a process that includes the collection, analysis, and interpretation of data (Mertens, 2014). Therefore, reflection on different parts of the process holds significant importance, especially as I participated in various segments of the study and experienced mixed emotions throughout. The sections that follow reflect on the multiple research activities in the study. Multifaceted involvement, initially as a field worker in the higher education-rural school partnership, and then as a researcher of the same partnership, afford an in-depth understanding of the instrumental case study. An integrated perspective is based on theoretical, as well as practical knowledge. Refer to Appendix N for extracts of my reflective journal.

4.2.1 Fulfilling the role of field worker in the chosen instrumental case study

As part of the FLY initiative, I fulfilled the role of a student engaged in service learning. My personal involvement (as an educational psychologist in training, providing educational psychology services to the Grade 9 learners attending the secondary school) presented an opportunity to grasp the particulars of the project on a tangible level. Participating as a field worker gave me a sense of familiarity with and insight into the physical surroundings of the research site—a rural setting. This setting is similar to the home and school environments of participants I have engaged with as a researcher. I consciously had to remind myself to fulfill my duties from a field worker viewpoint only, resisting the urge to jump to the role of researcher whilst I was not yet in that setting. I had to deliberately adapt from one setting to another and debrief regularly so as to stay rooted in only one role at a time.

4.2.2 Fulfilling the role of researcher

As a researcher, I had to engage with participants from the same community engagement initiative (FLY) that I participated as a fieldworker. In order to create an informal atmosphere whilst interacting with the participants, I had to focus on my perspective as researcher. This informal atmosphere allowed the parents and caregivers to share their personal attitudes and opinions in a comfortable way. This interaction elucidated that qualitative research values positive, as well as negative remarks as the sought after outcome is not consensus, but the content of the dialogue.

Participant remarks are easily comprehendible because of the thorough background reference of the instrumental case study. Having an in-depth understanding of their contextual environment, provides an insider perspective from which participants comments are interpreted.

4.3 RESEARCH RESULTS

Two main themes emerged during data analysis of participants' experiences of being parents and caregivers to children involved in the higher education-rural school partnership. Firstly, participants ascribe meaning to the way in which the partnership provides a platform of educational opportunity for children. Secondly, they emphasise their appreciation for the partnership, and convey their future expectations. Subsequently, relevant sub-themes surfaced in relation to these overarching themes. Figure 4.1 provides an overview.

Theme 1: Partnership as a platform of educational opportunity for children
Sub-theme 1.1: Children develop cognitively when participating in the partnership
Sub-theme 1.2: Children engage in socio-emotional learning when engaging in the partnership
Theme 2: Parent/caregiver appreciation for and expectations of the partnership
Sub-theme 2.1: Parent/caregiver appreciation for the partnership
Sub theme 2.2: Parent/caregiver expectancy of the future of the partnership

Figure 4.1: Themes and sub-themes

4.3.1 Theme 1: partnership as a platform of educational opportunity for children

The participants identify the partnership as a platform of educational opportunity for their children. The parents and caregivers have seen a change in their children's lives, commenting that "*From the beginning, the children has*[sic] *shown improvement*" (Activity 1, Translations of PRA poster, Line 5). They also added that "*the project is helping the lifestyle of their children*" (Activity 3, Translations of PRA poster, Line 5). This theme delivers two sub-themes: parents and caregivers testify that children's participation in the partnership affords them the opportunity to grow cognitively; the participants also ascribe socio-emotional growth to their children's involvement in the partnership. Table 4.1 provides an overview of the inclusion and exclusion criteria used to categorise the data.

Theme	**Inclusion criteria**	**Exclusion criteria**
Sub-theme 1.1: Children develop cognitively when participating in the partnership	Any reference to children's cognitive development that is ascribed to their participation in the higher education-rural school partnership	Contributions that reflect children's cognitive development outside of their participation in the partnership
Sub-theme 1.2: Children engage in socio-emotional learning when they participate in the partnership	Any reference so children's socio-emotional development that is ascribed to their participation in the higher education-rural school partnership	Contributions that reflect children's socio-emotional development outside of their participation in the partnership

Table 4.1: Inclusion and exclusion criteria for theme 1

4.3.1.1 Sub-theme 1.1: children develop cognitively when participating in the partnership

Parents and caregivers gratefully refer to the development of children on a cognitive level. They indicate that subsequent to their participation in the partnership children had better access to knowledge: "*Thank you for all the things our children have learned*" (Activity 1, Translations of PRA poster, Line 17); "*The relationship with the university encourages learners and brings knowledge of the university*" (Activity 1, Verbatim transcriptions of PRA presentation, Line 30).

Their comments further suggest that the alliance between the two stakeholders allows for knowledge that supports each child in making informed decisions regarding their school subjects: "*How to choose subject*" (Activity 1, Observations during PRA presentation: Researcher 2, Line 70). Furthermore, it seems that children are able to align their subject choice with future career ventures: "[M}*aths and science and the job opportunities that they can get from those degrees*" (Activity 4, Translations of PRA poster, Line 2). Their subject choices allow more job alternatives: "*Helps children to have a career"* (Activity 1, Translations of PRA poster, Line 13).

Furthermore, participants indicate that their children have come to know what higher education institutions offer and how further education relates to future employment: "*So they can see that this is an opportunity if they study, there is a career where they can help the children, the younger ones with their studies, like being a doctor or a social worker, agriculture, everything*" (Activity 1, Verbatim transcriptions of PRA presentation, Line 41). They also note that children are more extensively informed about training institutions: "*The right information about different universities"* (Activity 1, Translations of PRA poster, Line 6). In this line, participants later add that the information about universities informs their children "*to study at the best place for your career"* (Activity 1, Translations of PRA poster, Line 7). The participants also indicate that children have come to know more about the process of attaining bursaries: "*Bursaries: thank you for knowledge*" (Activity 1, Observations during PRA presentation: Researcher 1, Line 56).

Parents and caregivers note that children have come to know more about what they could expect of higher education, creating a certain familiarity with higher education: "*Learn how to work with lecturers at the university so that better education is possible*" (Activity 1, Translations of PRA poster, Line 9). They also add that children have started considering career related

questions: "*What are you going to learn at University*[sic]" (Activity 1, Translations of PRA poster, Line 8).

Whilst discussing their experiences, parents and caregivers account that children's participation in the partnership has improved the quality of their children's education: "*Make education better*" (Activity 1, Translations of PRA poster, Line 1). The participants emphasise children's motivation and commitment to their academics: "*They can reach their goals while studying*" (Activity 2, Verbatim transcriptions of PRA presentation, Line 23), and "*children [are] able to show seriousness of studies because of help*" (Activity 2, Observations during PRA presentation: Researcher 2, Line 56), as well as saying that "*they now like to study in the afternoon, work hard and they know that it is important*" (Activity 2, Translations of PRA poster, Line 2).

On the question of how they as parents and caregivers, their families, and the community benefit from the partnership between the higher education institution and the secondary school in that scholastic cohesion has transpired between children: "*They can meet for group study*" (Activity 2, Translations of PRA poster, Line 16). Participants also indicate that academic independence occurs "*form a group study while the teachers are not here*" (Activity 2, Observations during PRA presentation: Researcher 2, Line 70). Parents and caregivers share that their children have learned new skills, like "*study methods*" (Activity 2, Observations during PRA presentation: Researcher 1, Line 50), and that the community notices the benefit of the new skills: "*They can help our community in how to study*" (Activity 2, Verbatim transcriptions of PRA presentation, Line 24). Participants also comment on their children's ability to employ peer tutoring: "*Able to form groups about subjects [that are] difficult for them*" (Activity 2, Observations during PRA presentation: Researcher 2, Line 60). The children's improvement of English-speaking ability is a reoccurring topic: "*In nowadays our children are able to talk English which was difficult it in our days*" (Activity 2, Verbatim transcriptions of PRA presentation, Line 42).

Participants note that the overall cognitive development of children is a direct outcome of their participation in the community engagement initiative. Parents and caregivers impart that the partnership provides a platform from which to access new knowledge, ultimately allowing for a greater awareness of the opportunity for further education. Similarly, participants also indicate that children's scholastic ability has improved.

4.3.1.2 Sub-theme 1.2: children engage in socio-emotional learning when participating in the partnership

Parents and caregivers indicate that children have developed on a socio-emotional level as a result of their participation in the partnership. The participants note that the collaborative atmosphere facilitates positive social connections between stakeholders: "*Make working between the children, parents and the university better*" (Activity 1, Translations of PRA poster, Line 4). They also remark: "*You made relationship with their children today*" (Activity 1, Verbatim transcriptions of PRA presentation, Line 25). Participants acknowledge that constructive relationships have emerged between peers: "*Made relationship between their children better*" (Activity 1, Observations during PRA presentation: Researcher 2, Line 68). Parents and caregivers have also observed that healthy peer relationships are put in place by student interactions: "*Our children can work in a group*" (Activity 2, Translations of PRA poster, Line 6). Participants also add that "*they can play with friends*" (Activity 2, Translations of PRA poster, Line 17).

According to the participants, their children's involvement has a positive impact on the general relational exchanges between family members as the communication between children and their parents and caregivers has grown more intimate: "*We can talk to our children about everything*" (Activity 2, Translations of PRA poster, Line 5). Other facets of parent-child relationships have also flourished in that children are assisting their parents in a tangible way: "*They can now tell us how to look for expiry dates in our food*" (Activity 2, Observations during PRA presentation: Researcher 2, Line 74). Participants report that children have learned how to treat their elders positively, at home and in school: "*How to respect their parents, teachers, etc.*" (Activity 2, Translations of PRA poster, Line 11). Parents and caregivers point out that children's involvement in the partnership also encourages them to appreciate diversity, especially on a racial level: "*There is a big change in that the children are not afraid of you white people coming over here, they now know you as brothers and sisters*" (Activity 1, Verbatim transcriptions of PRA presentation, Line 39).

Furthermore, participants emphasise that children display social responsibility: "*Our children they now have the knowledge and they help their community*" (Activity 2, Translations of PRA poster, p. 5). Children also "*share their skills when they come back*" (Activity 2, Translations of PRA poster, Line 13). The parents and caregivers claim that, since the initiation of the partnership, children have taken noticeable pride in their surroundings: "*They can now take care of school environment*" (Activity 2, Translations of PRA poster, Line 14). They also add that the

children“*attend to the gardens in the afternoon*” (Activity 2, Verbatim transcriptions of PRA presentation, Line 35). Upon reflection, it is apparent that parents and caregivers ascribed deep value to social responsibility: “*The parents deem it quite important that, after tertiary training and taking up job opportunities elsewhere, their children would come back to contribute to the community*“ (Reflective journal, 13 March 2013, p. 3).

Parents and caregivers notice emotional skills development in their children. They disclose that children are increasingly more determined and motivated: “*It teaches the children to work hard*” (Activity 1, Translations of PRA poster, Line 2). They also impart that “*the relationship with the university encourages learners*” (Activity 1, Verbatim transcriptions of PRA presentation, Line 30).

Participants also allude to the children’s improved ability to share personal emotions: “*They are able to converse around subjects that are difficult for them and to communicate about life*” (Activity 2, Verbatim transcriptions of PRA presentation, Line 39). Parents and caregivers indicated that children portray renewed self-confidence when speaking up in community gatherings: “*Now they can speak to other people at meetings. Communicate with the community*” (Activity 2, Translations of PRA poster, Line 4). They also report on the children’s leadership skills: “*How to behave and to be leaders*” (Activity 2, Verbatim transcriptions of PRA presentation, Line 38).

Additionally, it transpired that the partnership serves as a protective factor: “*You are helping children stay away from dangerous things like drugs*” (Activity 2, Verbatim transcriptions of PRA presentation, Line 23). Participating in the project, and becoming a stakeholder in the partnership, allows children to be constructively busy, as opposed to being engaged in risk behaviour.

Participants ultimately identify that the partnership has a primary impact on the children’s socio-emotional development since its inception in 2006. In this regard, they note the children’s ability to construct positive relationships whilst developing an increased awareness of their social responsibility. Parents and caregivers admit that children’s self-confidence and motivation has increased, and that their leadership abilities have also developed. Parents also regard the partnership as a protective factor, diverting their children from risk behaviour.

4.3.2 Theme 2: parent or caregiver appreciation for and expectations of the partnership

Parents and caregivers are grateful for the partnership. Parents and caregivers positively acknowledge the interplay between the various role players from the higher education institution and the rural school, consequently creating certain expectations for the future of this collaborative venture. Table 4.2 provides an overview of the inclusion and exclusion criteria used to categorise the data.

Theme	Inclusion criteria	Exclusion criteria
Sub-theme 2.1: parent/caregiver appreciation for the partnership	Any reference to parents' and caregivers' gratefulness for the partnership between the higher education institution and the secondary school	Contributions that reflect parental or caregiver gratitude that is not related to the partnership
Sub-theme 2.2: parent/caregiver expectancy of the partnership	Any reference to parents' and caregivers' expectations for the future of the partnership	Contributions that reflect any parent/caregiver expectancy that is not related to the future of the partnership

Table 4.2: Inclusion and exclusion criteria for theme 2

4.3.2.1 Sub-theme 2.1: parent or caregiver appreciation for the partnership

Participants are clearly grateful towards the higher education institution for the ongoing partnership: "*We say thank you to the University[sic]*" (Activity 1, Translations of PRA poster, Line 16); and: "*They are grateful to you for coming here*" (Activity 1, Observations during PRA presentation: Researcher 2, Line 45). Their appreciation is echoed by their statement: "*We appreciate that they don't give up*" (Activity 1, Translations of PRA poster, Line 16).

Parents and caregivers identify various outcomes of the partnership that they are specifically thankful for. They state that the higher education institution provides support: "*They thank you that you are helping their children*" (Activity 3, Verbatim transcriptions of PRA presentation, Line 27). They are thankful for the opportunity to access knowledge: "*Thank you for all the things our children have learned*" (Activity 1, Translations of PRA poster, Line 17), and "*they thank you, as the University of Pretoria, that you have donated some of the books so that the learners can study at the library*" (Activity 2, Verbatim transcriptions of PRA presentation, Line 29). They also

acknowledge that the higher education institution has increased their children's motivation: "*They thank people who came from UP to come and motivate them*" (Activity 4, Verbatim transcriptions of PRA presentation, Line 21).

In my reflective journal, I emphatically note that, "*the gratitude of the parents and caregivers was very prominent; they repeatedly stated their appreciation, wanting to make sure that the partnership will inevitably continue*" (Reflective journal, 13 March 2013, p. 3).

4.3.2.2 Sub theme 2.2: parent or caregiver expectancy of the partnership

Parents and caregivers undoubtedly want and expect the partnership to continue in the future: "*They will be very grateful if you can come again because they want you to come back*" (Activity 1, Verbatim transcriptions of PRA presentation, Line 34); and also, "*you must continue coming here and helping the children so that they can further studies*" (Activity 1, Verbatim transcriptions of PRA presentation, Line 40). Their wishes were reinforced during the member checking session: "*He want…, the university to timetable whereby, you can come and visit us*" (Member checking Session 1, 11 September 2013, Line 190). They would like more contact time between their children and the individuals representing the higher education institution: "*More time should be spent, not just one week, but two or three weeks*" (Activity 4, Translations of PRA poster, Line 6), and "*they say they would appreciate it if you could be here during the term so that they can get more information*" (Activity 4, Verbatim transcriptions of PRA presentation, Line 29). They would also like larger number of higher education students to be involved in future: "*Bring more educated learners*" (Activity 4, Translations of PRA poster, Line 15).

Parents and caregivers expect increased access to knowledge in the future, especially relating to information about higher education: "*Give more information about the University of Pretoria*" (Activity 4, Verbatim transcriptions of PRA presentation, Line 20). They also want more instruction on bursary applications: "*Give more knowledge to the children to get bursaries*" (Activity 4, Verbatim transcriptions of PRA presentation, Line 19). Participants hope for more detail on subject choice and career guidance, suggesting a showcase of specific career-related information: "*A career exhibition as information is not available*" (Activity 3, Observations during PRA presentation: Researcher 2, Line 58). Participants also hope to have the opportunity to attend the open days of institutions in future: "*Trips like going to University of Pretoria to go and see*" (Activity 4, Translations of PRA poster, Line 10). They expect continued academic growth: "*The University[sic] should assess which subjects the children are struggling in and then help them to improve*" (Activity 4, Translations of PRA poster, Line 4).

Parents and caregivers are hopeful of their children's accountability to contribute to the society at large: "*They say their children must go and learn to come back and improve the place that they come from*" (Activity 4, Verbatim transcriptions of PRA presentation, Line 23). This was reiterated during the member checking session: "*To come back and to teach the school… so that the school can improve*" (Member checking Session 1, 11 September 2013, Line 148).

Participants expect the partnership to give even more attention to encouraging children: "*More motivation (subject choice, motivating children)*" (Activity 1, Translations of PRA poster, Line 49); and, "*bring more education learners who came from UP to come and motivate our learners*" (Activity 2, Observations during PRA presentation: Researcher 2, Line 54). Parents and caregivers want their children to understand the true importance of diligent effort in their school work: "*The importance of studying hard should be explained amongst the Grade 12 learners*" (Activity 4, Translations of PRA poster, Line 7). During the member checking session, participants were asked to clarify in which ways they would like motivational aspects to be incorporated: "*Then you talk about those children, who need help and teach them about learning… how is learning as important, and they must accept education so that they can success in life*" (Member checking Session 1, 11 September 2013, p. 8).

Furthermore, parents and caregivers expect to be thoroughly informed about their children's achievement and progress: "*Just to say how my child is performing at school*" (Member checking Session 2, 11 September 2013, Line 149). This is especially desired as parents previously felt especially excluded: "*There was no relationship between the parents and the University*" (Activity 3, Translations of PRA poster, Line 2); "*Not call parents like you did today*" (Activity 3, Observations during PRA presentation: Researcher 2, p. 3). The participants elaborated on the contributing factors that added to their experience of being overlooked. They contribute poor communication to language barriers, which contributes to the strenuous interaction between parents and caregivers, and individuals from the higher education institution: "*Language barrier (not good communication)*" (Activity 3, Translations of PRA poster, Line 12).

In terms of the expectation of parental involvement, participants would like to receive an individual report, provided by the higher education institution, which could increase parental involvement. This report would also serve as an important resource to accompany bursary applications: "*To go with the bursary applications, so that the report can go with the application*" (Member checking Session 2, 11 September 2013, Line 121). Besides the above

mentioned, parents and caregivers also expect thorough feedback from the school: "*I think they must call… call us individually*" (Member checking Session 2, 11 September 2013, Line 145); "*Maybe in a group*" (Member checking Session 2, 11 September 2013, Line 147). It is clear that parents and caregivers expect to be more involved in the future of the partnership.

Additionally, participants expect parental training to be included in the future planning of the partnership, by being informed on how to better support their children in their quest to enroll for higher education: "*They give us ideas on how they can get their children to universities and have better lives*" (Activity 3, Translations of PRA poster, Line 1). In my reflective journal, I noted that parents sincerely want a bright future for their children, but that they feel incapable of helping them attain such prospects: "*[T]hey are unfortunately not always sure of ways in which they can assist their children to create a viable future for themselves*" (Reflective journal, 13 March 2013, p. 3).

Parents and caregivers would like their children to actualise the educational opportunity available to them, but they point out barriers, such as too high admission requirements, which might limit the realisation thereof: "*Admission requirements (High[sic] scores)*" (Activity 3, Translations of PRA poster, Line 11). Accordingly, participants would like to learn skills to scholastically assist their children: "*Maybe sometime home works and studying*" (Member checking Session 2, 11 September 2013, Line 130). Along this line, the participants need guidelines on how to afford higher education: "*Need projects where they can plan how to get jobs*" (Activity 3, Observations during PRA presentation: Researcher 1, Line 39), as they say that it is difficult to raise the finances necessary for enrolment: "*Not easy to get a sponsor*" (Activity 3, Translations of PRA poster, Line 13); and: "*They need funding to send their children to university*" (Activity 3, Translations of PRA poster, Line 3). Participants emphasise aspects associated with the costliness of tertiary study: "*Accommodation, it is too expensive*" (Activity 3, Translations of PRA poster, Line 8); "*Not enough money e.g children have to travel*" (Activity 3, Translations of PRA poster, Line 9); "*Application fee must be less*" (Activity 3, Translations of PRA poster, Line 14); and: "*It is very expensive, school fees… too much*" (Activity 3, Verbatim transcriptions of PRA presentation, Line 29). Parents and caregivers believe that their participation—in the form of parental training—is a key element in attending to these academic and financial barriers.

Ultimately, parents and caregivers advocate for the continuation and enlargement of the partnership. They suggest that the initiative run over a longer period of time, and be executed more frequently. In addition, they feel that involving more people from the higher education

institution could potentially help a larger number of children gain from the initiative. They hope that the future of the collaboration can grant access to more career-related information, create an increased awareness of social responsibility in children focus on encouraging and motivating learners even more, and give thorough feedback to parents and caregivers, involving them in the process by incorporating parental training as part of the community engagement initiative.

4.4 FINDINGS OF THE STUDY

This section relates emerging themes and sub-themes to existing literature and research. Correlations are highlighted throughout whilst attending to contradictions. The current findings are presented in accordance with the structure of the research results (presented in section 4.3).

4.4.1 Partnership as a platform of educational opportunity for children

Parents and caregivers seemingly experience the partnership as a platform of educational opportunity for their children. Bryan (2005) finds that partnerships remove systemic barriers to academic success. Due to children's participation in the community engagement initiative, they could develop on a cognitive and socio-emotional level. Accordingly, Blank, Melaville and Shah (2003) indicate that partnerships create the space for learners to develop both academic and nonacademic areas. The cognitive aspect of children's development denotes the accessibility to knowledge, which increases their awareness of further education possibilities hence the opportunity for children to improve their academic skills. Children's socio-emotional skills have also matured. This refers to their ability to construct relationships and behave in a socially responsible manner. In addition, their self-confidence has grown, their positive affect has increased, and they now display leadership skills. There seems to be an interplay between cognitive and socio-emotional development, which influences academic success and learning.

4.4.1.1 Children develop cognitively when participating in the partnership

Since the inception of the partnership in 2006, children have had access to particular knowledge, including knowledge on subject choice and career counselling, which shapes the groundwork for children to enrol in further education. Similarly, Perna, Li, Anderson, Thomas, Rowan-Kenyon and Bell (2007) find that higher education community partnerships serve as a platform for distributing adequate career-related information to secondary school learners. Daniels et al. (2007) also finds that providing assistance in the process of making career

decisions is an essential role of educational psychology services in rural schools. Additionally, Sandy and Holland (2005) indicate that the relationships created by the partnership allows learning and knowledge generation.

Parents and caregivers in this study believe that the accessibility to adequate information about further education and training, as well as the admission process and bursary applications, makes children increasingly aware of educational possibilities. In this way, it appears that the knowledge gap on career-related information in rural areas could be addressed. Tierney and Hagedorn (2002) also find that doors to educational opportunity open when knowledge thereof is easily attainable. Accordingly, Tierney et al. (2005) state that when children engage with information about careers and employment, their further interest is stimulated and they develop a better concept of occupational possibilities. These authors describe that as children learn about the availability of funding opportunities, they begin to realise that further education is within their grasp (Tierney et al., 2005). Parents and caregivers in this study seemingly experience that children have started to associate further education with a better chance of being employed. This finding correlates with research on career development learning, which states that children have a better perception of the connection between school and work, as a result of career education activities (Tierney et al., 2005).

Furthermore, this study finds that children's scholastic skills have developed. Evaluative research on higher education-rural school partnerships by Libler (2010), describes enhanced scholastic learning as a result thereof. This finding correlates with Kenny et al. (2006), describing the positive correlation between levels of career counselling and school engagement. Both studies place emphasis the on improved scholastic skills and better academic achievement that emerges when children have a sense of envisioned career possibilities and strategy.

The participants agree that children are more knowledgeable about study methods, resulting in educational cohesion, with peer tutoring and regular study group sessions as a results. In support of this finding, Malindi and Machenjedze (2012) elucidates that a partnership that encourages school engagement holds the potential to cultivate peer support. Tierney et al., (2005) believe that when learners collaborate in study groups, they simultaneously better their learning, and acquire a valuable skill for further education. As children acquired better scholastic ability, they also gain a sense of self-efficacy. In this fashion, they become scholastically independent since they can draw on their own skills, needing less input from teachers. Their ability to work autonomously is evident in their motivation to work without being prompted to do

so. Similarly, Little et al. (2008) and Kenny et al. (2006) indicate that partnerships can result in children's better scholastic engagement.

Participant also report that children are noticeably more comfortable to converse in English. Language proficiency development can be ascribed to the use of English as the primary language of communication during the community engagement initiative. Zamel and Spack (2006) also find that language competence is specifically strengthened by engaging in oral conversation.

4.4.1.2 Children engage in socio-emotional learning when participating in the partnership

This study finds that parents and caregivers perceive a higher education-rural school partnership as a platform for socio-emotional learning. Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011) similarly demonstrates a significant increase in social competence. Participants specifically note newly defined connection between children and those who surround them—their peers, parents, teachers, and community members (such as students or researchers associated with the higher education institution). Strier (2010) describes relationship construction as a strong theme in partnership evaluation research, and raises the question of whether partnerships are only infinite practices in relationship building, or are regarded as a platform suited to solve problems. This study also finds that parents or caregivers think of community engagement partnerships as being beneficial beyond mere relationship formation.

Malindi and Machenjedze (2012) also finds that children's participation in the partnership resulted in positive construction of peer relationships, and that it resulted in pro-social change. Likewise, Smetana and Campione-Barr (2006) impart that peer influences during Grade 9 mostly result in antisocial conformity, emphasising the affirmative contribution of the partnership as positive relationship formation. Children's relationship with their parents and teachers has markedly improved as they portray deep respect for one another. Little et al. (2008) also describe more intimate relationships within families and schools, associated with participation in community engagement initiatives.

With regard to the bigger community, participants explain that unequal power relations between races has begun to fade. Since the start of the community engagement initiative in 2006, interaction between the higher education institution and individuals from the secondary school

has resulted in constructive connection across racial boundaries. This finding concurs with Lubbe and Eloff (2004), claiming that the collaborative networks between stakeholders can potentially address existing unequal power relations. Chambers (2008) also believes PRA methods, central to the FLY initiative, balances power distribution between participating parties. Moreover, Zulliger et al. (2014) state that the PRA approach is therefore culturally and developmentally appropriate.

The findings of this study show that parents and caregivers have noticed improvement in their children's socially responsible behaviour. Children have matured in their sense of contributing towards the greater good of their community by ploughing back in whichever way they see fit. Pittman, Irby, Tolman, Yohalem and Ferber (2011) state that becoming an active agent within one's community can be triggered by participation in community engagement. McGuire and Gamble (2006) further corroborates this theory, supposing that psychological engagement with children can positively influence their community belonging and social responsibility. Findings signify that participants notice children taking pride in their surroundings, similar to findings of Landini et al. (2014), who indicate that provision of educational psychology services to individuals in rural settings initiates community development.

The findings indicate that parents and caregivers recognise positive emotional development in their children due to their involvement in the partnership. Likewise, Pittman et al. (2011, p. 19) finds that emotional growth and change is cultivated when children have a platform to experience "relations, networks, challenges and opportunities to contribute".

Findings also show that emotional development more specifically pertains to increased motivation, enhanced self-confidence, children's ability to communicate emotions, and maturing of leadership skills. Similarly, Attree, French, Milton, Povall, Whitehead and Popay (2011) suggest that active engagement in community initiatives result in valuable psychosocial benefits for participants—including motivation and bolstering self-confidence. This finding correlates with Durlak et al. (2011) also insist that psychological intervention programmes with children show positive effects on their opinions of themselves, others, and their schools. According to parents and caregivers, children have developed the ability to communicate their emotions efficiently, which correlates with the findings of Little et al. (2008). Seemingly, participants experience that children's leadership skills have developed. Durlak et al. (2011) also find that initiatives that enhance social and emotional learning could potentially foster heightened leadership skills in children.

Findings also indicate that the partnership serves as a protective factor by keeping children from engaging in risk behaviour. Similarly, Little et al. (2008) find that children's participation keeps them supervised, and off the street. Constructive engaged with students from the higher education institution contributes to children's socio-emotional growth.

4.4.2 Parent or caregiver appreciation for and expectations of the partnership

The results of the study suggest that parents and caregivers experience the partnership in a positive light. Parents and caregiver express their appreciation in his regard, and would very much like for the partnership to continue in the future. Parents and caregivers also share their expectations for the future of the partnership.

4.4.2.1 Parent or caregiver appreciation for the partnership

It is undeniably evident that the parents and caregivers are grateful for the partnership. Similarly, McLeskey (1983) finds that parents are grateful for community engagement initiatives that specifically aim to better their children's personal wellbeing. Additionally, Little et al. (2009) reports that parents' appreciation is attributed to their demanding personal workload.

Parents and caregivers are especially grateful for the integrated development (cognitive, social and emotional) of their children. Likewise, Putnam (1993) finds that parents everywhere want valuable educational opportunities for their children and subsequently any form of initiative that increases such a prospect would evoke appreciation.

4.4.2.2 Parent or caregiver expectancy of the partnership

Findings suggest that parents and caregivers want the partnership to continue, and expand. Likewise, Bringle and Hatcher (2002), as well as Bauch (2001) state that partnerships built on social interaction, which emphasises mutual trust and promotes agency within the community, cultivate participant energy to actively engage for the future. Participants seemingly want the current partnership to be supplemented in a myriad of ways in the future. These adaptations to the partnership could potentially broaden the educational opportunity.

Parents and caregivers suggest a career exhibition to extend the accessibility of career-related information. Essentially, this information should include up-to-date career counselling resources, such as thorough job descriptions, fields of study relevant to the line of work, subjects

necessary to enroll for the related course, as well as the minimum academic requirements to gain such access (Tierney et al., 2005). Parents and caregivers believe that familiarity with the higher education context is a key factor in children's preparation for tertiary education. Therefore, parents and caregivers would like their children's exposure to the physical environment of higher education—such as attending open days—to be considered as a segment of the partnership. Tierney et al. (2005) and Broh (2002) similarly find that non-academic activities such as these can generate vital knowledge of tertiary study. Tierney et al. (2005) indicate that rural learners from low-income families usually become first-generation tertiary students, and subsequently face unique challenges when applying for tertiary study. So, providing assistance in rural schools is paramount. Participating parents and caregivers believe that additional scholastic counselling should be incorporated. Tierney et al. (2005) share this notion as they find that the priority of counselling serves as a crucial part of the process of preparing for tertiary education.

The findings also clearly show that parents and caregivers expect the partnership to address children's awareness of their social responsibility as socially responsible children would return after their studies in order to better their community by their own agency. Likewise, Landini et al. (2014) describe that partnerships providing education psychology services could potentially initiate or accelerate community development, as community members can be active agents in bettering their environment.

Participants wish for deeper focus on the motivation of children, with emphasis on the importance of education. They also wish to include Grade 12 learners in the partnership. Along this line, Tierney et al. (2005, p 15) finds that the encouraging learners' aspirations in culturally appropriate "safe spaces" can allow knowledge to be effectively communicated. These authors also indicate that higher education preparation is necessary on various grade levels (Tierney et al., 2005).

The findings of the study also elucidates that parents and caregivers expect to receive some form of feedback after their children have participated in the community engagement initiative. They suggest that the higher education institution provide a written report for this purpose. This recommendation is consistent with Warren and Peel (2005), as well as Silka's (1999) findings that community participants strongly believe that feedback influences the effectiveness of higher education-community partnerships. Additionally, parents and caregivers in this study state that they would appreciate a school review of their children's scholastic progress, wanting closer

interaction between teachers and themselves. Likewise, Hallgarten (2000) emphasises the essential ability of teachers to involve parents, and communicate relevant information to them.

Parents expect to be more thoroughly informed. This desire stems from their experience of being overlooked as a relevant stakeholder. Findings suggest that parents previously felt unheard, and now expect to be thoroughly consulted in the future. Similarly, Mutch and Collins (2012) finds that parents believe that partnerships can be strengthened if they are afforded the opportunity to be heard in a safe space. Warren et al. (2009) also finds that parents feel alienated when they are not properly informed about the details of a partnership. Just so, McLeskey (1983) believes that insufficient information about the provision of educational psychology services can result in parents' lack of understanding of the role and benefit thereof. The participating parents and caregivers also ascribe their previous exclusion to the language barrier between the parents and caregivers, and individuals from the higher education institution. Torrez (2014) also describes the challenge associated with cross-language interaction as a lack of confidence to engage with each other. Furthermore, Torrez (2014) reports that regardless of this difficulty, families still want to be involved. Auerbach (2009) believes that two-way interaction, using a language that all parties feel comfortable with, could simplify parent involvement.

Parents and caregivers in this study also wish to receive parental training. Authors, Mutch and Collins (2012), Hallgarten (2000), and Blank et al. (2003), indicate that parents are mostly willing to be in involved and contribute, they merely require guidance in how to do so. Parents and caregivers want their children to actualise the educational opportunity available to them, but they need counsel on how to address the potential barriers that may hinder this process. The participating parents and caregivers recognise high academic requirements for admission to higher education institutions as such a barrier. Motala et al. (2009) similarly describes that rural learners are disadvantaged when applying for tertiary education due to the low level of schooling in rural areas. As a result, rural learners are not able to contest with their urban peers on an academic level. Parents and caregivers therefore expect the initiative to impart knowledge and strategies that could help their children academically. Likewise, Ouellette, Briscoe and Tyson (2004) indicate that parents with limited education (refer to 3.3.1.3) need to be coached so that they can help their children in school, supporting a prosperous future for them. Furthermore, Waxman, Gray and Padron (2003), and Mo and Singh (2008) insist that community engagement should aim to provide parents with relevant information to advice on the development of their children. Cooper, Chavira and Mena (2005) also indicate that families are a key factor in the sustainable development of learners' career goals, from childhood.

Participating parents and caregivers give the financial aspect associated with enrolling for tertiary study as yet another challenge. They emphasise that application fees, accommodation rates, travel expenses and tuition costs all add up to unaffordable amounts that undeniably limit the possibility of sending their children to attend universities. Likewise, Branson, Leibbrandt and Zuze (2009, p. 55) describe financial obstacles as a “hurdle to success” at tertiary level, particularly in South Africa. As only a third of the participating parents and caregivers receive formal salaries as their main source of income (refer to section 3.3.1.3), they are not lucrative enough to afford all the expenses associated with tertiary education. The participating parents and caregivers feel unfit to provide their children with the opportunity to attend any higher education institution. Therefore, parents and caregivers indicate that they need guidance on how to afford tertiary education. Similarly, Tierney et al. (2005) believes that families from low-income settings should be guided by concrete financial suggestions and timelines to grant access to further education.

Participating parents believe that including parent training as an expansion of the partnership, would ensure their that children’s development could continue even after the students from the higher education institution had left. Likewise, Bramlett et al. (2002) describe parent training as a measure to strengthen the results of educational psychology outcomes. Mutch and Collins (2012, p. 184) also state that parents’ commitment to being involved should be translated into teaching them “practical and sustainable practices”. The demographic information of participants highlight the prevalence of young heads of households in South African rural areas (refer to section 3.3.1.3) (Statistics South Africa, 2013; 2011). The need for parental training is paramount. Since Pittman et al. (2011) believe that significant people—such as parents and caregivers—in children’s lives influence the pace of their development, parents' skill set should be augmented to ensure that they quicken, and not stifle the tempo. Furthermore, since the developmental needs of children encompasses more than can be addressed by a school alone, parental training is essential to learners’ success (Leonard, 2011; Little et al. 2008).

4.4.3 Integration of themes

In closing, the higher education-rural school partnership seems to have an influence on various domains, due to the associated environment’s natural interconnectedness (Kilpatrick, 2009; Little et al., 2008; Bronfenbrenner, 1979). Parents and caregivers’ perception of the partnership contribution signifies development and progress in the domains of the child, the family, the school, and the community, even though only the child is directly involved (Tudge et al., 2009).

The findings of the study are divided into two dimensions, parents' and caregivers' current experience of the partnership, and their hope for the future thereof. Figure 4.2 provides an integrated view of the themes and sub-themes denoting these two dimensions. An elaborated explanation follows.

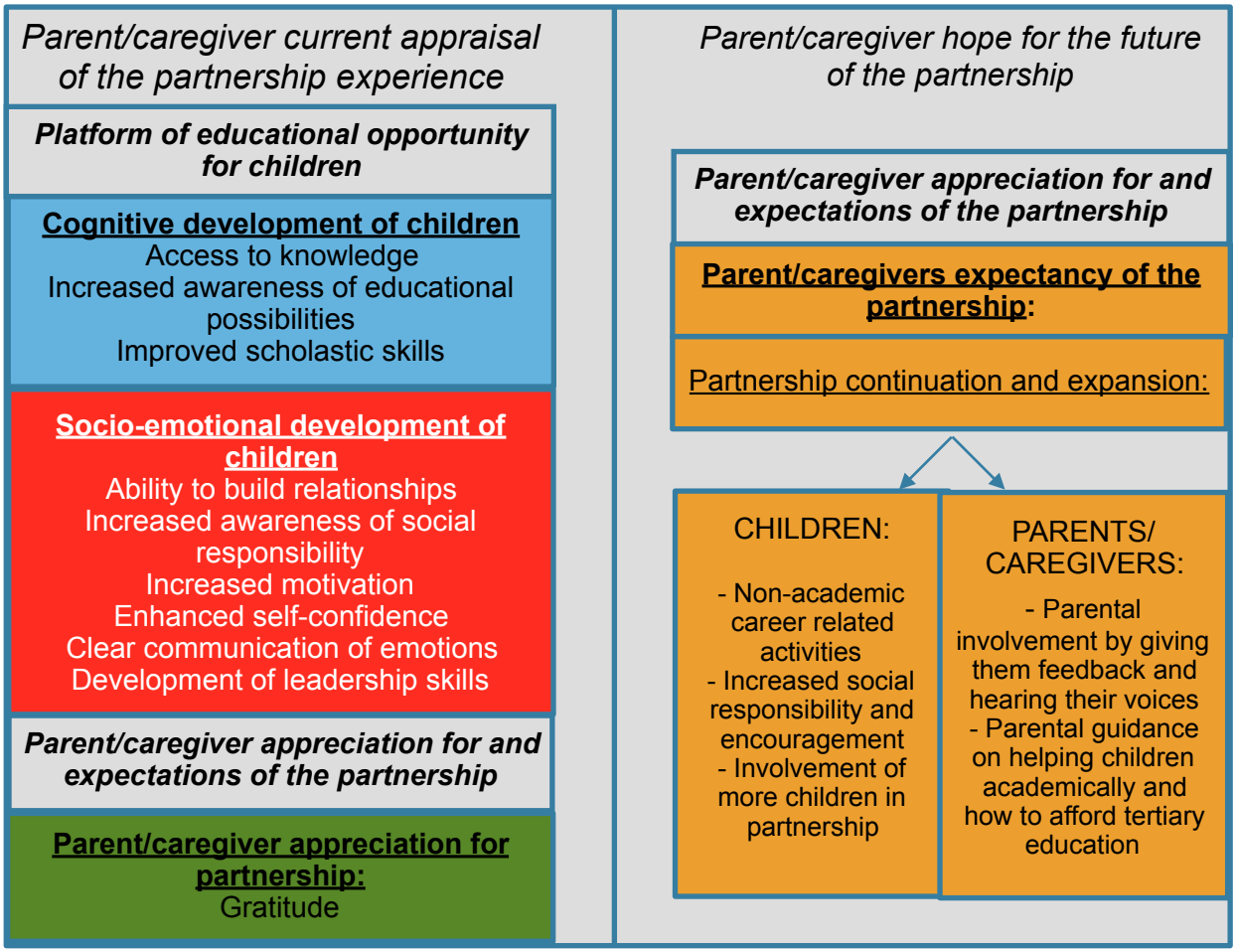


Figure 4.2: Integration of research findings

The parents and caregivers currently experience the partnership as a platform of educational opportunity for children. It relates to the opportunity for cognitive development by means of access to knowledge, which ultimately allows for an increased awareness of educational possibilities. Along this line, the partnership creates a space where children's scholastic skills can improve. The partnership also provides the opportunity for children's socio-emotional development, as children are able to construct positive relationships, behave in a socially responsible manner, be increasingly motivated and self-confident, communicate their emotions clearly, and display new leadership skills. As a result, parents and caregivers recognise the partnership in a positive light and are sincerely appreciative.

Subsequently, parents and caregivers hope for the continuation and growth of the partnership in the future. The expectations they hold relate to their children, as well as themselves. They want the partnership to expand the platform of educational opportunity for children in various ways. They suggest more non-academic activities, which could extend the amount of accessible career-related information (hosting a career exhibition and creating the opportunity to attend the open days of institutions). They also hope that children can become increasingly aware of their social responsibility and continuously be encouraged through their participation in the community engagement initiative. Furthermore, parents and caregivers hope that the partnership will expand to involve children on the cusp of embarking on life after school (such as Grade 12's).

Parents and caregivers expect to be more integrally involved in the future of the partnership. They want their voices to be heard more clearly since they have previously been excluded from the community engagement initiative. They also want thorough feedback (by way of a written report from the higher education institution and more interaction with teachers from the school). Furthermore, parents and caregivers want their children to actualise the educational opportunity available to them, but as there seem to be factors restricting this process, they want guidance to enable them to address such barriers. These barriers include the high academic requirements for enrolment in tertiary education, as well as the associated costs. Therefore, parental training should include strategies for parents and caregivers that help them help their children academically, and should also include recommendations on how to overcome the financial obstacles limiting children's tertiary education.

As parents and caregivers are an influential system surrounding the child, their inclusion in the community engagement initiative might accelerate the children's already attained progress to actualise envisioned future opportunities. This theory is consistent with Pillay (2011), who finds that providing educational psychology service to vulnerable youth can be more successful when performed from an ecosystemic perspective.

4.5 CONCLUSION

Chapter 4 provides an overview of my involvement in the research field. It reflects on the research processes and presents the results of the study by sharing the main themes and sub-themes that have emerged from the data analysis. The chapter also discusses the findings within a framework of existing literature, and proposes integrating the findings.

The final chapter concludes the study based on the research findings and reflects on the potential value and limitations of the study. The chapter culminates with recommendations that have subsequently evolved from the study.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 4 reports on the results of the study, interpreting and discussing the themes and sub-themes in relation to existing literature. This final chapter provides an overview of the preceding chapters. It revisits the research questions formulated in Chapter 1 in order to communicate final conclusions, and reflects on the potential contributions, and limitations of the study. The chapter concludes the dissertation with recommendations derived from the study.

5.2 OVERVIEW OF THE PREVIOUS CHAPTERS

Chapter 1 introduces the study and provides the rationale for undertaking this particular study—investigating parents' and caregivers' experience of a higher education-rural school partnership. It presents the research questions and states the working assumptions. Chapter 1 also provides the key concepts of the study: community engagement, higher education community engagement, school-based Intervention, school in a rural setting, parents and caregivers, and retrospective experiences. A visual overview of the paradigmatic perspective, the research design and methodology, and a brief referral to the quality criteria and ethical considerations are also contained in Chapter 1. The chapter concludes with an overview of the subsequent chapters.

Chapter 2 explores existing literature on the theoretical aspects that underpin the research. It provides the reader with the context from which the study is planned and undertaken, and I investigates parent/caregiver views on community engagement, with particular reference to why parents' have historically had no input. Thereafter, the chapter discusses educational psychology services in rural schools—first explaining the role of educational psychology in schools, and then noting the advantages and challenges of such service provision. After describing higher education-rural school partnerships in terms of what defines an efficient partnership, and the possible challenges thereof, Chapter 2 closes with an overview of the conceptual framework; an integration of Bronfenbrenner's ecological systems framework and the asset-based approach.

Chapter 3 describes the research process and the manner in which the study is conducted. It considers qualitative research as the methodological paradigm, and interpretivism as the underlying philosophy of the study. The instrumental case study design follows. I selected and

related this methodological choice to the purpose of the study. The chapter elaborates on the reason for selecting the higher education-rural school partnership, as well as the participants in this study. The chapter continues with an examination of preferred methods of data collection and documentation strategies employed. These include PRA discussions and the documentation thereof—translations of PRA posters, verbatim transcriptions of PRA presentations, and observations of PRA presentations and context of the case (by way of field notes and visual data). Thereafter, Chapter 3 investigates the manner in which thematic data analysis and interpretation is conducted, followed by a reflection on the role of researcher. Chapter 3 concludes with a discussion on the ethical considerations and quality criteria that the study adheres to.

The research results are delivered in **Chapter 4**. The chapter examines the aspects of fulfilling the role of field worker, as well as performing the role of researcher in the chosen instrumental case study. Two themes emerge from the data analysis, and Chapter 4 imparts how the two themes relate to the higher education-rural school partnership as a platform for educational opportunity for children, and how the themes relate to parent/caregiver appreciation for, and expectation of the partnership. Chapter 4 situates the research results in terms of relevant literature, thereby presenting the findings of this study.

5.3 ADDRESSING RESEARCH QUESTIONS

This section offers a discussion of the research questions that guide the study. This structure hopes to explore and describe the retrospective experiences of parents and caregivers on FLY, a higher education-rural school partnership. Firstly, this section reflects on the secondary research questions (refer to section 5.3.5) and then concludes by addressing the primary research question.

5.3.1 Secondary research questions

5.3.1.1 What do the parents or caregivers know about the partnership between the higher education institution and the secondary school?

In this study, parents' and caregivers' knowledge of the partnership directly related to the cognitive and socio-emotional development of their children based on their participation in the community engagement initiative. The participants portray the partnership as an initiative that creates the opportunity for children to grow and mature, adding to their development in various

ways. The voice of parents' and caregivers' seem to echo existing literature on partnerships, signifying that such collaboration opportunities allow for the academic and nonacademic development of children (Blank et al., 2003).

The partnership is recognised as a platform of educational opportunity for children. Parents and caregivers consider the collaboration as an avenue to access knowledge—particularly career related information—due to the nature of the educational psychology services provided. This included details and insight into subject choice (related to their aptitude and desired field of study), as well as factual detail about enrolling for tertiary education (admission requirements, funding, and lecturing). These findings confirm prevalent theory on career development learning and that learning and knowledge emerge due to the relationships bonded by partnership (Tierney et al., 2005).

The availability of new information has most likely led to participants' recognition that involvement in the partnership has increased children's awareness of educational opportunities attainable to them, particularly associated with tertiary study. Furthermore, parents and caregivers see the partnership as conducive to the development of children's scholastic ability—academic motivation, application of study methods, scholastic independence, and proficiency in English. Current literature on higher education-rural school partnerships also depict enhanced scholastic development (Little et al., 2008; Kenny et al., 2006). The study also sheds light on children's augmented English proficiency due to their participation in the partnership.

Parents and caregivers maintain that the partnership allows the opportunity for socio-emotional development of children. This is demonstrated by the children's social competence, which is visible through positive relationship construction with peers, family, teachers and community members, as well as the children's active social responsibility. As previous research has shown how peer influences during Grade 9 could potentially result in antisocial conformity, the findings of this study lean towards a more positive outcome of peer relations in the event that Grade 9 children are involved in higher education-rural school partnerships (Smetana & Campione-Barr, 2006).

Similarly, children's emotional adeptness is evident in their developing of motivation, self-confidence and emotional communication skills, as well as improved leadership skills. This finding adds to the body of knowledge, which indicates that participation in community engagement initiatives can spark active emotional engagement between the relevant participating stakeholders (Pittman et al., 2011). Parents and caregivers insist that the

partnership is as a protective factor, since children are constructively engaged in the initiative and therefore do not engage in risk behavior. This relates to literature that indicates the value of children's participation in partnership initiatives as a platform for supervision that is encouraging and have positive outcomes (Little et al., 2008).

5.3.1.2 How do parents or caregivers, their families, and the community benefit from the partnership between the higher education institution and the secondary school?

Participants report on what they believe are the benefits to the systems surrounding the child, including the parents and caregivers, their families and the community as a whole. Parents and caregivers believe that children's explicit exposure to the partnership translates to implicit influence on the networks they naturally interact with.

The children's ability to construct positive relationships is evident in numerous ways. Children's communication with family members has also improved. They now display respect for their parents and caregivers while stimulating relational reciprocity within their family. As the family now shares closer bonds, content of family interaction has also become substantially more valuable—conversations now range from assisting one another with day-to-day home management, to deep discussions about life. This finding confirms existing literature relating to the association between more intimate familial relationships and the participation of these individuals in community engagement initiatives (Little et al., 2008).

Positive learner-teacher relationships, as well as caring and uplifting peer alliances are fostered within the school system. The sense of support between these important stakeholders supplements academic skills development. Teachers allow children to be more independent as peers increasingly support each other in their studies.

On a level of community benefit, participants reported that the partnership initiative benefits the community at large because the partnership creates a space that does not observe racial barriers. The perceived walls between people from different races are dismantled as the partnership creates a juncture for stakeholders to get closely acquainted. This finding contradicts the theory that educational psychology services that are provided as an outside intervention can result in disconnect between the relevant parties (Landini et al., 2014). It is evident from the study that parents and caregivers notice a deeper understanding and openness between races, ultimately creating cohesion and a collaborative effort for progress.

This discovery does however correspond with Lubbe & Eloff (2004), Chambers (2008), and Zulliger et al. (2014) that collaborative networks between stakeholders can ignite closer ties.

As their awareness of social responsibility increases, children contribute to the greater good of all (their families, school, and community). After participating in the partnership, children start ploughing back into their environment—sharing new skills (assisting other learners in study groups, giving parents information on household improvements), and investing in their physical surroundings (gardening in the afternoons). These findings build on existing literature, which indicates that providing educational psychology services to individuals in rural settings trigger community development (Landini et al., 2014).

5.3.1.3 What do parents or caregivers perceive are the limitations of the partnership between the higher education institution and the secondary school?

Since parents and caregivers have not been invited to participate in evaluating the partnership prior to this study, parents felt excluded. They believed that opinions were be unimportant. Parents and caregivers also contend that a language barrier exists, restricting the process of communication between themselves (primarily fluent in SiSwati) and individuals from the higher education institution (predominantly proficient in English). This limits parents' and caregivers' confidence to come forward to state their queries or volunteer their insight. Parents' experience of being overlooked, caused by the above mentioned barriers, adds to past and contemporary research (McLeskey, 1983; Mutch & Collins, 2012).

Furthermore, parents feel that they are uninformed and left without thorough feedback after their children's participation in the partnership. This limits the potential of the partnership since parents and caregivers are unable to help their children translate the career related information into a viable action plan. Without adequate information on the progress of their children, they have no insight to provide support. The identified lack of satisfactory guidance for parents, and the subsequent need therefore, corresponds with existing research (Hallgarten, 2000; Blank et al., 2003; Mutch & Collins (2012).

IParents and caregivers also single out issues (high academic admission requirements and unaffordable expenses) that could minimise the contribution of the partnership. These issues could potentially limit the actualisation of the educational opportunity available to children. These findings correlate with research relating to rural learners process of application for further education (Branson et al., 2009; Motala et al, 2009).

Parents and caregivers feel unequipped to provide adequate support in addressing these barriers, which indicates that the most significant adults in children's lives do not feel proficient in nurturing their newly attained skills after the higher education students had left. This correlates with literature that demonstrates the vital role of parents' skills in the developmental needs of children, which are necessary above the school's effort (Leonard, 2011; Little et al, 2008).

5.3.1.4 What do parents or caregivers perceive are required for future planning of the partnership between the higher education institution and secondary school?

Parents and caregivers believe that the partnership should continue in the future. They suggest prolonged engagement periods during which more students from the higher education institution should be involved, subsequently allowing more learners to partake. This reflects the existing knowledge on partnerships, which indicates that when collaborative ventures promote agency within communities, participants are activated to expand their involvement in the partnership (Bauch, 2001; Bringle & Hatcher, 2002). They positively acknowledge the contribution of the partnership and expect the platform of educational opportunity to be expanded in the future, specifically in relation to children's cognitive and socio-emotional development. They recommend access to more information on tertiary studies and training, for example, a career exhibition focused on various career paths, admission requirements, bursaries or loans, and options for accommodation (this recommendation has been integrated into the FLY community engagement initiative following the data collection in 2013, refer to Appendix O for an example of a brochure made available during the career fair). Additionally, parents and caregivers recommend that the opportunity to attend open days at universities might be beneficial. Parents and caregivers would also like the partnership to include methods of intensifying children's awareness of the importance of acting on one's social responsibility—to plough back into the community. Parents' suggestions of nonacademic activities (such as the above mentioned), correlate with existing literature on the process of preparing learners form low-income families for tertiary education (Tierney et al., 2003).

Parents and caregivers also want to be invited to participate in the partnership. Moreover, they propose receiving thorough feedback subsequent to their children's participation in the partnership. The f recommend a detailed individual report, administered by the higher education institution so as to inform parents and caregivers of their children's participation during engagement (this suggestion has been put into practice subsequent to the data collection in

2013, refer to Appendix P for an example report). Parents also want feedback from the school. Parents and caregivers want to be notified and updated on their children's academic progress, or decline. This request for thorough feedback subsequent to children's participation in the partnership concurs with past and contemporary research, which portrays that proper feedback greatly influences higher education-community partnerships (Silka, 1999; Warren & Peel, 2005).

To further increase parental involvement, they ask that guidance for parents be considered as an addition to the current partnership. Parents and caregivers want to be able to help their children realise career possibilities, and therefore suggest guidance for parents, which addresses the ways in which they could academically support their children (homework and study skills), and also assists in devising plans or strategies to attain funding for tertiary education. This finding corresponds with relevant research portraying parent training as a measure of strengthening educational psychology outcomes (Bramlett et al., 2002).

5.3.2 Reflecting on the primary research question

This study is guided by the following research question: ***How can insight into parents' or caregivers' experiences of a higher education and rural school partnership inform knowledge of community engagement with schools?*** The parents and caregivers in this study perceive partnerships between higher education institutions and rural schools as a community engagement initiative that positively influences various stakeholders. Furthermore, the insights of these parents and caregivers give indication of ways in which such community engagement initiatives can be strengthened.

Parents and caregivers look at the benefits of community engagement with rural schools in terms of their children's cognitive and socio-emotional development. The participants' experiences suggest that their children's centrality to school-based community engagement creates an opportunity for children's already-present assets to be activated. Based on participants' perceptions, children's growth also allow for positive outcomes in the family, school, and community settings. The experiences of parents' and caregivers' additionally signify an expectancy for community engagement with schools to expand and increase the ways in which parents or caregivers are involved.

The integrated conceptual framework, which is an interplay between the asset-based approach and Bronfenbrenner's ecological systems framework, guides the interpretation of the findings. From this basis, I postulate that parents and caregivers view children's participation in

community engagement with schools to result in more pronounced and observable cognitive and socio-emotional development. This corresponds with a core principle of the asset-based approach – focusing on assets that are already present. Furthermore, I posit that parents and caregivers see children's centrality to community engagement with schools as having an influence on families, the school and the greater community. This ripple effect that is revealed in the findings correlates with Bronfenbrenner's ecological systems theory, whereby the individual is interrelated with the surrounding context (Bronfenbrenner, 1979). The basis of this theory proposes that transformation in one individual may lead to transformation within the entire system. Figure 5.1 illustrates this influence.

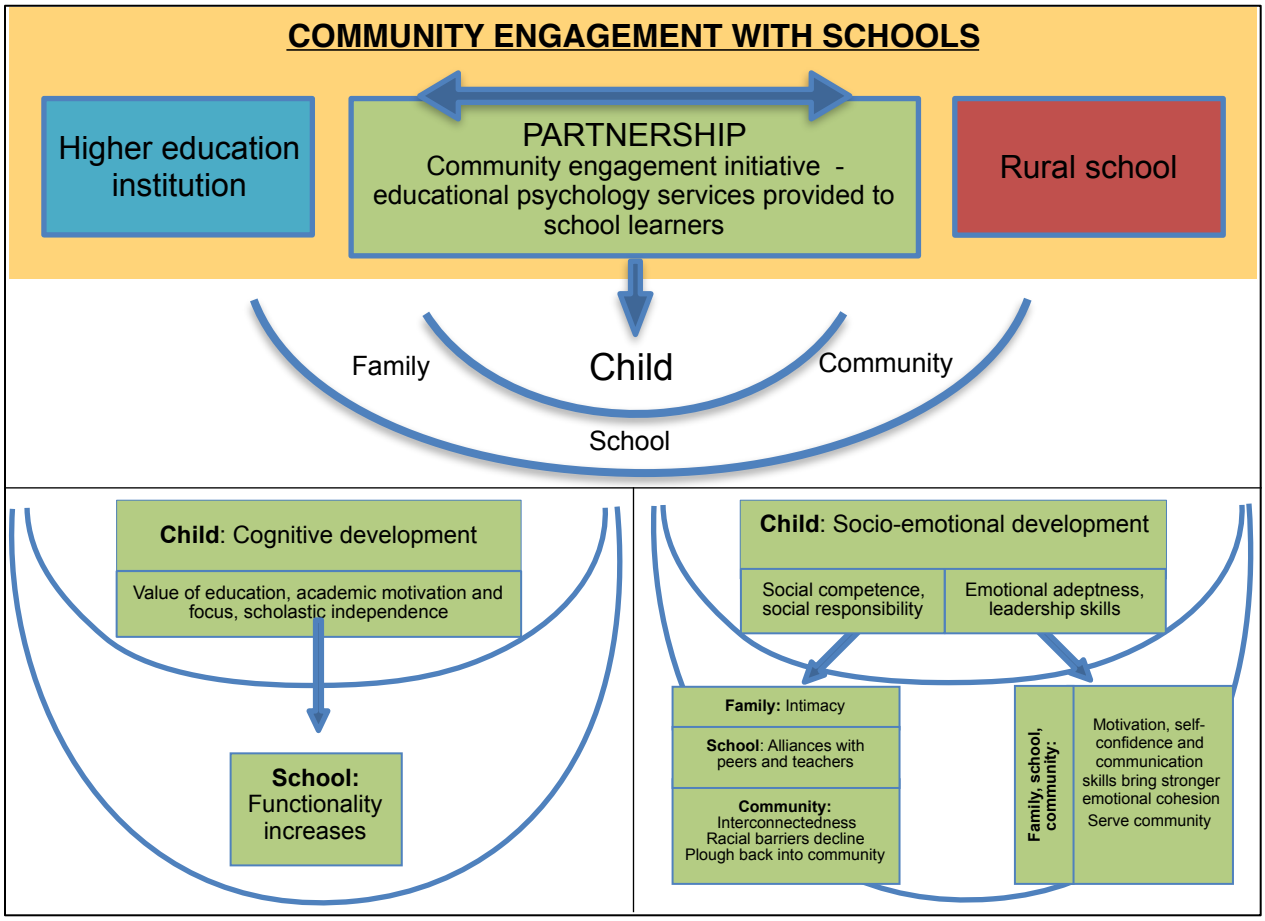


Figure 5.1: Parent/caregiver perceptions on benefits of community engagement with schools

Parents and caregivers perceive community engagement with schools as a platform which allows for children's cognitive development. From their insights, community engagement with schools can cultivate an understanding of the value of education, which increases children's academic motivation and focus, as well as their scholastic independence. Community

engagement with schools promotes school engagement, and consequently schooling can be more effective.

According to participants' experiences, community engagement with schools allows for children's socio-emotional development. Parents and caregivers indicate that children's participation in community engagement enhances their social competence. This is evident in their ability to foster positive relationships, which enables family intimacy, alliances with peers and teachers, and a new sense of interconnectedness with community members. These indispensable relationships be amalgamated during the community engagement initiative promote a decline in racial barriers between community stakeholders. Parents and caregivers discern that children's awareness of social responsibility increases, which consequently inspires them to plough back into their community. Similarly, since parents and caregivers experience their children's improved emotional adeptness, their motivation and self-confidence grew as a result to children's involvement in the partnership. In addition children's communication skills improve and their leadership skills grow, resulting in stronger emotional cohesion between systems.

The integrated conceptual framework (mentioned above), can also guide the interpretation of the participants' experiences regarding the future of community engagement with schools. Apart from the fact that parents and caregivers expect the community engagement initiative to expand in the future, it appears that they envisage the mobilisation of their own assets through more integral involvement in the partnership. Figure 5.2 illustrates parent and caregiver expectation for community engagement with schools.

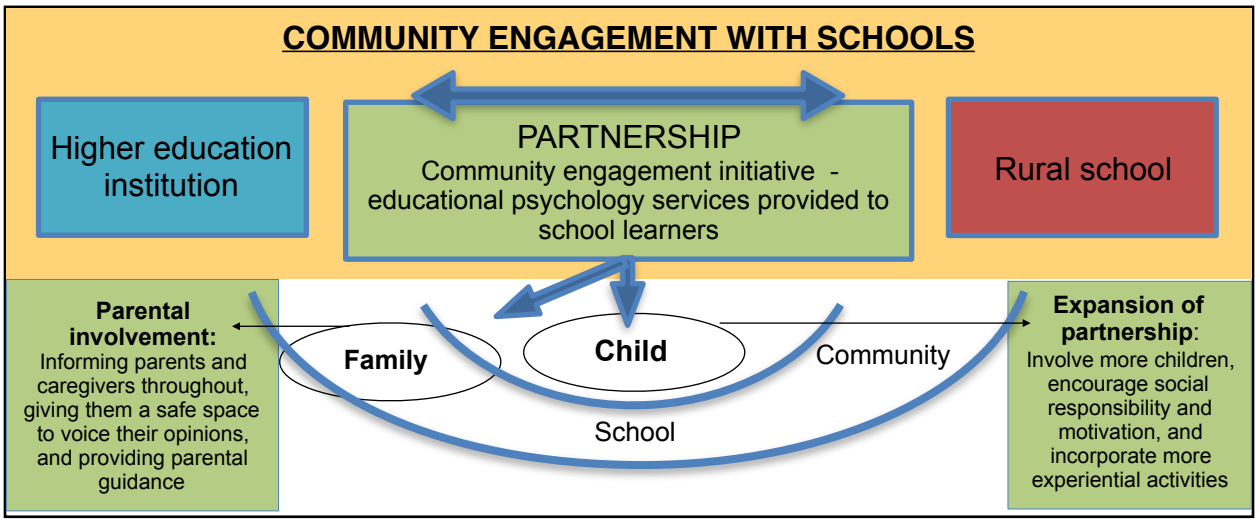


Figure 5.2: Parent/caregiver perceptions on strengthening community engagement with schools

Based on parents and caregivers experiences of the community engagement initiative with the rural school, they suggest broadening the partnership in multiple ways; extending the partnership to a larger number of children could be valuable, and the content of the interaction should increasingly focus on encouraging social responsibility and motivation, as well as incorporate more experiential activities. Furthermore, involving parents or caregivers on a more intimate basis, through thorough feedback, providing safe space to voice their opinions, and incorporating a guidance element for parents, could be significantly valuable.

In summary, parents and caregivers believe that community engagement with schools, via a higher education-rural school partnership, provides a platform that mobilises children's assets. Children's development is sparked, which consequently influences the family, school, and community. Furthermore, parents and caregivers regard the expansion of community engagement with schools as necessary, and insist that parental involvement should be a key element thereof.

5.4 POSSIBLE CONTRIBUTION OF THE STUDY

This study adds to existing knowledge on community engagement with schools by explaining how parents and caregivers experience the value of a higher education-rural school partnership and how such a collaboration can be improved. Unique to this study is the involvement of stakeholders, who were previously overlooked, and therefore the findings of this study may give noteworthy direction to inform future school-based community engagement initiatives.

It is apparent that parents and caregivers see the strengthening of community engagement with schools nestled in the mobilisation of their own assets. This denotes including parental guidance as part of the initiative, as well as hearing their voice about community engagement concerning their children. They have valuable insight into all the phases of such engagement, which could potentially extend the reach of school-based interventions.

The asset-based approach and Bronfenbrenner's ecological systems theory elucidates the concept that reciprocal flow of influence can realise when activating the strengths of the individual and the microsystem. Establishing reciprocity between settings ultimately has the potential to improve the outcomes of community engagement with schools.

5.5 LIMITATIONS OF THE STUDY

One of the limitations of the current study is associated with the lack of generalisability of the findings, as the findings pertain only to a limited number of participants from a specific rural community (Denzin & Lincoln, 2000). However, due to the interpretivist paradigm used in this study, the aim is not to conclude with generalisable findings (Mack, 2010). The study intends to obtain an in-depth understanding of a particular phenomenon (parent or caregiver experiences of one specific community engagement partnership between a higher education institution and a secondary school) from the outset. The findings may be transferred to a similar context, based on the in-depth descriptions provided throughout the dissertation (Patton, 2002).

Additionally, the difference in language and culture between the participants and myself (as well as my co-researcher and supervisors) may present as a limitation, as my subjective frame of reference, shaped by my cultural beliefs, might have influenced the interpretations and findings (Scotland, 2012). Based on the interpretative nature of the study, I assume that the creation of shared meaning can only occur in an interpretivist, subjective manner between individuals. However, the study does provide detailed descriptions of parents' and caregivers' experiences of community engagement with schools (Scotland, 2012). Through member checking, I attempt to ensure that the themes reflect the participants' sentiments, yet not all of the original participants could attend (Shenton, 2004). Regardless, I am do not believe that the results have been negatively influenced as the feedback from the attending participants is only confirmatory. The attending participants provided valuable clarification during this session, and therefore the possibility exists that the other participants could have provided additional insight.

Lastly, as an educational psychologist in training, I attempt to find a balance between my varying roles as a researcher, and my future profession, though I do admit to occasionally struggling with this. Whilst listening to participants' experiences, it was challenging to refrain from becoming emotionally involved, and instead remaining an observer and facilitator. However, I tried to monitor my subjectivity as far as possible by engaging my supervisors and by reflecting in a reflective journal (Merriam, 1998). Finally, the participants involved in this study are predominantly female, which could imply a narrow gender-based perception of parent or caregiver experiences of community engagement with schools.

5.6 RECOMMENDATIONS

5.6.1 Recommendations for practice and training

From the findings I concluded that it is crucial for the partnership to extend in various ways. Based on the research, I recommend that community engagement with schools broaden initiatives to include more children, whilst intensifying focus on children's general motivation as well as encouraging an awareness of their social responsibility. Moreover, I also recommend incorporating parents and caregivers in community engagement with schools in the following ways:

Firstly, engage them in conversations about their children's needs, prior to the commencement of the community engagement initiative. Parents' and caregivers' opinions and viewpoints offer profound insight into future adjustments of the partnership. Incorporating parents during the planning phase of community engagement, could therefore yield enhanced partnership effectiveness, as their insights can provide valuable guidelines in determining the appropriate focus areas of the engagement. A platform to hear the previously marginalised voices of parents and caregivers should be created to inform the implementation of future strategies. Involving parents in this phase prior to the commencement of the engagement can assist in setting the stage for the understanding of the roles and responsibilities of all associated stakeholders, clearly illustrating what can be expected.

Secondly, engage parents and caregivers by expanding the opportunity for their involvement. Maintain open channels of communication on a continuous basis by providing thorough feedback to parents and caregivers on all aspects of their children's participation in community engagement, and combine guidance for parents as an element of the initiative. Accurate parental understanding of the processes children are exposed to when participating, as well as effective counsel to parents, could potentially enhance engagement outcomes. Parental involvement can provide an opportunity for children and parents to collaborate on a shared goal of actualising educational opportunity created as a result of community engagement with schools. If parents acquire the necessary skills to support and assist children, development can be sustained even after the initiative has been concluded.

And lastly, engage parents in the evaluation process of the partnership. Should the above mentioned recommendations be implemented, valuable information can be gained by also including parents in the evaluation. As parents' and caregivers' initial expectations have been

determined, the information obtained through evaluation, could serve as a point of reference to assess realisation of original goals.

5.6.2 Recommendations for further research

Based on the findings that community engagement with schools has potential positive outcomes that benefit the child, and subsequently their family, school, and community, the following studies could be undertaken in the future:

- The experiences of parents and caregivers in other community engagement initiatives with schools.
- The influence of incorporating parental guidance in the FLY initiative.
- The potential influence of parental guidance on the sustainability and outcomes of community engagement with schools.
- The level of children's active engagement in career planning following participation in the FLY project.
- The potential influence of parental involvement in children's active engagement in career planning, following participation in the FLY project.

5.7 CONCLUDING REMARKS

This study explores and describes the retrospective experiences of parents and caregivers on a higher education-rural school partnership that provides educational psychology services. The findings of this study indicate that parents and caregivers experience the partnership between the higher education institution and the secondary school as allowing the positive growth and development of various community stakeholders. In other words, community engagement with schools, particularly centring on education psychology service provision to learners, seems to create a platform of opportunity for the child, the family, the school, and the community to progress and develop. This flow of influence is illustrated in parents' and caregivers' account of their children's cognitive and socio-emotional development having an effect on the systems surrounding them. The mobilisation of the children's individual assets is the vehicle of influence.

Parents and caregivers want to create a two-directional stream of influence. This implies the mobilisation of their own assets to create reciprocity. Their expectation to be more integrally involved in school-based community engagement through parental guidance, emanates as one

of the key findings of this study. Parents and caregivers realise their own agency in the process of accelerating their children's growth.

This study signifies an essential principle of human development, which relates to the influence of reciprocal interaction between various contexts surrounding the individual. Parents and caregivers admit that such reciprocity can be created through the mobilisation of assets already present in these interrelated systems.

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LIST OF APPENDICES

APPENDIX A

Visit 1: Assessment battery

Assessment : Butterfly (fly metaphor)

Catterpillar: WHO AM I?
Cocoon: LOOKING AT WHAT I HAVE

Day 1

ESTABLISHING RAPPORT:

✓ Icebreaker: Name game / Morabaraba

✓

WHO AM I?:

- Make a symbol from anti-waste to symbolise who you are
- Caterpillar and leaves game – indicating your role model
- SAVII (Interest questionnaire)
- Adolescent Duss FableS (Emotional media)
- Achievement speech (Goals and aspirations)
- Incomplete sentences (Emotional media)

Day 2

ESTABLISHING RAPPORT:

✓ Icebreaker: Masekitlana (indigenous game allowing you to share your typical day)

LOOKING AT WHAT I HAVE:

- Future narrative: Writing about how you would want your life in the future
- *Filming your achievement speech*
- Making a beaded bangle, each colour symbolising your strengths.
- Building a sand tray (Emotional media)

APPENDIX B

Visit 2: Feedback and therapeutic activities (2013)

Intervention : Butterfly (fly metaphor)

Intervention will be done also according to the theme of the butterfly.

This would specifically focus on their way of flying. The activity of flying would thus symbolise the way they approach the future.

Day 1

ESTABLISHING RAPPORT:

- Icebreaker: Name game (but this time, her name and any word that the individual feels describe what they want to be someday) (Addendum A)
  - ✓ Explaining the metaphor of the butterfly flying into the future.
- Way forward:

Individual explanation about subject choice and the associated recommendations.

- Sandplay:

Each group member getting a chance to build a sandtray.

Day 2

1. Academics:

- Study skills -
  - Visual, auditory and kinaesthetic learning preferences. (Give each of them a stress ball)
  - Art of summaries
  - Time management – Roster, calendar (laminated)
  - Exam stress - Preparation, breathing, answering of questions.
    - *Will receive a handout with all information*.
- Subject implications -
  - What it means if you do not take certain subjects or discontinue them.
- Motivation -
  - Goal setting – Written vision
  - Hard work - Big picture (What I do when I struggle)
  - Affirmations (academic and self) - Implementing positive thinking about themselves and explaining the benefits there of.

Photo, certificate and butterfly: Giving them something to remember our time together in an attempt to keep them that little bit accountable to make wise choices for their own future. Tips for successful living in general and thanking them for the time spent to get to know each other.
Career fair: Different stalls each representing a different career. Brochures including career related information are provided at each stop.

APPENDIX C

Participant invitation letter

Republic of South Africa Tele Fax : (017) 886 1061 Email:ngilandisec@gmail

MPUMALANGA PROVINCIAL GOVERNMENT

NGILANDI SECONDARY SCHOOL

DEPARTMENT OF EDUCATION
GERT SIBANDE REGION
MASHISHILA CIRCUIT
NGILANDI SECONDARY SCHOOL

Litiko leteMfundvo Umnyango weFundo Department van Onderwys Umnyango We

ENQUIRIES: Mr S. KUNENE (0795208932) 12/03/2013

MTALI

Sikolo siyakumema emhlangweni lotabe ukhona emkhatsini webafunzisi base University of Pretoria nalabatawumela umphakatsi wase Styensdorp mayelana nekufunziswa kwebantfwana. Sikolo Sicela umbomo wakho kutsi ; kute bantwana bafundziseke kahle singenta njani. Le University yase Pretoria ifuna kusitana nesikolo nemphakatsi.

Lomhlangano uhleleke ngalendlela

Indzawo : Ngilandi Secondary School
Lusuku : 13/03/2013(March)
Sikhatsi : 10h00 ekuseni

Kuphumelela kwakho kutowenta lomhlangano ube yimphu

S KUNENE (PRNCIPAL)

DEPARTMENT OF EDUCATION
NGILANDI SECONDARY SCHOOL
12 MAR 2013
P.O. BOX 856
ELUKWATINI 1192
MPUMALANGA PROVINCE

APPENDIX D

Example of demographic questionnaire

Demographical questionnaire

This questionnaire is administered individually, in order to make sure that no questions should be experienced as intrusive.

A. PARTICULARS	
Questionnaire number	
Interviewee surname and name*	
Date of birth	

GENERAL INSTRUCTION	Tick the box where necessary, or answer the question in the space provided.

		Male	Female
1.	*What gender are you?*	1	2

2.	*How old where you on your last birthday?*	
Below 30 years		1
30-40 years		2
41-50 years		3
51-60 years		4
61-70 years		5
71-80 years		6
81-90 years		7
91-100 years		8
3.	*What is your highest level of education? (Choose ONE)*	
Grade 7 and lower		1
Grade 8-9		2
Grade 10-11		3
Grade 12		4
Training other that schooling/formal education:		5
If yes, what certificate/diploma/degree did you receive?		

4.	*What is your current relationship or marital status? (Choose ONE)*
Married	1
Living together, not married (living with partner)	2
Single (not in relationship)	3
Divorced / separated / partner died	4
Other	5

5.	*What is your home language?*	
Afrikaans	Speak	1.1
	Read	1.2
	Write	1.3
English	Speak	2.1
	Read	2.2
	Write	2.3
isiNdebele	Speak	3.1
	Read	3.2
	Write	3.3
isiZulu	Speak	4.1
	Read	4.2
	Write	4.3
isiXhosa	Speak	5.1
	Read	5.2
	Write	5.3
Sepedi	Speak	6.2
	Read	6.2
	Write	6.3
Sesotho	Speak	7.1
	Read	7.2
	Write	7.3
Setswana	Speak	8.1
	Read	8.2
	Write	8.3
Shona	Speak	9.1
	Read	9.2
	Write	9.3
Siswati	Speak	10.1
	Read	10.2
	Write	10.3
Tshivenda	Speak	11.1
	Read	11.2
	Write	11.3

6.	*Where do you live?*

7.	*With whom do you stay?*	
Name	**Relationship**	**Age**

8.	*Where did you grow up?*

9.	*What is the main source of income you received in the last month? (Choose ONE)*	
Received NO income		1
Formal salary/earnings on which you pay income tax		2
Informal earnings from jobs you do (no income tax)		3
Contributions by adult family members or relatives		4
Government pensions/grants		5
Grants/donations by private welfare organizations		6
Other sources		7

10.	*To what services do you have access?*	
Running water		1
Electricity		2
Health services		3
Transport		4
If yes, what type of transport:		
Other		5
If yes, what other services:		

B.	DETAILS OF YOUR CHILD

1.	*In which year(s) did your child attend Grade 9 in Ngilandi High School?*	
2006		1
2007		2
2008		3
2009		4
2010		5
2011		6
2012		7

2.	*How old was your child while in Grade 9?*		
		Male	Female
3.	*What gender is your child?*	1	2

4.	*What is your child currently doing?*	
Grade 9		1
Grade 10		2
Grade 11		3
Grade 12		4
Studying at a FET Institution		5
If yes, where and what are they studying?		
Working		6
If yes, as what are they working?		

5.	*Where is your child currently living?*

C.	PARTNERSHIP

1.	*What do you believe this partnership to be about?*	
The university is helping the child to learn.		1
The children are assisted to know what to do after school.		2
The children are taught how to apply for funding for further studies.		3
The children learn how to apply or register for studies.		4
The children are taught how to find a job (job seeking skills etc).		5
The university helps children with emotional trouble (sadness, grief, trauma, possible conflict with friends, etc.).		6
Help with learning and motivation.		7
Assessing the children to be able to recommend subject choice.		8
Screening for possible mental health issues.		9
Intervention after assessment, in order to establish better emotional functioning.		10
Other reasons:		

2.	What type of feedback did you receive from the school on the students working with your child?	
Feedback from your own child		1
Feedback from the school		2
Written report done by the student working with your child		3
Other forms of feedback:		

		Yes	No
3.	*Would you like to receive some sort of feedback?*	1	2
If yes, in what way?			

APPENDIX E

Breakdown of demographic questionnaire

A. Participants

		Male	Female
1.	*Gender*	2	10
2.	*Age*		
Below 30 years			1
30-40 years			2
41-50 years			5
51-60 years			3
61-70 years			1
3.	*Highest level of education*		
Grade 7 and lower			4
Grade 8-9			2
Grade 10-11			3
Grade 12			3
4.	*Relationship/Marital status*		
Married			6
Living together, not married (living with partner)			3
Single (not in relationship)			2
Divorced / separated / partner died			4
5.	*Home language*		
Afrikaans		Speak	1
		Read	2
		Write	1
English		Speak	2
		Read	2
		Write	1
isiZulu		Speak	2
		Read	2
		Write	1
Siswati		Speak	12
		Read	8
		Write	8
Tshivenda		Read	1

6.	*Where they live?*
Steynsdorp – 11; Motorget – 1	
7.	*With whom do you stay?*
Spouse and children (5 families, between 2 – 8 children) Only children (2 families, between 2- 4 children) Own siblings and children (1 family) Own siblings, children and grandchildren (1 family) Participants who did not indicate. (3 families)	
8.	*Where they grew up?*
Steynsdorp – 6; Baberton – 1; Ermelo – 1; Motorget – 1; Nkaba – 1; Oshoek – 1; Waterval Boven – 1	
9.	*Main source of income*
Formal salary/earnings on which you pay income tax	2
Government pensions/grants	7
Grants/donations by private welfare organizations	3
10.	*Access to services*
Running water	7
Electricity	11
Health services	9
Transport	5
Type of transport: Public transport (5)	

B. Their children

1.	*Years in which their child attended Grade 9 in Ngilandi High School*		
2008			2
2009			4
2010			4
2011			2
2012			2
2.	*Age of their children when in Grade 9*		
13 – 1; 14 – 1; 15 – 5; 16 – 2; 17 – 1; 18 – 1; No answer – 1			
3.	*Gender of their children?*	Male - 5	Female - 7

4.	*What are their children currently doing?*
Grade 9	1
Grade 11	3
Grade 12	9
5.	*Where are their children currently living?*
Steynsdorp – 11; Motorget – 1	

C. Partnership

1.	*What do they believe this partnership to be about?*	
The university is helping the child to learn.		11
The children are assisted to know what to do after school.		10
The children are taught how to apply for funding for further studies.		8
The children learn how to apply or register for studies.		9
The children are taught how to find a job (job seeking skills etc).		6
The university helps children with emotional trouble (sadness, grief, trauma, possible conflict with friends, etc.).		7
Help with learning and motivation.		8
Assessing the children to be able to recommend subject choice.		6
Screening for possible mental health issues.		6
Intervention after assessment, in order to establish better emotional functioning.		3
2.	Type of feedback that they received from the school on the students working with their children?	
Feedback from your own child		10
Feedback from the school		5
Written report done by the student working with your child		4
3.	*Would they like to receive some sort of feedback?*	Yes - 12 / No - 0
If yes, in what way? Through: our children; the University of Pretoria; reports.		

APPENDIX F

Researcher schedule

	DATE	DURATION	VENUE
First site visit	12/03/2013	10:30-12:00	Secondary school, Mpumalanga
Data collection: PRA Activities	13/03/2013	10:30-13:00	Secondary school, Mpumalanga
Participation in partnership as educational psychologist in training (Visit 1)	18/04/2013-19/04/2013	Full length of school day	Secondary school, Mpumalanga
Member checking	11/09/2013	Session 1: 10:00-10:30 Session 2: 11:00-11:30	Secondary school, Mpumalanga
Participation in partnership as educational psychologist in training (Visit 2)	12/09/2013-13/09/2013	Full length of school day	Secondary school, Mpumalanga

Research team:	**Participants:**
Researchers (3)	Females (12)
Translators (2)	Males (2)

APPENDIX G

Informed consent form

Individual consent for participation in a Research Study
A research project of the University of Pretoria
Project Title: Flourishing Learning Youth

Invitation to participate
We would like to invite you …….. to participate in a research study. Your participation is voluntary and you may withdraw from the study at any time. However, for you to be part of the research you are requested to sign this consent form, which gives you permission to participate in the study.

Description of the research

The study aims to capture your perceptions of the existing partnership between the school and the University of Pretoria, referring to the joint venture regarding the University providing psychological services to the Grade 9 learners of Ngilandi High School. Furthermore, the researchers would like to understand what in this partnering relationship is not working and also how it should be done differently to strengthen the partnership.

Risks and Inconveniences

We do not see any risks for you participating in this study. If any problems do arise we will speak to you and make sure that you understand what is going on and feel comfortable to continue in the study. Your identity will not be revealed to anyone and any information that we get from the study will be kept private.

Confidentiality

All of the information that we get from the study will be kept strictly confidential and will only be available to the research team. No information will be shared with anyone else. The only exception is if there is a serious problem about your safety or any other person in which case we are required to inform the appropriate agency. If such a concern arises we will make every effort to discuss the matter with you before taking any action. Please note that none of the questions in this study are designed to collect information that will require us to contact anyone. All the information we get from the study will be stored in locked files in research offices at the University of Pretoria.

Because confidentiality is important we would expect that any information you provide is also private and that you would not discuss this information with anyone.

Benefits

We hope this study will benefit you, your child and also your community through the university attempting to truly be beneficial in its involvement and be as effective as possible. There are no financial benefits to this study.

What are the rights of the participants in this study?

Participation in this study is purely voluntary and any participant, at any particular time during the study, may refuse to continue their participation or stop without giving any reason. You will not be affected in any way, should you decide not to participate or want to stop taking part in the study.

Has this study received ethical approval?

This study has been approved by the Education Faculty Ethics Committee of the University of Pretoria.

Questions

Please feel free to ask about anything you don't understand and take as long as you feel necessary before you make a decision about whether or not you want to give permission to take part in the study. If you have questions later that you don't think of now you can phone Prof Liesel Ebersöhn, at 012 420 2337 or you can ask us next time we come to visit the school.

Informed consent

I hereby confirm that I have been informed about the nature, conduct, risks and benefits of this study. I have also read or have had someone read to me the above information regarding this study and that I understand the information that has been given to me. I am aware that the results and information about this study will be processed anonymously. I may, at any stage, without prejudice, withdraw my consent to participate in this study. I have had sufficient opportunity to ask questions and (of my own free will) declare I may participate in this study.

(a) Writing your name on this page means that you agree to be in the project and that you know what will happen to you in this study. If you decide to quit the project all you have to do is tell the person in charge.

Name:_____(Please print)

Signature: _____Date_____

(b) Writing your name here means that you agree that we can take photographs and audiovisual footage of you during the project and share these images during discussions, as well as reports we write about the project. We will not share your name with the people who see the images. If you decide that we should rather not take photographs or audiovisual footage of you in the project, all you have to do is tell the person in charge.

Name:_____(Please print)

Signature: _____Date_____

I, …….. herewith confirm that the above person has been informed fully about the nature, conduct and risks of the above study.

If you have any further questions about this study, you can phone the investigator, Prof Liesel Ebersöhn at 012 420 2337. If you have a question about your rights as a participant you can contact the University of Pretoria Health Sciences Ethics Committee at 012 339 861

APPENDIX H

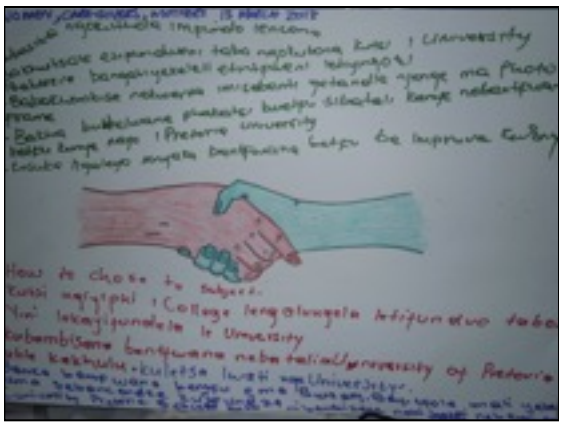
Example of data documentation: Activity 1

Data documentation: Activity 1

Question: What do the parents / caregivers know about the partnership between the higher education institution and the secondary school?

1. **Translations of PRA poster per gender group**

	WOMEN:
R1	Make education better.
R2	It teaches the children to work hard.
R3	Shows how to work with your hands, like photo frame.
R4	Make working between the children, parents and the University better.
R5	From the beginning the children has shown improvement.
R6	The right information about different universities. To study at the best place for your
R7	career.
R8	What are you going to learn at university.
R9	Learn how to work with lecturers at the university so that better education is possible.
R10	You give our children bursaries and money.
R11	They can go learn at the university.
R12	Working together between the children, parents and the university.
	MEN:
R13	Helps children to have a career. They become a doctor, work in tourism, social worker
R14	and shows respect to others.
R15	When you came to Ngilandi you came to help our children.
R16	We say thank you to the University. We appreciate that they don't give up.
R17	Thank you for all the things our children have learned. Respect, better education
R18	because of collaboration.
R19	It gave us respect.
R20	Will give food to the children when they are at the university. Gives them practical work.
R21	You brought us food today.



2. Verbatim transcriptions of PRA presentation per gender group

	WOMEN:
R22	You…education.
R23	You are helping the learners stay away from dangerous things like drugs.
R24	Their children enjoyed these activities.
R25	You made a relationship with their children today.
R26	Their children will be able to speak English…
R27	You have interested the children in these subjects. You helped them to see which
R28	college…
R29	What they can study at university.
R30	The relationship with the university encourages learners and brings knowledge of the
R31	university.
R32	They hope that their children don't waste their time so that they can pay back when
R33	they are done.
R34	They will be very grateful if you can come again because they want you to come back.
	MEN:
R35	Thank you for coming here because it has got them very involved in the program.
R36	Because they know…
R37	There is a big change in that the children are not afraid of you white people coming
R38	over here, they now know you as brothers and sisters.
R39	There is a relationship between the University of Pretoria and the children, you must
R40	continue coming here and helping the children so that they can further their studies.
R41	So they can see that this is an opportunity if they study, there is a career where they
R42	can help the children, the younger ones with their studies, like being a doctor or a
R43	social worker, agriculture, everything.
R44	There…and they are very glad the children are…practical.
R45	They are grateful to you for coming here. And the University of Pretoria, they have
R46	been coming here…

3.1 Fields notes on PRA presentation per gender group: Researcher 1

	WOMEN:
R47	Helping the children to get better education.
R48	Stay away from drugs.
R49	Practical activities.
R50	Relationships between children.
R51	Speak more English (since 2005).
R52	Choose subjects.
R53	Choose right university.
R54	Choose study direction.
R55	Relationship between university, learners and parents.
R56	Bursaries (Thank you for knowledge).
R57	Want places to live, do not have money to pay rent while studying.
	MEN:
R58	Bring improvement – they bring everyone to get to know one another.
R59	Brought a big change, the children do not fear white people, they see them now as
R60	brothers and sisters.
R61	Build relationship between UP and children.
R62	Please do not get tired of coming here.
R63	Knowledge about studies.
R64	Practically busy.

3.2 Fields notes on PRA presentation per gender group: Researcher 2

	WOMEN:
R65	Help kids to get better education.
R66	Help stay away dangerous things like drugs.
R67	Children showed doing hand activities.
R68	Made relationship between their children better.
R69	Speak English.
R70	How to choose subjects.
R71	Which University for subjects.
R72	Help see which college for their studies.
R73	What they can study at University.
R74	Relationship between University, parents, learners brings knowledge about University.
R75	Give children bursaries to further studies and give back when they are done.
R76	Give their children places to live because they don't have money when they go to
R77	study.
	MEN:
R78	More happy, because educators know you as University of Pretoria.
R79	Big change children not afraid of white people coming over here they now know you as
R80	brothers and sisters.
R81	There is a relationship between University of Pretoria and children.
R82	You must be not tired of coming here to help children to further studies.
R83	They are happy they see University of Pretoria there is study, career to help children
R84	further their studies like social work, agriculture, tourism.
R85	Practical work and glad kids to practical.

APPENDIX I

Visual data























APPENDIX J

Member checking

MEMBER CHECKING (Session 1)Speaker key

IN Interpreter

R1 Researcher

UM Unidentified male speaker

R: Is there something that he would like us to come and do again?, or something more?.....

UM: (Mhmm!)

IN: Yes!

UM: (Mhmm!)

IN: Him and the school would like the university to come here and teach, and teach learners about something, about life and…..

R: Okay!...Okay!, so you want…, you want them to come here and teach them about life?

IN: And studying…

R: Life and studying…

IN: Yes!

R: Okay…Okay!, thank you very much Sam…

UM: (Yeah…!)

R: So there is nothing else that you would like to say?, or to say more…, to add ?.

UM: [unclear]

IN: He wanted to…uni…, to come back and to teach the school…., so that the school can improve.

UM: (Mhm Mhmm!...)

R: Okay

UM: (Mhmm!)

R: Okay!, Thank you very much!

UM: Yeah![unclear]

IN: He want…., the university to timetable whereby, you can come and visit us…

R: Okay…

IN: …Then you talk about those children, who need help and teach them about learning…, how, how is learning as important, and they must accept education so that they can success in life.

APPENDIX K

Example of data analysis

Data analysis: Activity 1

Coding:

1. Translations of PRA poster per gender group

	WOMEN:
R1	Make education better.
R2	It teaches the children to work hard.
R3	Shows how to work with your hands, like photo frame.
R4	Make working between the children, parents and the University better.
R5	From the beginning the children has shown improvement.
R6	The right information about different universities. To study at the best place for your
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R18	because of collaboration.
R19	It gave us respect.
R20	Will give food to the children when they are at the university. Gives them practical work.
R21	You brought us food today.

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3.1 Observations during PRA presentation per gender group: Researcher 1

	WOMEN:
R47	Helping the children to get better education.
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R49	Practical activities.
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R60	brothers and sisters.
R61	Build relationship between UP and children.
R62	Please do not get tired of coming here.
R63	Knowledge about studies.
R64	Practically busy.

3.2 Observations during PRA presentation per gender group: Researcher 2

	WOMEN:
R65	Help kids to get better education.
R66	Help stay away dangerous things like drugs.
R67	Children showed doing hand activities.
R68	Made relationship between their children better.
R69	Speak English.
R70	How to choose subjects.
R71	Which University for subjects.
R72	Help see which college for their studies.
R73	What they can study at University.
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R83	They are happy they see University of Pretoria there is study, career to help children
R84	further their studies like social work, agriculture, tourism.
R85	Practical work and glad kids to practical.

4. Emerging themes: Activity 1

THEME		System impacted	Deduction
Educational prospects	Increased awareness of educational opportunities: subject choice	C/F/S/Co	**Better educational prospects:** - Present - Future
	Better prospective future/career possibilities	C/F/S/Co	
	Increased English proficiency	C/F/S	
	Realise the value of education	C/F	
Accessibility to knowledge	About university: content and admission	C/F	**Empowerment**
	How to choose subjects	C/F/S	
Skills development / Protective factor	Social development: Relationship building – breaking barriers (bringing people closer): Community amongst each other; between races (diminished power relations); Between University and children	C/F/S	**Empowerment**
	Emotional development: • Motivation • Encouragement	C/F	
	Moral development: Social responsibility	C/S	
	Protective factor: Abstain from dangerous influences	C	
Parent/caregiver gratitude	Parent towards University	Co	**Appreciation**
Parental concerns about tertiary education	Parents ae concerned about expenses (application fee, travel, accommodation, tuition)	C/F/Co	**Helplessness**
Request for partnership continuation	Express partnership expansion (University presence more often)	C/F/S/Co	**Require support**

APPENDIX L
System of coding (data collection and member checking)

Data collection:

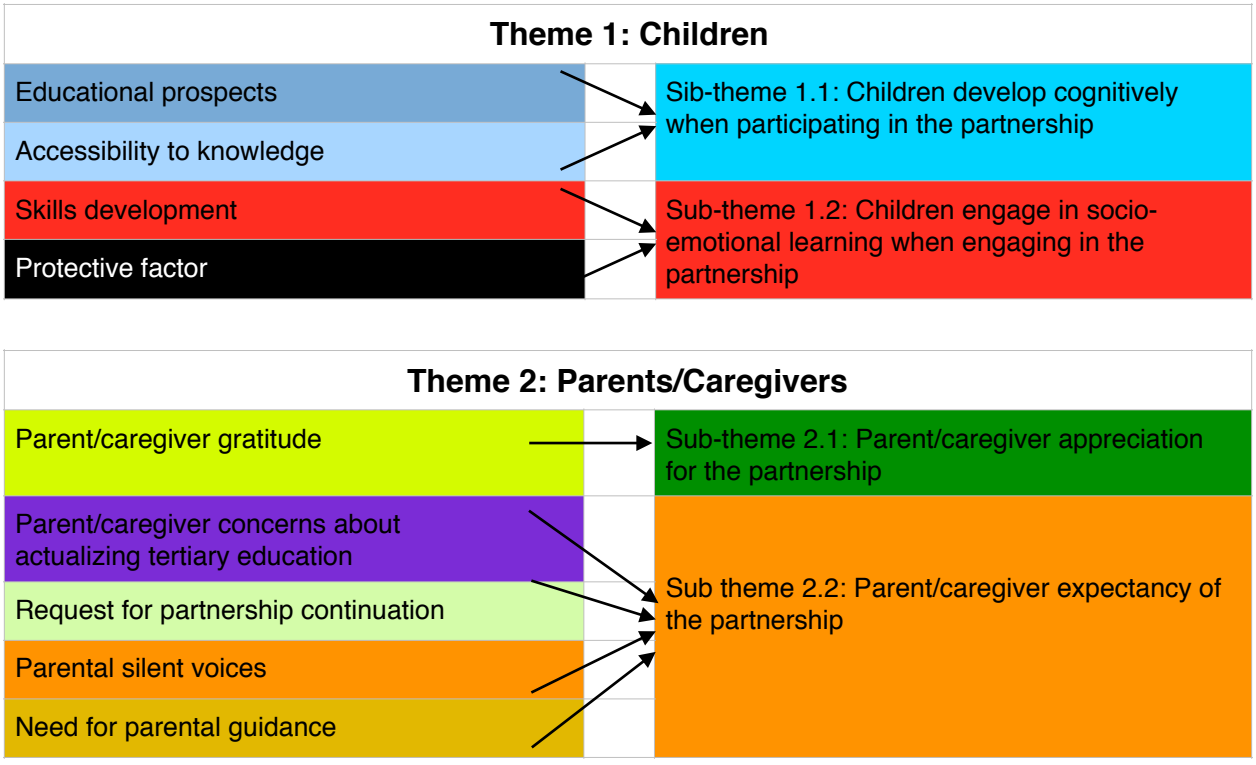
Educational prospects	
Accessibility to knowledge	
Skills development	Social development
	Emotional development
	Moral development
Protective factor	
Parent/caregiver gratitude	
Parent/caregiver concerns about actualising tertiary education	
Request for partnership continuation	
Parental silent voices	
Require parental guidance – expansion of current partnership	
Expectation of university	

Member checking:

Agreeing with the results.
Expect the university to teach studying skills, and a realisation of the importance of education.
Expect the university to teach the learners more life skills more motivation.
Want parental guidance in terms of helping their children how to study. Want feedback in terms of information on results and outcomes, from school and children/ learners. Want university to come and improve the school buildings.
Want the university to come more often.

APPENDIX M

Thematic map



APPENDIX N

Extracts from reflective journal

9 March 2013: Preparing for the data collection

It is the weekend before we our departure to the first site visit. I believe that all will be in order. I made sure I have everything; I have to start from the beginning and go through the anticipated steps.

I have enough forms for informed consent, the demographical questionnaires, the visual metaphors on A3, enough pens to write with, gifts (confectionaries) for participants and interpreters, camera for observations, audio recorder, journal, notes to help with facilitation and articles I want to read in the coming week.

Guidelines and things to keep in mind for focus group facilitation:

I should aim to gain explanations and insight into the of the life worlds of the participants in order to comprehend their views and experiences.

I should create an informal atmosphere to allow for personal attitudes and opinions, sharing views, ideas and personal perception.

Remember to speak openly, and that no correct or incorrect answers exist. (Also remind participants)

Attempt to value positive and negative remarks and keep in mind that consensus is not important.

Respect the participants; remind them to respect each other's views as well. (Thus no interruptions, give everyone a chance)

Remember to get a feel of the participants; let non-verbal cues guide me; in the case that some may dominate I should handle in appropriate manner.

- *Look them in the eyes.*
- *Learn their names (consider to make name stickers)*
- *Give individual turns*
- *Take photos whilst their busy (without it creating an interruption)*
- *Remain informal and conversational, respect their outlook*
- *React in a neutral way throughout*
- *Avoid leading and biased questions*

Regarding observations:

- *Do not over analyse and interpret body language*
- *Make notes in field journal before and after (in order not to forget and lose valuable information)*
- *Use the audio recorder in undisruptive manner.*

11 March 2013: Arriving and settling at our location

We arrived today. Such a beautiful place, it speaks to my soul. Mountains, water, birds, fire, wind, sun… WOW! I can catch up with myself before the initial meeting tomorrow. I can become mindful.

I met such great people today. Spending time with other researchers that also came with, gives me an invigorating feeling. I love to hear their stories; it makes me think about my own dreams. I just realised again, to know somebody's background opens up a new door to their true being. I should keep that in mind when working with my participants. Each of them also has a story, background, future dreams.

I just realised again, asking questions to others, about themselves and how they see the world will forever tickle me. I feel that there are so many people that I can learn so many things from, and not just research stuff, stuff that has eternal value, life stuff**.

Love it to see how others give their own life meaning and it makes me question if and how I truly give my own life the meaning I want.

Wow, this re-energises me to the maximum.

12 March 2013: Getting acquainted with the research site (10:30-12:00)

Great day! Went to the research site for the first time. Met the teachers, so willing and appreciative. The resource scarcity was very visible, suddenly the reading I did beforehand became reality to me. It made me aware of the value of human capital and drive to make a positive change in your own surroundings. I read on PRA during the time before the researched commenced and it just stood out to me, that the foundation is to provide an opportunity for participants to be able to better their context. I think this works perfectly in the community my research is done, as the residents truly want to better it. They help us, to help them. We are truly in a PARTNERSHIP.

I saw today how moms came to prepare food for the entire school as the chances are the learners did not eat at home. The people really care for each other, their environment and their community. I saw that it is common for school aged children to have lost their parents. I saw that the roof of a classroom blew away(apparently a while ago) and the Department of Education have not yet helped.

I also saw, that despite all of these things, the learners still came to school, they are wonderfully taught, they are fed and looked after and everybody are laughing and keeping their heads held high.

I can learn so much from them. They do the utmost with what they have and they stand together. Always.

It made me humble again. It also made me excited to be a part of this.

Notes	**Interpretation (personal meaning)**
Not the same as the urban schools.	
Very primitive.	Scarceness of resources.
Library – limited amount of books	Great that there is a library, would be great of more books could be added.
Meals are provided to the entire school as most children might not have eaten at home.	Wonderful!
Parents do not speak English.	Adds to the struggle in communication, it tends to slow down the process.
Many children do not have parents anymore. That is also what the teacher first reaction was when we asked to speak to parents. We told them that grandparents and older siblings that act as guardians also fall under this category of caregivers.	It struck my heart that is seems to common that children do not necessarily have parents.
We can only see the participants during break time. (Men would be a struggle as they work far away and are not at home very often – this is common practice.)	There seems to be a lack of male role models for the high school boys specifically. Therefore they look up to their male teachers a lot.
We bring food for our research session and we ask what they specifically want.	It makes everybody feel comfortable.
On the school premises there is a computer room, with a projector and a aircon, but there is no teacher with the necessary skills. Internet also only intermittently available. A lot of security measures are taken. DoE and MTN partnered on providing this.	I almost felt as if this was a bit of money wasted. I also felt that the implementation of the computer room was not satisfactory. Needs assessment I always have to keep in mind.
Teachers are very motivated and well trained.	So great to see such commitment.
We met the principal, spoke to the teachers with which we communicate at the school.	They are so open and friendly.
The classrooms are challenging, their time is very flexible. Time management needs to be very accommodating.	The structure is different than to urban schools.

School gives children sufficient chance to finish their education, some repeat year over and again.	The school truly wants the children to be able to have a future.
One of the building's roof has blown off, been like that for quite a while and the department have not yet done anything to it.	I wish we could have done something about it.
Goats and chickens would walk on premises.	It is a community, not just a school.
School children walking outside of the school premises during break, after everybody got their meals, prepared by moms of the community. Funding for the meals do come from the DoE.	I t is a community not just a school.
Discipline do not seem to be as strict as I am used to.	Different context.
Electricity, water etc, are provided intermittently.	Also a community problem. Come with rurality.
Teachers are very willing, helpful and very thankful for the partnership. The children are very friendly and well-mannered.	Such a motivator.

13 March 2013: Data collection (facilitation of PRA Discussion - 10:30-13:00)

This was data collection day. Good day! Got to learn so much about people. About rural areas, about other cultural practices and different perspectives; all relevant to the partnership under study.

The observations I made:

- I experienced community cohesion; a certain connectedness that exist around the school. How quick the teachers could organise the parents and how diligently they shown up.
- The gratitude of the parents and caregivers was very prominent; they repeatedly stated their appreciation, wanting to make sure that the partnership will inevitably continue.
- It seems that from the parents' point of view that their children has developed in numerous ways since the start of the partnership.
- The desire of the parents to provide/want a future for their children exists, and it seems that they link a future to having an education.
- The parents deem it quite important that, after tertiary training and taking up job opportunities elsewhere, their children would still come back to contribute to the community.
- I saw different familial setups. Grandparents or siblings as guardians etc.
- Parents and caregivers to not realise how resilient they are and that we come here to learn that from them.
- I must say, I did however expect more feedback on how the psychological services provided have impacted the children emotionally.
- Parents do however refer a lot to the relational change in school and home etc.
- Language improvement (English) tends to be a pattern, it seems as if it truly improved since 2005.
- The parents commented on how their children are not afraid of white people anymore. It took me by surprise.
- Being a stakeholder in the partnership, but almost from the other side, I realise that we sometimes forget about the power dynamics present when we belong to different races, cultures, languages, socio-economic classes and histories (even though literature indicates that repeatedly) – therefore it holds so much significance that the participants see us as family.
- I do get the feeling that the parents and caregivers do not realise that they and their children can and should still be the positive change in their community even after the educational psychology students have left (raises questions on sustainability).
- The parents emphasised their need for university students to motivate their children. To me it seemed as if the motivation can almost be associated with exposure. The children are more motivated as a result of knowing what possibilities could lie ahead if they put in sufficient effort.
- The parents pick up that their children's motivation increase when they spend time with the university students.
- Parents previously felt left out, and therefore it is important that they receive feedback on what happens as part of the partnership. It would be great if the parents could be informed of the occurrences of the

partnership in every way possible. Possibly via feedback from the children and school, as indicated by the university. This will include them more. As they previously felt excluded, including them in the research process made them feel they are regarded as important and that they too can contribute.

- I was left uncomfortable when realising that for long time a crucial stakeholder (the parents or caregivers) were isolated from the project in a sense, even without us realising.
- It seems as if the notion of social responsibility towards the community in general is quite an important thing to the parents.
- **Our contribution to the community in general should be to empower them to be able to create their own destiny and cultivate an awareness that their background do not have to hold them back, and this can be created by providing them with sufficient knowledge and tools to go forward themselves.**

Observations	**Interpretation (personal meaning)**
Introduction	
They seem comfortable, and they understand who we are and where we are from.	
Everybody got food and juice and seemed even more relaxed.	The food made them feel we prepared for them to be there and that we appreciate their contribution and time.
Activity 1: Women	
They mingle and talk, write down (give everybody a chance), only speak in their language although some could understand and speak English.	They are very comfortable with one another, it seems as if their language and community connects them.
They understood the question.	
After they were done they checked their answers together.	Accommodating.
Friendly.	
Some are more quiet.	Some more reserved, can also be due to the size of the group.
Their ages differ a lot.	They backgrounds would be interesting to see.
They would stand up for phone calls in the middle of the activity.	A bit distracted.
Activity 1: Men	
They wrote a lot although they were only two.	Committed.
We see that the men are not as involved with the family as the women.	It seems to be common practice.
They gave rich information.	
It keeps coming up that they are very grateful towards the university.	Probably why they are committed.
Activity 2: Women	
They are engaged.	Seems to enjoy it.
They speak a lot.	
*They are very impressed with the *Partnering for Resilience* book in which the research at Ngilandi Secondary School is written up.	

They understand the contribution they make.	
Activity 2: Men	
They work with the translator a lot.	
Get good information.	
They do need more mediating than the women.	
Activity 3: Women	
This question took longer to explain.	They understood the metaphor of the bridge, but it was almost as if they could not get why we want the negative things as well. And you could see the stuff that did not work have not yet crossed their minds before the question was asked.
At the beginning they were much quieter than with the previous questions, but it picked up as they got going.	
The women would be part of separate conversations at times, about the question though. Some would even be silent.	Maybe the group was too big.
Almost all can write in their other tongue. They took turns to write down.	It was so great to see them give all a chance.
Activity 3: Men	
This activity took longer than the rest.	Due to the same remark above.
They struggle with understanding that we cannot change the administration around the university, like lessen the fees etc. This is about what the Educational Psychology Department and students does for them and can provide differently in the future.	They might think we are referring to the university as an institution and not just the body of help, referring to the educational psychology students. In the future the parents need to know when we refer to the University that it actually indicates the Educational Psychology students coming to provide educational psychology services.
Activity 4: Women	
Speak a lot.	
Different conversations yet again, but everybody gets a turn to write and put their opinion down.	
When someone gets a chance to write it is almost as if they feel that now have a voice.	That gives them a bit of a voice as the group was so big.
Activity 1: Men	
Little bit more quiet.	You could see they were already a bit tired.
The translator takes charge a lot.	
Demographic questionnaire:	
This was a little bit more difficult and took longer than anticipated.	It was just visible again that the different languages seem to remain a big barrier.
Had to explain personally to most of the participants to make sure that they understand and fill in all the questions correctly.	
Afterwards	
Everybody was very thankful for the cookies and the food and thanked us for partnering with them.	

They felt it was a good thing that we asked their opinion as well.	

10 September 2013: Day before member checking

Wow, so much work went into the analysis. It came together wonderfully. It was so great to see how the findings actually spoke to the integrated conceptual framework. And the greatest of it all was that it emerged without prediction. I am actually so excited to be able to share this with the participants and to see whether I truly understood them. It would be very nice to see the participants again, and see how they have been doing.

The day after the member checking takes place, I am going back to the research site, not as a researcher, but as part of the team of educational psychology students partaking in the service learning partnership that the study revolves around. I had to keep in mind that I need to draw clear distinction between these two roles. Therefore I am relieved that the member checking can take place first.

I am a bit anxious for tomorrow, not sure how the parents and caregivers will respond, but enthused at the same time.

11 September 2013: Day of member checking (10:30-13:00)

Great day. It felt as if all of the work and input came together today. I saw yet again that you always need to be prepared for a change in your initial planning. When you are able to be flexible and to adjust quickly, the possibilities might even be more that initially anticipated.

The member checking occurred twice today. An initial discussion took place with only one participant as well as a translator. Our time was running late without all participants pitching, and as a result the research team and the school thought it appropriate to still see the session through regardless of the absence. The time was running out and we wanted to make the best of a difficult situation. As the session took place the others arrived and everything could again proceed as planned.

“Die geluk saam met die ongeluk” was that I could almost practice the presentation of the findings beforehand, as the one discussion occurred before the other. It took my initial anxiety away and I was much more aware of the content and happenings of the second discussion.

It was interesting to see that more parents came to this session; even ones that were not part of the initial data collection. I experienced that they found the feedback very insightful and that they agreed with the findings. They did however have questions with regards to the monetary input form the University’s side which made me feel they fail to see they true meaning of why we are there. This was however remarks form the parents or caregivers who did not attend the initial data collection and it just came to show how important it is to be a part of the entire process as true development individuals take place.

My supervisors recommended that I share the study’s findings with the rest of the students in the service learning team. So tonight I had the chance to present it to them too. This was great as it gave me a chance to convey the found content to the students also showing them what contribution they are in fact making.

Observations	**Interpretation (personal meaning)**
More people present than participants partaking in data collection.	Might be because they heard about the previous session and also wanted to be part.
They listened attentively.	It seemed as if they concurred with the findings.
There were no supplementary questions.	I expected more. This also brought forward that the session was done in less time presumed.
They were very thankful for the food and cookies they received. The participants more so than the new attendees.	It shows how important it is to walk a journey together.

APPENDIX O

Career fair: Brochure example

APPENDIX P

Example of feedback report: Subject choice

EDUCATIONAL PSYCHOLOGY REPORT

STRICTLY CONFIDENTIAL

Name of client:	***
Date of Birth:	***
Age:	***
Grade:	***
School:	Ngilandi Secondary School
Assessment Dates:	19 and 20 April 2013

WHY THE UNIVERSITY STUDENTS CAME TO NGILANDI?

In April 2013, a group of Educational Psychology students from the University of Pretoria spent two days getting to know the Grade 9 learners at Ngilandi Secondary School. The reason for this visit was to help these Grade 9 learners to identify their strengths, resources and interests, in order to help support them in their learning at school and also in planning a career for their future. The activities that the children took part in were also directed at attempting to help them to deal with the daily challenges that they experience.

The students and the Grade 9 learners saw this time together as something similar to the metamorphosis of a butterfly. When looking at this life cycle, it includes being the following:

- **Caterpillar**
- **Cocoon**
- **Butterfly**

✓ Whilst being in the *caterpillar stage*, the learners had the opportunity to show their group facilitator (the university student) who they are, what they are about and how they live their life. The learner told us: WHO AM I?

✓ When turning into the *cocoon*, they presented what they have. What protective factors are present in their lives and what risk factors exist. Their assets and resources were explored. The learner told us: LOOK AT WHAT I HAVE?

✓ In the last part of the time spent together, the learners turned into a beautiful *butterfly*, where they got the chance to see how they will be able to fly. They had the chance to discover what the possibilities for their future might be.

✓ They learner told us: WATCH ME FLY!

BEING A CATERPILLAR – WHO AM I

*****'s background and family picture**

The information that we received about ***in this part, showed us a bit about her background and her family. She is currently 16 years old. She lives with her father, as her mother has passed away. She has a sister, with whom she is very close. Unfortunately she doesn't see her very often and would like to see her more regularly. Her dad is away for long periods of time, as he is part of the military in Swaziland. She is mostly responsible for herself. She did not go to school in Steynsdorp for very long, she is new to the community.

To get a glimpse of her current academic achievement, we looked at her individual marks:

Subject	Grade 9 Marks April 2013
SiSwati Home Language	46
English First Additional Language	32
Mathematics	11
Arts and Culture	40
Economics and Management Science	56
Life Orientation	24
Natural Science	28
Social Science	39
Technology	40
AVERAGE:	**35**

She said that she does not like mathematics and her performance makes her a bit anxious. She also does not like science, but she reports that she likes English though.

From the different activities that were done in this stage the following information was obtained:

Activity	Explanation	Observation
The Name Game	A game through which everybody gets to know the others better, whilst introducing one another and learning each other's names.	She participated eagerly and she has a very relaxed way of communicating. She has a bubbly way about her. She builds relationship quickly and she is easy going.

Morabaraba	An indigenous game through which a relationship between the group of learners and the group facilitator is established.	She was very verbal and helped to explain the process of the game throughout. Even when the facilitator played against another learner, she made sure the facilitator made the right moves. She has a very special way of caring.
Unique symbol from anti-waste	The learner could make anything that she felt would represent her.	She demonstrated how much she likes nature and animals. She demonstrates the ability to store up that which is important to her.
Caterpillar and leaves game	Through this the learner could express what they like, what they are good at and who they regard as their role models.	Happiness shows that religion is important to her and that she wants the people close to her to be proud of her. She is independent and shows openness towards other people.

*****'s personality**

Activities were done to assess her personality type. ***is an outgoing girl with a very positive view of life. She likes talking and she communicates easily. It seems as if she makes friends with no trouble. She has an open approach towards others and she is emotionally very strong. She shows to be very creative and makes symbolic connections in the things that she does.

*** seems to get her energy from people. She also shows that she likes animals. She has a sort of openness towards others. She would like to make an impact in others' lives and mean something to them. She would like to be successful someday and be able to look after herself.

COCOON: LOOK AT WHAT I HAVE?

From the different activities that were done in this stage the following information was obtained:

Activity	Explanation	Observation
Caterpillar and Leaves game	This gives an indication of what she wants to be, what is important to her and how she would like to spend their time.	She scored to be most interested in creative and performing arts. This would in clued careers such as journalism or even an artist, whether performing arts or painting.
Wheel of Influence	She has the opportunity to show the strength of her support system, which helps the facilitator in turn to know what can be seen as resources in her world.	Her friends forms a large part of her support structure. She and a big part of her family have relatively good relationships with each other. She does however state that she would like to see her sister more often. She also does not physically live with all of the family members in her wheel.
Incomplete sentences	As she completes the sentences it is possible to see how she feels about certain things and also so assess the environmental buffers and barriers in her surroundings.	Her independence is visible yet again, as she explains that being independent is sometimes difficult. She also shows that she does not get too emotional about her situation at all. She likes playing netball and she dances and her friends bring her joy.

Sandplay	An assessment tool that shows us more about the world of a learner and what her life looks like. What is good about it, what is bad, thus what are risks in her life and also what protects her.	It was clear that she is confused about her home and where she truly belongs. It seems as if she isolates herself somewhat. She shows space for growth. It also seems as if she might be looking for escape from something.
SAVII	The aim was to measure interest, specifically occupational or work interests, in order to use them for career planning. This test includes six general fields of interest, allowing for Happiness' highest fields of career interest to be identified.	She said out loud what she chooses every time and looked at all the others' work. It seems as if she wants to be accepted by the people around her. She wants to make sure that she is doing the right thing.

What * is interested in**

In order to help Happiness with her future career planning, her occupational interests were measured through administration of the South African Vocational Interest Inventory (SAVII). Happiness showed that her highest field of interest, according to her scores, is the Business and Management field. This leads to the mastery of leadership skills, good interpersonal relationships and persuasive abilities. Examples of occupations include business unit manager, public relations officer, store manager, etc.

Her second field of interest is in the artistic fields with specific interest in language and entertainment. People who are interested in this field show a clear preference for realising and actualising their creativity in a free environment. This leads to the mastery of artistic skills in the fields of language, art, music or drama.

Her third field of interest is clerical administrative with specific interest in numerical routine like for example bookkeeping. People who are interested in this field show a clear preference for ordered activities such as the manipulation of data. This leads to the mastery of clerical, numerical and routine tasks. Examples of occupations include bookkeeper, filing clerk, etc.

INDIVIDUAL	ENVIRONMENT
Protective factors	
Strengths	Buffers
• Lively • Energetic • Verbally strong • Positive attitude • Intelligent • Perseverance • Problem solving skills • Independent • Good with people • Academic potential • Resilience	• School • Teachers • University students • Friends • Sister (Sibling support) • Hard work

Risk factors	
Limitations	Barriers
• Too independent • Trying to escape reality • Do not dream big enough • Current academic motivation • Lack of study skills • Do not ask questions in class when she doesn't understand	• Mother deceased • Father working far away (thus no one else to look after her) • Financial difficulties • Legal citizenship • No electricity at home

Quadrant map of the protective and risk factors in the life of ***

This is a table that shows the protective factors in ***'s context as well as the risk factors. This refers to the resources and barriers in both the individual itself as well as in her community.

*** can use her individual strengths and also her environmental buffers to help her to handle the limitations in herself and the barriers in her environment. She can apply her positive personality traits to push herself to make her future aspirations a reality. Her intelligence will help her too improve her academic motivation and so forth. (During the intervention phase of the university's visit this process will be done in depth to help her see how see can use the positive to help improve the negative.)

BUTTERFLY – WATCH ME FLY!

From the different activities that were done in this stage the following information was obtained:

Activity	Explanation	Observation
Future narrative	It shows how she sees her life and where she would like to be someday. How her world looks. It shows what she values, what she dreams about and how she would like her life to be like.	She would like to be successful enough to afford a car, a nice home. She wants to have a husband someday and wants them to be happy.
Achievement speech	This activity measures her strengths, the barriers in her life, her dreams, the action plan she is going to follow to get there and it strengthens her ability to see the positive things and people helping her on her journey.	She said that she would like to be a teacher. Her speech was short, and it was not because she struggles to speak, she is verbally quite strong; it is almost as if she struggles to truly believe that he can achieve her dreams someday. She thanked her teachers in particular and she also referred to the hard work that was necessary.

*****'s emotions**

*** is an energetic young girl with a positive manner of approaching life. She is very strong and chooses not to be emotional about her surroundings too easily. She shows great resilience and found a way within herself to survive difficult situations. From the personal conversation with her she did however explain that she is scared of being deported to Swaziland. She wants to receive high-quality education as she wants a future for herself whilst staying in South Africa. She truly wants to be loved and cared for and she needs to know that she is accepted unconditionally.

WHAT DOES ALL OF THIS MEAN?

*** is at a point in her life where she must make important subject choices to enable her to have the career that she would like. However, *** appears to lack knowledge about the career choices that are available to her. This means that she may not have enough information to make the best choice for herself. This lack of knowledge shows in the limited preferences stated by *** as compared to the many opportunities that are available that she may find interesting based on her personality and interests.

Before she makes final decisions, *** could benefit from getting more information from career materials. She should read more about different professions and study options which might be interesting to her based on her interests and personality type.

*** personality profile shows that she prefers work where she interacts with others. *** interest profile shows high interest in business-related fields, as well as in the creative and administrative fields. Her school results, however, could indicate that Happiness does not yet have enough knowledge of the careers and fields of interest she could follow. Happiness' emotional profile and her personality profile agree with each other, in that she feels fulfilled when she is working to help people.

In identifying the content and qualification requirements of the different of jobs she finds interesting, she will start to be able to make choices about what to study in her final years at school, and where to further her studies should she choose to do so when she leaves school.
Some possible career options that may interest *** are listed in the recommendations section below.

If *** decides to apply for further studies after she finishes school, she faces a number of challenges. If she wishes to live at home while she is studying, then her options are limited as there are very few available places to study near her home. If she wishes to study away from home, she will need transport and accommodation, in addition to finance for her studies.
*** appears to have some difficulty with authorization to stay in South Africa, she needs some assistance from the schools side to help her get everything in order to be able to continue her education here.

HOW * CAN START TO FLY?**

Here are some options for Happiness to think about:

- **How can *** use her strengths and supports to handle the challenges she faces?**

Happiness can use her positive attitude and independence to do more research into the career and study options that may interest her. She can also use these skills to investigate what financing may be available for her if she wishes to study after she finishes school. She should also try to do job shadowing. Luckily if she wants to be a teacher someday, it will be easy to get information about the ins and the outs of the job. This will also give her some idea about whether she thinks the work may suit her.

❖ **What are some possible careers for Happiness?**

Given the above, some possible careers and study paths are listed in the table below, together with the subject and admission requirements. Some institutions which offer the courses are included. It must be noted that there are many more options. This list is meant as a guide only. If Happiness wishes to study further after school, she will have to work hard. Entrance into post-school education and training institutions is not automatic, but is dependent on the learner's performance at school.

Possible career	**Qualification/ training required**	**Institution offering this**	**Matric subjects**	**Institution admission requirements**	**Funding options**
School teacher or training official	BEd (4 year degree) – specialising in a phase (alternative is to do a 3 year degree such as a BA and then a one-year post-graduate certificate in education (PGCE)	Most universities	English, additional language (The subjects that you wish to teach are recommended.)	National Senior Certificate with university exemption (TPS: 26)	Funza Lushaka bursary offered by Department of Basic Education – covering tuition, accommoda-tion and meals, books, learning materials, living allowance.
Marketing	BCom Marketing Management	Most universities	English, additional language	National Senior Certificate with university exemption (TPS: 28)	
	Diploma in Advertising Management	Varsity College			
Journalist	BA Languages (later specialisation in journalism)	Most universities	English, additional language	National Senior Certificate with university exemption (TPS: 30)	

Therefore the subject choice recommended for Happiness would be the following:

- ✓ **SiSwati (Home Language)**
- ✓ **English (First Additional Language)**
- ✓ **Mathematics**
- ✓ **Life Orientation**
- ✓ **Life Sciences**
- ✓ **Business Economics**
- ✓ **Physical Sciences**

It was a pleasure working with Happiness and I wish her well in the future. For further information, please contact the supervising educational psychologist, Prof Liesel Ebersöhn via email, liesel.ebersohn@up.ac.za.

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Student Educational Psychologist