

Parental Experiences and Perceptions of their Child's Remedial School's Interventions and Collaborative Engagement

Chantelle C. Mawoyo 1611503

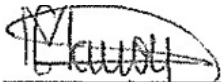
Supervised by: Prof. Zaytoon Amod



A research report submitted to the Department of Psychology in the School of Human and Community Development in partial fulfilment of the requirements for the degree of Master in Education (Educational Psychology) in the Faculty of Humanities, University of the Witwatersrand.

DECLARATION

I, Chantelle Mawoyo hereby declare that this research report is my own work. It is being submitted for the degree of Master in Education (Educational Psychology) at the University of the Witwatersrand. It has not been submitted for any other degree or examination at this or any other university.



Chantelle Mawoyo

15 March 2023

Date

ACKNOWLEDGEMENTS

A special thank you to my family and friends for their support and encouragement and to Prof Zaytoon Amod for her guidance and assistance.

ABBREVIATIONS

SEN: Special Educational Needs

SES: Socioeconomic Status

SIAS: Screening Assessment Intervention and Support

IAC: Initial Assessment and Consultation

IEP: Individualized Education Plan

IPA: Interpretative Phenomenological Analysis

Table of Contents

DECLARATION.....	2
ACKNOWLEDGEMENTS.....	3
ABBREVIATIONS	4
CHAPTER 1: INTRODUCTION	7
1.1. INTRODUCTION	7
1.2. AIMS OF THE STUDY	7
1.4. RESEARCH RATIONALE	8
1.5. RESEARCH QUESTIONS.....	9
1.6. CONCEPTUAL CLARIFICATION.....	9
<i>1.6.1. Bronfenbrenner's bio-ecological model</i>	<i>9</i>
<i>1.6.2. Collaboration.....</i>	<i>10</i>
1.7. ORGANISATION OF RESEARCH REPORT	10
CHAPTER 2: LITERATURE REVIEW	11
2.1. INTRODUCTION	11
<i>2.1.1. South Africa's History and Education</i>	<i>11</i>
<i>2.1.2 Parental involvement in learning support needs.....</i>	<i>14</i>
<i>2.1.3 Collaborative Engagement with the Parent</i>	<i>17</i>
<i>2.1.4 Learning from the COVID-19 Outbreak.....</i>	<i>18</i>
<i>2.1.5 Parent-school collaboration.....</i>	<i>20</i>
2.2. THEORETICAL FRAMEWORK	11
2.3 CONCLUSION.....	24
CHAPTER 3: METHODOLOGY	25
3.1. INTRODUCTION	25
3.2. METHODOLOGICAL PARADIGM: QUALITATIVE RESEARCH.....	25
3.3. SETTING AND SAMPLING.....	26
<i>3.3.1. The Setting</i>	<i>26</i>
<i>3.3.2. Sampling.....</i>	<i>26</i>
3.4. RESEARCH PROCEDURE	28
3.5. INSTRUMENTS AND DATA COLLECTION	29
3.6. DATA ANALYSIS.....	30
<i>3.6.1. Becoming Familiar with the Data</i>	<i>30</i>
<i>3.6.2. Identifying Codes within the Data</i>	<i>31</i>
<i>3.6.3. Searching for Themes</i>	<i>31</i>
<i>3.6.4. Reviewing Themes.....</i>	<i>31</i>
<i>3.6.5. Defining and Naming Themes.....</i>	<i>32</i>
<i>3.6.6. Producing the Report</i>	<i>32</i>
3.7. ETHICAL CONSIDERATIONS	32
3.8. ENSURING QUALITATIVE RIGOUR OF THE STUDY AND REFLEXIVITY	33
3.9. CONCLUSION.....	35
CHAPTER 4: FINDINGS AND DISCUSSION	36
4.1. INTRODUCTION	36

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

4.2. AN OVERVIEW OF THE THEMES AND SUB-THEMES 36

4.3. A DISCUSSION OF THE MAIN THEMES AND SUB-THEMES 37

4.3.1 Different types of Schools 37

4.3.1.1 Private Mainstream Schools versus Private Remedial Schools 37

4.3.2 Parental Support 39

4.3.3 Children’s Resilience 41

4.3.4 Disruptions Caused By COVID-19 43

4.5. CONCLUSION..... 43

CHAPTER 5: SUMMARY AND CONCLUSION.....45

5.1. INTRODUCTION 45

5.2.1 Private versus Public Remedial Schools 45

5.2.2 Parental Support 46

5.2.3 Disruptions Caused By COVID-19 47

5.2.4 Children’s Resilience 48

5.3. SUMMARY OF THE RESEARCH STUDY AND FINDINGS 49

5.4 IMPLICATIONS OF THE STUDY 51

5.5. LIMITATIONS OF THE STUDY 52

5.6. RECOMMENDATIONS FOR FUTURE RESEARCH 53

5.7. CONCLUSION..... 53

REFERENCES 54

..... 62

APPENDICES 62

APPENDIX A: SOCIAL MEDIA POST 62

..... 63

APPENDIX B: PARTICIPANT INFORMATION SHEET 63

..... 64

APPENDIX C: PARTICIPANT CONSENT FORM..... 64

APPENDIX D: INTERVIEW SCHEDULE 65

APPENDIX E: SUPERVISOR CONTRACT 67

APPENDIX F: ETHICS CLEARANCE CERTIFICATE..... 68

Chapter 1: Introduction

1.1. Introduction

This introductory chapter provides an overview and rationale of the study. The main research questions that guide the study are outlined. Key concepts relevant to the study are defined and the paradigmatic perspective of the study is provided.

1.2. Aims of the Study

The study aimed to contribute to academic knowledge by exploring the experiences and perceptions of parents in relation to the interventions that their children receive within the remedial school setting to address their specialised learning needs. In addition, this research investigated the parents' collaborative engagement with the teachers and professionals within these remedial schools. Lastly, the research aimed to ascertain how their experiences can be improved and whether COVID-19 had an impact on the intervention and the collaborative relationships.

1.3. Background and Introduction

There is a growing interest around the world towards exploring interventions that have been put in place to address specialised learning needs. Whilst remedial attention remains paramount to addressing some children's learning difficulties, the experiences of the parents need to be considered as the child is perceived to be affected by the many interacting systems which impact on optimal health and development (Hamwey et al., 2019). The family system is seen as an essential element for a child's well-being (Becvar & Becvar, 2013). Therapeutic interventions put in place to address a child's specialised learning needs ought to be well understood by his/her parents (Bariroh, 2018). It is important for parents to have a clear understanding of the particular intervention and to also see an improvement and progress within their child's learning career. There is a need for a collaborative relationship between schools and parents. According to the South African Schools Act 84 of 1996 (Government Gazette, 1996), collaboration is a key strategy for learner-support and is highly recommended and encouraged. Parents, teachers and other

professionals in the home and school environment all play important roles in the child's development and education. The Screening Assessment, Intervention and Support (SIAS) policy (Department of Basic Education, 2014) further reveals the need for a collaborative relationship to be established to best assist the child from all levels within the ecosystem established in every community. Due to the importance of parental engagement there is a need to gain an understanding of the perceptions of parents regarding their engagement with teachers and other professionals at their children's schools (Amod, 2019).

According to Sedibe and Fourie (2018), research has revealed that families of children attending special educational needs (SEN) schools experience a number of challenges such as those related to stigma for having a child in a specialised school, socio-economic constraints, family circumstances and emotional instability. As a result, parents were reported to seek the emotional support and guidance from their child's school, albeit, it was found that the parents had an overall negative experience of the parent-school collaborative relationship due to feelings of disconnect, inadequacy and a lack of sufficient school-parent interactions. These misconceptions and challenges led to parents feeling marginalised exacerbating their children's learning difficulties.

1.4. Research Rationale

A multidynamic approach to remedial interventions involves the full participation of the various immediate members surrounding the child and with a particular focus on the parents, their involvement is important in the optimal implementation and successful maintenance of interventions put in place to address the learner's special learning needs (Connors-Tadros, 2019). Collaboration between parents and schools is necessary to build a stable support system for the child. This support system is designed to assist the child in relation to their specialised learning needs (Department of Education, 2001). However, there is limited research in South Africa about the role played by parents in relation to their children's learning, particularly in remedial schools (Amod, 2022). Additionally, the Covid-19 pandemic particularly the lockdown phases, had an impact on the administration of remedial interventions in that parents and caregivers had to assist their children with SEN at home. However, there is limited research in South Africa that sought to

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

explore the impact that the COVID-19 pandemic had on parental experiences of remedial interventions and collaborative engagement (Pokhrel & Chhetri, 2021).

1.5. Research Questions

Main research question:

What are the experiences and perceptions of parents regarding the interventions that their children receive to address their specialised learning needs in the remedial school settings?

Research sub-questions:

- What are the parents' perceptions of the interventions provided at their child's remedial school?
- What are the views of parents regarding the collaboration between the school and themselves to address their children's learning needs?

In order to address these research questions, the study took on a qualitative exploratory approach. A purposive and snowball sampling approach was used to gain sample access to a group of 8 remedial parents. Semi-structured interviews were used to collect the data and IPA was then used to analyse the data.

1.6. Conceptual Clarification

1.6.1. Bronfenbrenner's bio-ecological model

According to this model the individual is the central focus (Bronfenbrenner, 1994). The model proposes that human development is impacted by the multiple interactions the individual has with numerous socially constructed systems to either promote or hinder change and growth (Swart & Pettipher, 2013). It suggests that what happens in one system affects what happens in other systems (Bronfenbrenner, 1979). This model relates to this research study in that the researcher focused on the parents whilst exploring a number of factors that impact their experience and perceptions of remedial interventions. Additionally, this model, will be used as the theoretical framework for this research report.

1.6.2. Collaboration

Collaboration is the mutual understanding of seeking to work together and having the highest regard for the client (George & Wulff, 2007). This notion encapsulates the process of people connecting and working together in a respectful manner in pursuit of a common goal (George & Wulff, 2007). Collaboration engages diversity in thoughts as every person's contribution is validated and seen as beneficial in reaching the desired goal (George & Wulff, 2007). Collaboration relates directly to this research study as the collaborative relationship between parents, teachers and the educational psychologists was also explored in relation to their remedial experience.

1.7. Organisation of Research Report

This chapter provided an overview and introduction into this research study. The subsequent chapters are arranged as follows: Chapter two provides an in-depth literature review of discourse related to the aims of the study and findings thereof; Chapter three outlines the research design and methodology; Chapter four provides details pertaining to the research findings; and Chapter five presents a discussion of the research study, its findings and presents the conclusion, the limitations to the study and possible implications for future research.

Chapter 2: Literature Review

2.1. Introduction

This chapter provides a discussion of international and local literature that explores interventions that children receive within the remedial school setting to address their specialised learning needs. Literature on parent-school collaboration is also analysed.

2.1.1. South Africa's History and Education

South Africa has a known history of segregation and marginalization particularly in the training and education system where there were many inequalities (Jacklin & Graaff, 1994) which are still prevalent to date. During the apartheid era, specialised education, support, educational materials and physical resources were kept exclusively for white learners only resulting in their black counterparts with specialised learning needs being marginalized. The apartheid education system failed to recognize and provide a curriculum that accommodated the diverse learning needs of the whole learner population in South Africa (Gallo, 2020). This lack of support led to many learners being neglected resulting in massive drop-outs, marginalization and failures (Jacklin & Graaff, 1994). Often times, children of colour who are identified as having specialised learning needs have a completely different learning experience in comparison to white children (McAdoo et al., 2003).

According to Gallo (2020) South Africa is still largely affected by the lasting apartheid legacy. Despite living in a new democratic South Africa, many children are still greatly impacted by the Bantu Education system which is depriving them of quality education. Racialized experiences will not be directly addressed in this research study, however, these experiences may be an underlying discrepancy that could be revealed in the collected data.

Due to this history of inequalities, there is a continuous need for 'specialised needs support services' to be implemented and improved in the education and training sector in South Africa (Department of Education, 2001). These flaws and faults have led to the promotion of an inclusive and supportive educational system for all learners and one that accommodates individual learning needs. These are in line with the Constitution of Human Rights and the promotion of social justice and integration for all learners in South Africa (Department of Education, 2001). With the

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

promotion of inclusive education, psycho-social learning environments need to be created where maximum support can be provided for all learners and particularly for learners with specialised learning needs (Department of Education, 2001). Furthermore, it is important to encourage communities to get involved as well as educators and parents so as to effectively enforce the transformation particularly for previously disadvantaged learners with specialised learning needs and to ensure that they have full access to an inclusive education (Department of Education, 2001).

Inclusive Education is defined as creating an education system and curriculum that accommodates for all the learning needs of all learners as every child and youth are able to learn and be supported (Kern, 2020). According to Ceylan and Aral (2016), inclusive education is about the promotion of equal rights by placing children with specialised learning needs and children who do not require such needs into one general class and providing all the necessary support. Inclusive education also entails having respect towards those who are different and understanding every child's learning needs. This transformative system acknowledges that learning does not solely take place in formal structures such as at school but also occurs in informal places such as in their homes and communities hence it is important for the communities to be equipped and transformed to accommodate and support the learners (Department of Education, 2001). This education system thrives to support and accommodate for the most vulnerable and historically disadvantaged learners, such as learners with disabilities and impairments. It promotes equality and inclusion and not marginalization nor exclusion.

The aftermath of years of apartheid are still evident within various sectors of South Africa including the specialised needs portion of the education sector (Department of Education, 2001). Schools for black learners with specialized learning needs were systematically under-resourced and lacked learner support (Department of Education, 2001). Poverty, race and disabilities had a direct correlation to learners experiencing great difficulties accessing and gaining an education and the necessary support programmes. Different learning needs stem from “a range of factors including physical, mental, sensory, neurological and developmental impairments, psycho-social disturbances, differences in intellectual ability, particular life experiences or socio-economic deprivation” (Department of Education, 2001, p. 7). According to the Department of Education (2001), there is still a clear imbalance between specialised-needs schools for white versus those for black disabled learners and it is thus imperative for the transformation process to be accelerated

and for the inclusive education system to be implemented to promote equality for all learners in South Africa. Furthermore, parents still face a number of difficulties concerning inclusive education. The study by Ceylan and Aral (2016) reported that difficulties were experienced towards enrolling the child into school, the classes and even transportation to and from school presented difficulties for the mothers.

According to Walton (2018) the current status of inclusive education in South Africa encourages the inclusion of all students, corporate participation from all members, and the valuing of people with disabilities and learning barriers. In addition, humanness and interdependence are Ubuntu values that are upheld in the space of education in that human dignity is upheld with respect, care and compassion. There are a number of advantages pertaining to inclusive education in South Africa. For the child with learning difficulties, communicating with their peers in the realm of inclusive education can improve the child's cognitive, speech, motor, emotional and social development (Taukeni, 2019). As the strengths and abilities of the children are focused on in the learning process, the children with learning difficulties develop functional mastery of their skills and abilities. Inclusive education encourages equal access for all children and their participation in public life assists with the building friendships (Engelbrecht et al., 2015). These friendships will help the other children develop a positive attitude towards those who are viewed as being different from them by maintaining these healthy relations. Through inclusive education, social cooperation is encouraged and all members in this multidisciplinary system will also benefit including the teachers in that they will gain greater insight and understanding of how best to support students with learning barriers to ensure effective working techniques in the scholastic environment (Engelbrecht et al., 2015).

In as much as there are a number of advantages in relation to inclusive education, there are a few disadvantages that may stand as limitations in the realm of special education needs. Inclusive education requires additional financing for the resources needed to effectively implement it to address the individualised learning needs (Donohue & Bornman, 2014). However, particularly in the South African context, there are still a number of imperfections in legislation in the field of education especially in the special needs sector which are hindering the full financial provision of the necessary resources. There is a lack of highly trained professionals who are skilled to work with children with learning difficulties (Donohue & Bornman, 2014). The inadequacy of skilled

professionals and the insufficiency of materials in South Africa impedes the optimal functioning and implementation of inclusive education. Furthermore, there are a number of stigmas associated with parents whose children are having to learn in the same scholastic environment as children with learning difficulties (Ntombela, 2011). Stigmas of this nature maintain the belief that “normal” children’s optimal learning development is hindered and slowed down because of the other children’s learning needs. These stigmas are also related to children with specialized learning needs and their parents. However, the lack of knowledge in this domain and the lack of the understanding of the use of adapted individualized curriculums (IEP) further ignite these stigmas (Engelbrecht, 2020). Despite the number of advantages pertaining to inclusive education, there are a number of disadvantages that pose as challenges in the South African context.

According to the above literature there seems to be a huge discrepancy in the effectiveness of inclusive education in that the disadvantages highly impede the success of inclusive education in South Africa and these need to be considered when exploring the parents’ experiences and perceptions in relation to the interventions that their children receive within the remedial school setting to address their specialised learning needs. Parental involvement is essential in the optimal scholastic development of every learner and particularly learners with learning barriers.

2.1.2 Parental involvement in learning support needs

Children with special learning needs are often said to have a particular barrier to learning. These learning barriers result in the learners needing extra support from teachers, educational psychologists and from their parents. In order for the implementation of the inclusive education system in South Africa to be fully established, parents are required to play a role in its implementation. The presence and active support of parents is extremely important for the successful implementation of inclusive education (Ceylan & Aral, 2016). Therefore, due to the important role that parents play in their children’s educational career, it is worthwhile to explore their experiences, particularly parents of children who require specialised learning support (Amod, 2019).

A study was conducted to investigate parents’ experiences of having an autistic child with learning disabilities and revealed that despite the introduction of a care home, it was better to not

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

separate the child from their family (Benderix et al., 2006). Furthermore, the literature found that the parents experienced a great sense of guilt, failure, grief, depression and stress often resulting from not being able to cope in a healthy manner and lacking the necessary support systems. The level of self-efficacy mediated the parents' anxieties and lack of effective coping strategies (Benderix et al., 2006). This study found that the parents often felt sad that they were not able to protect their other children from the violent reactions and behaviours of their autistic child who has learning disabilities. The study went on further to emphasise the long and painful adaptation process parents go through from the moment of diagnosis. It was reported that the parents often withdrew themselves from society having very few to none home visits by family and friends (Benderix et al., 2006). It is thus important to further explore parents' experiences to gain greater understanding and useful information for the effective implementation of inclusive education in South Africa (Bariroh, 2018).

Parents play an important role in motivating their children with specialised learning needs (Engelbrecht, 2020). They influence their children's motivation towards learning and this therefore enhances their academic achievements. A study conducted by Bariroh (2018) recommended that parents should continue and in fact increase their involvement in assisting, accompanying and guiding their children (Bariroh, 2018). The researcher states that teachers and schools ought to provide more collaborative support for the parents and their children to effectively support their specialised learning needs. Therefore, there is a great need for teachers and parents to collaborate in order to support the child in the best possible way.

Parents play an integral role in their children's education and so it is important for them to stay connected to the school in order to gain the necessary resources needed for their child's success and their own wellbeing. Research shows that parent-school partnerships in remedial schools face many challenges relating to family emotional stability, socio-economic constraints and stigmas relating to attending a remedial school (Sedibe & Fourie, 2018). The process of having to accept a child's specialised learning needs has been reported to be a difficult process of acceptance that the parents need to go through. According to the research conducted by Sedibe and Fourie (2018) parents found this process traumatic and required support and assistance especially from the school though there was a great lack of sufficient support from the schools. The lack of communication and guidance led to parents feeling marginalized and feeling as though

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

their children were not improving as they were not receiving the necessary support they required for their children's specialised learning needs. This study found that there is a great need for interactive communication platforms to be established as a way for schools to work on improving the relationships they have with the children and the parents (Sedibe & Fourie, 2018).

It is important that the parents of children with learning difficulties have access to the necessary support and knowledge they need in order to parent their children. However, research shows that parents in developing countries struggle with gaining access to these resources at times as they are not always available (Taderera & Hall, 2017). The study by Taderera and Hall (2017) yielded results indicating that due to the lack of important access to knowledge some parents do not have an in-depth clear understanding of what learning disabilities are as well as the various interventions available to address their children's specialised learning needs (Taderera & Hall, 2017). Furthermore, it was reported that there were prejudices and stereotypes present within the community about learning disabilities. Therefore, from this study, it can be concluded that parents of children with learning disabilities in developing countries face a number of challenges particularly relating to the lack of accessible knowledge and financial instabilities (Taderera & Hall, 2017). This study is of great benefit as South Africa is also a developing country with the same struggles relating to financial instabilities in some families as well as the unequal access to essential knowledge as discussed earlier.

A study was conducted on South African parents to gain an understanding of what they perceive their role to be in the education of their young children as democratic citizens (Klopper, 2021). It was found that the parents felt they play a vital role in the education of their children. However, the parents reported the negative influences from society, media and political factors to be a great challenge for them when having to educate their young children towards democratic citizenship in South Africa. This is of great interest as the negative influence from society, the media and the political realm are important factors to consider when exploring education in South Africa.

A study conducted by Tan et al (2020) aimed to explore the impact that the parents' socioeconomic status (SES) had on their involvement in their children's scholastic achievement. The study found a number of direct benefits from the parents being involved in their children's

academics such as student success. However, despite the benefits found, the study also indicated that some of the benefits of parents being fully involved in their children's academics were hindered by the family's SES (Tan et al., 2020). Parental involvement can take place in the form of participation in school governance and events, doing homework together, and the overall emphasis on academic achievement. According to Tan et al (2020) the study found that all these forms of involvement in the home and school and the communication between parents and teachers resulted in greater scholastic progress. However, this association was seen to be greater when parents were educated at an average-level. In conclusion, SES factors and education levels appear to impede the optimum scholastic achievement of learners with specialized learning needs (Jigyel et al., 2018).

2.1.3 Collaborative Engagement with the Parent

A collaborative relationship between the parents and schools is another factor that has an impact on the effectiveness of the education system (Sedibe & Fourie, 2018). According to the aforementioned authors, parents' experiences of their child's specialised learning needs seem to be impacted by the collaborative relationship established and this has a direct impact on the child's support system - this appears to be a global matter of concern.

A study by Poon-McBrayer and McBrayer (2013) revealed that there was little evidence of the schools attempting to encourage parents to participate in their child's scholastic activities. Though it is not a South African study, it supports the argument that the lack of parental involvement is a global phenomenon. The study also reported that the lack of support and encouragement from schools for parents' to participate had negative effects on the children's educational experiences. This emphasizes that parental involvement places a vital role in a child's scholastic progress and that schools play an important role in mobilizing parental involvement.

It is important for a strong partnership to be established between parents and the respective schools (Yssel et al, 2007). Yssel et al (2007) argued that a space should be created to help build this relationship in order to allow for effective communication to be established. All communication should be based upon mutual trust, respect and should also be in the form of frequent and consistent feedback reports from the school to the parent, in a parent-friendly school

environment (Jigyel et al., 2018). These collaborative partnerships between parents, teachers and other professionals in the school environment are essential for empowering parents and it is the school's responsibility to implement consistent ways of effective communication (Jigyel et al., 2018). Yssel et al (2007) also showed that South African parents expressed their frustrations relating to the diagnosis, the labelling of their child's difficulties and society's ignorance about specialised learning needs and disabilities. These parents also reported that their children experienced a form of bullying through being ridiculed at school. The importance of a partnership to be established between parents and the school was further emphasised as parents were reported to appreciate the support from the school after they expressed their frustrations while upholding the position of being strong advocates for their children (Yssel et al., 2007).

A collaborative engagement with schools is essential. A study by Sahu et al (2018) reported that parents often had a difficult experience dealing with their child's specialised learning needs. Due to the lack of adequate knowledge, parents were reported to have felt burdened and experienced adaptational difficulties. The researchers reported that the parents did not receive sufficient information, emotional support and practical advice which worsened their experience (Sahu et al., 2018).

2.1.4 Learning from the COVID-19 Outbreak

The outbreak of the COVID-19 pandemic has had a tremendous impact on the world (Kaffenberger, 2021). Ndlovu (2020) reported that every sector of all parts of the world have been hugely affected. With a specific focus on education, the COVID-19 pandemic has been one of the greatest challenges for education systems (Daniel, 2020). This global health emergency has led to the immediate suspension of face-to-face classes and the introduction and enforcement of remote online learning (Daniel, 2020). Online learning has brought about numerous challenges and anxieties for students and their parents (Daniel, 2020). Due to the rise of anxieties Daniel (2020) argues that institutions, schools, teachers and school counsellors ought to continuously reassure students and parents with clear informative and encouraging communication so as to ease their uncertainties. This is important as many students and parents have and continue to experience various challenges such as emotional and psychological challenges and so receiving the necessary support is vital.

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

It is important that education systems make special effective efforts to help students who do not have supportive households and living environments that are not conducive for online remote learning due to financial restraints (Daniel, 2020). A clear division can be seen between those who are financially stable and those who lack resources particularly in relation to having connectivity and the necessary resources and equipment to study from home (Daniel, 2020). This has made online learning a lot more challenging to ensure equal education for all learners. The pre-existing financial constraints that parents have been experiencing and the current COVID-19 pandemic stand as factors that could further challenge the enforcement of inclusive education in South Africa (Daniel, 2020). With a particular focus on the South African education system, little research has been done to explore the parents' experiences of having a child with special learning needs during the COVID-19 pandemic. While this is not the primary focus of this study, issues relating to intervention and learning in remedial schools during this pandemic are likely to emerge in this study.

According to Kaffenberger (2021) the COVID-19 pandemic caused both long-term and temporary loss to children's scholastic progress by causing some learners to fall behind the curriculum. Children also experienced shock and other emotional difficulties from the sudden school closure that took place (Kaffenberger, 2021). Though various interventions and remediation were and continue to be put in place to reduce the impact of the reduction in their long-term learning loss, the presence of learning loss due to the pandemic still exists. It was therefore encouraged that remediation programmes and curriculum alignment and reorientation would best address the impact of the COVID-19 pandemic (Kaffenberger, 2021). The remedial attention that learners with specialized learning needs received was exacerbated by the loss of teaching time caused by the pandemic. With the use of online platforms to maintain the teaching process, parents were required to become more involved in their child's academics in that they had to assist their children at home. These parental experiences will be further explored in this study in order to speedily gain insight which could be used for immediate remedial curriculum alignment as well as contribute to new and emerging knowledge on this understudied area.

2.1.5 Parent-school collaboration

Within every process of relationship building amongst various individuals it is important for there to be an effective process of collaboration instilled to ensure the success of the relationship. It is suggested that a process such as collaborative consultation can be employed to assist with the relationship building and maintenance thereof (Eagle et al., 2014).

Collaborative consultation is a process of problem solving and is a continuous interactive process where individuals with varying areas of expertise voluntarily join together to find innovative solutions to the problems that have been mutually agreed upon and defined (Eagle et al., 2014). The solutions presented as the outcome/s of the collaborative consultation process are different to what could have been produced by individual team members. This process is characterized by different experiences and knowledge, open communication amongst team members and by the presence of mutual trust and respect. This is achieved by the underlying belief amongst all participants of parity with the over-arching aim of seeking to better meet the needs of diverse students (Idol et al., 1995). With a particular focus on children with specialized learning needs (SEN) collaborative consultation aims to provide students with a comprehensive and effective program that is most appropriate for them and their context in order to obtain the best outcome for the student (Amod, 2019).

This process of collaborative consultation encourages all individuals involved to ultimately benefit from the process. Educators benefit by learning better ways to teach all students and students with SEN (Thomson, 2013). They have a vital role to play in creating and delivering instructional innovations. Effective communication skills are essential for the overall successful ongoing process of collaborative consultation (Amod, 2019). Individuals involved in carrying out this process such as the teachers and educational psychologists need to be skilled in active listening, problem-solving, conflict management, cooperative planning, negotiating, reflecting and responding particularly when building a relationship with the parents and learners (Eagle et al., 2014).

A study conducted by Amod (2022) aimed to explore the perceptions of learners and parents in relation to Adelman and Taylor's Initial Assessment and Consultation conducted in 1979 which shared the approach to problem-solving in psychoeducational interventions in 18 under-resourced mainstream regular education schools in the South African context. Challenges

were experienced although the results yielded from the paired t-test results indicated an overall improvement in the learners' views pertaining to every area of their lives such as their home environment and school and an improvement in their views of the teacher-family engagements that took place after IAC. In addition, it was reported that parents felt more included and acknowledged in the decision-making and problem-solving processes in relation to every matter concerning their child's life. Lastly, this study found that the IAC model is potentially adaptable and can be applied to diverse schools and nurture the teacher-family collaborative relationship (Amod, 2022). This study indicated that the IAC shared approach, which has its foundational principles in collaborative consultation, yielded results indicating its effectiveness in decision-making processes amongst learners and parents. Evidently, the notions of collaborative consultation directly impact the parent-school relationship.

2.2 Theoretical framework

The Ecological Systems Theory posited that people were a product of their environment and time however, Bronfenbrenner later realized that the person was omitted from his theory and later included the individual as the prime focus of his model (Bronfenbrenner & Morris, n.d.). The bioecological model is a developmental psychology model that posits that human development is a transactional process within which, a person's development is impacted by various aspects of their environment. The bioecological model places great focus on seeking to understand the person's development within all the environmental systems (Hoffman & Kruczek, 2011). This theory stipulates that there are bidirectional relationships that occur between the person and their environment. This model has real life applications for developmental research, practice and policies and is largely governed by the belief that a child's environment heavily influences their behaviour.

The bioecological model is a theory of human development that was originally presented by Urie Bronfenbrenner and Stephen J. Ceci (Bronfenbrenner & Morris, n.d.). According to the bioecological model, the relationships that children have with their parents and caregivers impact their development. These relationships are then affected by the child's school and community settings (Bronfenbrenner & Morris, n.d.). These settings are then affected by broader social,

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

cultural, and political conditions. These different systems and settings form different layers of relationships around the child. These layers interact with each other and impact how the child develops and how resilience is built.

The bioecological model is an extension of the ecological systems theory initially proposed by Bronfenbrenner as it aims to place a greater focus on the individual and their development (Rosa & Tudge, 2013). It takes on a lifespan approach to development and aims to explore the whole child/ person. Furthermore, the bioecological model takes into consideration the bidirectional influences between the individual's development and their surrounding context. The interaction needs to be regular and over an extensive time period so as to effectively aid the individual's developmental processes (Rosa & Tudge, 2013). Bronfenbrenner shifted his focus from the environmental influences to human developmental processes that occur over time throughout the individual's lifespan. His focus shifted as he became more concerned with the proximal processes of development and the interactions with their immediate environment (Lundqvist & Sandström, 2019). These enduring, systematic and bidirectional interactions between the individual and their environment are called the proximal processes. These processes are different from person to person and match their specific contexts and affect their development. According to the individual's contexts, these processes take on different forms, power and content. Urie Bronfenbrenner's bioecological model is divided into four main components namely the Process-Person- Context- Time Model which forms the basis of his theory (Vélez-Agosto et al., 2017).

The first is process which refer to the interactions the individual has with objects or people. These proximal processes refer to the interactions between children and their caregivers. The caregivers refer to the child's parents' teachers, counsellors, grandparents, helper, and any individual whom the child is in the care of. Proximal processes also refer to the interactions between children and various objects (Vélez-Agosto et al., 2017). Objects can be toys, books, video games etc. Processes are deemed effective if they are consistent and occur over a large period of time across the child's lifespan. According to the bioecological model, Bronfenbrenner recognized that the individual's personal characteristics play a role in their social interactions (Rosa & Tudge, 2013). Bronfenbrenner viewed proximal processes as the primary mechanism for development and made this process a central aspect of his bioecological model.

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

The second component is person which refers to the individual's personality, physical appearance, inherited IQ, etc. The person aspect of the bioecological model refers to the influence that personal characteristics have on the way the individual develops due to the way in which their personal characteristics impact their social interactions (Vélez-Agosto et al., 2017). Proximal processes are affected by three personal characteristics namely: demand, resource, and force characteristics. Demand characteristics are factors such as age, gender, and physical characteristics. Resource characteristics include mental and emotional resources such as past experiences, intelligence, and skills. Access to housing, education and responsive and supportive caregivers also fall under these resource characteristics (Vélez-Agosto et al., 2017). Force characteristics include the individual's motivation, persistence, and temperament levels.

The third is the context which refers to the individual's home, school, peer group, and community. The context refers to the environment in which the child grows up in (Bronfenbrenner & Morris, n.d.). As with his ecological model, he divided the environment into four classifications namely: the microsystem (which is the child's immediate context their family, friends, teachers, classmates and their neighbourhood); the mesosystem (which refers to the interactions between the two microsystems e.g. the relationship and interactions between the child's parents and their teachers at school), the exosystem, and the macrosystem (Rosa & Tudge, 2013).

The fourth component is time which refers to the time during a process, the length of a process. It can also refer to the cultural and the historical changes and time period that impact the person. The bioecological model places great focus on the influence of time on human development and the impact on each level (Bronfenbrenner & Morris, n.d.). Time is factored into that which happens during the proximal processes. Furthermore, time is factored into the extent to which the processes occur in the child's environment.

The bioecological model brings about the question of how much is a person's character and personality a product of their environment (Hamwey et al., 2019). By placing a greater focus on the individual, it also allows for greater understanding to be gained in relation to how well the person responds to stress and exploring their attention span (Hamwey et al., 2019). According to Bronfenbrenner, children understand their world and their place within it through activities such as reading and playing with other children. Each child's developmental course differs from one

another due to the variation in their drives to succeed and their resilience levels to persevere despite difficulties and hardships. Therefore, children can have equivalent resources however, they could all still perform differently and the bioecological model allows for such factors to be considered when seeking to analyse a particular child's development.

2.3 Conclusion

In conclusion, research has shown that interventions should be family-centred and focused on strength-based approaches (McAdoo et al., 2003) in order to provide supportive coping services to families and promote the healthy learning and development of children with specialised learning needs such as those learners that require remedial education. With reference to South Africa's history of apartheid, inclusive education was explored in this chapter. Though inclusive education has numerous advantages as it seeks to fill the gap in the education system by ensuring all learners have equal access to quality education with the use of curriculum adaptations and additional resources; there are a number of disadvantages in that particularly within the South African context, there is a great lack of finances, resources and highly skilled and trained professionals. In addition, this section explored how the children's scholastic achievement emanated from the parent's involvement in their child's learning support needs and from the collaborative engagement with the teachers. Research has however, indicated that these benefits were hindered by factors pertaining to the parents' SES and their education levels. The literature search has shown that there is a gap between the parents and the necessary support, knowledge and collaboration in relation to their child's specialised learning needs. Lastly, the COVID-19 outbreak was explored and it emerged that the impact of SES factors were exacerbated by the pandemic and remedial interventions were compromised due to social distancing regulations. The bioecological model further provides an understanding of how all the external environments, interactions and person factors all have an impact on the parents' experiences. It is therefore important to further explore in this research study the perceptions of parents in relation to the interventions that their children receive within remedial schools as well as their collaborative engagement with the teachers and professionals within these remedial schools to better fill in the gap and ultimately improve parental experiences.

Chapter 3: Methodology

3.1. Introduction

This chapter details the research methodology and design that was used to conduct this study. A description of the participants, sampling technique and the research paradigm is provided. The method of data collection and analysis are described along with the study's ethical considerations and rigour.

3.2. Methodological Paradigm: Qualitative Research

Interpretivism is the epistemological assumptions under which this research study was conducted with the aim of seeking to explore the social world through a combination of the participants' and the researcher's understanding and perceptions of the world (Ormston et al., 2014). Seeking to elicit the lived experiences of the parents, this research study took on an interpretative approach. An interpretative approach allowed for the internal subjective realities and experiences of the external world to be focused on by gaining knowledge and understanding through interacting with the participants in their contexts. The position of the researcher and interviewer is of great importance as the researcher served as the primary research instrument. This position as an intersubjective researcher needed to be continuously acknowledged and reflected upon in order to produce a sound research study. This interpretivist approach allowed for the subjective accounts of the parents' experiences and perceptions to be analysed and interpreted for trends, themes and meaning to be extracted while emphasising the subjectivity of the accounts and contexts as highlighted by Pietkiewicz and Smith (2014).

The qualitative research design assisted the researcher in seeking to gain an understanding of the participants' experiences and perceptions. A qualitative study allowed for an interpretative study to be conducted to elicit and analyse the lived experiences of the sample population (Tracy, 2010). In addition, this study was also exploratory as the researcher sought to explore the research topic further to gain knowledge while having little background knowledge and a few studies for references (Thomas & Lawal, 2020). Exploratory research seeks to develop the participants' insights of social life into an aspect being researched (Hesse-Biber, 2016). This was useful for this

research study as the topic sought to investigate a research area that has limited studies and multiple literature gaps.

Context was extremely important for this research project and a qualitative study emphasised the importance of the social context to gain an individualized greater and more in-depth understanding of the parents' experiences of the remedial interventions that have been put in place to address their children's specialised learning needs. Participants were able to share their personal insight in relation to the interventions provided at their children's schools and their collaborative engagement within these remedial schools. This then allowed for common themes that emerged to be identified by recording in rich detail the essence of the participants' responses (Ormston et al., 2014).

3.3. Setting And Sampling

3.3.1. The Setting

All the remedial schools where data was collected are situated in Johannesburg, South Africa. These private and public remedial schools provide learners with the specialised learning interventions required to assist and support them for their optimal development. These public and private schools exclusively had children with special learning needs. The private schools had a teacher-student ratio ranging from approximately 1:3 – 1:9; and the public schools ranged from approximately 1:15 – 1:25.

3.3.2. Sampling

The sampling strategy used involved sample control as the researcher looked for desired characteristics. Purposive sampling was used and a snowball sampling approach was used to gain sample access (Bhardwaj, 2019). Purposive sampling was used as the researcher intentionally chose parents of children with specialized learning needs from private and public remedial schools in Johannesburg to make up the sample as they would provide the researcher with relevant information in line with the research questions. Snowball sampling was used as the initial few volunteers then informed other parents to volunteer and participate. The target population was decided upon by the researcher when led to the use of purposive sampling occurring and; due to

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

this particular target population being hard-to-reach, the researcher employed snowball sampling to assist with the recruitment of volunteers.

A sample size of 8 participants was used. The sample was chosen by ensuring that the parents and their children currently reside and attend remedial schools in Johannesburg. Due to the sample criteria, 2 additional volunteers were unable to join as their children were now grown and both parents and children were not living in Johannesburg anymore. No more volunteers were sought as the research study reached sample saturation which was indicated by the repetitive nature of their responses. According to Fusch and Ness (2015) saturation is a term used in research to identify the point in data collection and findings at which no new insight is likely to be received from more participants by way of expanding the sample size. Guest et al (2006) suggest that research studies of this nature are more likely to reach their point of saturation after 10-12 interviews although they noted that there is a possibility of saturation being reached with a smaller sample. This is evident with this study as the eight participants were adequate for this study. This sampling strategy enabled the researcher to gain valuable knowledge directly from the parents as highlighted by Dosek (2021).

According to Creswell (2007) it is important to select appropriate participants who will be able to provide the researcher with credible and valuable information for the development of the study. This research aimed to focus specifically on parents who have children in private or remedial schools. The inclusion criterion for participation in this study was parents who have a child in a South African government or private remedial school. A purposive sample was therefore the most relevant as the participants characteristics matched those of the group being investigated (Babbie, 2013) therefore allowing for the detailed exploration of the themes that were being explored (Ritchie et al., 2014).

All the participants were women: two were white, one Indian and five were black. Four ladies were full time mothers, two mothers were business women and one worked as a financial optimization consultant and the other mother was a retail consultant. Table 1 sets out the biographical information of the participants as stated above:

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

Table 1

A Tabulation of Participant Demographics

Participant	Age	Type of Remedial School	Current Work Setting
A	44	Private	Currently unemployed
B	46	Private	Private company
C	39	Government	Non-government organization
D	56	Private	Currently unemployed
E	50	Private	Private organisation
F	48	Private	Private company
G	38	Government	Currently unemployed
H	40	Private	Currently unemployed

3.4. Research Procedure

Ethical clearance from the University of Witwatersrand Human Research Ethics committee - Non-medical (MEDPSYC/22/06) was obtained to conduct the study. After ethics clearance had been obtained, the researcher used social media platforms (Facebook, Instagram and WhatsApp) to circulate a poster (see Appendix A). This served as an invitation for parents to participate in this study. In this social media post, the researcher outlined the aims and rationale for this study and invited the participants to contact the researcher should they be interested in participating in the study. Those interested in participating were briefed about the study in written form via the Participant Information Sheet (see Appendix B) and a follow-up phone call to confirm their interest in participating in the research was done. The Participant Information Sheet provided further details about the research and what participation in the study entailed. The aims and rationale for the study, method of data collection, their rights and the potential risks of the study were explained.

Once the participants fully understood what the research entailed and required, the researcher then proceeded onto obtaining both verbal and written informed consent from all those who were interested in participating in the research study (please see Appendix C). Once written

informed consent had been received, the researcher then proceeded to conduct the semi-structured interviews. The mode of engagement was virtually (online meetings) and face-to-face depending on what was most convenient for the participant and what they had access to. For the in-person interviews, all the COVID-19 protocols were strictly adhered to depending on the National government's guidelines at the time of data collection. Prior to face-to-face interviews, the researcher discussed with the participant mutually convenient venues to meet.

3.5. Instruments and Data Collection

This study used semi-structured interview schedule (see Appendix D) as the instrument of data collection as they allowed the researcher to elicit valuable information. As stated:

One of the main advantages is that the semi-structured interview method has been found to be successful in enabling reciprocity between the interviewer and participant (Galletta 2012), enabling the interviewer to improvise follow-up questions based on participants responses (Hardon et al.2004, Rubin & Rubin 2005, Polit & Beck 2010) and allowing space for participants' individual verbal expressions (Kallio et al., 2016, p. 2955).

The researcher was able to use this method of data collection to obtain greater insight into the parents' perceptions of the interventions provided and their opinions on the collaborative relationship established between themselves and the school. Interviews were discursive and concerned with exploration and finding meaning rather than eliciting responses to a standard set of issues for comparison therefore, this method of collection was used to elicit rich and complex data while exploring the parents' experiences, opinions, values and feelings in an active interaction. The open-ended interview questions allowed the researcher to gain an in-depth detailed understanding of the topic by allowing the participants to be able to fully express their perceptions and experiences (see Appendix C).

3.6. Data Analysis

The researcher used Interpretative Phenomenological Analysis (IPA) to analyse the data gathered. IPA offers guidance for the phenomenological and interpretative analysis of the interview transcripts for meaning and understanding to be elicited (Larkin et al., 2006). Firstly, descriptive coding took place wherein the researcher broadly identified different focus areas of the parent's experiences that were particularly relevant for this study. This step was followed by the second step called cumulative coding and integrated coding. According to Larkin et al (2006) this step allows the researcher to begin to identify patterns across all the interview transcripts. Thematic analysis was also used at this point in the data analysis process to create themes out of the patterns found. Braun and Clarke's six step method (2006) was used to analyse the data using thematic analysis as Spencer et al (2014) highlights that this analytical approach helps to describe data in rich detail by identifying a set of themes which are able to answer the research question. These six phases included: (1) Becoming familiar with the data; (2) identifying codes within the data; (3) searching for themes from the codes identified; (4) refining the identified themes; (5) naming the themes; and (6) identifying verbatim extracts from the collected data to convey the essence of each theme. It is important to note that thematic analysis does not always occur in a linear process but rather involves the back and forth, recursive and circular movements (Larkin et al, 2006) as seen with this research study. Once the analysis and finding of patterns and themes had been completed, the interpretation step followed in order to create a well-structured, in-depth presentation of the parent's lived experiences. In addition, this step was also accompanied by adding meaning to the findings as suggested by Larkin et al (2006). In conclusion, IPA was an ideal data analysis method for this research study as it ensured that all research questions and the overall aim were attended to with accuracy.

3.6.1. Becoming Familiar with the Data

Braun and Clarke (2006) describe becoming familiar with the data as essential for the analysis of the data and this was achieved in the initial stage as the researcher was also the interviewer. This was then followed by the researcher listening to the interview recordings and taking note of some thoughts about the collected data. The transcribing of the data further helped the researcher to become more familiar with the data and explore possible themes that emerged. This familiarity

assisted the researcher to create meaning and develop a deeper understanding of the data. After the full set of interviews were transcribed, the researcher then read the data set several times whilst adding to the notes and links made.

3.6.2. Identifying Codes within the Data

According to Braun and Clarke (2006) coding is used by a researcher to analyse data into parts that can be identified for themes to be created. The initial coding took place by informally writing down points whilst conducting the interviews, transcribing and reading through the interviews. Different coloured highlighters were then used to colour-code similar ideas before tabulating them into potential themes.

3.6.3. Searching for Themes

According to Braun & Clarke (2006) the list of coded data needed to be sorted into potential themes. A mindmap was used to group the various codes and themes whilst exploring the relationship between the potential codes and themes and official theme names were given.

3.6.4. Reviewing Themes

It is important to review the themes to ensure that each theme has enough data to consider it as a key theme and to explore whether the themes should be merged or separated (Braun & Clarke, 2006). It was important to initially explore whether each collated extract had a coherent pattern which could then be coded and placed into appropriate themes. This required having to move themes around and even creating new themes which produced a thematic map that represented all the themes (Braun & Clarke, 2006). This first stage was followed by the second stage which explored whether the themes represented in the thematic map were valid in relation to the data set which was done by re-reading the data to explore the themes in relation to the entire data set and possible previously missed codes and themes (Braun & Clarke, 2006).

3.6.5. Defining and Naming Themes

In this stage, the researcher is required to explore each theme in relation to each other to ensure that they address the research questions (Braun & Clarke, 2006). The researcher created sub-themes which were used to then create the structure for the broader themes. The collated data was used to create themes and sub-themes and were named to ultimately address the research questions.

3.6.6. Producing the Report

The transcripts were used to extract verbatim quotes that were identified to convey the essence of each theme in order to produce an in-depth report as highlighted by Braun and Clarke (2006). These aimed to produce a compelling argument in response to the research questions.

3.7. Ethical Considerations

It is important to note that this study upheld all ethical requirements. Ethics is an important part of a research study and so all ethical considerations were tailored for this particular research study. An application using the ethics form (see Appendix F) was submitted to the University of the Witwatersrand Human Research Ethics Committee in order to obtain institutional permission to conduct the study, which was done prior to beginning this research study as encouraged by Connelly (2014).

Respect is another ethical consideration that was upheld and demonstrated as participation was voluntary as encouraged by Øye et al (2019). **Confidentiality** was upheld by ensuring that all possible means of identifying the participants was not possible. Also, pseudo names were used in the transcripts and in the final research report as encouraged by Connelly (2014) to protect participant identity. **Autonomy** was ensured by obtaining full informed consent from the participants as highlighted by Ketefian (2015). This was both verbal and written consent (see Appendix C), once they had been briefed using the Participant Information Sheet (see Appendix B) on the details of this study, its purpose and who had access to the collected data. It was made clear to the participants that with their consent the interviews would be audio recorded (see Appendix C). **Confidentiality and autonomy** were upheld by communicating clearly to the participants that all the data will be stored in a password protected computer. They were informed

that the only other person who would have access to the data is the research supervisor (see Appendix B). They were informed that after submission, the data may be used for future publications such as for a conference paper or a journal article although the data will then be deleted after 5 years of conducting the interviews (see Appendix B).

While the **level of risk** in this study is low, a debriefing session was held with the participants after the interviews to ensure no potential harm nor distress had been induced. However, in the event that any of the participants did experience some distress, a free call-in counselling contact number was provided. **Non-maleficence and beneficence** were ensured by finding a balance between establishing an atmosphere of trust and openness whilst upholding the role as the researcher and interviewer as suggested by Ketefian (2015). This meant that the researcher needed to keep focused on the role of a researcher whose task was to elicit experiences and perceptions.

3.8. Ensuring Qualitative Rigour of the Study and Reflexivity

Qualitative research relies heavily on the self-reported accounts given by the sample of their own lived experiences and places the researcher as an important research tool (Tracy, 2010). It was therefore important to uphold qualitative rigour and maintain reflexivity throughout the study. Credibility, reliability, dependability, validity, authenticity, confirmability and transferability as highlighted by de Vos et al (2011) were all important to ensure rigour of this study's research findings. As shown by Cope (2014) credibility and trustworthiness will be discussed as ways in which this study upheld qualitative rigour.

The participants were selected through purposive snowball sampling which enhanced the study's credibility. Cross referencing was used as a method of maintaining this research study's dependability adding to the study's trustworthiness by creating associations from the different interviews as illustrated by Lewis et al (2014). The authenticity of this study was ensured with the use of Braun and Clarke's (2006) six phase thematic content analysis. In relation to reflexivity, the researcher fully acknowledged and maintained their role as the researcher and interviewer for this study as a registered student psychologist. However, the researcher's profile being a young, black African lady with no children and not married had a slight impact on the data collection process,

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

particularly when personally conducting the interviews. Initially, the participants were slightly hesitant when the researcher was significantly younger than them. The primary researcher did not have children of her own yet she sought to elicit the experiences of the participants and this affected how the participants initially perceived and conversed with the researcher as they were initially reserved towards what they felt suitable to share with the researcher as highlighted by Darawsheh (2014). The researcher acknowledged that her lack of experience in having a child who is receiving specialised learning interventions in the new inclusive education system had an influence on how she understood and analysed the data collected. In addition, the power dynamic was explored as there were variations in terms of the participants' demographics in relation to the researcher. This affected their rapport especially in the beginning and needed to be acknowledged in order to ensure that the quality and richness of the data was not hindered.

In order to acknowledge and account for all possible biases, perspectives and contextual factors, a reflexive notepad was kept in which all thoughts, feelings, opinions and attitudes towards every part of this research study were written as suggested by Darawsheh (2014). All reflective material was acknowledged in the final write up so as to comment and maintain transparency about the potential influences on the data analysis, interpretation and conclusion stages of data conclusion. The researcher gave the participants rich details about this study which enhanced transferability as the readers could then make their own judgements about this study's transferability in relation to other circumstances, people or places.

By maintaining this transparency, qualitative rigour was not compromised. Creditability is an important aspect of qualitative rigour. It is important for the researcher to represent and interpret the parent's perspectives accurately (Cope, 2014). In order to uphold credibility, all interview transcripts, notes and all material used to analyse and interpret the data have been stored safely in a password protected laptop. This assists in revealing the researcher's thought-processes and findings. The collected data and data analysis are available to the researcher's supervisor and one other colleague to review so as to ensure the accurate representation of the participants' perspectives and analysis of the data. This allowed for the credibility of this research project to be critiqued and validated. The interview recordings and verbatim transcripts enhanced this study's confirmability of the obtained findings and this also added to the study's reliability as suggested by Lewis et al (2014).

3.9. Conclusion

The research methodology and research design used to conduct this study have been detailed in this chapter. This entailed a description of this research's sample, design, procedure, the instruments used and the method employed for the data analysis stage. The following chapter describes the research findings.

Chapter 4: Findings and Discussion

4.1. Introduction

This chapter explores the main themes and sub-themes that emerged from the data set. Table 2 presents a summary of the themes and sub-themes. The semi-structured interviews are used to discuss the main themes in detail and verbatim extracts from the interview transcripts are also used to substantiate the findings.

4.2. An overview of the Themes and Sub-themes

After conducting the semi-structured interviews, transcribing and interpreting the eight interviews, there were three main themes that emerged from the data with a number of sub-themes from the experiences and perceptions of the parents. These themes and sub-themes are presented in Table 2 and form the basis from which the results will be discussed further in the next chapter.

Table 2: A Tabulation of the Main Themes and Sub-themes

Main Themes	Sub-themes
4.3.1 Different Types of Schools	4.3.1.1 Private Mainstream Schools versus Private Remedial Schools 4.3.1.2 Sufficient resources or the lack thereof
4.3.2 Parental Support	4.3.2.1 Stigmas 4.3.2.2 Religious, personal, and cultural beliefs 4.3.2.3 Multidimensional parental support
4.3.3 Children's Resilience	Cultivating an attitude of resilience in their children
4.3.4 Disruptions Caused By COVID-19	

4.3. A Discussion of the Main Themes and Sub-themes

4.3.1 Different types of Schools

4.3.1.1 Private Mainstream Schools versus Private Remedial Schools

The first main theme that materialised from this study is that of ‘Private Mainstream Schools versus Private Remedial Schools’. The research findings indicated that the parents’ experiences differed between those from private remedial schools in comparison to those from private mainstream schools. For example, participant A highlighted that:

It is a lot better at [name of the private remedial school] rather than when my son was at [name of the esteemed private mainstream school] ... We are really supported a lot better now at his current school [private remedial school]. Even just his specialized learning needs, as a parent I understand it a lot better and know how to help him. I was really upset with how [name of the esteemed private mainstream school] handled my son’s learning challenges. But I must say, I feel because the classes were smaller at [name of the private mainstream school], we were able to pick up my son’s learning difficulties a lot quicker. (Participant A)

All eight participants agreed with participant A that private remedial schools were more helpful than private mainstream schools. They all emphasised that the private mainstream schools they sent their children to, were still limited in their ability to assist and support their children who were experiencing learning difficulties. Participant D further supported the above finding. Participant D stated that though she took her son to an esteemed private school in Fourways she felt that they did not accommodate him well nor did she feel supported as a parent. She then moved her son to a private remedial school and her experience was more positive rather than when he attended the esteemed private mainstream school. She reported:

Yeah, at [private remedial school] my son and I were really supported well. Though I didn’t agree with putting him on medication after a while, I think the interventions were great and really helped my son. I really felt like they delivered the news to me in a very supportive way. Unlike at [previous private school], I had to do a lot of research on Google to try make

sense of what they said was wrong with my child, at [private remedial school] they helped me understand that nothing was wrong with my son but that he just needed extra help. I actually wanted to sue [previous private school] for the way they handled the situation... (Participant D).

Therefore, it can be deduced from the findings that the parents felt more supported in private remedial schools as opposed to when their children were in private mainstream schools. Though inclusive education has been implemented within the South African school system (Adewumi & Mosito, 2019), there is still gaps within this system resulting in the inability to fully support parents with children with SEN in private mainstream schools. The second component of the bioecological model which refers to the person factors can be used to further develop an understanding of the above finding (Vélez-Agosto et al., 2017). Children with SEN have particular demand and resource characteristics that impact their scholastic and social development. It is therefore important for the school environment to be able to adequately cater for each child's SEN. By doing so, parents are likely to feel more supported by the school.

4.3.1.2 Sufficient resources or the lack thereof

The issue of resource sufficiency was perceived as an essential aspect for the parents' private remedial versus public remedial school experience. All the participants noted that they had to take their children out of their public/private mainstream schools and place them into private and public remedial schools due to the lack of sufficient remedial resources for the effective implementation of interventions to address their children's remedial needs. Participant E reported "I had to move my child to a remedial school because her previous school did not cater for all her needs."

There was however a discrepancy experienced between the presence and absence of resources within private and public remedial schools which further impacted the parents' experiences. Participants C and G's children both go to public remedial schools and though they reported to have a slightly better experience than when their children were in mainstream schools; they still reported dissatisfaction in some areas. Participant C mentioned that:

... [The public remedial school] has definitely implemented interventions to help my child but my child's marks have not really improved. We as the parents are supported but it is not consistent especially the communication, it's very on and off... There is also a lot of other things that my child requires that are not provided for at the school and financially it is very difficult to try cover for everything. (Participant C)

4.3.2 Parental Support

'Parental support' was the second main theme that was identified from the research interviews. Interestingly, the research data reported that the teachers, family and friends played an essential role as the broader multidisciplinary team towards providing support to the parents. In this regard three sub-themes were identified namely: stigmas, religious, personal and cultural beliefs; and multidimensional parental support. These will be discussed further below.

4.3.2.1 Stigmas

All the parents felt that their need for support was hindered by the stigmas associated with having a child who requires additional assistance to support their learning difficulties and the barriers to their scholastic performance. These stigmas are prevalent in society and the environment surrounding them. Participant B stated: "the stigmas that we as parents are hit with from family, friends and society about there being something wrong with our child was really the biggest challenge we had and continue to overcome... We felt unsupported and alone..." Participant B like all the other participants expressed that these stigmas were one of the biggest challenges that had to be overcome that ultimately hindered their experience of parental support.

With a particular focus on the bioecological model, understanding the proximal processes and interactions that occur between parents with children with SEN and their social environments, provides a greater conceptualisation of the impact that stigmas have on the parents. The Proximal Process component of the bioecological model refers to the interactions the individual has with objects or people in their surrounding environment (Rosa & Tudge, 2013). These interactions are

within the direct environment and therefore have a direct impact on the parents. Due to the negative nature of stigmas, these ultimately have the ability to hinder the parents' abilities to feel adequately supported.

4.3.2.2 Religious, Personal And Cultural Beliefs

'Religious, personal, and cultural beliefs' were reported by some of the participants as sources of support and strength as well as sources of frustration and stigmas. Participant F reported that:

I think parental support is definitely from the schools, the teacher and other professionals like the educational psychologists but I also think, especially in our case, our cultural and religious beliefs and groups seemed to say something spiritually was wrong with our child... Though we understand where they are coming from, in many ways I think this also made us feel like our cultural and religious groups are not supporting us the way we need to be supported... (Participant F)

Participant H who emphasised the support she receives as a mother from her religious community stated:

"Yes, it has truly been challenging but I'm really grateful for my church. They are like family to me, and they have really been so encouraging and supportive."

It can therefore be seen above that religious and cultural groups provided a sense of support for some parents however for other parents, these affiliations provided a sense of isolation and frustration. These interactions between the parents and their religious and cultural groups form part of Bronfenbrenner's mesosystem. Be it positive or negative, it is evident that these engagements had a direct impact on the parents, and this was found to also affect their overall experience of their children's remedial interventions.

4.3.2.3 Multidimensional Parental Support

Parental support was seen to come from a variety of sources such as from the school, teachers, occupational therapists, educational psychologists, and the broader education system. Some of the

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

parents reported that their child's learning difficulties became more manageable for them when all the necessary individuals required for the successful maintenance of their child's remedial interventions were upholding their duties. Consistent interaction and communication with all the respective individuals was highlighted as essential towards ensuring that parents felt cared for, recognized and supported. Participant E mentioned that:

My child is at a private remedial school that fully provides all the extra help he needs... Everyone involved in my child's education is so loving and invested and they are always scheduling formal and even informal meetings with me just to give me feedback on my child's progress and what can be done to further improve his marks... I think for me the constant communication really makes me feel supported because everyone is involved. I am really busy with work and the support I receive from his current school really makes things easier for me especially being a single mom of two. (Participant E)

Therefore, parents with children with SEN had a more positive experience towards the remedial interventions put in place to address their children's learning needs when they had the necessary additional support. Other professionals such as Educational Psychologists, Occupational Therapists and Speech Therapists to name a few, all form part of the child's microsystem. The interactions that the parents have with these professionals and the schoolteachers form part of the mesosystem. These Proximal Processes and engagements have a direct impact on the parents' experiences.

4.3.3 Children's Resilience

The third main theme was that of the children's resilience. Most parents perceived their children's attitude and psychological wellbeing to also have an impact on their personal experiences of the remedial interventions put in place to address their child's specialized learning needs. This will be explored further in the following sub-theme.

Most of the participants reported that they found it difficult to support their child particularly when the child would throw tantrums or lack the motivation to persist despite the perceived level

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

of curriculum difficulty. It was reported by most of the parents that their remedial experience was either made easier or difficult by how their child was progressing. Some parents reported that their children were proactive and really exhibited an optimistic persistent attitude which had a positive impact on their remedial experience. Participant A mentioned that:

My son found other ways to channel his energy like playing sports. He's doing really well at playing sports at a national level... He also takes a lot of breaks especially when he starts to lose focus. This really helps to keep him in a good space and this also helps me so much.
(Participant A)

However, other participants reported having a difficult time with their remedial experience particularly due to their children's attitudes and tantrums. Participant E stated:

My son throws so many tantrums. He gets very frustrated when he cannot read, write or do math sums... I really struggle to do homework with him because he often gives up so quickly and doesn't want to try... This makes things really difficult for me. (Participant E)

Their children's attitude towards their academics was supported by many other participants as a hinderance to their parents' experiences of the remedial interventions put in place to address their child's learning needs. According to Bronfenbrenner, Proximal Processes are affected by three personal characteristics namely: demand, resource, and force characteristics (Rosa & Tudge, 2013). Force characteristics include the individual's motivation, persistence, and temperament levels. With a particular focus on the above finding, the parents' experiences of the remedial interventions put in place to support their children with SEN, was negatively impacted by their children's attitude and behaviours towards their academics. Therefore, their children's force characteristics negatively impacted the proximal processes that their parents engaged in.

4.3.4 Disruptions Caused By COVID-19

The COVID-19 pandemic was reported by the participants to have had a significant impact. Remedial interventions that required in-person interaction such as occupational therapy and play therapy, were difficult to administer \virtually. Participant A mentioned that:

“Yes, COVID-19 definitely had an impact. So, my son was also recommended play therapy but this became really difficult for us during the lockdown period. We tried online play therapy, but it really was not working out... things like the toys and even my own time to assist with the session, it just became too complicated and that was put on pause until we were able to have the sessions in-person. So yes, COVID-19 did have an impact and it put a lot of pressure on us the parents because we needed to become remedial teachers at home added onto our work. It was very very stressful I tell you”.

All participants agreed that the COVID-19 pandemic had a stressful impact on them as parents; leaving them feeling overwhelmed and burdened with an extra responsibility of having to now carry out their children’s remedial interventions at home. The Context component of the bioecological model refers to the individual’s home, school, peer group, and community (Bronfenbrenner & Morris, n.d.). The environment within which the child grows up in and that which the parents find themselves in, have a direct impact on their development. The Covid-19 pandemic occurred at the broader macrosystem however, it had a direct impact on all other systems namely the: microsystem, and the exosystem (Rosa & Tudge, 2013). As a result, the impact of the pandemic was directly experienced as several lifestyle and everyday routines had to be adjusted accordingly.

4.5. Conclusion

This chapter explored the study’s themes and sub-themes that emerged in relation to the study’s findings. Each main theme was structured in accordance to the sub-themes. A conclusion was reached that parental experiences of remedial intervention were better in private schools than in public remedial schools. This was mainly due to collaborative engagement with the teachers and the other professionals within the remedial schools, being highly encouraged and maintained.

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND
COLLABORATIVE ENGAGEMENT

Chapter five provides a discussion of the research study's findings in relation to the existing body of research theory and knowledge.

Chapter 5: Summary and Conclusion

5.1. Introduction

This chapter discusses the results presented in Chapter four from the data collected which were analysed and interpreted. The research questions and the three main themes will be used to guide this discussion and will be explored in relation to existing theory and research. This final chapter concludes the entire research report by presenting a summary of the study and the findings and a conclusion thereof. In addition, Chapter five considers the implications of the findings, the limitations of the study and provides recommendations for future research.

5.2 Themes and Findings

5.2.1 Private versus Public Remedial Schools

The **first theme** differentiated parents' experiences into private and public schools. Here one sub-theme emerged being that of the sufficient provision of resources or the lack thereof. This research study found that the parent's experiences of their children's remedial interventions differed in relation to whether it was a private remedial school or a public remedial school. Overall, parents reported to have a more supportive experience at private schools as opposed to public remedial schools. Public remedial schools were reported to lack the necessary remedial resources such as assistant teachers specializing in remedial skills; professionals such as educational psychologists, speech therapists and occupational therapists and adaptive curriculums that can accommodate for different specialized learning needs in the same academic environment without leaving any learner behind who might be struggling to keep up with the class' work-pace. Private remedial schools were reported to be sufficiently resourced with all the learning resources that their children needed for their learning interventions to be effectively carried out.

It was also found that some of the private schools were able to give parents a useful list of referrals or places to go to in the event that the remedial interventions could not be directly addressed in their immediate scholastic environment. This was found to be helpful in that they were able to receive guidance. Parents found their children's interventions to be highly effective when the interventions, their children and themselves as the parents were all supported by a

multidisciplinary team who were in constant communication with each other. Collaborative engagement with the school, teachers, medical practitioners and every other professional involved in their child's care were reported to be essential for the parents to feel supported and involved. Consistent, progressive communication and feedback that is edifying were emphasised by most of the parents as a key factor to their parental remedial experience. However, despite this overall positive experience with private remedial schools, parents reported that these private schools were expensive and often still require additional payments separate from their school fees; and this often caused a great deal of financial strain and restrictions particularly for low and middle class parents and single parents.

According to research by Erdener and Knoepfel (2018) parental involvement has been reported to have an influence on children's education particularly during their elementary education. This study explored a large number (742) of rural Turkish parents' experiences and the study found that the parents' income and socioeconomic factors had a significant impact on the different types of parental involvement. The findings of this study are congruent to the findings of this research study. No direct correlations can be made between the participants' marital statuses and their experiences. However, their occupations can give an indication of their socioeconomic statuses. Higher socioeconomic statuses gave parents the opportunity to send their children to private remedial schools where they could receive the support they need and remedial interventions which ultimately has an influence on their parental remedial experiences and perceptions.

5.2.2 Parental Support

Theme two explored how much support the parents felt they received. The **first sub-theme** involved stigmas that the parents face from various sources. The **second sub-theme** was their religious, personal and cultural beliefs that had an impact on their parental support; and the **third sub-theme** focused on the parents' experiences of the multidimensional aspects of parental support. The study found that most of the parents were not aware of inclusive education and in instances where it was known, the attempt at implementing inclusive education principles in their mainstream schools were reported to be ineffective particularly in the case of an esteemed private school in Johannesburg. It was found that the non-remedial private school lacked the necessary remedial resources, knowledge and training. Despite the attempts at implementing it, the parents

still felt unsupported and found that changing their child's school to a remedial school would yield better results which would present themselves evidently in their child's psycho-educational progression.

Research by Adewumi & Mosito (2019) explored the implementation of inclusive education in South African schools with special education needs. The data collected from the semi-structured interviews indicated that teachers who are attempting to implement inclusive education are not able to do so without having the necessary special educational needs (SEN) training and qualifications (Adewumi & Mosito, 2019). Furthermore, the study found that teachers experience a number of challenges pertaining to inclusive education such as a lack of parental participation, lack of resources, heavy workload and inadequate training. However, with strong collaborative relationships within the multidisciplinary team and sufficient remedial training for teachers to support learners with SEN, there are a number of benefits and good practices within the classroom environment upholding the principles of inclusive education such as the ability to use various teaching aids, giving the learners remedial work and giving learners individual work relative to their SEN. Adequately trained teachers in remedial interventions will also be able to better inform parents of their children's challenges. Therefore, the findings discovered by Adewumi & Mosito (2019) are congruent to those of this study in that there is an evident need for teachers to be trained adequately in remedial work and for schools to have the necessary resources in order to ensure that inclusive education is successfully implemented in South Africa.

5.2.3 Disruptions Caused By COVID-19

Furthermore, the present study aimed to explore the impact that the COVID-19 pandemic had on remedial interventions from the parents' perspective. It was found that the pandemic had an impact on some remedial interventions particularly those that required in-person interactions and the additional assistance of teachers, occupational therapy and play therapy. Due to the lockdown and social-distancing regulations, parents reported their remedial experience to be a lot more difficult as they had to assume the role of being their child's remedial teachers at home. This role added great pressure which led to their parents feeling stressed and overwhelmed with all their other commitments such as work in addition to the remedial commitments. In addition, parents felt that the lack of resources was exasperating during this period and their lack of training and knowledge

of specialized learning needs became more emphasised during this period. Also, parents who were illiterate struggled to support their child's remedial intervention on their own during the lockdown period of the pandemic. Though various online platforms were used during the pandemic to maintain communication, some parents reported that they felt unsupported during this period and that the schools and the multidisciplinary team involved in their child's optimal scholastic progress all did not maintain effective and consistent communication to ensure a supportive collaborative relationship.

According to the literature review conducted by Pokhrel and Chhetri (2021), the COVID-19 pandemic caused the greatest disruption in education systems globally. School closures and the discontinuation of face-to-face teaching, social distancing and policies restricting movement, all seriously disrupted traditional educational practices and norms. Various ways of teaching and learning were explored and implemented, most of which was digital learning (Pokhrel & Chhetri, 2021). Digital learning came with a number of challenges and with a particular focus on learners with SEN the challenges were heightened and the learning difficulties were heightened in that the children could not always receive the necessary remedial interventions due to COVID-19 restrictions which ultimately had a large impact on learners with SEN as supported by the findings of this research report.

5.2.4 Children's Resilience

The **final theme** which arose from the data analysis was that of their children's resilience. This theme incorporated **one sub-theme** which explored the children's attitudes towards their remedial interventions. The study found that the participants' experiences were linked to their child's experiences of their remedial interventions and their attitude towards their learning difficulties and needs. It was found that when their children worked hard, were motivated and optimistic; parents reported to have a better experience and perception of their children's remedial interventions. However, when their children lacked the motivation and the will to work hard; parents reported to have an extremely difficult experience of remedial interventions as they had to focus more on dealing with their children's tantrums and attitudes.

Further, the research study found that the parents struggled to clearly articulate various ways that would improve their experience and perceptions of remedial interventions and collaborative engagement. It was however found that most parents felt that more palatable feedback sessions would be extremely useful for them. Though parents appreciated the regular feedback sessions and reports, they often struggled to understand everything clearly and had to turn to Google to gain understanding. Parents also suggested that receiving extra help after class would be highly appreciated. It was reported that children often struggle to retain information from their short term memory by the time they get home and have to do homework. In addition, parents reported that due to the expensive school fees, homework should be done after school with an assistant remedial teacher allowing parents to then casually revise the work with their children and to also allow for time for extra cultural and sporting activities to be engaged in. This was reported to ease the stress of attempting to help their children with work that they are unfamiliar with. Lastly, it was suggested that parenting workshops for children with specialized learning needs should be organised within which parents can be educated on how to deal with various aspects such as how to effectively do homework with a child who has specialized learning needs.

A study by Owens and Waters (2020), reviewed school-based and clinically-based positive psychological interventions (PPIs) for children and adolescents. Overall, the study yielded results indicating a strong support for the use of positive psychological interventions in clinical and school contexts. It can therefore be suggested that the use of PPI's are likely to build resilience within children and adolescents. Child resilience therefore has a positive impact on their education and their willingness to learn as indicated by (Post et al., 2020). These findings are congruent with the findings of this study.

5.3. Summary of the Research Study and Findings

A qualitative, exploratory study was conducted to explore the experiences and perceptions of the parents in relation to the interventions that their children receive within the remedial school setting to address their specialised learning needs. The study aimed to gain an understanding of the parents' current experiences. In addition, this research aimed to explore the parents' collaborative engagement with the teachers and professionals within these remedial schools. Lastly, the study

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

sought to ascertain how their experiences can be improved and whether COVID-19 had an impact on the intervention and the collaborative relationships.

The **first theme** differentiated parents' experiences into private and public schools. Here one sub-theme emerged being that of the sufficient provision of resources or the lack thereof. **Theme two** encompassed how much support the parents felt they received. The **first sub-theme** included stigmas that the parents face from various sources. The **second sub-theme** was their religious, personal and cultural beliefs that had an impact on their parental support; and the **third sub-theme** focused on the parents' experiences of the multidimensional aspects of parental support. The **final theme** which arose from the data analysis was that of their children's resilience. This theme incorporated **one sub-theme** which explored the children's attitudes towards their remedial interventions.

The research study found that parental experiences differed based on whether it was a private or public remedial school. Overall, parents reported having a more supportive experiences at private schools as opposed to public remedial schools. Meanwhile, public remedial schools were reported to lack the necessary remedial resources. Private remedial schools were reported to be sufficiently resourced with all the learning material that their children needed for their learning interventions to be effectively carried out. Parents found their children's interventions to be highly effective when the interventions, the children and their caregivers were all supported by a multidisciplinary team who were in constant communication with each other. Collaborative engagement with the school, teachers, medical practitioners and every other professional involved in their child's care was reported to be essential for the parents to feel supported and involved. Consistent, progressive communication and feedback that is edifying were emphasised by most parents as a key factor to their parental remedial experience. However, despite this overall positive experience with private remedial schools, parents reported that these schools were expensive and this often caused a great deal of financial strain and restrictions particularly for low and middle class parents and single parents.

In addition, the study found that most of the parents were not aware of inclusive education and in instances where it was known, the attempt at implementing inclusive education principles in their schools were reported to be ineffective particularly in the case of an esteemed private

school in Fourways. Despite the attempts at implementation, the parents still felt unsupported and found that changing their child's school to a remedial school would yield better results in their child's psycho-educational progression.

Furthermore, this study found that the COVID-19 pandemic had an impact on some remedial interventions particularly those that required in-person interactions and the additional assistance of teachers, occupational therapy and play therapy. Due to the lockdown and social-distancing regulations, parents reported their remedial experience to be a lot more difficult as they had to assume the role of being their child's remedial teachers at home. This role added great pressure which led to their parents feeling stressed and overwhelmed with all their other commitments such as work. In addition, parents felt that the lack of resources was exasperating during this period and their lack of training and knowledge of specialized learning needs were emphasised. Though various online platforms were used during the pandemic to maintain communication, some parents reported that they felt unsupported during this period and that the schools and the multidisciplinary teams involved in their child's optimal scholastic progress all did not maintain effective and consistent communication to ensure a supportive collaborative relationship.

Lastly, the study found that the participants' experiences were linked to their child's experience and attitude towards their learning difficulties and needs. Participants reported that their experience could be improved by making the feedback sessions and psycho-educational reports more palatable for them.

5.4 Implications of the Study

Parental remedial experiences and perceptions of collaborative engagement appear to be associated with other factors such as socioeconomic status, stigmas, resource availability, public versus private schools, their children's attitude and effective, palatable and consistent communication between themselves and the other professionals involved in their children's optimal scholastic performance. Particularly in the South African context, this research report yielded results indicating that inclusive education has not been effectively established within the entire South African education sector. Reason being, all the parents reported preferring to remove their children

from the private or government mainstream schools to remedial private or government schools due to the inability to effectively adapt the curriculum and accommodate for every learner's specialized learning needs within the same classroom. It is therefore suggested that government allocates a larger budget for the special education needs sector for there to be sufficient resources to accommodate learners with specialized learning needs. It is suggested that at both government and school level the need for school psychologists is critical and the implementation and regulation of consistent collaborative engaging workshops and discussion forums should be established with an aim at building a collaborative relationship and closing the gaps between the different personnel (Cook, 2022).

In addition, COVID-19 heightened the challenges the parents experienced in relation to collaborative engagement and their children's remedial interventions. It is therefore suggested that online data-friendly platforms should be employed such as WhatsApp and Telegram to create group chats that can be used by parents and teachers to constantly keep a healthy collaborative and engaging relationship which would be beneficial for their children's scholastic advancement (Amini, 2018).

5.5. Limitations of the study

Most of the participants were from private remedial schools within the middle-to-high-income bracket. This poses as a limitation for this research study as it would have been preferred for a more diverse sample to be represented in relation to the parents' income levels. In addition, all the participants were female mothers. It would have been ideal for a more gender-balanced sample to have been acquired. Therefore, although the sample yielded beneficial results and information, it would have been more ideal to have acquired a more diverse sample. Due to the COVID-19 restrictions present at the time of conducting this study, online platforms were used to conduct most of the interviews. Though this worked as an advantage for the parents due to their daily schedules, it presented as a limitation for this research study as the researcher was not able to thoroughly observe the participants' nonverbal communications. In addition, the online platform presented the option to the participant of either having their video on or off. This made building rapport and maintaining the flow of the interview difficult at times, especially when it was evident that the participant was multitasking. The building of rapport and maintaining the interview

conversation were also impacted by the social distancing and wearing of masks. These COVID-19 restrictions limited the sharing of information due to the overall inability to fully concentrate on the in-person interview given the then prevalent COVID-19 restrictions.

5.6. Recommendations for Future Research

Though most of the parents expressed that they would like more support from their children's remedial schools, they were not able in most interviews to articulate exactly what kind of support they would benefit from to make their remedial experience ideally highly rewarding and less challenging. It is therefore recommended that in future research studies parents are provided with a list of options or suggestions from which they would then be able to choose possible interventions that would make them feel more supported. In addition, it is recommended for future research that a more diverse sample should be accumulated across the various provinces of South Africa and more male parents involved to gain greater insight into the overall effectiveness of remedial interventions from the perspective of the parents. Lastly, a larger sample size using a range of geographical settings in South Africa could be considered as well as the use of both a qualitative and quantitative methodological research approaches.

5.7. Conclusion

In conclusion, Chapters one to five of this research report provided a detailed write-up of the study as it sought to address the two main research questions and the aim of the research study. Each chapter addressed a particular aspect of the study and various theories and collected data was used to collate the discussions. This research study yielded useful information that can be used to further improve the profession of educational psychology, the delivery of remedial education and inclusive education.

References

- Adelman, H. S., & Taylor, L. (1979). Initial assessment and related consultation. *Learning Disability Quarterly*, 2(4), 52–64. <https://doi.org/10.2307/1510825>
- Adewumi, T. M., & Mosito, C. (2019). Experiences of teachers in implementing inclusion of learners with special education needs in selected Fort Beaufort district primary schools, South Africa. *Cogent Education*, 6(1), 1703446. <https://doi.org/10.1080/2331186x.2019.1703446>
- Amini, M. (2018). Using social media Whatsapp group in parental involvement to improve child's independence at kindergarten. *Proceedings of the 4th International Conference on Early Childhood Education. Semarang Early Childhood Research and Education Talks (SECRET 2018)*. <https://doi.org/10.2991/secret-18.2018.17>
- Amod, Z. (2019). A collaborative problem-solving psychoeducational approach implemented in underresourced South African schools. *Journal of Educational and Psychological Consultation*, 29(4), 423–443. <https://doi.org/10.1080/10474412.2018.1531764>
- Amod, Z. (2022). A teacher-family consultation approach to school-based intervention and support. *International Journal of Disability, Development and Education*, 69(3), 1017–1031. <https://doi.org/10.1080/1034912x.2020.1749238>
- Bariroh, S. (2018). The Influence of Parents' Involvement on Children with Special Needs' Motivation and Learning Achievement. *International Education Studies*, 11(4), 96-114. <https://doi.org/10.5539/ies.v11n4p96>
- Benderix, Y., Nordström, B., & Sivberg, B. (2006). Parents' experience of having a child with autism and learning disabilities living in a group home. *Autism*, 10(6), 629-641. <https://doi.org/10.1177/1362361307070902>
- Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*, 5(3), 157-163. https://doi.org/10.4103/jpcs.jpcs_62_19
- Bronfenbrenner, U., & Morris, P. Chapter 14: The Bioecological Model of Human Development (pp. 793-828).

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

- Ceylan, R., & Aral, N. (2016). The Opinions of Mothers of Children with Special Needs Regarding Inclusive Education. *Journal of Education and Training Studies*, 4(9). <https://doi.org/10.11114/jets.v4i9.1589>
- Connelly, L. (2014). Ethical Considerations in Research Studies. *Research Roundtable*, 23(1), 54-55. Retrieved 14 March 2022, from.
- Connors-Tadros, L. (2019). Why collaboration is important now and opportunities for future research. *Early Education and Development*, 30(8), 1094–1099. <https://doi.org/10.1080/10409289.2019.1662689>
- Cook, L. D. (2022). Stakeholders' views on parental involvement in the schooling of children in an urban school: A case study. *Education and Urban Society*, 001312452211105. <https://doi.org/10.1177/00131245221110556>
- Cope, D. (2014). Methods and Meanings: Credibility and Trustworthiness of Qualitative Research. *Oncology Nursing Forum*, 41(1), 89-91. <https://doi.org/10.1188/14.onf.89-91>
- Daniel, S. (2020). Education and the COVID-19 pandemic. *Springer*, 49, 91–96. Retrieved from <https://doi.org/10.1007/s11125-020-09464-3>.
- Darawsheh, W. (2014). Reflexivity in research: Promoting rigour, reliability and validity in qualitative research. *International Journal of Therapy and Rehabilitation*, 21(12), 560-568. <https://doi.org/10.12968/ijtr.2014.21.12.560>
- Department of Basic Education. (2014). Policy on Screening, Identification, Assessment and Support, 1-39.
- Department of Education. 2001. *Education White Paper 6(Special Needs Education): Building an Inclusive Education and Training System*. Pretoria: Government Printer.
- Donohue, D., & Bornman, J. (2014). The challenges of realising inclusive education in South Africa. *South African Journal of Education*, 34(2), 1–14. <https://doi.org/10.15700/201412071114>

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

- Dosek, T. (2021). Snowball Sampling and Facebook: How Social Media Can Help Access Hard-to-Reach Populations. *PS: Political Science & Politics*, 54(4), 651-655. <https://doi.org/10.1017/s104909652100041x>
- Eagle, J. W., Dowd-Eagle, S. E., Snyder, A., & Holtzman, E. G. (2014). Implementing a multi-tiered system of support (MTSS): Collaboration between school psychologists and administrators to promote systems-level change. *Journal of Educational and Psychological Consultation*, 25(2-3), 160-177. <https://doi.org/10.1080/10474412.2014.929960>
- Engelbrecht, P. (2020). Inclusive Education: Developments and challenges in South Africa. *PROSPECTS*, 49(3-4), 219-232. <https://doi.org/10.1007/s11125-020-09499-6>
- Engelbrecht, P., Nel, M., Smit, S., & van Deventer, M. (2015). The idealism of education policies and the realities in schools: The implementation of inclusive education in South Africa. *International Journal of Inclusive Education*, 20(5), 520-535. <https://doi.org/10.1080/13603116.2015.1095250>
- Erdener, M. A., & Knoepfel, R. C. (2018). Parents' perceptions of their involvement in schooling. *International Journal of Research in Education and Science*, 1-13. <https://doi.org/10.21890/ijres.369197>
- Fang, Y. (2022). The advantages and disadvantages of Inclusive Education. *Learning & Education*, 10(7), 70. <https://doi.org/10.18282/l-e.v10i7.2953>
- Fusch, P., & Ness, L. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2015.2281>
- Gallo, M.A. (2020). *Bantu Education, and Its Living Educational and Socioeconomic Legacy in Apartheid and Post-Apartheid South Africa* (senior theses). Fordham University. https://research.library.fordham.edu/cgi/viewcontent.cgi?article=1041&context=international_senior
- Government Gazette. (1996). No. 84 of 1996: South African Schools Act, 1996. 377(17579), 1-50.

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

- Hamwey, M., Allen, L., Hay, M., & Varpio, L. (2019). Bronfenbrenner's Bioecological Model of Human Development. *Academic Medicine, 94*(10), 1621. <https://doi.org/10.1097/acm.0000000000002822>
- Hoffman, M., & Kruczek, T. (2011). A Bioecological Model of Mass Trauma. *The Counseling Psychologist, 39*(8), 1087-1127. <https://doi.org/10.1177/0011000010397932>
- Idol, L., Paolucci-Whitcomb, P., & Nevin, A. (1995). The Collaborative Consultation Model. *Journal of Educational and Psychological Consultation, 6*(4), 329-346. https://doi.org/10.1207/s1532768xjepc0604_3
- Jacklin, H., & Graaff, J. (1994). Final Report on Homeland Education, 1-35.
- Jigyel, K., Miller, J. A., Mavropoulou, S., & Berman, J. (2018). Benefits and concerns: Parents' perceptions of inclusive schooling for children with special educational needs (sen) in Bhutan. *International Journal of Inclusive Education, 24*(10), 1064-1080. <https://doi.org/10.1080/13603116.2018.1511761>
- Jigyel, K., Miller, J., Mavropoulou, S., & Berman, J. (2018). Parental communication and collaboration in schools with special educational needs (SEN) programmes in Bhutan. *International Journal of Inclusive Education, 22*(12), 1288-1305. <https://doi.org/10.1080/13603116.2018.1426053>
- Kaffenberger, M. (2020). Modeling the long-run learning impact of the COVID-19 learning shock: Actions to (more than) mitigate loss. https://doi.org/10.35489/bsgrise-ri_2020/017
- Kallio, H., Pietilä, A., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing, 72*(12), 2954-2965. <https://doi.org/10.1111/jan.13031>
- Kern, A. (2020). South African parents' understanding of inclusion and exclusion in education in primary schools. *Perspectives in Education, 38*(2), 255-271. <https://doi.org/10.18820/2519593x/pie.v38.i2.17>

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

- Ketefian, S. (2015). Ethical considerations in research. Focus on vulnerable groups. *Invest Educ Enferm*, 33(1), 164-172. <https://doi.org/10.17533/udea.iee.v33n1a19>
- Klopper, C. (2021). South African parents' view of their role in the education of their young children in South Africa as democratic citizens. *Journal of Early Childhood Research*, 19(2), 225-238. <https://doi.org/10.1177/1476718x20938074>
- Kurth, J. A., Love, H., & Pirtle, J. (2019). Parent perspectives of their involvement in IEP development for children with autism. *Focus on Autism and Other Developmental Disabilities*, 35(1), 36–46. <https://doi.org/10.1177/1088357619842858>
- Larkin, M., Watts, S., & Clifton, E. (2006). Giving voice and making sense in interpretative phenomenological analysis. *Qualitative Research in Psychology*, 3(2), 102-120. <https://doi.org/10.1191/1478088706qp062oa>
- Lundqvist, J., & Sandström, M. (2019). A bioecological content analysis: an analysis technique rooted in the bioecological model for human development. *International Journal of Early Childhood Special Education*, 194-206. <https://doi.org/10.20489/intjecse.670478>
- Long, T., & Johnson, M. (2000). Rigour, reliability and validity in qualitative research. *Clinical Effectiveness in Nursing*, 4(1), 30-37. <https://doi.org/10.1054/cein.2000.0106>
- McAdoo, H., Younge, S., Hughes, H., Hanshaw, C., & Murray, M. (2003). Use of coping resources among African American and Latino parents of children with special needs: implication for interventions. *Race and Society*, 6, 125-140. <https://doi.org/10.1016/j.racsoc.2004.11.007>
- Ndlovu, S. (2020). The impact of Covid-19 on students with disabilities' access to education in South Africa. *Journal of Social Development in Africa*, (10121080), 131-166. Retrieved 11 March 2022, from <https://www.proquest.com/scholarly-journals/impact-covid-19-on-students-with-disabilities/docview/2583610751/se-2?accountid=15083>.
- Nel, N., Tlale, L., Engelbrecht, P., & Nel, M. (2016). Teachers' perceptions of education support structures in the implementation of inclusive education in South Africa. *Koers - Bulletin for Christian Scholarship*, 81(3), 17-30. <https://doi.org/10.19108/koers.81.3.2249>

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

- Ntombela, S. (2011). The progress of inclusive education in South Africa: Teachers' experiences in a selected district, KwaZulu-Natal. *Improving Schools*, 14(1), 5-14. <https://doi.org/10.1177/1365480210390082>
- Ormston, R., Spencer, L., Barnard, M., & Snape, D., (2014). The foundations of qualitative research. In J. Ritchie, J Lewis, C. Nicholls & R. Ormston (Eds), *Qualitative Research Practices: A Guide for Social Science Researchers and Students* (pp. 1-25). London: Sage
- Øye, C., Sørensen, N., Dahl, H., & Glasdam, S. (2019). Tight Ties in Collaborative Health Research Puts Research Ethics on Trial? A Discussion on Autonomy, Confidentiality, and Integrity in Qualitative Research. *Qualitative Health Research*, 29(8), 1227-1235. <https://doi.org/10.1177/1049732318822294>
- Owens, R. L., & Waters, L. (2020). What does positive psychology tell us about early intervention and prevention with children and adolescents? A review of positive psychological interventions with young people. *The Journal of Positive Psychology*, 15(5), 588–597. <https://doi.org/10.1080/17439760.2020.1789706>
- Pietkiewicz, I., & Smith, J. (2014). A practical guide to using Interpretative Phenomenological Analysis in qualitative research psychology. *Czasopismo Psychologiczne Psychological Journal*, 20(1), 7-14. <https://doi.org/10.14691/PPJ.20.1.7>
- Pokhrel, S., & Chhetri, R. (2021). A literature review on impact of COVID-19 pandemic on teaching and learning. *Higher Education for the Future*, 8(1), 133–141. <https://doi.org/10.1177/2347631120983481>
- Poon-McBrayer, K., & McBrayer, P. (2013). Parental account of support for specific learning difficulties in Hong Kong. *British Journal of Special Education*, 40(2), 65-71. <https://doi.org/10.1111/1467-8578.12018>
- Post, P. B., Grybush, A. L., Elmadani, A., & Lockhart, C. E. (2020). Fostering resilience in classrooms through child–teacher relationship training. *International Journal of Play Therapy*, 29(1), 9–19. <https://doi.org/10.1037/pla0000107>

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

- Rosa, E., & Tudge, J. (2013). Urie Bronfenbrenner's Theory of Human Development: It's Evolution from Ecology to Bioecology. *Journal of Family Theory & Review*, 5(4), 243-258. <https://doi.org/10.1111/jftr.12022>
- Sahu, A., Bhargava, R., Sagar, R., & Mehta, M. (2018). Perception of Families of Children with Specific Learning Disorder: An Exploratory Study. *Indian Journal of Psychological Medicine*, 40(5), 406-413. https://doi.org/10.4103/ijpsym.ijpsym_148_18
- Sedibe, M., & Fourie, J. (2018). Exploring Opportunities and Challenges in Parent–School Partnerships in Special Needs Schools in the Gauteng Province, South Africa. *Interchange*, 49, 433-444. <https://doi.org/10.1007/s10780-018-9334-5>
- Staeheli, L., & Hammett, D. (2013). ‘For the future of the nation’: Citizenship, nation, and education in South Africa. *Political Geography*, 32, 32-41. <https://doi.org/10.1016/j.polgeo.2012.11.003>
- Taderera, C., & Hall, H. (2017). Challenges faced by parents of children with learning disabilities in Opuwo, Namibia. *African Journal of Disability*, 6, 1-10. <https://doi.org/10.4102/ajod.v6i0.283>
- Taukeni, S. G. (2019). Providing remedial support to primary school learners within their zone of proximal development. *South African Journal of Childhood Education*, 9(1). <https://doi.org/10.4102/sajce.v9i1.654>
- THOMAS, O. and LAWAL, O., 2020. Exploratory Research Design in Management Sciences: An X-Ray of Literature. *Annals of Dunarea de Jos University of Galati. Fascicle I. Economics and Applied Informatics*, 26(2), pp.79-84.
- Thomson, C. (2013). Collaborative consultation to promote inclusion: Voices from the classroom. *International Journal of Inclusive Education*, 17(8), 882–894. <https://doi.org/10.1080/13603116.2011.602535>
- Tracy, S. (2010). Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10), 837-851. <https://doi.org/10.1177/1077800410383121>

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

- Vaismoradi, M., Turunen, H. and Bondas, T., 2013. Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and Health Sciences*, 15(3), pp.398-405.
- Vélez-Agosto, N., Soto-Crespo, J., Vizcarrondo-Oppenheim, M., Vega-Molina, S., & García Coll, C. (2017). Bronfenbrenner's Bioecological Theory Revision: Moving Culture from the Macro into the Micro. *Perspectives on Psychological Science*, 12(5), 900-910. <https://doi.org/10.1177/1745691617704397>
- Walton, E. (2018). Decolonising (through) inclusive education? *Educational Research for Social Change*, 7, 31–44. <https://doi.org/10.17159/2221-4070/2018/v7i0a3>
- Yssel, N., Engelbrecht, P., Oswald, M., Eloff, I., & Swart, E. (2007). Views of Inclusion: A Comparative Study of Parents' Perceptions in South Africa and the United States. *Remedial and Special Education*, 28(6), 356-365. <https://doi.org/10.1177/07419325070280060501>



APPENDICES

Appendix A: Social Media Post

Parental experiences and perceptions of their child's remedial school's interventions and collaborative engagement.

Interventions recommended by professionals and teachers at remedial schools to address a child's specialised learning needs can be tremendously beneficial but also challenging at times. However, collaborative engagements with the remedial schools can assist in supporting both the parent and child. Parents can therefore share valuable insight into the realities of their experiences of the interventions provided and collaborative relationships with the school.

If you are the parent of a child with specialised learning needs who is currently in a remedial school in Gauteng, researchers at the University of Witwatersrand are looking to hear from you about your experiences.

To take part in the study you need to:

- 1) Be a parent of a child who has specialised learning needs.
- 2) Be a parent of a child who is currently either in a government or private remedial school in South Africa.
- 3) Be willing to share your experiences.

Understanding your lived experiences of raising a child with specialised learning needs and collaborative engagements with the remedial school could assist in further exploration of how to support you as the parent and your child.

If you are interested in sharing your journey with us, or have any questions, please contact:

Researcher:

Chantelle Mawoyo, 1611503@students.wits.ac.za, 0839663646

Supervisor:

Prof. Zaytoon Amod, Zaytoon.Amod@wits.ac.za, + 2711 717 8326

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT



SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT
PSYCHOLOGY

Appendix B: Participant Information Sheet

10 September 2022

Dear Sir / Madam,

My name is Chantelle Mawoyo and I am a Masters student in Educational Psychology at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating parental perceptions of the interventions provided and their collaborative engagement within remedial schools under the supervision of Prof. Zaytoon Amod. The aim of this research project is to explore the perceptions of parents in relation to the interventions that their children receive within the remedial school setting to address their specialised learning needs and their collaborative engagement with the teachers and professionals in the school.

As part of this project, I would like to invite you to take part in an individual interview. This activity will involve answering interview questions and will take around 15 minutes. With your permission, I would also like to audio record the interview using a digital device. Interviews will either be online or face-to-face depending on your preference. This recording will be stored in a password protected computer and only the researcher and supervisor will have access to this recording. It will be destroyed immediately after 5 years from the date of the final submission of this research report.

There will be no personal costs to you if you participate in this project. You will not receive any direct benefits from participation and there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The interview will be confidential. The information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report and your anonymity will be assured. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time. If you need some support or counselling services following the interview, these online services are available free of charge. Here are the contact details of the counselling services:

(0800) 012 322: LifeLine011 234 4837: The South African Depression and Anxiety Group.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be stored online on the WITS Institutional Repository environment on WIREDSpace, where electronic copies of all research reports, dissertations and theses are kept. If you wish to receive a summary of this report, I will be happy to send it to you. With your permission the data collected from this research project may be used by other researchers in an anonymized format. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za

Yours sincerely,
Chantelle Mawoyo.

Researcher:

Chantelle Mawoyo, 1611503@students.wits.ac.za, 0839663646

Supervisor:

Prof. Zaytoon Amod, Zaytoon.Amod@wits.ac.za, + 2711 717 8326

Appendix D: Interview Schedule

The semi-structured interviews will begin with a re-briefing of the study.

Biographical Questions

1. Is your child attending a private or government remedial school?
2. How long has your child been at this school?
3. What is your child's gender?
4. How old is your child?
5. How would you describe your marital status? (married, single, divorced, other)
6. What is your current occupation?

Interview Questions

1. Can I ask you to describe the learning difficulties or challenges that your child experiences.
2. When were these learning challenges first identified?
3. Could you tell me how these challenges were first identified (for example by the class teacher or after a psycho-educational assessment)?
4. How did you feel when you first found out about the learning challenges experienced by your child? Please could you share your experience with me.
5. What are your feelings now related to the learning challenges that are experienced by your child?
6. What forms of support are offered at the school? Further prompts:
 - Is there a multi-disciplinary team of support, for example a speech therapist, an occupational therapist, a psychologist, a physiotherapist, or any other extra support?
7. How effective do you think the interventions provided at the school are/ have been?
8. Can I ask you to describe the school's efforts of collaboration or working together with you to address the learning needs of your child?
9. If the school has been collaborating and working with you, how have you experienced this?
10. Please share if there is any additional support that the school has provided you with as a parent.

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

11. What do you think are the advantages as well as disadvantages of your child being placed at a remedial school?
12. How, if it did in any way, did COVID-19 impact the interventions put in place to address your child's learning needs?
13. How was this challenge of COVID-19 in relation to the interventions, addressed by the school?
14. What further support, if any, would you as a parent like from your child's school?

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

Appendix E: Supervisor Contract

Statement of principles for postgraduate supervision

S2007/476B

IN A CONTEXT OF ACADEMIC FREEDOM AND WITHIN A FRAMEWORK OF INDIVIDUAL AUTONOMY AND THE PURSUIT OF KNOWLEDGE THIS STATEMENT IS WRITTEN IN THE BELIEF THAT THERE IS A RECIPROCAL RELATIONSHIP AND MUTUAL ACCOUNTABILITY BETWEEN SUPERVISOR AND STUDENT.

<p>THE SUPERVISOR AND THE STUDENT:</p> <ol style="list-style-type: none"> Will establish agreed roles and clear processes to be maintained by both parties. In the case of joint supervision everybody's role needs to be clarified. Will meet regularly and as frequently as is reasonable to ensure steady progress towards the completion of the proposal, research report, or dissertation or thesis. This time varies but the normal minimum requirement for face-to-face contact spread across each year of registration is: 10 contact hours for an Honours project, 15 contact hours for a Masters by research report and 24 contact hours for a Masters by dissertation and a PhD. Will keep appointments, be punctual and respond promptly to messages. Will keep one another informed of any planned vacations or absences as well as changes in his or her personal circumstances that might impact on the work schedule. Unplanned absences or delays should be discussed as soon as possible and arrangements should be made, to catch up lost time. Will ensure that research on animal or human subjects is conducted according to the procedures and the requirements of the relevant University Ethics committee. Will together complete progress reports on the research project, as requested by each Faculty Graduate Studies Committee. 	<p>THE STUDENT:</p> <ol style="list-style-type: none"> Undertakes to work independently under the guidance of the supervisor. This includes reading widely to ensure that the literature pertinent to his/her chosen topic has been identified and consulted. Is obliged to make appointments to see the supervisor and will arrange meeting times well in advance. Will think carefully about how to get maximum benefit from these contact sessions by planning what he/she wants in these sessions. Should submit written work for discussion with the supervisor well in advance of a scheduled meeting. The kind and frequency of written work should be agreed with the supervisor at the outset of the research. Written work that is submitted should be relatively free from basic spelling mistakes, incorrect punctuation and grammatical errors. Responsibility for the accuracy of language, the overall structure and coherence of the final research report, dissertation or thesis rests with the student. Undertakes to heed the advice given by the supervisor and to engage in discussion around suggestions made. Ultimately the student has to take responsibility for the quality and presentation of the work. Should strive, within reasonable bounds, to maintain a focus on his/her research area and to work within the agreed time schedule. Will prepare material for presentations at seminars and conferences. Undertakes to submit papers for publication. Agrees to honour agreements about ownership of the research and in accordance with the University's guidelines and rules in relation to co-authorship, copyright and intellectual property. Will ensure that the work contains no instances of plagiarism and that all citations are properly referenced and that the list of references is accurate, complete and consistent. Agrees to work in accordance with the criteria of acceptability as supplied by the supervisor. Undertakes not to place the supervisor under undue pressure to submit work for examination until the supervisor is satisfied that it has reached an acceptable level of quality. 	<p>We confirm that we have read and understood this statement and agree to be guided by its principles for as long as we continue to work together.</p> <p>Name of student: <u>Chantelle Mawoyo</u></p> <p>Student's signature: </p> <p>Name of Supervisor: <u>Prof. Zaytoon Amod</u></p> <p>Supervisor's signature: </p> <p>Name of Co-Supervisor: _____</p> <p>Co-Supervisor's signature: _____</p> <p>The broad area of study is: _____</p> <p>Parental Experiences and Perceptions of their Child's Remedial School's Interventions and Collaborative Engagement</p> <p>Provisional submission date is: <u>15 March 2023</u></p> <p>Degree: <u>Master of Education (Educational Psychology)</u></p> <p>School: <u>School of Human and Community Development</u></p> <p>Faculty: <u>Faculty of Humanities</u></p> <p>Date: <u>15 March 2023</u></p> <p>Specific agreements pertaining to: ownership and joint publication, funding, may be attached and signed.</p>
--	---	--

PARENTAL EXPERIENCES AND PERCEPTIONS OF REMEDIAL INTERVENTIONS AND COLLABORATIVE ENGAGEMENT

Appendix F: Ethics Clearance Certificate



SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE:

PROTOCOL NUMBER: MEDPSYC/22/06

PROJECT TITLE:

Parental perceptions of interventions provided and their collaborative engagement within a remedial school setting.

INVESTIGATOR

Mawoyo Chantelle (1611503)

SCHOOL/DEPARTMENT OF INVESTIGATOR

BHCD/Psychology

DATE CONSIDERED

28 May 2022

DECISION OF THE COMMITTEE

Approved unconditionally

RISK LEVEL

Low Risk

EXPIRY DATE

31 December 2024

ISSUE DATE OF CERTIFICATE

11 July 2022

CHAIRPERSON

Z. AMOD

(Prof. Zaytoon Amod)

cc: Prof. Zaytoon Amod (Supervisor)

DECLARATION OF INVESTIGATOR

To be completed in duplicate and ONE COPY returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/are undertake to resubmit the protocol to the Committee.


Signature

Date

12, 08, 2022

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES



22 February 2023

Appendix G: Editor Letter

To whom it may concern

RE: Editorial services provided for research paper

This letter serves as confirmation that Chantelle Mawoyo's research paper has been edited with a particular focus on grammar correction, document formatting, spelling checks, APA referencing style adherence. The author's voice and meaning have not been altered.

Regards

Wilma Chibonore

Editor- wilma@dev-pact.com

Contact us:

22 Sloane Street
Bryanston, Johannesburg, 2021
South Africa
wilma@dev-pact.com
Tel: (+27) 010 035 0222