

Parents' Support of the Educational and Language Development of Children with Hearing Impairment (HI) in Eswatini

Seluleko S. Mavuso¹, Charles B. Silvane², Mfanasibili Dlamini²

¹Faculty of Education, Department of Educational Foundations and Management, University of Eswatini, Eswatini

²Faculty of Education, Department of Primary Education, University of Eswatini, Eswatini

Correspondence: Seluleko S. Mavuso, Faculty of Education, Department of Educational Foundations and Management, University of Eswatini, Eswatini.

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Abstract

Parental involvement in supporting the educational and language development of children with hearing impairment (HI) in most African countries remains unknown. This is despite the acknowledgement of the influence of families on children's achievement. This study therefore, sought to explore the involvement of parents in supporting the educational and language development of children with HI. A multi-case study research design was used in order to compare and contrast findings from two special schools. Two interview guides which were generated by the authors based on literature review were used to collect data through semi-structured interviews from twelve purposively sampled parents and through Focus Group discussions (FGDs) with thirteen purposively sampled teachers. Braun and Clarke's six steps of thematic analysis were used to analyse the data. The findings indicate that parents of children with HI in Eswatini outsource their responsibility to support the educational and language development of children with HI to teachers in special schools. This is partly because most parents are unable to use sign language to communicate with their children with HI. There are also perceptions of apparent parental disinterest in educational support for children with HI due to several barriers. In conclusion, the study recommends that schools for children with HI should arrange sign language workshops for parents in order to encourage support in the educational and language development of children with HI.

Keywords: parental support, educational development, language development, Children with Hearing Impairment (HI)

1. Introduction

Learners do much better where there is parental support in learning and social programmes at school, than where parental support is limited to fund raising activities (Wondim, et al., 2021; Simweleba & Serpell, 2020; Mabuza & Mafumbate, 2019). Yet, language acquisition is often delayed and/or incomplete by the age of five for a majority of children with deafness or hard of hearing (DHH) born into families who mostly use spoken languages. These children with deafness, in contrast to other peers, enter school without the foundational language or cognitive development required for success in the classroom (Werfel et al., 2022; Newman, 2017).

Parental support which is understood broadly in this study as working together of the parent and the child at home, as well as, support in school activities (Pinatil et al., 2022; Ambrose et al., 2020) for the benefit of the child's learning and development (Balogun, 2023) is necessary in the learning experiences of children with hearing impairment. Most children with deafness require the assistance of parents and teachers for successful language development (Illg et al., 2023; Pontecorvo et al., 2023).

Epstein (2005) who is a well-known theorist on the involvement of parents in the education of children explains that there are six types of parental engagement in the education of children. These six types include; parenting, communication, volunteering, learning at home, decision making, and community collaboration. On parenting, she explains that parents are engaged in the education of their children through meeting children's fundamental bodily needs, while also instilling in them the belief to succeed, and that education is valuable. At the same time, parents may be engaged in their children's education through communication with teachers in a variety of formats, such as, phone calls, report cards, newsletters, conferences, letters, and e-mails.

In addition, parents may support their children's education through volunteering by attending their children's band

performances, athletic events, and assisting in school activities (Epstein, 2005). In particular, parents who have retired from teaching may volunteer to help in classroom activities, especially, where there are insufficient teachers. Learning at home is the most common type of parental engagement in their children's education according to Epstein (2005). In this type of engagement, parents are often engaged in helping children with homework. Other activities within this type of parental engagement include, taking the family to a cultural event, as well as, other curriculum-related activities. These activities may take place at home through the coordination and supervision of teachers (school-based), while sometimes they may be initiated by parents or students, with or without the teacher's knowledge (Epstein, 2005).

Epstein's theory in this study is extended to parents for children with hearing impairment because it focuses on the role of parents in supporting the educational development of children. Otherwise, it does not focus on children with HI, which is the major focus of this study. The relevance of Epstein's theory in this study therefore, is notwithstanding our agreement with Thwala et al. (2015) that parents for children with hearing impairment encounter a lot of stress and a greater variety of caring concerns than parents for children without disabilities. For instance, parents for children with hearing impairment encounter challenges such as language barriers, financial hardships, negative educational experiences, lack of information, health issues, feelings of constraint, and parental depression (Thwala, et al., 2015). Gunjawate, et al., (2023) also concede that parents for children with hearing impairment have higher levels of stress, and worse levels of wellbeing than parents of children without disabilities.

The role of parents in supporting the educational and language development of children with HI requires special research focus in our view given the experiences of parents for children with HI. For instance, it cannot be assumed without empirical research that parents for children with HI create language-rich environments for their children. The creation of language rich environments and other support systems for children (Nizamani et al., 2024) is necessary in order to impact children's language and educational development (Finders et al., 2023).

In addition to the question of creating language-rich environments for educational and language development of children with HI, a holistic approach which involves educational and community support systems is advocated by Szarkowski et al. (2024). This is consistent with Epstein's (2005) sixth type of parental engagement which is termed community collaboration. Community collaboration requires the school to identify and integrate community resources and services in conjunction with parents, and the rest of the community to improve school programming, family practices, and student learning and development. Ireland and Hall-Mills (2024) also explain that educators, audiologists, speech therapists, parents, and children with hearing loss need to collaborate in order to set up individualized education programs (IEP) to help children to realize their full potential.

However, current educational efforts and policies in Ghana and other African countries with less developed economies pay little attention to the role played by parents in supporting learners to obtain quality education (Gyamfi & Pobbi, 2016; Ireland & Hall-Mills, 2024; Mungai, 2015; Swarray-Deen et al., 2024). This is in contrast to developed countries such as Canada, UK, and the USA where policies have been put in place to increase parental support as part of an overall strategy to improve academic performance and close the achievement gap with children without hearing loss (Ateş, 2021; Hasbullah, 2024; Malkaw & Smadi, 2016; Miksic, 2015). Epstein (2005) also observes that state policies, regulations, and laws for educational programs strongly influence and determine the extent and type of parental support in schools.

2. Material Studied

2.1 Problem Statement

Specific ways through which parents of children with HI in the current research literature support their children's education and language development is still unclear. Mabuza and Mafumbate (2019) observe that most parents/guardians in Eswatini primary schools are uninterested in their children's education, and this has a negative impact on children's academic achievement. This lack of parental involvement is also not limited to one country, as children with HI are often neglected by their parents to the care of special schools (Bahkali, 2023; Child Welfare Information Gateway, 2018) and housekeepers in Kenya (Wanjiru et al., 2015). This is a problem because parental support plays a crucial role in the academic achievement and language acquisition of learners with HI (Gedfie et al., 2021). Lack of parental support may deprive children with HI of essential resources to succeed in school. In addition, it could frustrate teachers due to delays in learners' language development and lack of information on how to handle the behaviour of children with HI. Parents possess sufficient knowledge on the behaviour of their children with HI. The study therefore investigated the role of parents in supporting the educational and language development of children with HI within the Eswatini context.

2.2 Research Objective

The objective of this study is to investigate and describe the specific ways in which parents in Eswatini support the

educational and linguistic development of their children with hearing impairment, identifying challenges and opportunities to enhance this support. The specific objectives are to:

1. Identify current parental involvement practices in the education of children with hearing impairment in Eswatini.
2. Analyse parents' and teachers' perceptions of the parental role in educational and linguistic support.
3. Explore the challenges faced by parents in supporting the educational and language development of their children with hearing impairment.
4. Propose strategies to improve parental involvement in the education of children with hearing impairment in Eswatini.

Similarly, the following research questions adapted from the specific objectives guided the study:

1. What are the current parental involvement practices in the education of children with hearing impairment in Eswatini?
2. How can we analyse parents' and teachers' perceptions of the parental role in educational and linguistic support?
3. What are the challenges faced by parents in supporting the educational and language development of their children with hearing impairment?
4. Which strategies may be used to improve parental involvement in the education of children with hearing impairment in Eswatini?

2.3 Context for the Study

A detailed outline of the context for children with HI in Eswatini is given by Ntinda et al. (2019) in their exploratory study on experiences of teachers of deaf and hard of hearing students (sic) in a special needs school, and therefore will not be repeated here. In this study, Ntinda et al. also report that parents do not care much about the welfare and academic progress of children with HI. Consequently, teachers often take the responsibility of being parents to these children by assisting them financially and otherwise. They attribute this lack of parental support for children with HI among parents to traditional beliefs associated with being cursed, including lack of adequate preparedness for the responsibility of looking after a child with special needs.

This study extends the results of Ntinda et al. (2019), to look at parental support for language and educational development of children with HI. Unlike Ntinda et al., we include parents' perspectives to counterbalance teacher narratives. We argue against their assertion that traditional beliefs among parents associated with being cursed are primarily responsible for inadequate support for children with HI. Instead, we suggest that communication barriers, specifically parents' inability to use sign language is the most significant factor contributing to this issue. Moreover, it is unrealistic to expect parents to be fully prepared for raising a child with special needs when it might take a year (or more) after the child is born to discover the hearing impairment.

3. Methodology

This section outlines the procedures that were followed in order to answer the research objectives on ways through which parents support the educational and language development of learners with HI. The discussion begins with the research design, participants included in the study, data collection procedures, ethical considerations, and data analysis.

3.1 Study Design

This study employed a multiple case study approach to explore the role of parents in supporting the educational and linguistic development of children with hearing impairment in Eswatini. The multiple case study enabled “replication by the use of more than one case to independently confirm emerging constructs and identify complementary aspects of the phenomenon under investigation by analysing within and across settings” (Anderson et al., 2014, p. 89). The result is an in-depth and rich insight into the involvement of parents in supporting the educational and language development of learners with HI.

3.2 Participants and Setting

Participants for the study included twelve purposively sampled parents of children with hearing loss from a primary and a secondary school in Eswatini. These participants hold important views and experiences (Prior, et al., 2020) on ways in which parents support the educational and linguistic development of children with hearing impairment, including challenges and opportunities to enhance this support. The inclusion of parents from both primary and secondary schools in this multi-case study was also deemed necessary for comparison purposes, as Eden, et al. (2024) explain that parental support is more necessary in primary than secondary schools. Inclusion criteria was determined before sampling; and this required participants to be parents of children with hearing impairment enrolled in one of the two schools, and

demonstrate a willingness to participate in the study. The exclusion criteria, on the other hand, eliminated those parents who did not have children in either of the two special schools. Recruitment to participate in the study involved obtaining a record of parents' contact details from each school principal so that they could be contacted telephonically to request permission to participate in the study. Ultimately, one parent was selected in each grade, from Grade 1 to Grade 12 (Form 5), resulting in a representative sample of twelve participants, as shown in table 1. The purposively selected parents were distributed across the country, as these special residential schools attract learners with HI from families in various regions.

Table 1. Demographic characteristics of participants

Parents as participants		Teachers as participants	
Characteristics	Frequency	Characteristics	Frequency
Gender		Gender	
Females	07	Females	10
Males	05	Males	03
Age Group (years)		Age Group (years)	
20-29	03	20-29	04
30-39	05	30-39	06
40-49	02	40-49	02
50-59	02	50-59	01
Income Status		Highest Professional Qualification	
Unemployed	02	Certificate	03
Non - skilled employment	03	Diploma	04
Skilled employment	07	Bachelor's	02
		Honour's	01
		Master's	03
		Years of Experience	
		00-5 years	04
		06-10 years	05
		11-15 years	04
		SEN training	
		Trained	04
		Partially trained	03
		Not trained	06
Total number of parents	12	Total no. of teachers	13

In addition to parents, seven teachers were purposively selected from Grade 1 to 7 in the primary school, comprising of five females and two males. A similar selection criterion was applied in the secondary school, where one teacher was chosen from Form 1 (Grade 8) to Form 5 (Grade 12), along with an additional teacher from Form 1, resulting in a total of six teachers, five of whom were female, and one male. The inclusion criteria for teachers was based on whether they had taught in a school for learners with hearing impairment for two years, and were willing to participate in focus group discussions. This was considered necessary in order to ensure that the views and experiences obtained were those of experienced teachers with sufficient exposure (Prior, et al., 2020) to parental support for the educational and linguistic development of learners with HI. Those excluded from the study were teachers who had less than two years teaching experience in a school for children with HI. The provision of data from parents and teachers was comprehensive enough to ensure a rich understanding of the role of parents in supporting the educational and linguistic development of children with HI within specialized settings.

3.3 Data Collection and Procedure

Data from parents was collected through individual interviews between August and October, 2023. The interview guide was developed by the authors in this study based on extensive review of the literature on each of the specific objectives. Individual interviews allowed parents to engage freely in a conversational manner with one of the authors who conducted the interviews. In addition, parents had sufficient time to reflect deeply on their views and experiences. The interviews took place via telephone due to the geographic spread of parents throughout the country. The duration of each interview varied from individual to individual ranging from 30 to 45 minutes. All individual interviews were audio recorded with permission from the participants, and anonymised during transcription.

At the same time, data from teachers was collected through semi- structured focus group discussions (FGD). One FGD was conducted with seven teachers from the primary school, while the other was conducted with six teachers from the

high school. The interactive nature of FGDs enabled teachers to exchange ideas and feelings to demonstrate the thinking of the group (Mann et al., 2023; Subroto et al., 2020). Each of the two focus group discussions lasted between 40 and 60 minutes. When combined together, these two forms of data collection (individual interviews and FGDs) constitute a well-balanced view of the phenomenon under study (Mann et al., 2023; Subroto et al., 2020).

3.4 Ethical Considerations

Ethical clearance for the study was obtained from the Human Subjects Research Ethics Committee (HSREC) at the University of Eswatini in February, 2023. At the same time, permission to approach the schools was granted by the Director in the Ministry of Education and Training (MOET). Discussions during FGDs with teachers, as well as, individual interviews with parents began with agreement on how to proceed with the discussion, including issues of confidentiality, which involved signing consent forms where participants agreed either to be video or audio recorded.

3.5 Data Analysis

Data from the two semi-structured FGDs with primary and high school teachers, as well as, individual interviews with parents were separated in order to allow comparisons during inductive analysis for themes. Braun and Clarke's (2006; 2012) six steps of thematic analysis were used to analyse each of the data sets (Maguire & Delahunt, 2017; McMillan & Schumacher, 2014).

The first step involved reading and re-reading each of the transcripts generated from auditory data in order to become familiar with the breadth and depth of the information related to the topic. Step 2 which is described by Braun and Clarke (2006; 2012) as coding, included making initial notes, and highlighting key areas that were evident in the data. The Key areas were then analysed for patterns to identify themes as step 3. This process involved combining some of the codes to formulate themes which are supported by data in the transcript. The authors further reviewed all the themes as part of step 4 and found that there were no discrepancies which warranted further consultation on each of the themes outlined in the presentation of results. After analysing all the transcripts, key areas were again examined; in order to further refine the themes (Mann et al., 2023; Subroto et al., 2020) as part of step 5 in Braun and Clarke's six steps of data analysis. Ultimately, the data from the two FGDs including interviews with parents were put under one overarching heading, with the two focus group interviews and interviews with parents as sub-headings to facilitate the writing of a report, as the final step of data analysis.

4. Results and Discussion

The data analysis revealed two main themes related to the role of parents in supporting the educational and linguistic development of children with hearing impairment in Eswatini. These include outsourcing of language development to teachers, and apparent parental disinterest in the educational support for children with HI. In particular, outsourcing of language development to teachers may be delineated into two sub-themes such as (i) parents' limitations in using sign language, and (ii) dependence on teachers for communication with children with HI. At the same time, the second theme on apparent parental disinterest in the educational support for children with HI constitutes two sub-themes such as (i) perceived barriers to parental involvement and (ii) teachers' perceptions of parental disengagement. Table 2 illustrates the themes and sub-themes which emerged during the study.

Table 2. Themes and sub-themes on the role of parents in supporting the educational and linguistic development of children with HI

Theme	Sub-themes
Outsourcing of language development to teachers	i. Parents' limitation in using sign language ii. Dependence on teachers for communication
Apparent parental disinterest in educational support	i. Perceived barriers to parental involvement ii. Teachers' perceptions of parental disengagement

Source: Mavuso, Silwane and Dlamini (in press) Developed from field data (2023)

4.1 Sub-theme 1- Parents' Limitations in Using Sign Language

The findings from this study reveal a significant trend where parents of children with HI tend to outsource their responsibility to support the educational and language development of children with HI to teachers in special residential schools. This outsourcing is primarily driven by parents' limited capacity to develop sign language necessary for effective communication with their children. Teachers expressed frustration during FGDs, noting that:

“children are brought to us raw as most of the parents lack knowledge of basic sign language, and yet this is a key vehicle to communicate to children with HI” (Teacher # 4, FGD A).

Parents also admitted that they did not know any appropriate sign language to communicate with their children with HI. One parent whose child was in the secondary school observed that:

“this was my only child with HI and I had no knowledge at all of sign language. I only started learning the language when the child was being taught at school” (Parent #10, School B).

Many children with HI enter primary school without foundational knowledge of sign language. This gap exists despite research emphasizing the importance of creating language-rich environments to foster language development (Finders et al., 2023; Mutumburanzou, 2018). Studies highlight that using sign language as a native language is crucial for effective communication (Dodge, 2018; Mungai, 2015). The lack of sign language knowledge creates significant barriers to learning for children with HI. For instance, Werfel et al. (2022) explain that these children often lack the vocabulary necessary for effective academic engagement. Additionally, while Humphries, et al. (2022) notes that a significant portion of new information is learned unintentionally by those without hearing loss, it underscores the challenges faced by children with HI in acquiring knowledge in a similar manner.

What is evident from these results is that parents for children with HI have to do more to support the language development of their children than parents for children without hearing loss. This is a point often missed by theorists such as Epstein (2005) on the involvement of parents in the education of children. In particular, parents for children with HI need to learn sign language in addition to their first and second language, in order to support the development of language for their children. Failure to do so is likely to lead to disastrous consequences such as limited vocabulary for children with HI.

4.2 Sub-theme 2 - Dependence on Teachers for Communication

Given the limitation to communicate with their children with HI, parents often resorted to seeking assistance from teachers in order to get a message across to their children. From time to time, they requested teachers at the special residential school to act as intermediaries by translating their messages into sign language that could easily be understood by their children. For instance, one teacher recounted:

The parents are failing to communicate with the learners. They sometimes bring their children here, and the parent will ask you [the teacher], can you please explain? I'm failing to explain this to my child. (Teacher # 6, FGD B).

Parents also acknowledged that they are ill equipped to communicate effectively with their children, except to use gestures.

As the child grows, you will begin to notice as a parent that something is not in place, because the child has a problem with hearing. From that point, the hope is that the problem will disappear, but in the meantime we try to use basic signs to communicate (Parent #12, School B).

It was revealed that not only do parents depend on teachers to translate their messages into sign language, but they also rely on children with HI for any knowledge on how to communicate using sign language. Basically, it is the children with HI who teach parents how to communicate using sign language, instead of parents supporting the language development of their children. For instance, one of the primary school teachers observed that,

“learners expose their parents to the sign language they learn at school” (Teacher # 1, FGD A).

This practice perpetuates a cycle where parents remain dependent on teachers for the educational and linguistic support of children with HI. Ntinda, et al, (2019) also acknowledge that the skills of parents to communicate is essential in enhancing the language and academic achievement of children, but argue that parents for children with HI are often ill-equipped to assist their children at home and at school due to lack of education on the support to be given.

However, while we do not dispute the lack of education on support to be given by parents, it is parents' lack of communication skills, particularly sign language, which contributes to lack of support for the development of language for children with HI. Otherwise, parenting constitutes among other things support for language development in one's children. Epstein's (2005) first type of parental engagement on the education of children which is called parenting therefore, needs to be explicit on the support for the development of language among children with HI.

4.3 Sub-theme – 3 Teachers' Perceptions of Parental Disengagement

The second theme which emerged during the analysis of data is that there is apparent parental disinterest in the educational support for children with HI. For instance, teachers perceive parents to be disengaged in their children's education. They expressed frustration that most parents seem relieved to leave their children with HI in the care of teachers without any follow-up on their academic progress. For instance, one teacher observed that:

Most parents expect us to do everything here at school, and don't expect us to be calling them

for anything (Teacher # 6, FGD B).

The only time parents show interest according to teachers is when they seek admission for their children with HI into the school. Once their children are admitted, they become uncooperative with the school administration and teachers.

In reality, parents seem highly concerned about the future of their children when they want to enrol them into the school. However, after a few weeks of enrolment, this concern disappears and, both the child and the teacher are on their own. (Teacher #3, FGD A).

Teachers perceive parental disengagement for the support of their children's education to be worse at the secondary school. For instance, the secondary school had to put open days on hold due to poor attendance by parents. One teacher observed that:

Somehow parents pay less attention on their responsibilities as the learner progresses through secondary school. For instance, we call them to open days in order to review the progress of their children, and only a few of them attend. At some point, the attendance was so poor that open days were viewed as not useful anymore. (Teacher # 8, FGD B).

Prior et al. (2020) explain that parental support is more necessary in primary than secondary schools. However, indications in this study show that learning at home as suggested by Epstein's (2005) theory is a critical type of parental engagement even at secondary school level. For instance, teachers complained that some learners return from school holidays without completing their homework, despite advice given to parents through letters and social media platforms to monitor their children's academic work. Parents for children with HI were also reluctant to communicate with teachers on the academic progress of their children with HI such that open days had to be cancelled in the secondary school. This implies that there was also no communication as another type of parental engagement advocated by Epstein (2005).

4.4 Sub-theme 4 Perceived Barriers to Parental Involvement

Perceived barriers to parental involvement include parents' perception that supporting the educational and language development of children with HI requires skilled educational professionals. Parents argued that teachers are best placed to teach and support children's educational and linguistic development without their involvement. For instance, one parent stated that,

I sent the child there to get full attention and monitoring that I knew I cannot give her. Okay, let's assume I do get to the open day, and discuss the performance of the child in her subjects. As a parent, do I take the corrective measures? I am of the view that the schools are best placed to teach and monitor the progress of the child. We can help here and there during school holidays but while the child is at school, I see little value of reviewing what the teachers and the child are doing. The school administration is better positioned to do this (Parent # 1, School A).

Another perceived barrier to parental involvement is poor communication between teachers and parents. Parents believe that teachers as skilled educational professionals should assist them on how to support the educational and linguistic development of their children with HI. One parent stated that:

Honestly, we take our children to a school like that [special school for children with HI] because the teachers are trained and qualified professionals to help our children. If there is any part I must do to help at home to check, monitor or report back this must be put in clear black and white so that we are assistive to the teachers (Parent #2, School A).

These results are contrary to Illg et al., (2023), and Pontecorvo et al., (2023) who report that children require the assistance of both parents and teachers for successful education and linguistic development. In addition, Epstein' (2005) theory argues that parents may support their children's education through volunteering such as assisting in school activities and attending their children's sport events. However, parents in this study provided little or no support to the educational development of children with HI.

5. Limitations

The study was a multi-case study within two schools with specialized settings for children with HI. Specialised settings have their unique challenges compared to mainstream inclusive schools. The results therefore, may not be generalised to mainstream inclusive settings. In addition, telephone interviews with parents were ideal for the study given the geographic spread of the participants but this compromised thick descriptions in terms of interpreting the responses of participants according to particular contexts such as facial expressions and other surroundings. The use of telephone interviews also meant that the few parents who had hearing impairment could not participate in the study thus influencing the results. Future studies therefore, could consider face to face interviews with a larger number of parents in order to determine whether the results of this study may be replicated.

6. Contributions

This qualitative research study focused on parental support for the educational and linguistic development of children with HI which is an aspect often missed in the current research literature. In particular, the findings in this study suggest that Epstein's (2005) theory of six types of parental engagement may not be easily extended to parents for children with HI. This is mainly because of the limited use of sign language among parents for children with HI. Sign language is a critical tool for facilitating the six types of parental engagement or support for educational and language development of children with HI.

It also follows from the above discussion that parents need to create language-rich environments in order to support the educational and language development of children with HI. In particular, schools need to organize sign language workshops for parents of children with HI in order to enable them to create language-rich environments at home. This way, parents might not need to outsource their responsibility to teachers for the educational and language development of children with HI.

The disengagement of parents in their children's education where they enroll them into special schools without any follow-up on their academic progress implies the need for improved policy on the education of children with HI. Government policies on the education of children with special needs need to encourage parental support as part of an overall strategy to improve academic performance and close the achievement gap with children without hearing loss. For instance, there are already indications in some countries that state policies, regulations, and laws for educational programs strongly influence and determine the extent and type of parental support in schools (Epstein, 2005).

7. Conclusion

In conclusion, the results of the study suggest that parents for children with HI need to do more in order to support the educational and language development of children with HI. In particular, parents need to learn to use sign language in order to avoid outsourcing their responsibility for language development of children with HI to teachers in special residential schools. In addition, parents' and teachers' perceptions on the role of parents in educational and linguistic support need to change. The perceived apparent disinterest in educational support requires the facilitation of six types of parental engagement such as parenting, communication, learning at home, volunteering, decision making and community collaboration.

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Authors contributions

Ms Seluleko Mavuso conducted interviews with participants in the study and drafted the original manuscript.

Dr. Charles B. Silwane provided guidance for the design and writing of the final draft manuscript

Dr. Mfanasibili Dlamini assisted with revision and proof reading of the final draft manuscript.

All authors read and approved the final manuscript.

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Data sharing statement

No additional data are available.

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