



Optimizing Family and School Partnership in Managing Learners' Behavioural Problems in a Full-Service School Setting

*T Mekgwe¹, N Maseko², M Sedibe¹

¹Department of Educational Psychology, Faculty of Education, University of Johannesburg, South Africa

²Department of Psychology of Education, Faculty of Education, University of South Africa, South Africa

Article Info

Article history:

Received May 19, 2025

Revised July 12, 2025

Accepted August 25, 2025

Available Online August 31, 2025

Keywords:

Behavioural problems;
Family;
Full-service school;
Optimize;
Teachers;

ABSTRACT

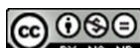
Persistent learners' behavioural problems in many schools disrupt the teaching and learning process. Every learner has specific demands, and when those needs aren't met at a given point in the educational process, children start acting strangely. This qualitative study explored strategies that families and teachers can employ to manage learners' behavioural problems in schools in the North West Province. The study was underpinned by Bronfenbrenner's ecological model and the Ubuntu theory. The data were extracted through semi-structured interviews, focus group interviews, and document analysis from twenty-four purposively sampled parents and teachers from two full-service schools. The data were analyzed thematically. Ethical considerations maintained during the investigation include maintaining participants' confidentiality, obtaining informed consent, ensuring anonymity, and promoting voluntary participation. The findings of this study indicated that effective school and family partnerships are crucial in managing learners' behavioural problems. Furthermore, the findings reveal that some parents and teachers outlined a welcoming environment, training, consistent communication, and partnership values as strategies that can be adopted to ensure effective family and school partnerships in managing learners' behavioural problems. It was thrilling that both parents and teachers committed to effectively partnering and being agents of change in the development of learners so that they become responsible citizens. This study concludes that the realization of effective family and school partnerships depends on identifying and implementing Ubuntu principles of respect and care. This study also provides a model that is practically usable in inclusive educational settings and contextually grounded, since it uniquely examines how families and full-service schools might optimize their collaborative efforts in managing learners' behavioural problems.



Check for updates



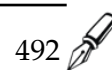
OPEN ACCESS



<https://doi.org/10.46627/silet>

INTRODUCTION

Families have a significant influence on how children behave and grow (Sibanda, 2021). The initial socialization agents are parents or other primary caregivers, who teach children coping mechanisms, emotional control, and social norms (Brown et al, 2020). Bau and Fernandez (2023) claim that emotional support at home, clear expectations, and consistent parenting have all been connected to improved behavioural outcomes in learners. Though the family establishes the groundwork for behavioural development, the school is just as crucial in controlling and reinforcing learners' behaviour in the school setting (Mitchell, 2021).

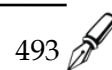


Learners' behaviour is also greatly influenced by their school's environment, especially when they spend a significant amount of time in classrooms (Letuma, 2024). Learners' behavioural problems in school manifest in various ways and tend to affect the teaching and learning process negatively, ultimately preventing them from learning as much as they can (Darling-Hammond et al., 2020). Similarly, Jacob (2020) posits that learners' behavioral problems are caused by various factors, such as the child's upbringing and peer influence. Humaeroah (2022) indicates that learners' behaviours may be motivated by different emotions, including boredom, frustration, mental health concerns, and other factors. They may also reflect elements of their personal lives and the classroom environment. Mitchell (2021) argues that besides imparting knowledge, teachers also set an example for social behaviour, uphold rules, and establish orderly spaces. Positive school climates and behaviour support systems are two benefits of reducing disciplinary difficulties and promoting emotional development (Steyl, 2022; Kelty & Wakabayashi, 2020). A partnership between the school and family systems is crucial for managing learners' behavioural problems, especially in inclusive settings like full-service schools, as both systems play essential roles (Jacob, 2022; Ngoma, 2020).

A family and school partnership, which combines school and family activities, has been identified as a successful strategy for dealing with behavioural problems in learners (Posey-Maddox & Haley-Lock, 2020; Patnaik et al., 2022). Families and teachers may create coordinated behavioural support plans, communicate clearly, and set consistent expectations. According to Lodi (2021), learners' behavioural problems can be well managed if teachers and families effectively partner in the development of the learners. Effective management of learners' behaviours at school requires experienced and skilled staff willing to collaborate with families and a clear and concise learner behaviour management framework (Susnara et al., 2021). Similarly, an important finding in the Lodi (2021) study indicates that a strong collaboration between the school and parents effectively applies strategies for managing learners' behavioral problems. However, effective partnerships among families and schools remain challenging in education (Lodi et al., 2021; Susnara et al., 2021).

This study is rooted in Bronfenbrenner's bio-ecological system theory (1979). This theory helps in understanding the complexity of the family as a system and how the child functions within it, both at home and at school (Bronfenbrenner, 1979). Bronfenbrenner's theory (1979) posits that the child develops within five nested systems: the micro-, meso-, exo, macro-, and chrono-systems. Additionally, the theory encourages a holistic partnership approach by outlining that immediate settings and broader settings shape learners' development. Children's behavioural problems are influenced by different factors at home and school; therefore, to effectively understand and manage these behavioural problems, various stakeholders in different systems need to work collaboratively (Mitchell, 2021). The second theory employed in this study is the Ubuntu theory. Ubuntu theory is essential as it outlines relational values that must be upheld when working together (Mpofu & Sefotho, 2024). School and family partnerships are grounded in the Ubuntu principles of caring, respect, humanity, and compassion (Mpofu & Sefotho, 2024). Therefore, these theories are deemed relevant in providing a theoretical lens to understand and explore issues of families and school collaboration in managing learners' behaviour within the school context. These theories emphasize the value of developing cooperative, culturally appropriate, and encompassing principles and methods for managing learners' behavioural problems in family and school partnerships. Families and schools can establish settings that support good behaviour, academic achievement, and the well-being of all learners by adopting principles prescribed by these theorists (Bronfenbrenner, 1979).

This study emanated from the researcher's experience as an intermediate phase (grades 5 and 6), senior phase (grade 7) teacher, and School-Based Support Team (SBST) member at my school. The researcher has noticed that most learners taught in the intermediate phase, grades 4 to 6, change their good behaviour to destructive behaviour when they reach the senior phase, grade 7. Furthermore, the researcher has observed that most learners present with various behavioural



problems, including, amongst others, disrespect of authority, disruptive behaviour, using inappropriate language, making noises, getting out of class without permission, fighting, bullying, using drugs, stealing, lying, and annoying others. Teachers are usually trying to manage learners' behaviour in silos without collaborating with stakeholders such as families and School-Based Support Teams (Mitchell, 2021). This article presents strategies that can be used to enhance family and school partnerships in managing learners' behavioural problems in full-service school settings.

RESEARCH METHOD

The study was conducted in two full-service school environments in South Africa's North West province. "Full-service school" refers to a mainstream institution that can accommodate and offer high-quality education to learners with various learning challenges. The schools are specifically from quintiles 2 and 3. Based on the classification of schools in South Africa, these institutions are categorized as serving economically deprived communities (Maistry & Africa, 2020). These educational institutions are classified as non-fee-paying institutions that receive government funding to provide learners with food and stationery. The paper is a part of a larger doctoral research project. Teachers and families were actively involved in the study's approach, exchanging insights about their challenges in addressing learners' behavioural problems in full-service school settings.

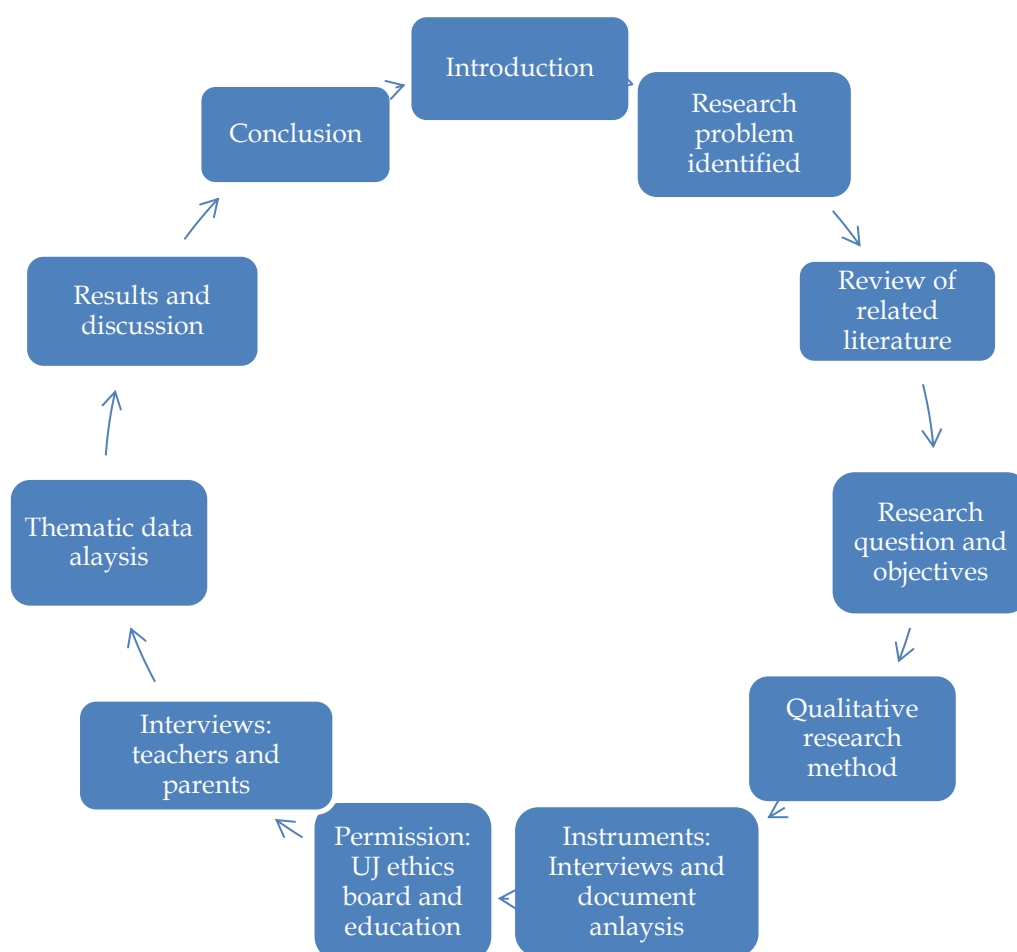


Figure 1. Research flow chart



Figure 2. Research site

Paradigm

This study employed the interpretive paradigm. The interpretive paradigm is best suited for this study, as it explores participants' subjective interpretations of various experiences, attitudes, and beliefs regarding the management of learners' behavioural problems (Tisdell et al., 2025). Furthermore, interpretivism views reality as multifaceted and centers on individuals' subjective perceptions of how they interact with one another and share meaning (axiology) to create the social world (Kumatongo & Muzata, 2021).

Research Approach

A qualitative design was selected for this study because it is the most effective approach for collecting comprehensive and in-depth data within the study's context (Tisdell et al., 2025). Nieuwenhuis (2020) defines research methodology as the researcher's approaches to gather information, evaluate, characterize, and clarify a phenomenon. The primary objective of qualitative research is to collect detailed, narrative data about a specific phenomenon or context, thereby gaining a deeper understanding of what is being observed or researched (Denzin et al., 2023; Nieuwenhuis, 2020). The qualitative method was used in this study because it is the most appropriate for capturing the experiences of families and teachers when managing the behavioural problems of the learners.

Multiple Case Studies

This study employed a multiple case study design. In-depth inquiries examining certain occurrences are known as case studies (Schoch, 2020). According to Schoch (2020), many case studies examine phenomena by selecting participants from various study settings. In this study, two full-service schools served as the cases.

Data Generation Tool and Sampling

In this study, the researcher used individual semi-structured interviews, focus group interviews, and document analysis as data collection techniques. According to Nieuwenhuis (2020), interviews are instruments that permit participants to share their experiences on the phenomenon being explored. Furthermore, interviews typically offer a more comprehensive source of descriptive data that could have been challenging using tools like questionnaires (Taherdoost, 2021).

The researcher purposefully selected two full-service schools in the Matlosana Local Office, North West Province. The total number of participants interviewed was six school-based support team members from School A, six school-based support team members from School B, six parents from School A, and six parents from School B. The researcher selected this number of participants to guarantee that the data gathered could be managed. Codes were used to protect the identity of participants. T1A referred to the teacher from school A, and P1A referred to the parent from school A. The second tool used to collect data was document analysis. Information from the participants' interviews was verified using a variety of documents, including the Education White Paper 6 (EWP6), school registers and logbook, minutes of the school-based support team,

and guidance and counselling records. Document analysis supplements and complements interview-derived information (Taherdoost, 2021).

Table 1. Biographical data of parents

Names	Gender	Age (years)	Marital status	Home language	Level of education	Employment status
P1A	Female	50	Married	Setswana	Standard 9	Employed
P2A	Female	31	Single	Setswana	Standard 10	Unemployed
P3A	Female	34	Single	Setswana	Standard 10	Employed
P4A	Female	50	Single	Setswana	Abet	Unemployed
P5A	Female	35	Single	Sotho	Standard 10	Employed
P6A	Male	37	Single	Setswana	Standard 10	Employed
P1B	Female	45	Married	Xhosa	Standard 10	Employed
P2B	Female	38	Single	Xhosa	N4 diploma	Employed
P3B	Female	49	Single	Xhosa	Standard 10	Unemployed
P4B	Female	40	Single	Xhosa	N3, Diploma	Employed
P5B	Female	35	Married	Sotho	Standard 10	Unemployed
P6B	Female	42	Single	Shangan	Standard 10	Employed

Table 2. Biographical data of teachers

Names Pseudonym	Gender	Age (years)	Teaching experience	Qualifications
T1A	Female	36	7 years	B.Ed.
T2A	Male	40	15 years	Edu. Diploma
T3A	Female	31	8 years	B.Ed.
T4A	Female	33	4 years	B.Ed.
T5A	Female	45	20 years	Edu. diploma
T6A	Female	28	3 years	B.Ed.
T1B	Male	34	8 years	Commerce (PGCE)
T2B	Male	55	30 years	Edu Diploma
T3B	Male	40	12 years	Honors Education
T4B	Female	44	5 years	B.Ed.
T5B	Female	29	6 years	B.Ed.
T6B	Female	31	7 years	Honours education

Data Analysis

The researcher used thematic analyse to analyse the interview data and corroborate it with the literature. Kiger and Varpio (2020) contend that one way to methodically identify, organize, and provide insight into patterns of meaning (themes) across datasets is by using thematic analysis. The audio recordings were transcribed into transcripts in Microsoft Word and carefully read to identify themes, sub-themes, and similar responses to the participants' questions during one-on-one and focus group interviews.

RESULTS AND DISCUSSION

Results

The section presents the study's results. The results were analyzed using qualitative methods. The research questions and objectives guiding this study were to propose guidelines that families and schools could use to effectively address student behavior problems in full-service schools.

Most parents' participants indicated not being welcomed at school through waiting for long hours and the attitudes given by teachers when supporting the learner with their parents. The participants contend that a welcoming school environment and involvement in activities are essential in fostering school and family partnerships. The parents' participants also indicated that a positive attitude from school staff would enable them to be effectively involved. At the same

time, teachers indicated that communication and policy training are essential in ensuring school and family partnerships.

P4A expressed:

The school should have activities that can make us parents be involved in the school. Cultural activities can also strengthen the partnership between families and schools. Learning about each other's cultures.

P6A emphasizes that

Schools and families should respect each other when working together; a negative attitude is unnecessary, and roles should be clearly stated.

P1B recommended that

Quarterly meetings about the child's progress and behaviour will foster family and school partnership.

P2B echoed the following sentiments:

Personalized service will enhance communication between the family and the school, as well as foster support and partnership.

The participants also expressed the importance of training and communication in realizing school and family partnership. The participants indicated miscommunication as one of the challenges in collaboratively supporting the learners. They also demonstrated that letters are not an effective means of communication.

School A, Teacher 2 alluded that:

One of the strategies that can be used to enhance family and school partnerships is by calling regular parent meetings and involving parents in school projects.

P5A emphasized that:

Open communication, respect, and regular teacher meetings are essential to a school and family partnership.

Similarly, P3B echoed:

I think regular communication, parent and teacher workshops, and school activities can help to improve family and school partnerships.

The research reveals that policy training is not provided, especially regarding learner support; hence, there are challenges in effectively managing learners' behavioural problems. The parents' and teachers' participants demonstrated a lack of policy knowledge and implementation. However, they strongly recommended continuous development, which covers policy implementation as a stepping stone to family and school partnerships.

P4B stated that

Being involved in meetings, giving policies of schools or the rules, and having parents sign the guidelines that must be followed will improve family and school partnerships.

In the same vein, T4A strongly recommended that.

The department can also assist parents with workshops on preventing learners from having issues or help when they experience challenges. Additionally, continuous refresher courses for teachers and a robust orientation process can strengthen family and school partnerships.

FG T5A shared that:

Parents require assistance to learn how to deal with specific behaviours at home. Also, workshops on behaviour management or approaches for positive reinforcement might be highly beneficial.

The participants also emphasized a multidisciplinary committee approach. They expressed that it will be significant as different stakeholders bring different views and expertise to support and manage learners' behavioural problems.

T2A indicated that:

Stakeholders such as parents, social workers, and psychologists must come together to address and support such learners. Children with behavioural problems must be subjected to camps where these behaviours are discussed.

T5B also recommended that

All role players should work together and be consistent. This can be achieved by discussing with parents, conducting one-on-one sessions with learners and the social worker, and giving learners responsibility in class.

The participants indicate that family and school management require a holistic approach combining strict policies with supportive interventions to promote positive behaviour.

Discussion

This study investigated the family and school partnership in managing learners' behavioural problems in two full-service schools. Family and school partnerships are paramount in ensuring learners' positive development is realized (Pullen, 2025). In a Garbacz (2020) survey, participants indicated various strategies, such as regular parent-teacher meetings and parental involvement, as significantly strengthening family and school partnerships, especially in managing learners' behavioral problems. According to Garbacz (2020), a partnership involving shared meaning and understanding differs from a series of episodic interactions.

The results indicate that parents' participants long to be actively involved in the process of supporting their children. However, challenges such as time constraints make it difficult.

The participants stressed the importance of a welcoming school environment in school and family partnerships. This finding is supported by literature that indicates that schools that actively welcome parents and communicate to the entire school that they value parental involvement are more successful in fostering home-school relationships than those that don't seem to be trying (Nelen et al, 2021; Ngoma, 2020). According to Nelen (2024), several schools create specialized programs to promote effective home-school partnerships. The presence and quality of these programs can be viewed as a vital contextual backing for parental participation, engagement, and leadership.

Similarly, a study by Mekgwe (2024) revealed that parents would feel more invested in their child's education if there was positive communication between them and the teaching staff. This aligns with the underlying philosophy of Ubuntu, which emphasizes respect and compassion when working together (Mpofu & Sefotho, 2024). Madzinga's (2021) study also calls for teachers to be more dedicated to informing parents about their duties and practices in managing their children's behavioural problems regularly.

Through the interviews with participants, communication was indicated as a problem in partnerships. However, the participants echoed various communication methods and practices that would be essential during school and family partnerships. Russell and Qiu (2024) argue that internal or intrapersonal communication encompasses self-talk, problem-solving, planning, self-assessment, and assessing others. It is an ongoing practice that prepares the speaker to speak succinctly and clearly. Sharing meaning with at least one other person is known as interpersonal communication (Ngoma, 2020). The two main components of effective communication are sending the appropriate message and ensuring the other person or people understand it (Gorica et al., 2021; Vellymalay & Devisakti, 2020). Therefore, schools must initiate meaningful communication for effective school and family partnerships.

The participants recognize the importance of understanding the causes of learners' behavioural problems to manage the behaviours. Therefore, Bronfenbrenner's bio-ecological theory (1979) provides a practical framework for family and school partnerships in managing learners' behavioral issues. According to this theory, well-organized and goal-linked partnership programs yield better academic and behavioural outcomes, higher average daily attendance rates among learners, and increased family engagement (Bronfenbrenner, 1979; Mitchell, 2021).

Most participants also indicated that managing learners' behavioural problems is a task that needs the intervention of different stakeholders. A study by Potokri and Lumadi (2025) emphasized the importance of various stakeholders' partnerships in supporting learners, especially with behavioural problems. The Ubuntu theory emphasizes communal shared responsibility as embedded in the adage "it takes a village to raise a child." Therefore,

Bronfenbrenner's bioecological theory (1979) seeks to understand the learner holistically and proposes strategies to support learners presenting behavioral problems. The Ubuntu theory brings cultural depth and partnership strength, as it deviates from the school-only approach in managing learners' behaviour to communal responsibility (Kotze, 2025).

CONCLUSION

The study explored family and school partnership strategies in managing learners' behavioural problems in full-service school settings. The findings of this study reveal that a welcoming school environment, positive communication, positive behaviour interventions, and collaboration among stakeholders are essential for enhancing family and school partnerships in managing learners' behavioural problems. The study findings further indicate that family and school partnerships can be improved through parents' empowerment, teachers' training, and implementing Department of Education policies. Learners' behavioural problems can only be effectively managed when families and schools partner. The study also reveals that teachers should initiate family and school partnerships, especially to manage learners' behavioural problems effectively. The study was limited to 24 participants from two full-service schools in one province; further research can explore the topic with schools of quintiles 1, 4, and 5 to compare the types of learners' behaviours in these schools and the strategies employed. Further studies can be undertaken to focus on other provinces with a larger sample size. Additionally, the study suggests that to maximize family and school partnership, schools should consider the day and time of their meetings to accommodate employed parents. The study developed a multidisciplinary collaborative behaviour management approach in managing learners' behavioural problems. The approach includes stakeholders such as parents, teachers, social workers, psychologists, and knowledgeable community members.

ACKNOWLEDGEMENTS

The researcher would like to acknowledge the North-West Department of Education in South Africa for its significant contribution to this study. This allows the researcher to explore family and school partnership strategies in managing learners' behavioural problems in full-service schools in the North-West Province, South Africa. The researcher would also like to thank the families and teachers who participated in this study.

REFERENCES

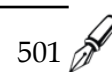
- Bau, N., & Fernández, R. (2023). Culture and the family. In *Handbook of the economics of the family* (Vol. 1, pp. 1–48). North-Holland. <https://doi.org/10.3386/w28918>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Brown, N., McIlwraith, T., & de González, L. T. (2020). *Perspectives: An open introduction to cultural anthropology* (Vol. 2300). American Anthropological Association. <http://hdl.handle.net/10211.3/206108>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Denzin, N. K., Lincoln, Y. S., Giardina, M. D., & Cannella, G. S. (Eds.). (2023). *The SAGE handbook of qualitative research*. SAGE Publications.
- Garbacz, S. A., Vatland, C. H., & Kern, L. (2020). Family-school partnerships within tiered systems of support to increase access, improve equity, and promote positive outcomes for all children and families. In *Social justice for children and young people: International perspectives* (pp. 194–210). Cambridge University Press. <https://doi.org/10.1017/9781108551830.013>

- Gorica, P., Popovski, F., & Popovska, H. D. (2021). Communication strategies for strengthening the parent-teacher relationships in the primary schools. *International Journal of Research Studies in Education*, 10(14), 123–134. <https://doi.org/10.5861/ijrse.2021.a076>
- Humaeroah, H., Sardi, A., & Ermawati, E. (2022). Teacher perspective: Managing students' behaviour problems in teaching English at primary school. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 2113–2121. <https://doi.org/10.24256/ideas.v10i2.3206>
- Jacob, L. L. (2022). *Learners' problem behaviour in the classroom: Teachers' explanations and interventions in selected primary schools in Midrand* [Master's thesis, University of the Witwatersrand]. <https://hdl.handle.net/10539/34763>
- Kelty, N. E., & Wakabayashi, T. (2020). Family engagement in schools: Parent, educator, and community perspectives. *SAGE Open*, 10(4). <https://doi.org/10.1177/2158244020973024>
- Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical Teacher*, 42(8), 846–854. <https://doi.org/10.1080/0142159X.2020.1755030>
- Kotze, C. J. (2025). "I am because we are": Novice teacher mentoring support needs from an Ubuntu perspective. *International Journal of Mentoring and Coaching in Education*, 14(1), 54–70. <https://doi.org/10.1108/IJMCE-02-2024-0011>
- Kumatongo, B., & Muzata, K. K. (2021). Research paradigms and designs with their application in education. *Journal of Lexicography and Terminology*, 5(1), 16–32. <https://journals.unza.zm/index.php/jlt>
- Letuma, M. C. (2024). Understanding the complexities: Exploring secondary school contextual challenges teachers face in addressing indiscipline. *Studies in Learning and Teaching*, 5(2), 334–345. <https://doi.org/10.46627/silet.v5i2.418>
- Lodi, E., Perrella, L., Lepri, G. L., Scarpa, M. L., & Patrizi, P. (2021). Use of restorative justice and restorative practices at school: A systematic literature review. *International Journal of Environmental Research and Public Health*, 19(1), 96. <https://doi.org/10.3390/ijerph19010096>
- Madzinga, J. (2021). *Parental involvement in foundation phase: A case in Mafikeng, North West Province* (Doctoral dissertation, University of South Africa). <https://uir.unisa.ac.za/handle/10500/27972>
- Maistry, S. M., & Africa, I. E. (2020). Neoliberal stratification: The confounding effect of the school poverty quintile ranking system in South Africa. *South African Journal of Education*, 40(4). <https://doi.org/10.15700/saje.v40n4a1872>
- Maree, K., & Pietersen, J. (2020). Sampling. In K. Maree (Ed.), *First steps in research* (3rd ed., pp. 213–224). Van Schaik.
- Mekgwe, T., Maseko, N., & Sedibe, M. (2024). Parental involvement in supporting academic performance of intermediate phase learners in a low socio-economic context. *Studies in Learning and Teaching*, 5(2), 309–321. <https://doi.org/10.46627/silet.v5i2.354>
- Mitchell, M. R. (2021). *Secondary school teachers' perspectives on collaborative support to learners with behaviour problems* (Doctoral dissertation, North-West University, South Africa). <http://hdl.handle.net/10394/37038>
- Mpofu, J., & Sefotho, M. M. (2024). The relationship between the philosophy of Ubuntu and the principles of inclusive education. *Perspectives in Education*, 42(2), 128–144. <https://doi.org/10.38140/pie.v42i2.7338>
- Nelen, M. J., Scholte, R. H., Blonk, A. M., van der Veld, W. M., Nelen, W. B., & Denessen, E. (2021). School-wide positive behavioral interventions and supports in Dutch elementary schools: Exploring effects. *Psychology in the Schools*, 58(6), 992–1006. <https://doi.org/10.1002/pits.22483>
- Ngoma, Z. A. (2020). *Experiences of teachers when supporting learners with behavioural problems in the inclusive foundation phase classes of Gauteng East District* [Master's dissertation, University of South Africa, South Africa]. <https://hdl.handle.net/10500/28206>

- Nieuwenhuis, J. (2020). Introducing qualitative research. In K. Maree (Ed.), *First steps in research* (3rd ed.). Van Schaik.
- Padayachee, A. S., & Gcelu, N. (2022). Collaboration: The key to managing discipline in South African schools. *South African Journal of Education*, 42(4). <https://doi.org/10.15700/saje.v42n4a2139>
- Patnaik, S., Sharma, U., & Subban, P. (2022). Who is responsible for students' challenging behaviour? A study of the causal attributions of teachers to challenging behaviour in primary schools in West Bengal, India. *Disabilities*, 2(1), 56–72. <https://doi.org/10.3390/disabilities2010005>
- Posey-Maddox, L., & Haley-Lock, A. (2020). One size does not fit all: Understanding parent engagement in the contexts of work, family, and public schooling. *Urban Education*, 55(5), 671–698. <https://doi.org/10.1177/0042085916660348>
- Potokri, O. C., & Lumadi, R. I. (2025). Insights for female teachers on managing learner discipline from perceptions of teachers and parents in Vuwani, Limpopo, South Africa. *Management in Education*. <https://doi.org/10.1177/08920206251320183>
- Pullen, A. F. (2025). *Family-school partnerships in behavioural modification of learners in high school settings* (Doctoral dissertation, University of Johannesburg).
- Russell, W., & Qiu, H. (2024). The dynamics of parent-teacher relationships and their impact on student success. *Iranian Journal of Educational Sociology*, 7(1), 212–218. <https://doi.org/10.61838/kman.ijes.7.1.21>
- Schoch, K. (2020). Case study research. In *Research design and methods: An applied guide for the scholar-practitioner* (Vol. 31, Issue 1, pp. 245–258).
- Sibanda, R. (2021). "I'm not a teacher": A case of (dys)functional parent-teacher partnerships in a South African township. *South African Journal of Education*, 41(3). <https://doi.org/10.15700/saje.v41n3a1812>
- Steyl, J. K. (2022). *Intermediate phase teachers' perspectives and experiences of collaboration in a full-service school* (Doctoral dissertation, Stellenbosch University, South Africa). <http://hdl.handle.net/10019.1/125942>
- Susnara, D. M., Berryhill, M. B., Ziegler, A., & Betancourt, A. (2021). Exploring effective pre-kindergarten family-school partnerships: The pre-kindergarten parent leadership academy program. *Journal of Higher Education Outreach and Engagement*, 25(2). <https://openjournals.libs.uga.edu/jheoe/article/view/1492>
- Taherdoost, H. (2021). Data collection methods and tools for research: A step-by-step guide to choose data collection technique for academic and business research projects. *International Journal of Academic Research in Management*, 10(1), 10–38. <https://hal.science/hal-03741847v1>
- Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Vellymalay, S. K. N., & Devisakti, A. (2020). Strengthening family-school partnerships through effective school-led communication and parental trust. *The International Journal of Humanities Education*, 18(1), 43–53. <https://doi.org/10.18848/2327-0063/CGP/v18i01/43-53>
- Webster, S. (2023). *Creating family-school partnerships: From 'Talking To' towards 'Learning With'*. Taylor & Francis.

Author (s):

* Tumelo Mekgwe (Corresponding Author)
Department of Educational Psychology, Faculty of Education,
University of Johannesburg,
Auckland Park 2006, South Africa
Email: 215066909@student.uj.ac.za



Nonhlanhla Maseko
Department of Psychology of Education, Faculty of Education
University of South Africa,
Pretoria, 0002, South Africa
Email: maseknd@unisa.ac.za

Mabatho Sedibe
Department of Educational Psychology, Faculty of Education,
University of Johannesburg,
Auckland Park 2006, South Africa
Email: mabathos@uj.ac.za
