**Reference to human agency**

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| **Text** | **Descriptive code: Reference to human agency** | **Interpretive codes** |
| D1 | this research study was to determine, Chapter 2 provided insight, was followed by critical observations, Wellington and Osborne (2001) suggest | academic literate voice  objective voice  insider voice |
| D2 | Data interpretation involves the ability to review the data, the research findings, this study set out, Clansy (2017:2) mentions, Vygotskian terms |
| D3 | This chapter presented, associated research components are represented, Participant two, |
| D4 | the findings, themes encapsulate |
| D5 | data collected through audio recordings revealed, the participants, interpretation and analysis process, Epstein’s model of Parental Guidance, the literature review chapter 2.7 established, In support Glanz (2005), also argues |
| D6 | The data, An inductive data analysis was used, research has shown , second research question which attempts to, Stage 2 of Fuller’s CBMoTD |
| D7 | the data, this study, this chapter will reflectively integrate, the views of Kelchtermans, Piot and Ballet (2011), Fullan (2001) advocates |
| D8 | the findings, findings of this study coordinate, According to Rahimi and Karkami (2015), Levy (2008) maintains |
| D9 | according to the available literature, this study aimed to investigate, Day and Sachs (2004) state, the data revealed, the responses of the participants generally indicated |
| D10 | as suggested by Creswell(2014, p. 197), the analysis of the results revealed, consistent with the findings by Mkosi (2013), this finding seems to support |
| D11 | Heugh’s (2011) finding, the observation process, from the interviews, Webb (2008) claims |