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The relationship between parenting styles and academic performance of matric learners in Gauteng

by

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DECLARATION OF ORIGINALITY

1. I understand what plagiarism is and am aware of the University's policy in this regard.

2. I declare that this mini-dissertation is my own original work. Where other people's work has been used (either from a printed source, internet, or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements.

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DATE: 02/12/2024

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ABSTRACT

South Africa's high unemployment rate is a crisis facing millions of its citizens especially for those who have not completed their matric as obtaining a National Senior Certificate may increase a person's chances of finding employment. Research into what might affect a learner's academic performance is therefore crucial, which is what this study proposed to do by examining the relationship between parenting styles and matric learners' academic performance. The study used a quantitative research design, and a questionnaire was developed to collect demographic and academic performance information and parenting styles scored by the respondents. Parenting styles was split into two dimensions, namely the responsiveness (love, nurture, affection) and demandingness (discipline, strictness, control) dimensions. The values of these dimensions were then correlated with the Grade 11 academic marks of the learners in order to determine what the nature, intensity, and direction of the relationship was. Stratified random sampling was used to select five fee-paying and five non-fee-paying government schools located in Gauteng, South Africa. One hundred learners from these 10 schools volunteered to complete the questionnaire. Data were analysed using Pearson correlation and independent samples t-tests. There was a weak, negative, significant relationship between the demandingness dimension and academic performance, and this relationship only occurred for maternal parents and guardians. This indicates that the authoritarian parenting style may be associated with lower academic performance. Future research could employ improved sampling protocols that aim for a larger and more representative sample.

Keywords: Parenting styles, academic performance, demandingness, responsiveness, matric.

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CHAPTER 1:
INTRODUCTION

This chapter focuses on the background and justification, problem statement, and aims of the study. It also stipulates the research questions, research objectives, and operational definitions of terms and concludes with the outline of chapters.

1.1. BACKGROUND AND JUSTIFICATION

Matric (or Grade 12, final year of school) is the final hurdle before learners can receive their National Senior Certificate (NSC). It is also seen as the last chance for learners to achieve adequate levels of academic performance that may influence their future opportunities, as both employers and academic institutions use a learner's academic record to determine whether learners qualify for entry level jobs or further study opportunities, respectively. As such learners, especially matric learners, need to find ways to reach their academic potential, and need as few obstacles as possible in order to reach that potential. Schools may offer ways for students to reach this potential, from offering after school classes, to providing safe spaces that have few distractions for the learners (Khumalo, 2023). Many educators feel that it is important for parents to do their part to help their children reach their potential as well, by encouraging them and providing them with a supportive environment through their interactions and relationship with their children (Munje & Mncube, 2018). However, previous research, as presented in the literature review section in chapter 2, has shown that there is a lack of consensus on whether parents' parenting styles can positively influence academic performance, or whether the inverse of this is true as well.

There are a few justifications for this research. The first one is that previous research on the relationship between parenting styles and academic performance has not yet reached a consensus on whether there is a significant relationship. Previous research has found that parenting styles with high demandingness (such as the authoritative and authoritarian parenting style) was correlated with higher academic scores (Alhabadi et al., 2019; Yang & Zhao, 2020). Other studies found that only the authoritative parenting style (high responsiveness and demandingness) was positively correlated with higher academic scores

(Hayek et al., 2022; Njagi et al., 2014; Turner et al., 2009). Further studies did not find any significant relationship between the two variables (Masud et al., 2016; Rivers et al., 2012). The second justification is related to the country where the research has taken place, namely South Africa. According to the Quarterly Labour Force Survey (Statistics South Africa, 2022), 40.5 million South Africans fall between the ages of 15 and 64. Of this population, 23.7 million South Africans officially form the labour force. Nearly eight million of this labour force are unemployed, which indicates an unemployment rate of 32.7%. Furthermore, the labour force survey found that, of the 7.8 million unemployed persons in the fourth quarter of 2022, 50.4% have not completed a matric. They further show, however, that people who had completed only their matric make up 39.5% of the unemployed group.

The survey therefore shows how critical the unemployment issue is in South Africa, while also showing that South Africans without a matric are those most likely to experience unemployment. This indicates how important it is for high school learners to obtain their high school degrees, as it may decrease their chances of becoming part of the large unemployed population in the country. As such, research that can provide insight on how different factors and environments can increase or decrease a learner's academic potential is crucial to study, as it may lead to future research that can address these issues and attempt to increase learners' chances of reaching their academic potential.

A third justification for this research is the Department of Basic Education's desire to have this research conducted. The director of the D2 district of the Department of Basic Education confirmed in an interview (O. Koapeng, personal communication, July 1, 2022) that the Further Education and Training (FET unit) of the Department of Basic Education is also eager for the study to be done as parenting styles and academic performance in adolescents and learners have not been studied in the district before. The current study intends to focus on the relationship between parenting style and academic performance of matric learners in the D2 school district of Gauteng.

A final justification for this research is the fact that previous research on this relationship only used three different types of parenting styles, even though a fourth parenting

style, namely the neglectful parenting style, exists as well (Baumrind, 1991; Maccoby and Martin, 1983). The inclusion of the unresponsive or neglectful parenting style as a fourth style is, as will be shown in the literature review below, important for the expansion of studies done regarding parenting styles as a whole. As South African and international studies have mostly focused on the original three parenting styles, this proposed study aims to fill that gap by including the neglectful parenting style as an additional measure.

1.2. OPERATIONAL DEFINITIONS OF TERMS

The sections that follow will provide the operational definitions of the necessary terms that will be explored throughout the study. These include: parenting styles, responsiveness, demandingness, matric learners, and parenting dimensions.

1.2.1 PARENTING STYLES

Parenting styles can be defined as a representation of general patterns of childrearing, or of a parent's typical way of responding in an interaction with their child (Gamble et al., 2007). Baumrind (1971) originally developed three distinct parenting styles. The first one established is the authoritative parenting style, which is regarded as a parenting style that places medium to high emphasis on consistent control and discipline, but also high emphasis on acceptance of, and involvement in the life of the child (Baumrind, 1971; Louw & Louw, 2019). The second established parenting style is the authoritarian parenting style. This style is characterised by parents who have high degrees of control and high expectations for their child, but who appear cold and rejecting of them (Baumrind, 1971; Louw & Louw, 2019). The third established parenting style is the permissive parenting style. These parents are warm and nurturing toward their children, but show low levels of control and low exertions of discipline toward their children (Baumrind, 1971; Louw & Louw, 2019). A fourth parenting style was later categorised by Baumrind (1991) and Maccoby and Martin (1983). This fourth parenting style is known as the uninvolved or negligent parenting style; it is devoid of discipline, nurture and affection (Louw & Louw, 2019). Each of the four parenting styles can be shaped by two dimensions,

namely the responsiveness dimension and the demandingness dimension (Maccoby & Martin, 1983).

1.2.2 RESPONSIVENESS

Parental responsiveness, also known as supportiveness, acceptance, warmth, or simply responsiveness, refers to “the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive, and acquiescent to children’s special needs and demands” (Gafoor & Kurukkan, 2014, p. 2). In the current study, it is indicative of how much acceptance, closeness, involvement, and warmth is extended by the parents or guardians of the learners, as perceived by the learners themselves (Fenta, 2018). It is measured using the parental responsiveness sub-scale, which forms part of the Scale of Parenting Styles used in the current study.

1.2.3. DEMANDINGNESS

Parental demandingness, also known as behavioural control, control, or simply demandingness, refers to “the claims parents make on children to become integrated to the family whole, by their maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys” (Gafoor & Kurukkan, 2014, p. 2). In this research, it is indicative of the level of control, restrictiveness, firmness, discipline, and strictness implemented by parents/guardians, as perceived by learners (Fenta, 2018). It is measured using the parental demandingness sub-scale, which forms part of the Scale of Parenting Styles used in this research.

1.2.4. MATRIC LEARNERS

In this research, any mention of learners or matric learners refers to learners who are in the process of completing their grade 12 year in one of the 50 public high schools within the D2 district of South Africa in the current year, 2023.

1.2.5. PARENTING DIMENSIONS

In this mini-dissertation, both responsiveness and demandingness form part of the two parenting dimensions. The values of both dimensions indicate the type of parenting style

exhibited by the learner's parenting figure. Table 1, developed by Gafoor and Kurukkan (2014), indicates how both dimensions shape the four different parenting styles. The authoritative parenting style (high responsiveness, mid-to-high demandingness) consists of parents who are attentive, forgiving, and who encourage their children to be independent and autonomous, while also showing firm and consistent control, and monitoring and impacting clear standards for their children's conduct. The permissive parenting style (high responsiveness, low demandingness) consists of parents who show high acceptance and tolerance of their children, while also showing minimal discipline and punishment. They tend to show minimal enforcement of rules, and take the role of their friend, rather than their parents. The authoritarian parent (low responsiveness, high demandingness) consists of parents who show firm control and expect strict, unquestioned obedience and parental authority. They struggle to accept their children's individuality. There is little communication between this parent and their children. The negligent parent (low responsiveness, low demandingness) consists of parents who are inattentive and neglectful. They show little interaction with their children, and are generally uninvolved in the events of their children's lives.

Table 1.1

Table of Parenting Styles Shaped by Responsiveness and Demandingness Dimensions

	High Control	Low Control
High Responsiveness	**Authoritative** • Firm and consistent control • Monitor and impact clear standards for their children's conduct • prioritises child's needs and abilities • Implying age-appropriate maturity demands • Encourage independence and autonomy • Attentive • Forgiving • Offering democratic climate	**Permissive** • Frequent expression of warmth and affection • Low enforcement of rules and authority. • High acceptance • Taking the role of friend rather than parent • Allow the child to make their own decision • Minimal punishment
Low Responsiveness	**Authoritarian** • Firm in control practices • Expecting strict, unquestioned obedience to parental authority • Not accepting of child's individuality • Disobedience is dealt by forceful and punitive discipline • Relative neglect of child's needs • Little communication between parent and child • Highly directive behaviours	**Negligent** • Inattentive behaviour • Neglecting the child • Little interaction with child

1.3. AIM OF THE STUDY

The research question for this study is: What is the relationship between parenting styles and academic performance of matric learners in the D2 district of Gauteng?

In order to answer this question, the researcher used a questionnaire that consists of items regarding the learners' relationship and behaviour with their parents, while also asking for the academic scores of the learners. With this data, the academic scores of the learners can be compared to the scores of the items, which will indicate the responsiveness and demandingness levels of the parents. These variables can be measured together using bivariate correlation and Pearson correlation, which will indicate the nature, intensity, and direction of the relationship between parenting styles and academic performance.

The aim of the study, therefore, is to determine the relationship between parenting styles and academic performance of matric learners in the D2 district of Gauteng, South Africa.

The objectives of the study are to:

- Examine the academic performance of matric learners in the D2 district.
- Examine the parenting styles adopted by matric learners' parents.
- Determine the direction, intensity, and frequency of the relationship between the dimensions of parenting styles and academic performance.
- Examine the differences in parenting styles and academic performance between fee-paying and non-fee-paying schools.
- Examine the differences between maternal and paternal parenting styles, and their correlation with academic performance.

1.3.1. SCOPE OF THE RESEARCH

The current study is focused on measuring the relationship between parenting styles and academic performance for learners in the D2 district of Gauteng, South Africa. Only the two variables, namely the parenting style of the learners' parents (measured through the responsiveness and demandingness dimensions), and the learners' academic performance,

will be measured, as this is a mini-dissertation. As such, other mediating variables (such as self-efficacy) will not be measured.

It should be acknowledged that there are various factors that could influence a learner's academic performance beyond parenting styles alone. Some of the studies discussed in the sections that follow will mention how parenting styles may influence personal factors, such as self-esteem and self-efficacy, which may influence academic performance as well. Since this study includes learners from both fee-paying and non-fee-paying schools, environment and economic level could also influence learners' academic performance. As such, this mini-dissertation will not be able to cover all possible factors and influences of academic performance. Instead, it will focus on one variable that could possibly influence other variables, namely the parenting styles of the parents of the learners, which is also affected by environment, economic level, and the relationship between the parents and the learners.

1.3.2. THEORETICAL FRAMEWORK AND METHODOLOGY

This study will make use of social cognitive theory (SCT) as the main theoretical framework. SCT emphasises a person's past experiences with their environment and the people within that environment, and how these experiences shape the behaviour of the individual, as well as their motivation for doing particular actions and their experiences of that action (Vandenbos, 2015). There are many variables that could influence academic performance. However, Bandura (1997) states that these variables are not independent of each other, but instead influence, and are influenced by, each other.

This study will also make use of a quantitative methodology, as it is based on measuring variables to obtain scores from numerical values, as well as a correlational research design, as two variables will be measured in order to obtain a set of scores (Gravetter & Forzano, 2018).

1.4. CHAPTER DIVISION

Over and above this chapter, the study comprises of five additional chapters. The second chapter is the literature review. This chapter includes theories, histories, concepts,

models, and empirical results of the parenting dimensions, parenting styles, academic performance, and the relationship between parenting styles and academic performance. Previous research that occurred in South Africa and internationally is also discussed.

The third chapter presents the research methodology. This chapter will outline the specific research design of the study (namely, a quantitative research design), the sample and sampling techniques, the instruments used for collecting the data, data collection procedure, the validity and reliability of the instruments, ethical considerations, and methods of data analysis. The fourth chapter is the results of the study. This chapter will discuss the analysis of the data, as well as summarise the collected data in comparison with the research objectives. The fifth chapter is the discussion. This chapter presents a discussion of the research findings in line with previous results. This chapter will also report the summary, conclusion, and limitations of the study, as well as the recommendations for future research.

1.5. CONCLUSION

In conclusion, the justification for the current study identified some important gaps found in the current research. While many similar studies have been done, the conclusions of these do not agree on the significance of the relationship between parenting styles and academic performance. These studies also rarely examined the negligent parenting style. Furthermore, this study will add to the number of similar studies that were conducted in South Africa.

The relationship between parenting styles and academic performance will be measured through the responsiveness and demandingness dimensions, which will inform the type of parenting style that the parent exhibits, and the learners' academic performance. With the use of bivariate correlation, and Pearson correlation, the intensity, nature, and direction of this relationship can be examined. In chapter 2, a literature review will be presented on the following aspects: parenting styles, academic performance, education in South Africa, the relationship between parenting styles and academic performance in international studies and in the South African context.

CHAPTER 2:
REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This chapter provides the reader with a summary of the literature on parenting styles (PS), academic performance (AP), and the relationship between parenting styles and academic performance. This chapter will also discuss the results of previous studies on the topic of parenting styles and academic performance and examine the analyses and methodologies of these studies, in order to provide a more comprehensive background of previous studies related to the research question.

2.2. PARENTING

Parenting is defined as the process of raising, promoting, and supporting the physical, emotional, social, and cognitive development of a child to adulthood (Brooks, 2011; Gauthier et al., 2021). It is, in essence, how parents ensure that children ultimately reach adulthood, and covers not just how parents ensure the survival of their children (through ensuring that their physical needs are met), but also how their children develop as people, and how they will ultimately behave in different circumstances as fully-developed adults.

Researchers have tried to investigate how individual differences in parenting practices and behaviour could possibly influence child development (Power, 2013). In typical studies between 1930s and 1960s, observers would interview and observe parents, and rate their behaviour under general terms (such as “strict”, “accepting”, “harsh”). Factor analyses of this data ultimately identified two main dimensions of parental behaviour: one that assessed constructs like “acceptance” or “support”, and another that assessed constructs like “control” or “hostility”. These dimensions were found across multiple studies during this time period, but were labelled differently (such as Acceptance and Dominance (Symonds, 1939), Emotional warmth and Detachment (Baldwin, 1948), and Love and Control (Shaefer, 1959)). Ultimately, two literature reviews found that the consistent findings across these studies leads to the conclusion that there were two major dimensions that could describe parental behaviour, namely parental support and parental control (Rollins & Thomas, 1979), and later parental

responsiveness and parental demandingness (Maccoby & Martin, 1983). The responsiveness dimension consists of parental behaviour that is perceived as warm, supportive, accepting, and loving, while the demandingness dimension consists of parental behaviour that is perceived as strict, controlling, or even hostile (Gafoor & Kurukkan, 2014).

2.3. PARENTING STYLES

This section covers the concept of parenting styles, the different types of parenting styles, and empirical results of parenting styles and their effect on academic performance. Furthermore, it will also reveal how parenting styles are categorised according to the responsiveness and demandingness dimensions.

2.3.1. CONCEPT OF PARENTING STYLES

Parenting styles can be defined as a representation of the different patterns or responses that parents exhibit when interacting with their children (Gamble et al., 2007). In short, it is “the way that parents interact with their children” (Louw & Louw, 2019, p. 349). It should be noted that parenting styles differ from the definition of parenting in one key way: parenting describes the way that parents raise their children and promote their development, while parenting styles describes the parental behaviour and practices as they are perceived by children (Baumrind, 1991).

Studies (Baldwin, 1948; Shaefer,1959; Symonds, 1939) have found the commonality in responsiveness and demandingness in parental behaviour. However, Diana Baumrind conducted pioneering research on the topic by taking the different dimensions and combining them in a tangible way. Instead of measuring these dimensions individually, as previous studies had done, she identified three different styles of parental behaviour (or parenting styles), which could be described as a combination of the values of the two dimensions (Power, 2013). The first one established is the authoritative parenting style, which is regarded as a parenting style that places medium-to-high emphasis on consistent control and discipline, but also high emphasis on acceptance, nurture, and involvement in the child’s life, as well as the granting of appropriate autonomy (Baumrind, 1971; Louw & Louw, 2019). It is commonly

regarded as the most successful approach to child rearing, as it is linked to better self-control, persistence, cooperation, and maturity (Louw & Louw, 2019).

The second parenting style is referred to as the authoritarian parenting style. This style is characterised by parents who have high degrees of control and high expectations for their child, but appear cold and rejecting of them (Baumrind, 1971; Louw & Louw, 2019). These parents are often perceived as providing low nurture and communication, and are prone to putting their children down. In the event that the child disobeys, the authoritarian parent is more likely to use force and punishments such as spanking to exert discipline. These children grow up to be generally unhappy, anxious, and have high rates of defiance and dependency. (Louw & Louw, 2019).

The third style is the permissive parenting style. Although these parents are kind and caring to their kids, they impose very little control or discipline over them (Baumrind, 1971; Louw & Louw, 2019). They are unlikely to place expectations on their child, and generally exert little control over their children's behaviour. Despite their warmth, they may also fail to be involved, and instead exhibit excessive indulgence and inattention. Permissive parents typically raise impulsive, disobedient, and rebellious children. Because they are also likely to be less persistent in finishing and maintaining tasks than other children who experience more control and discipline, they may also be overly reliant on adults (Louw & Louw, 2019).

After these three styles were categorised, a fourth parenting style was added by Maccoby and Martin (1983) and later by Baumrind (1991). This fourth parenting style, known as the uninvolved or negligent parenting style, is defined as one that lacks both nurturing and affection, as well as control and discipline. (Baumrind, 1991; Louw & Louw, 2019). These parents do not meet any of the expectations of any of the other parenting styles. They frequently lack the time and energy to attend to their children's needs, and exhibit emotional detachment. In extreme circumstances, this non-involvement can be regarded as abuse through neglect. Numerous facets of a child's development, including academic and social skills, cognition, and attachment, are disrupted by this parenting style.

While there is consensus about the benefits and drawbacks of parenting styles, it should be highlighted that there are not always substantial links between parenting styles and predicted behaviour in children (Louw & Louw, 2019). Expected child outcomes may not always materialise as outlined above, and in other cases, the reverse occurs (for example, children of authoritarian parents may be rebellious or engage in antisocial behaviour) (Louw & Louw, 2019). This suggests that a deeper comprehension of the impact of parenting styles is required which the present study aims to partially address.

Gafoor and Kurukkan (2014) constructed a scale of parenting styles that divided these styles into four distinct categories. These categories were placed in a table based on their position along two dimensions that describe parental behaviour, namely the responsiveness dimension and the demandingness dimension. Table 1 (in chapter 1) further describes the four parenting styles as they have varying levels of responsiveness and control (also known as demandingness).

2.4. ACADEMIC PERFORMANCE

Academic performance refers to the achievement of a learner's educational benchmarks, and are what most agents in educational settings (such as learners, teachers, parents, and educational institutions) aim for the learners to achieve, with the hopes that this achievement will be a foundation for the development of the learner as they step into the modern world (Ali et al., 2023). They are, in essence, what educational institutions use to determine whether learners have absorbed the appropriate information and learned the appropriate skills of their different subjects and modules. Different countries and schools have different methods of determining whether learners have achieved this benchmark.

In South Africa, public government schools are generally split into two types of schools, namely: fee-paying and non-fee-paying schools. Fee-paying schools are schools in which the parents/guardians pay an agreed-upon fee to the school for their learner to attend, while non-fee-paying schools require no payments from parents/guardians for their children (O. Koapeng, personal communication, July 1, 2022). The parents and learners from non-fee-

paying schools are generally from lower-income areas and communities, while the learners and parents from fee-paying schools are generally from middle- and higher-income areas and communities. This makes it possible for any learner to attend school and achieve a level of education, which is a right permitted to South African youths.

All these types of schools are public schools, and are the responsibility of the Department of Basic Education's regional offices. All schools go through the same syllabus, known as the Curriculum and Assessment Policy Statements (CAPS), and work with a 0–7-point system for their academic percentage/mark achieved (with a 7 being awarded for 80% and above, 6 for 70% and above, 5 for 60% and above, 4 for 50% and above, 3 for 40% and above, 2 for 30% and above, and 1 for any percentage between 0 and 30 %). The current study makes use of the percentages awarded to the learners for their respective subjects, which is a summary of their mark over the year.

Previous studies have measured academic performance in the same way: by collecting a learner's most recent end of year grades. The biggest difference between previous research is whether these grades are self-reported, and whether specific subjects' grades would be measured, or whether all subjects would be measured. Rivers et al. (2012) obtained the self-reported Grade Point Average (GPA) from the learners (which was also verified by teachers) in their study, and only included the GPAs of math, science, English, and social studies. Hayek et al. (2022) measured academic performance using high school learners' general average of the learner's self-reported performance in all school subjects within a specific semester. Rauf and Ahmed (2017) measured AP by assessing the latest achieved grades of school learners between the ages of 9 and 17. Masud et al. (2016) used the Cumulative GPA (CGPA) of university students, which included every subject that the students had from first year to the end of their studies.

A learner's academic performance is an indicator of their ability to meet challenges in the world outside of school, and as such any indication of a poor academic performance is a possible hindrance for the learners in different factors of their life outside of school. As such, it is important for research to be done on what could cause lower levels of academic

performance to find ways to mitigate them and to increase the learners' chances of thriving outside of school (Reddy, V. & Mncwango, B., 2021).

2.5. THE RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC PERFORMANCE

In this section research on the relationship between parenting styles and academic performance, the relationship between the variables, as it has been explored in previous studies, will be discussed. This is done in two sections: firstly, through the review of international studies that measured parenting styles and its dimensions as it relates to academic performance and related mediating variables (like self-efficacy), and secondly, through the review of studies done in South Africa.

2.5.1. INTERNATIONAL STUDIES

The research on the relationship between PS and AP has been studied before in multiple contexts and with multiple confounding variables. However, these former studies have not come to the same conclusion. Turner et al. (2009) used a bivariate correlation to measure the relationship between responsiveness and demandingness, and academic performance, and the results indicated that the responsiveness dimension had a significant correlation with academic performance, while also finding that the authoritative parenting style was correlated with better academic success for the participants (especially when paired with academic self-efficacy, $F= 5.53$, $p<.001$, $R2= 0.80$). Njagi et al. (2014) conducted a correlational study, and found that there was a weak, positive, significant relationship between the authoritative parenting style and academic performance ($r=0.1969$, $p<0.05$), while the authoritarian parenting style and the permissive parenting style yielded weak, negative, significant relationships ($r=-0.3689$, $p<0.05$ and $r=-0.1443$, $p<0.05$ respectively). Rauf and Ahmed (2017) found similar results regarding the effect of the authoritarian parenting style, where their linear regression analysis showed a negative significant relationship between parenting styles and academic performance (ß=-0.71, $p<0.001$).

In contrast, Huey et al. (2013) discovered that, while permissive and authoritarian parenting styles had a detrimental impact on academic achievement, the impact was not

strong enough to establish that parenting styles were the primary cause. Nonetheless, a strong positive correlation between academic achievement and the authoritative parenting style was discovered. According to research by Hayek et al. (2022), which was based on a secondary analysis of data from a three-wave longitudinal project over a one year period, adolescents with authoritative parents had a significantly higher chance of performing better academically six months after the baseline than adolescents with neglectful (ß: -0.87; 95% CI -1.55, -0.19) and authoritarian parents (ß: -0.62; 95% CI -1.23, -0.01). They concluded that authoritative parents not only had a direct positive impact on a learner's academic performance, but also had an indirect positive impact through mediating variables such as self-efficacy.

Another study was done by Carlo et al. (2018) based on data from a larger longitudinal project, where data was collected in four waves from families over 8 years (grade 5, 7, 10, 12). This study concluded that the parenting styles of the parents of the adolescents had significant indirect effects on academic performance through mediating variables such as prosocial behaviour. Rivers et al. (2012) also used a bivariate correlation to measure this relationship, and similar results were found between responsiveness and academic performance. However, the study concluded that the parenting dimensions of demandingness and responsiveness may not be sufficient to account for academic performance. This conclusion was shared by Masud et al. (2016), as the authoritative parenting style, authoritarian parenting style, and the permissive parenting style all had an insignificant relationship with academic performance ($p>0.01$). As can be seen from the results of these studies, the strength of the relationship between the variables differs depending on the study, which encourages the further examination of this relationship.

Some international studies also focused on the effect of parenting styles of different parents on academic performance. The study by Carlo et al. (2018), which measured the longitudinal relationship between parenting styles, academic outcomes, and prosocial behaviours, found that learners with less involved and moderately demanding mothers in Wave 1 (W1, when adolescents were in 5th grade) had lower prosocial behaviours in Wave 3

(W3, when adolescents were in 10th grade) than learners with authoritative mothers. Similarly, learners with less involved fathers in W1 had lower prosocial behaviour in W3 than authoritative parents. In both cases, prosocial behaviour was positively associated with academic self-efficacy and academic performance in W4 (when learners were in 12th grade).

While Johnsen et al. (2018) did not specifically examine parenting styles as defined by Baumrind, nor did they examine academic performance specifically, they did examine aspects of parental behaviour of school learners as well as general school competence (of which academic performance is part of). The aspects they examined were support ("the extent to which adolescents perceived their parents as supportive and understanding" (p. 2288)), monitoring ("the extent to which parents have established rules in relation to their adolescent's behaviour and manners and the extent to which adolescents perceive that their parents pay attention to their daily activities" (p. 2288)), and neglect ("the extent to which adolescents perceive their parents as unhelpful, unconcerned, or disinterested" (p. 2289)). They discovered that whereas neglect had a negative correlation with academic competency, parenting approaches that demonstrated high levels of support and monitoring had a favourable correlation.

2.5.2. PARENTING STYLES IN THE AFRICAN CONTEXT

The biggest difference between international and local studies seems to be the way in which parents from different population groups exhibit their parenting styles. In South Africa, previous studies have found that, across ethnic groups, the authoritative parenting style was used most commonly by parents/guardians (Makwakwa, 2011; Moyo, 2012). However, in South Africa, certain parental behaviour seems to be tied with gender roles, as similar behaviour from both parents could lead to different child behaviour. For example, fathers' overprotection may result in less intimacy and less assertive conflict resolution skills, while mothers' overprotection may lead to lower levels of independence from the children (Lowe, 2005).

Similar to some of the international studies, studies conducted in South Africa and Southern Africa seem to agree that the authoritative parenting style leads to higher academic outcome for learners, while authoritarian and permissive parenting styles may lead to mixed results (Noah, 2023). Ali et al. (2023) found similar results with the authoritative parenting style, but further found that the authoritarian and permissive parenting style led to lower academic performance among learners.

Statistics South Africa (1999) stated that they have classified citizens into population groups, and that this classification cannot be based on any legal definition, but rather on self-classification. An example of this can be seen in the work of Roman et al. (2016), who found that fathers from Black African South African households indicated lower levels of authoritative and authoritarian parenting styles when compared with White South African households. The authors provided plausible reasons for these results, such as the historical and cultural experiences of Black families during the Apartheid era, during which fathers were specifically required to work long hours away from their families for extended periods of time. Furthermore, Aldhafri (2011) found that the consequences of the father's permissive parenting style may be more severe than the consequences of the mother's permissive parenting style, which the researcher associated with the role and value that paternal authority and control has on adolescent groups of certain South African cultures.

Roman et al. (2016) found that parents tend to use an authoritative parenting style across population groups, with the resulting benefits mentioned above being found in young children, adolescents, and young adults. They also found that "overly strict parental behavioural control, monitoring, and limit setting predict high rates of substance abuse during adolescence" (p. 4).

The way mothers and fathers parent children is often seen as different both across and within ethnic groups. Mothers are typically regarded as more involved in child-rearing than fathers, which indicates that the bond between mothers and children are generally stronger, especially in terms of nurturance, support, satisfaction, affection, and intimacy. (Louw & Louw, 2019; Roman et al., 2016). Additionally, the parenting styles of both mothers and fathers may

vary based on the child's gender. For instance, mothers might adopt a more authoritarian approach with sons and a more authoritative one with daughters (Roman et al., 2016).

During the colonial era of South African history, and during the Apartheid era, many Black African men were forced to leave their homes and work and live in urban areas to support their families (Seepamore, 2016; Siqwanda-Ndulo, 1998). Women also joined this migrant labour force later on, dominating the domestic worker sector. It was a requirement for many Black African people, who had to find a way to work in an economic hub while not having the capabilities or rights to live in that hub. This separated parents from their children's living environments. Even while new family policies and child protection legislation have resulted from a more democratic and humanistic society, this phenomenon of migrant labour largely continues today, and thus, many South African children in low-income areas still suffer from limited time spent and interactions with their parents.

In addition, the majority of South Africans continues to live in poverty, with associated social problems such as unemployment, substance addiction, and crime contributing to the country's instability (Louw & Louw, 2019; Roman et al., 2016). Because of this, parents may be more likely to use harsh and punishing forms of discipline (Brooks, 2011; Roman et al., 2016). According to Ho et al. (2022), parents from low-income households experienced a wide range of stressors, which led to stress and a greater propensity for the parents to utilize harsher parenting techniques in their interactions with their children.

2.6. THEORETICAL FRAMEWORK: SOCIAL COGNITIVE THEORY

This study examined the relationship between parenting styles and academic performance through the lens of social cognitive theory as the theoretical framework. Social cognitive theory is, in essence, a general theory that states that people learn from their environment. People are influenced by, and influence, personal factors (e.g., self-efficacy and cognition), external agents' behaviour (e.g., parenting practices), and their environment (e.g., family networks), which all interact to determine outcomes (e.g., children's adjustment), which Bandura proposed as a "transactional system of triadic reciprocal influences over time"

(Dumka et al., 2010, p. 523). In the context of the school learners, various factors (namely, personal factors, external agents' behaviour, and the learners' environment) have an influence on the learner and are influenced by the learner. The learners are influenced by their internal factors (self-efficacy, cognition, resilience), as well as by external agents (parents, teachers, peers), and their environment (family networks, classrooms, income area of school or district). While this study primarily focused on the impact of parenting styles on academic performance, it does note that this impact does not happen in a vacuum, and that parental behaviour, as well as learners' reactions to such behaviour, is a product of these different factors and influences.

Previous studies have shown how parenting styles influence mediating variables, such as self-efficacy (Carlo et al., 2018; Hayek et al., 2022; Rivers et al., 2012), motivation, and resilience (Dumka et al., 2010; Shengyao et al., 2024). Furthermore, other factors also influence the parenting styles exhibited by parents, such as income area and social network (Brook, 2011; Ho et al., 2022; Roman et al., 2016). Social cognitive theory therefore not only describes how parenting styles can influence academic performance directly, but also how parenting styles can influence mediating variables, which can then influence academic performance.

Furthermore, Social Cognitive Theory is described by Bandura (1997) to be cyclical and reciprocal in nature, meaning that the influence between the different factors and different parts of a network is continuous and repetitive. This means that, in the example of high school learners, the parenting styles that the learners perceive may influence their behaviour with their parents, which may simultaneously influence the parenting styles and behaviour that the learners exhibit. In other words, how parents behave around their children and treat their children changes how their children behave around them, and this behaviour exhibited by the children may change how their parents may behave around them and treat them. As Social Cognitive Theory describes all factors in this system, this cyclical nature may also be present in their environment, or with the learners' peers.

2.7. CONCLUSION

In conclusion, Baumrind's pioneering research on how to combine the responsiveness and demandingness dimensions into four distinct parenting styles was the basis of how the current study was conducted. Although this study will measure the learners' responsiveness and demandingness scores, the results will be described through the use of the table developed by Gafoor and Kurukkan (2018), in which the responsiveness and demandingness scores will be compared with the table in order to determine what type of parenting style is exhibited by the parents of the learners. The items in the questionnaire used in the study (described in the following chapter) will be scored according to these dimensions. Furthermore, the South African studies examined in this chapter indicated the need to examine more than just the specific parenting styles of the learners, but also the parents' information as well, including their academic background, and whether the learners still live with one or both parents. Ultimately, however, it was found that the results of previous studies vary, with no clear consensus being made as to whether there is a relationship between parenting styles and academic performance, and whether this relationship is strong or not, or positive or negative. In the chapter that follows, the methodology and design of the study will be discussed, including how the learners of the schools were chosen, how the questionnaire was developed, and ultimately what steps the researcher took to ensure the ethical considerations of the study in tandem with the requirements of the University of Pretoria and the Department of Basic Education.

CHAPTER 3:
RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter focuses on the research question, hypotheses, and research design of the study. It also presents information about the sampling method used to select respondents from the population group and the recruitment process. The design of the instrument and the data collection is discussed, followed by a brief description of the data analysis. Finally, an overview of the ethical considerations and reliability and validity for the study is presented.

3.2. RESEARCH QUESTION

This study was conducted with the aim to determine the relationship between parenting styles and academic performance for matric learners within the D2 district of high schools in Gauteng. The results of the study may add to the conversation about the relationship between parenting styles and academic performance. As stated in chapter 1 the research question of the study was: What is the relationship between parenting styles and academic performance for matric learners in the D2 district of Gauteng? Parenting styles is the independent variable, and academic performance is the dependent variable. As discussed in chapter 2, previous studies have not presented consistent results about whether there is a significant relationship between parenting styles and academic performance.

3.3. HYPOTHESES

The hypotheses that were tested were:

H0: There is no significant relationship between the parents' parenting style and the academic performance of learners.

H1: There is a significant relationship between the parents' parenting style and the academic performance of learners.

H2: There is a significant relationship between the parenting style of maternal parents/guardians and the academic performance of learners.

H3: There is a significant relationship between the parenting style of paternal parents/guardians and the academic performance of learners.

3.4. RESEARCH METHODOLOGY

According to Gravetter and Forzano (2018), quantitative research is “based on measuring variables for individual participants to obtain scores, usually numerical values, which are submitted to statistical analysis for summary and interpretation” (p.19). This study used a quantitative research methodology in which variables were measured by obtaining scores from numerical values. In this instance, statistical analysis refers to the summarisation and interpretation of the results using the relevant descriptive and inferential statistics. The study’s demandingness and responsiveness dimensions were assessed using numerical values derived from the Parenting Styles scale created by Gafoor and Kurukkan (2014). As will be mentioned below, the statistical analysis will consist of a Pearson correlation between the Parenting style variable and the Academic performance variable.

A positivist paradigm was used in this study. Positivism asserts that reality is the same for everyone and that there is an objective truth that can be ultimately found and proven (or disproven) through measurements and observations, and that reality is the same for everyone (Bryman, 2015; Ryan, 2018). Additionally, establishing causal linkages that might result in predictions and control over the phenomena under observation is the aim of positivist research and inquiry (Park et al., 2019). This is consistent with the hypothetico-deductive paradigm of positivism, which is predicated on formulating a testable hypothesis and conducting an empirical investigation to support or refute it.

3.5. DESIGN

This study made use of a correlational research design, in which two or more variables were measured in order to obtain a set of scores (Gravetter & Forzano, 2018). Correlational research is used to explore the nature, strength and direction of the relationship of two or more continuous variables (Pallant, 2016). The variables that were measured were the parenting styles (measured through demandingness and responsiveness as defined in the Scale of Parenting Styles) and academic performance (measured through the marks submitted by the learners). In the case of this study, the learner’s academic performance was measured

through the self-reporting of their final grades obtained from their grade 11 year, which was the most recent full-year marks of the learners when the study commences. The parenting style scores and academic performance scores were used and analysed to determine the direction and strength of the relationship. Therefore, in this study, for the hypothesis to be tested and supported, there needs to be either a positive relationship between variables (high levels of responsiveness and demandingness correlates with high levels of academic performance), or a negative relationship (high levels of responsiveness and demandingness correlates with low levels of academic performance, or vice versa).

3.6. SAMPLING

The population of this study consisted of matric learners from high schools within the D2 district (around the Krugersdorp area in Gauteng). The reason for this is because of the convenience of the locations of these schools for the researcher of this study, and because the researcher had contact with staff of the Department of Basic Education (DBE) in the D2 district.

There are 58 high schools within the D2 district. Seven of these are private schools with fewer learners in comparison with the 51 government schools and are at risk of becoming independent from the DBE, which means that it may be difficult to approach potential respondents from private schools without the Department's involvement. They were thus excluded from the population of schools to be selected for the study. As such, the population size was 51 government schools.

The sampling of the population consisted of two stages. The first stage consisted of stratified random sampling, and the second stage consisted of volunteer sampling. Stratification consists of grouping units of a population "into homogeneous groups (or strata) before sampling" (Babbie, 2014, p.209). For the first stage, the DBE was eager to see whether there would be different scores from the learners from non-fee-paying schools compared to learners from fee-paying schools, and thus the population of 51 schools was split into two lists: the first list of 30 non-fee-paying schools and the second list of 21 fee-paying schools. A

previous study (Mnguni & Morton McKay, 2021) found that the parental care and parental socio-economic profile of learners from a fee-paying school were different compared to the learners from two non-fee-paying schools, with a higher percentage of learners from the fee-paying school) who lived with both parents. A higher percentage of parents of learners from the fee-paying school also had managerial or technical jobs compared to the parents of the non-fee-paying schools and were more likely to have an undergraduate or post-graduate degree. Parents from non-fee-paying school may have to travel from their lower-income residential areas to economic hubs where there are more employment opportunities. (Cheteni et al., 2019; Franklin, 2020).

Furthermore, fee-paying schools are also less likely to suffer from infrastructural backlog as well as shortages of classrooms, desks, textbooks, and computers (Pienaar & McKay, 2014). Considering that responsiveness can be exhibited through activities that require spending time with the children (Baumrind, 1971; Gafoor & Kurukkan, 2014), which parents from lower income areas may have less of, it is possible that parents/guardians from lower income families may exhibit lower levels of responsiveness. Furthermore, there is reason to believe that parents/guardians from lower income areas may exhibit stricter forms of control and discipline as the stress of their immediate environment and stress related to a lack of job opportunities (as well as stress related to work itself, such as transportation issues, fatigue from physical work, and long working hours) causes the parents to experience tension and stress, which leads to a higher likelihood of adopting harsher parenting practices and forms of punitive punishment (Ho et al., 2022; Maguire-Jack & Font, 2017). These are examples of behaviour administered by parents who not only have high levels of demandingness, but also lower revels of responsiveness. It could therefore be assumed that these differences between fee-paying and non-fee-paying schools may influence the academic performance of the learners and that it may lead to lower levels of responsiveness and higher levels of demandingness, which are the levels of the dimensions required to define these types of parents as parents who exhibit the authoritarian parenting style.

All of the schools were listed alphabetically in their strata and assigned numbers from 1 to 30 and 1 to 21 (for non-fee-paying and fee-paying schools respectively). Afterwards, every nth number was selected until 5 schools were chosen each, which made up the 10 total schools required for the sample. The reason why an equal number of schools from each group was selected was because the director of the DBE believed it would be important for an equal number of schools to be compared to each other (O. Koapeng, personal communication, July 1, 2022). As the comparison between the two types of schools is important for the DBE, the results of the learners from the two groups will be analysed in chapter 4 as well.

The second stage of sampling consisted of volunteering. After the strata were selected, all eligible learners (which were the matric learners) were invited to volunteer their time to take part in the study by their teachers making announcements in class and placing posters on notice boards in the schools. Learners who agreed to participate were given information sheets and consent forms that further detailed how the study would commence. The contents of the sheet included the contact information of the researcher, as well as the details of the study (including the date that data collection would occur). The teacher also told the learners that they may contact the researcher if they were willing to participate. The researcher's contact details were available on the posters and the information sheets. These learners were invited to participate on the date that the data collection occurred by the teacher before classes start.

The reason why 10 schools were seen as an appropriate amount to make up the sample was because the sample size the study aimed for was 100-120 learners. Due to the scope of the study and the deadline for completion of the mini-dissertation, a larger sample was not practical and the researcher considered 10 schools adequate to achieve the targeted sample size. However, as will be discussed in the limitations of the study (in chapter 5), it would have been better to gather more schools to aim for a larger sample size. Although more than 100 learners participated in the study, only 100 completed questionnaires complied with requirements for capturing. There were several reasons for not including data from completed questionnaires. Some learners did not submit the consent and assent forms on time and their

questionnaires had to be excluded from capturing. Other learners did not complete the questionnaire fully, and either left too many questions open, or gave conflicting responses that made it difficult to analyse accurately (for example, there were learners who ticked multiple boxes for the same item, and did not attempt to clarify which responses were the correct ones). There were also learners who, in the middle of completing the questionnaire or after completing the questionnaire, requested that their data not be included in the study. After these learners' responses were discarded, it was ultimately determined that 100 learners completed the questionnaire in full and had submitted signed consent and assent forms.

3.7. INSTRUMENT DESIGN

A questionnaire was used to collect the data from respondents (see Appendix A). The instrument was developed by the researcher based on previous studies to collect data consisting of three parts: (1) Biographical data, (2) Academic performance scores, and (3) the Scale of Parenting Styles. The biographical data consisted of the learners' age, gender, population group, and parents' or guardians' education level. After the biographical questions, the participants were asked to provide their grade 11 marks for each of the subjects that they had during this year. To ensure that the learners did not recall their grades from memory alone, the teachers announced in class that the learners' grade 11 marks would be needed in order to complete the questionnaire prior to the data collection session. Although the original plan was to obtain the marks from the learners through their report cards this was discarded after the Director of the Department of Basic Education rejected the idea. According to him, obtaining the learners' report cards would violate the learners' privacy, as only the learners and the parents of the learners are allowed to view their report cards (O. Koapeng, personal communication, July 1, 2022). As such, self-reporting was decided on as the method of obtaining the academic marks. The teachers reminded the learners to make sure that they knew what their marks were on the days before data collection started. Self-reports of marks were also used in other studies related to the topic (Hayek et al., 2022; Paulson, 1994; Rivers et al., 2012). The third part of the instrument made use of the Scale of Parenting Styles

developed by Gafoor and Kurukkan (2014), which is available in the public domain in their article titled “Construction and validation of scale of parenting style” in the Guru Journal of Behavioural and Social Sciences. The instrument consists of 38 items measured on a 5-point Likert-scale with possible responses of “Always true”, “Almost true”, “Sometimes true, sometimes false”, “Almost false”, “Always false”. The instrument places the questions into two separate dimensions, namely the responsiveness and demandingness dimensions, which will be treated as two continuous sub-scales of the parenting styles variable in the current study. This was done before in a previous study (Alhadabi et al., 2019).

To be inclusive to learners who do not have two parents, an adjustment was made to the labels of the two parents. Instead of the “mother” and “father” label, the scale used the label “Parent/Guardian 1” and “Parent/Guardian 2”. The label and items for the second parent, were optional to complete, and the learners were instructed to provide the correct relationship of the parent/guardian under this label (for example, the learner could have written “mother” under the “Parent/Guardian 1” label in order to show that the scores for this scale related to the learner’s mother.

3.8. METHOD OF DATA COLLECTION

The researcher notified the principals of the schools selected for the study, with approval from the Director of the DBE in the D2 district, and the class teachers who record the attendance of the learners were asked to describe the details of the study to the learners. The researcher spoke to the assisting teachers and requested that all matric learners be invited to participate in the study. The schools, however, had the final decision on how the learners would be invited, as well as where the learners would complete the questionnaire, and when. The learners who volunteered to participate in the study were given information about the designated classroom for the questionnaire administration at each of the 10 schools. On the date of the data collection the researcher was present in the venue to welcome the participants and ask them for their signed informed consent and assent forms before explaining the details of the study to the learners. The researcher was also present to answer any questions that

the learners had. The teacher assigned to assist with the study brought the learners to the correct venue at the correct time, assigned the learners to their seats and directed them on when to start completing the questionnaire.

The entire data collection process took about 30-60 minutes, depending on the school. This included the arrival of the researcher at the data collection venue, the learners being called to the venue and being directed to their seats, submission of the consent and assent forms, the researcher's explanation of the questionnaire and finally the completion of the questionnaire by the learners. In most cases, the learners in the school were able to complete the questionnaire in about 15-20 minutes.

3.9. DATA ANALYSIS

The data from the questionnaires were captured by the researcher for analysis in the SPSS program (version 28.0.0.1) once completeness of the two sections was confirmed. Before the respondents left the data collection venue the researcher asked them to check their completed questionnaire to ensure that all the responses were interpretable by, for example, providing clarity if they had checked multiple boxes. Even so, some of the questionnaires had to be excluded from the data capturing phase as the responses were unclear. There were eight learners across the 10 schools whose questionnaires were discarded at this stage.

The demographic information of the sample, including the population group, age, and gender of the learners, as well as which parents/guardians they live with and their parents'/guardians' educational background will be presented in chapter 4. A frequency distribution table was also done for the learners' academic scores. T-test statistics for only two of the gender groups (male and female) were also performed in relation to their academic average, and their respective responsiveness and demandingness scores. An independent two-sample t-test was conducted is to compare the means between two groups (such as scores from learners from two different school groups) in order to see whether the difference in the mean scores of the continuous variables (such as academic performance or responsiveness or demandingness) are statistically significant (Pallant, 2016). A t-test is done

between two groups, which potentially made it unsuitable for comparing genders as there were more than two gender options in the questionnaire (namely: male, female, non-binary, and prefer not to say). As only four learners chose the options non-binary or prefer not to say their scores could not be included in analyses considering gender. A similar independent two-sample t-test was conducted to compare the means of the parenting styles, and the means of the academic performance, between the learners from fee-paying and non-fee-paying school.

The nature, intensity, and direction of the relationship between parenting styles and academic performance was determined by using a Pearson correlation which is used to calculate the strength of a linear relationship between two continuous variables (Pallant, 2016; Rivers et al., 2012). A Pearson correlation was conducted to evaluate the relationship between parenting styles (independent variable) and academic performance (dependent variable), which is applicable since both variables are continuous and the hypothesis seeks to determine if there is a relationship. Similar studies have also used Pearson correlation in their data analysis (Fenta, 2018; Smith, 2020).

The researcher split the 38 items on the scale of parenting styles into 19 questions each for the two sub-scales respectively. The first set of items' scores were added to the total score for the demandingness variable, while the second set of questions were added to the total score for the responsiveness variable. These scores of each scale separately, and the average academic score of the learners (measured after all their subjects and their subjects' scores were added and divided by the number of subjects) were used for the Pearson correlation. In addition to this, the scores of the two sets of items, and the academic average scores, were split according to whether the parent/guardian was maternal (mothers, grandmothers, sisters, aunts) or paternal (fathers, grandfathers, uncles). Another Pearson correlation was done between the items' scores and the academic performance of learners of maternal and paternal parents/guardians, in order to measure the relationship between maternal and paternal parenting styles and academic performance, similar to Roman et al.'s (2016) study. The results of this analysis will be presented in chapter 4.

3.10. VALIDITY AND RELIABILITY OF THE SCALE

The scale of Parenting Styles indicated construct validity based on the findings of the studies done by Diana Baumrind (Baumrind, 1971; Jackson, 2015; Louw & Louw, 2019). Furthermore, Gafoor and Kurukkan (2014) also assured the scale's criterion validity by correlating the scores of this scale with the Scale of Parenting Style developed by Usha and Manjusha (2006). The validity coefficient was found to be .80 for the responsiveness dimension, and .76 for the demandingness dimension. Test-retest reliability was established after an interval of one week, and the test-retest coefficient of reliability for responsiveness was .81, and .83 for demandingness (Gafoor & Kurukkan, 2014).

There was a concern over whether these results for validity are applicable to the current study, since the current study measured the variables related to South African youths instead of youths from Asia, and the original scale was constructed in Hindi. However, it has been used as a measurement of university students' parents parenting styles in a South African dissertation before (Fenta, 2018), and yielded Cronbach alpha values of .944 for parental demandingness and .920 for parental responsiveness. Fenta (2018) rephrased the items of the scale, as the English version of the scale (as translated by Gafoor and Kurukkan) was not suitable for use in an African context. The researcher in the current study explored the need to use the original translated English version of the scale or Fenta's rephrased items and decided that using Fenta's rephrased items would be preferable, as the original scale was developed in Hindi, and was therefore not suitable for South African learners. Instead, Fenta's rephrased English items were found to be understandable for the South African learners, which is why this study used the rephrased items for the South African learners. In order to demonstrate the reliability of the scale within the context of the study, two separate Cronbach alpha values were conducted on the demandingness and responsiveness scales. This is to ensure that each scale reliably and accurately measures the responsiveness and demandingness values, similar to how it was done by Gafoor and Kurrukan (2014) when they originally created the instrument. Furthermore, item-statistics for the 19 items that measured demandingness and the 19 items that measured responsiveness was done in order to verify

that the items did measure the sub-scales accurately. These results are also shown in chapter 4.

3.11. ETHICAL CONSIDERATIONS

The study commenced once the appropriate ethical approval was gained from both the Department of Basic Education (DBE), and the Research Ethics Committee of the Faculty of Humanities (Reference number: 18035923 (HUM004/0323)). Once approval had been granted the researcher contacted and informed the principals of the 10 selected schools about the study and gained their permission to collect data at their school.

The researcher provided the schools with the necessary consent and assent forms to gain informed consent for learners to participate in the study. Copies of this sheet were given to the Life Orientation teachers at each school who distributed them to the learners who were willing to participate. The learners who were willing to participate and their parents were asked to read an information sheet (see Appendix B to D) that informed them about the details of the study, including the aim and purpose of the research and the steps involved in the study.

The participants were notified through this sheet that they may withdraw from the study at any time with no repercussions, with the added assurance that their data will also be removed from the study (Emmanuel et al., 2008). The sheet also had the contact information of the researcher and their supervisor, in case the participants had any questions or comments regarding the study. The participants were given an informed assent form, while their parents/guardians were given an informed consent form to sign. The learners were requested to return these forms to the researcher at the data collection session before they were allowed to participate.

The participants were assured of confidentiality. They were notified that even though some biographical data was acquired, these details will not make the participants identifiable to readers outside the study (Emanuel et al., 2008). Electronic information is stored in the University of Pretoria's data archives for 10 years using the University's research data management system (RDM), while hard copies of the raw data are in a locked cabinet.

During the completion of the questionnaire, Life Orientation teachers were present in the location to assist the learners. If the learners had a question the teachers called the researcher into the venue to answer any questions the learners had. The researcher also checked for missing information that the learner may not have provided (such as the name of the parent/guardian of the learner on the informed consent form). The learners were assured that only the researcher and the researcher's supervisor would see the completed questionnaires.

After the questionnaires have been completed in the data collection venue, the learners were once again notified of the purposes and uses of this data for the study. The learners were made aware that, if they so choose, they may request access to the study's findings.

Other than the risk of the participants being aware of the academic consequences of the different parenting styles, the researcher sees no other risks associated with the study. If there were any discomforts or concerns, the participants were made aware that they are welcome to contact the researcher or their supervisor and also be referred to the school counsellors if necessary (Oliver, 2010). The school counsellors were also informed about the study before the date of data collection, so that they could be on standby if any learner felt it necessary to speak with them after completing the questionnaire.

3.12. CONCLUSION

The aim of this chapter was to discuss the chosen methodology and statistical techniques that this study used. A questionnaire was developed to collect data about the learners' biographical details, their academic performance and their parent(s)/guardian(s) parenting style. A sample of five fee-paying and five non-fee-paying schools was randomly selected from the population of schools with matric learners in the D2 district of Gauteng. The study aimed to have a sample of 120 learners across these schools and ultimately 100 learners' questionnaires were included in the dataset. The data were analysed with SPSS version 28.0.0.1. In order to answer the research question, a bivariate correlation between the

parenting styles and academic scores, and t-test statistics for the different gender groups in relation to their total demandingness and responsiveness score, as well as their academic average were performed. The chapter also described the psychometric properties of the Parenting Styles scale, in which construct validity and criterion validity was shown as well as test-retest reliability properties. The chapter concluded with a section on ethical considerations. In the chapter that follows the results of the statistical analysis will be presented, including the results of the descriptive statistics, Pearson correlation, t-test statistics, and psychometric properties of the scale.

CHAPTER 4:
RESULTS OF THE STUDY

4.1. INTRODUCTION

This chapter presents the results of the study. It begins by noting and describing the demographic characteristics of the study sample. This is followed by the results of an independent sample t-test of the respondents' academic average by gender, as well as their respective responsiveness and demandingness scores by gender. The results from the Pearson correlation between the scores for parents' responsiveness and demandingness and the learners' academic performance that was calculated to test the hypotheses proposed in chapter 1 are presented. The chapter concludes with the outcome of the psychometric tests that were conducted on the items of the Scale of Parenting Styles questionnaire in order to measure its reliability in the context of the current study.

4.2. DEMOGRAPHICS OF THE STUDY SAMPLE

This section presents the socio-demographic characteristics of the respondents with respect to their school group (fee-paying vs non-fee-paying), gender, and population group, as well as the demographic characteristics of the respondents' parents, such as whether the respondents live with one or two parents or guardians, whether the learners have contact with the other parent (in the event that they only live with one parent or guardian), and the parents' level of education.

Table 4.1 indicates the number of respondents in each of the fee-paying and non-fee-paying schools. In total, there were 62 learners from non-fee-paying schools, and 38 learners from fee-paying schools. The main reason why there were more non-fee-paying school learners was because three of the fee-paying schools were the first schools to complete the questionnaire and the non-fee-paying schools had more time to communicate with and recruit respondents for the study.

Table 4.1

Number of Respondents from Fee-Paying and Non-Fee-Paying Schools

		Count	% of School Group
Fee-paying	School 1	6	15.8%
	School 2	7	18.4%
	School 3	8	21.0%
	School 4	6	15.8%
	School 5	11	29.0%
	Sub-total	38	100.00%
Non-fee-paying	School 1	17	27.0%
	School 2	10	16.0%
	School 3	14	23.0%
	School 4	15	24.0%
	School 5	6	10.0%
Sub-total		62	100.00%
Total		100	

Table 4.2 indicates the majority of respondents were female. While there were more female matric learners in Gauteng than male learners, this does not match the ratio of 54.6% for female learners to 45.4% for male learners in grade 12 in Gauteng (Department of Basic Education, 2016).

Table 4.2

Respondents' Gender.

	Count	Percent
Female	77	77.0%
Gender non-binary	1	1.0%
Male	19	19.0%
Prefer not to say	2	2.0%
Prefer to self-identify	1	1.0%
Total	100	100.00%

Gauteng's population consists of roughly 15 million people, of which 84.6% are part of the Black African group (Statistics South Africa, 2022). The census also found that 10% of Gauteng's population is part of the White population group, while 2.9% and 2.2% of the population belonged to the Coloured and Indian/Asian population groups. This shows that the sample of learners in the current study was similar to the frequencies of the population of Gauteng.

Table 4.3

Respondents' Population Group.

	Count	Percent
Black African	87	87.0%
Coloured	1	1.0%
White	12	12.0%
Indian/Asian	0	0%
Total	100	100.00%

Table 4.4 to table 4.8 is a representation of the background information of the respondents' parents. The parents are split into two groups, namely parent/guardian group 1 (or PG1) and parent/guardian group 2 (or PG2). Every learner described the behaviour and background of at least one parent, who was placed in PG1. If a learner had a second parent/guardian, that parent is then placed in PG2. Table 2 indicates that, of the 100 learners, 34 learners lived with only one parent and 12 learners lived with one guardian. The remaining 46 learners therefore lived with only one parent or guardian. However, there were only 61 learners who provided answers for two parents/guardians, while only 54 learners indicated that they lived with two parents/guardians (table 4). This indicates that, even if a learner only lives with one parent/guardian, they may still have contact, or a relationship, with the parent or guardian who does not live with the learner. This is possible for a few reasons. Firstly, there could be learners who have parents/guardians who live and work in a different province than the province in which the learner lives. Secondly, learners with divorced parents/guardians may still have contact with the other parent/guardian (as is shown by the 19 learners who

indicated that they have contact with the other parent/guardian), or may visit this parent/guardian occasionally. Thirdly, single parents/guardians may have occasional assistance from family members or friends.

Table 4.4

Learner Lives with…

	Count	Percent
Both parents	40	40.0%
One parent and a guardian	12	12.0%
Only one guardian	12	12.0%
Only one parent	34	34.0%
Two guardians	2	2.0%
Total	100	100.00%

Table 4.5

Learner has Contact with Other Parent.

	Count	Percent
No	30	61.2%
Yes	19	38.8%
Total	49	100.00%

Table 4.6

Learner has Family Member as Guardian.

	Count	Percent
No	5	17.9%
Yes	23	82.1%
Total	28	100.00%

Table 4.7

P1 Level of Education.

	Count	Percent
Completed High School	39	39.0%
Diploma	10	10.0%
Honours	3	3.0%
No formal education	4	4.0%
Post-graduate degree	3	3.0%
Some high school	25	25.0%
Some primary school	7	7.0%
Undergraduate degree	8	8.0%

Table 4.8

P2 Level of Education.

	Count	Percent
Completed high school	18	18.0%
Diploma	11	11.0%
Honours	4	4.0%
No formal education	4	4.0%
Post-graduate degree	2	2.0%
Some high school	15	15.0%
Some primary school	1	1.0%
Undergraduate degree	2	2.0%

The main conclusion that can be derived from table 4.9 and table 4.10 is that, of the total number of parents reported in the study (N=161), the majority of them were mothers and maternal parents/guardians. Maternal parents/guardians include any female parent or guardian, such as grandmothers, aunts, sisters, and step-mothers. This fits with previous literature on the topic, which found that most young children live only with their biological mothers, and that (especially female) family members are also likely to be involved in childrearing (Statistics South Africa, 2012). More recent statistics on households, where approximately 38% of children lived in households headed by their grandparents (Statistics South Africa, 2023), confirm this result. According to Statistics South Africa (2023)

grandmothers were much more likely to live in these households (69%) compared to grandfathers (40%), with the reason being that grandmothers play a more crucial role in caregiving. This set of circumstances is also reflected in the current study in Tables 4.9 and 4.10, as only 81 of the 103 maternal parents/guardians were mothers. The remaining 22 parents/guardians were other female parents/guardians. For the paternal parents/guardians, only three of them were not fathers.

Table 4.9

Count of Different Parents/Guardians.

	Count	Percent
Aunt	8	5.0%
Father	47	29.2%
Friend's mother	1	0.6%
Grandfather	1	0.6%
Grandmother	7	4.4%
Mother	81	50.3%
No label given	8	5.0%
Sister	5	3.1%
Step-father	1	0.6%
Step-mother	1	0.6%
Uncle	1	0.6%
Total	161	100.00%

Table 4.10

Paternal and Maternal Parents/Guardians

	Count	Percent
Unclear	8	5.0%
Maternal	103	64.0%
Paternal	50	31.0%
Total	161	100.00%

The results presented in the remainder of this chapter should be read within the context of the information shown above: the majority of respondents were Black African female

learners, residing with their parents or extended family members, some of whom have some level of educational attainment.

4.3. T-TEST STATISTICS RELATED TO GENDER

This section consists of the results of two separate t-tests conducted on the academic average variable, and the responsiveness and demandingness variables, with relation to the respondents' gender. The analysis focused exclusively on the two most frequently reported genders—male and female—due to the infrequent selection of other gender options. Consequently, these fewer common responses could not be evaluated as a cohesive group in the same manner as the male and female data.

Out of the sample group (N=100), 96 of the learners chose male or female as a gender option. As there was a difference in the group sizes of the respondents who chose the male and female gender categories the researcher assessed whether differences in the academic average mean scores of both groups could be attributed to the size difference between the groups. The academic mean is similar for both groups, which indicates that the difference in standard deviation and standard error mean can be explained by the difference in size between the two groups, and as such, the researcher saw no need to evaluate this further.

Table 4.11

Academic Average Score by Gender of Respondents

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Academic Average	Male	19	58.56	8.00	1.83
	Female	77	56.81	8.51	.97

The independent-samples t-test evaluates the difference between the two means of the two independent groups (male and female). The significance value for Levene's test of 0.98 is regarded as not significant, which means that the assumption of equality of variances between the two groups is not violated, which indicates that the variances of the two groups are equal (Pallant, 2016). The results of the significance value of the t-test (p=0.420, two-tailed) indicates that there is not a statistically significant difference between the means of the

two groups, which indicates that gender is not a significant indicator of a learner's academic average.

Table 4.12

Independent-Samples T-Test for Gender Groups in Relation to their Academic Average

		Levene's Test for Equality of Variances		t-test for Equality of Means					
						Significance			
		F	Sig.	T	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference
Academic Average	Equal variances assumed	.001	.98	.81	94.00	.21	.42	1.75	2.16
	Equal variances not assumed			.84	28.92	.20	.41	1.75	2.08

Similar to table 4.13, the difference in the SE mean scores in Table 4.13 could be explained by the difference in group sizes between the male and female learners. Table 4.13 also shows the responsiveness and demandingness scores of two group of parents or guardians (PG2). PG1 consists of 100 parents or guardians, while PG2 only consists of 61 parents or guardians, as only 61 learners could provide scores for two parents or guardians.

Table 4.13

Independent-Samples T-Tests for the Two Gender Groups in Relation to their Responsiveness and Demandingness Scores.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
DemandingnessPG1	Male	19	67.21	10.89	2.50
	Female	77	68.87	10.78	1.23
ResponsivenessPG1	Male	19	74.07	8.78	2.01
	Female	77	74.46	14.15	1.61
DemandingnessPG2	Male	19	64.73	9.77	2.24
	Female	77	64.72	8.29	.94
ResponsivenessPG2	Male	19	74.91	10.23	2.35
	Female	77	72.85	11.21	1.28

An independent-samples t-test was conducted to compare the responsiveness and demandingness scores for male and female respondents. Since all the significance values for Levene's test are larger than .05, equal variances can be assumed for all scores. For PG1, there was no significant difference in demandingness scores for males (M = 67.21, SD = 10.89) and females (M = 68.87, SD = 10.78; t (94) = -.60, p = .55, two-tailed). There was also no significant difference in responsiveness scores for males (M = 74.07, SD = 8.78) and females (M = 74.46, SD = 14.15; t (94) = -.11, p = .91, two-tailed).

Table 4.14

Independent Samples T-Test of Responsiveness and Demandingness for Male and Female Learners

		Levene's Test for Equality of Variances						
		F	Sig.	t	Df	Two-Sided p	Mean Difference	Std. Error Difference
Demandingness PG1	Equal variances assumed	.00	.98	-.60	94.00	.55	-1.66	2.77
	Equal variances not assumed			-.59	27.37	.56	-1.66	2.78
Responsiveness PG1	Equal variances assumed	3.36	.07	-.11	94.00	.91	-.39	3.40
	Equal variances not assumed			-.15	44.18	.88	-.39	2.58
Demandingness PG2	Equal variances assumed	.81	.37	.00	94.00	1.00	.01	2.20
	Equal variances not assumed			.00	24.77	1.00	.01	2.43
Responsiveness PG2	Equal variances assumed	.02	.88	.73	94.00	.47	2.06	2.82
	Equal variances not assumed			.77	29.63	.45	2.06	2.67

Similar results were found for the PG2 demandingness scores for male respondents. This indicates that there were no significant differences in demandingness and responsiveness scores for male and female learners.

4.4. T-TEST STATISTICS FOR FEE-PAYING AND NON-FEE-PAYING SCHOOLS

As mentioned in chapter 3, the DBE was interested in measuring the difference between the parenting styles from fee-paying and non-fee-paying schools. This section will cover the independent samples t-tests related to respondents and their parents/guardians from fee-paying and non-fee-paying schools.

Table 4.15 shows the mean, standard deviation, and standard error mean of the responsiveness and demandingness scores from of parents from fee-paying and non-fee-paying schools. The responsiveness and demandingness scores were collected per learner (N=100), and the combined responsiveness and demandingness scores were collected in the event that a learner described the behaviour of two parents/guardians, similar to how Gafoor and Kurukkan originally did so when they first developed the scale (2014).

Table 4.15

Average Parental Responsiveness and Demandingness for Fee-Paying and Non-Fee-Paying Schools.

	Fee-paying vs Non-fee-paying	N	Mean	Std. Deviation	Std. Error Mean
Parental demandingness	Fee-paying	38	68.17	9.01	1.46
	Non-fee-paying	62	66.10	10.71	1.36
Parental responsiveness	Fee-paying	38	76.13	11.15	1.81
	Non-fee-paying	62	71.52	12.54	1.59

An independent-samples t-test was conducted to compare the combined parental demandingness for parents from fee-paying and non-fee-paying schools. There was no significant difference between scores for fee-paying schools (M = 68.17, SD = 9.01) and non-fee-paying schools (M = 66.10, SD = 10.71; t (98) = .99, p. = .32) for parental demandingness. Similarly, there was no significant difference between scores for fee-paying schools (M = 76.13, SD = 11.15) and non-fee-paying schools (M = 71.52, SD = 12.54; t (98) = 1.86, p. = .07).

Table 4.16

Independent Samples T-Test of Responsiveness and Demandingness for Fee-Paying and Non-Fee-Paying Schools.

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Two-Sided p	Mean Difference	Std. Error Difference
Parental demandingness	Equal variances assumed	.37	.54	.99	98.00	.32	2.07	2.08
	Equal variances not assumed			1.04	88.57	.30	2.07	2.00
Parental responsiveness	Equal variances assumed	.02	.89	1.86	98.00	.07	4.61	2.48
	Equal variances not assumed			1.91	85.46	.06	4.61	2.41

Despite there being no significant difference between the scores for fee-paying and non-fee-paying, it is clear that parental responsiveness is higher for fee-paying schools than for non-fee-paying schools (by a mean score of 4.61). There was no significant effect for school type (t (98) = 1.86, p = .07). However, a p. two-tailed value of .07 is a small enough value that the researcher found it necessary to calculate the effect size for the independent-samples t-test. The magnitude of the differences in the means (mean difference = 4.61, 95% CI: -.31 to 9.52) was small (eta squared = .03). As such, while there is no significant difference in parental behaviour between the learners from fee-paying and non-fee-paying school, roughly 3% of the variances in parental responsiveness can be explained by the differences in parental behaviour between fee-paying and non-fee-paying schools.

4.5. CORRELATION BETWEEN STUDY VARIABLES

The Pearson correlation was executed in order to understand the significance of the relationship between the parenting styles of the parents/guardians (as measured through the responsiveness and demandingness dimensions) and the academic scores of the learners.

In order to conduct the analysis similarly to how Gafoor and Kurukkan (2014) did, the correlation was performed using six separate scores for the respondents, namely the maternal parent or guardian's responsiveness and demandingness scores, the paternal parent or guardian's responsiveness and demandingness scores, and the parental responsiveness and demandingness scores (which will combine the two scores into an aggregate score). This method was also used by Fenta (2018), whose study was used as an indication of how the instrument's items could be worded for English-speaking South African learners.

Table 4.17

Parent/Guardian Gender Group and Parenting Dimensions

PG Gender Group		Mean	Std. Deviation	N
Maternal	**Academic Average**	57.04	8.39	103.00
	Demandingness	68.44	10.90	103.00
	Responsiveness	74.43	12.53	103.00
Paternal	**Academic Average**	57.92	8.86	50.00
	Demandingness	63.87	10.41	50.00
	Responsiveness	72.82	15.55	50.00

The relationship between maternal and paternal parenting styles (as measured by responsiveness and demandingness) and the learners' academic performance was investigated using the Pearson correlation coefficient as presented in table 4.18. The paternal parent/guardian's responsiveness and demandingness had no significant relationship with the learners' academic performance, neither did the maternal parent/guardian's responsiveness. However, the maternal demandingness score did show a weak, negative, significant relationship with the learner's academic performance (r. = -.22, n = 103, p.<.005).

Table 4.18

Pearson Correlation Between Maternal and Paternal Parenting Styles, and Academic Performance

PG Gender Group			Academic Average	Demandingness	Responsiveness
Maternal	**Academic Average**	**Pearson Correlation**	--		
		N	103		
	Demandingness	**Pearson Correlation**	-.220*	--	
		Sig. (2-tailed)	.026		
		N	103	103	
	Responsiveness	**Pearson Correlation**	-.015	.703**	--
		Sig. (2-tailed)	.877	<.001	
		N	103	103	103
Paternal	**Academic Average**	**Pearson Correlation**	--		
		N	50		
	Demandingness	**Pearson Correlation**	-.111	--	
		Sig. (2-tailed)	.444		
		N	50	50	
	Responsiveness	**Pearson Correlation**	.033	.731**	--
		Sig. (2-tailed)	.819	<.001	
		N	50	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.19 also measured the relationship between parenting styles and academic performance. It did so by using a combined responsiveness and demandingness scale, meaning the parenting units' (regardless of whether it was one or two parents/guardians) parenting styles and its relationship with the learners' academic performance was investigated. There was no significant relationship between responsiveness and the learners' academic performance. However, there was a weak, negative, significant relationship between demandingness and academic performance (r. = -.21, n = 100, p. <.005).

Table 4.19

Pearson Correlation Between Parenting Styles and Academic Performance

		Academic Average	Parental demandingness	Parental responsiveness
Academic Average	**Pearson Correlation**	--		
	N	100		
Parental demandingness	**Pearson Correlation**	-.208*	--	
	Sig. (2-tailed)	.038		
	N	100	100	
Parental responsiveness	**Pearson Correlation**	-.001	.701**	--
	Sig. (2-tailed)	.993	<.001	
	N	100	100	100

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

This negative relationship indicates that the more a parent/guardian (especially a female parent/guardian) exhibits strict, demanding, highly directive behaviour, the more likely a learner is to have a poorer academic result in comparison with learners whose parents/guardians do not exhibit such behaviour. This indicates that parenting styles that exhibit high demandingness (i.e., the authoritative and authoritarian parenting style) are more likely to result in learners having lower academic scores.

To address the hypotheses outlined in chapter 3, the findings indicate a weak, negative, significant relationship between parental demandingness and learners' academic performance. This result supports Hypothesis 1 (H1), which posits a significant relationship between parenting styles and academic performance among matric learners in Gauteng. This result also supports Hypothesis 2 (H2), which posits a significant relationship between maternal parenting styles and academic performance among matric learners in Gauteng. Hypothesis 0 (H0), which posits that there is no significant relationship between the variables, and Hypothesis 3 (H3), which posits that there is a significant relationship between paternal parenting styles and learner academic performance, is therefore not supported.

4.6. PSYCHOMETRIC PROPERTIES OF THE INSTRUMENT

This section will outline the psychometric properties of the instrument, with specific focus on the reliability of each item and their ability to accurately measure responsiveness and demandingness. This section will also show the reliability of the instrument and items as was found in the studies by Fenta (2018) and Gafoor and Kurukkan (2014).

In order to confirm the reliability of the items of the instrument, the study measured the Cronbach alpha values of the scale items to measure whether the items consistently measure the scale's variable. According to Gafoor and Kurukkan (2014), the demandingness scale had good internal consistency, with a test-retest coefficient of reliability of .83. In the current study, the Cronbach alpha coefficient was .82.

Table 4.20

Demandingness Reliability Statistics.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.822	.824	19

Table 4.21

Demandingness Item Statistics

	Mean	Std. Deviation	N
Item 1	3.67	1.171	144
Item 3	3.89	1.291	144
Item 5	3.62	1.317	144
Item 7	3.76	1.286	144
Item 9	3.09	1.338	144
Item 11	3.87	1.242	144
Item 13	4.42	1.087	144
Item 15	3.76	1.374	144
Item 17	4.03	1.106	144
Item 19	2.58	1.554	144
Item 21	3.47	1.194	144
Item 23	3.34	1.370	144
Item 25	3.95	1.401	144
Item 27	3.98	1.179	144
Item 29	3.63	1.388	144
Item 31	4.18	1.186	144
Item 33	3.04	1.428	144
Item 35	3.10	1.504	144
Item 37	2.96	1.428	144

Table 4.22 shows the item-total statistics of the demandingness items. There were three items that did not measure demandingness reliably. Those three items were: item 9 (“My parent/guardian punishes/ scolds me when I do not meet expectations”), item 23 (“My parent/guardian punishes me for my mistakes”), and item 27 (“My parent/guardian allows me to enjoy my free time”). These three items had corrected item-total correlation values below .3. One possible reason for this for item 9 and item 23 may be that the word “punishment” was not adequately defined. It may be natural for parents or guardians to punish their children if they do not meet expectations or make mistakes, but for a parent with high demandingness, punishments can be more forceful and punitive (Gafoor & Kurukkan, 2014). As such, what is considered a punishment for a learner from an authoritarian parent or guardian, may differ from what a learner from another type of parent or guardian views as a punishment.

Item 27 may not accurately measure demandingness, as both the authoritative and authoritarian parent/guardian view child autonomy differently. The authoritative parent/guardian (high responsiveness and high demandingness) encourages child autonomy and independence, and as such should be more likely to allow the child to enjoy their free time. The authoritarian parent (low responsiveness and high demandingness), however, is firm in control and is not likely to accept their child’s independence. This may indicate that this item would be more suited for the responsiveness dimension instead of the demandingness dimension. However, authoritative parents do also exhibit firm and consistent control, while the permissive parent (high responsiveness and low demandingness) do not enforce control or rules frequently. As such, the item itself may not contribute to any dimension in a significant manner. The remaining 16 items had a correlation value above .3, which indicates that they do measure the scale consistently.

Table 4.22

Demandingness Item-Total Statistics.

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 1	64.67	135.175	.431	.392	.813
Item 3	64.44	136.990	.318	.382	.818
Item 5	64.72	129.855	.556	.441	.806
Item 7	64.58	137.239	.311	.353	.819
Item 9	65.24	138.479	.254	.346	.822
Item 11	64.47	132.950	.481	.409	.810
Item 13	63.92	136.007	.437	.357	.813
Item 15	64.57	132.023	.455	.338	.811
Item 17	64.30	136.113	.424	.307	.813
Item 19	65.76	132.479	.374	.344	.816
Item 21	64.87	134.199	.457	.399	.811
Item 23	64.99	140.105	.194	.331	.825
Item 25	64.38	129.147	.539	.458	.806
Item 27	64.35	140.944	.212	.310	.823
Item 29	64.70	130.994	.483	.430	.809
Item 31	64.15	133.543	.486	.484	.810
Item 33	65.29	133.271	.393	.241	.814
Item 35	65.23	133.157	.370	.351	.816
Item 37	65.37	130.642	.477	.412	.810

Gafoor and Kurukkan (2014) also indicated that the responsiveness scale had good internal consistency, with a test-retest coefficient of reliability of .81. In the current study, the Cronbach alpha coefficient was .88.

Table 4.23

Responsiveness Reliability Statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.881	.887	19

Table 4.24

Responsiveness Item Statistics

Item Statistics

	Mean	Std. Deviation	N
Item 2	3.34	1.294	146
Item 4	3.95	1.225	146
Item 6	3.72	1.258	146
Item 8	4.47	.934	146
Item 10	2.50	1.406	146
Item 12	4.53	.840	146
Item 14	3.72	1.306	146
Item 16	4.22	1.189	146
Item 18	3.65	1.342	146
Item 20	3.54	1.439	146
Item 22	3.92	1.227	146
Item 24	4.01	1.212	146
Item 26	4.40	1.229	146
Item 28	3.92	1.201	146
Item 30	4.01	1.201	146
Item 32	3.94	1.277	146
Item 34	4.30	1.239	146
Item 36	3.03	1.513	146
Item 38	3.97	1.245	146

Table 4.25 shows the item-total statistics of the responsiveness items. There was only one item that did not measure responsiveness reliably. That item was item 20 (“Speaks highly of me around their friends”). A possible reason why this item may not consistently measure responsiveness could be that learners may not know how their parents speak about them to their friends, and as such the learners cannot confidently answer this item. All other items had correlation values of above .3, which indicates good consistency among items at measuring the responsiveness scale

Table 4.25

Responsiveness Item-Total Statistics.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 2	69.78	158.655	.577	.491	.872
Item 4	69.18	164.616	.414	.384	.878
Item 6	69.40	161.374	.506	.349	.874
Item 8	68.65	163.498	.619	.625	.872
Item 10	70.62	159.671	.493	.340	.875
Item 12	68.60	164.767	.634	.579	.873
Item 14	69.40	163.787	.408	.320	.878
Item 16	68.90	160.460	.573	.600	.872
Item 18	69.47	162.430	.436	.363	.877
Item 20	69.58	168.548	.228	.143	.885
Item 22	69.20	161.346	.523	.367	.874
Item 24	69.12	156.297	.705	.621	.868
Item 26	68.73	166.973	.336	.301	.880
Item 28	69.21	162.330	.502	.468	.875
Item 30	69.12	159.924	.585	.555	.872
Item 32	69.18	158.938	.577	.472	.872
Item 34	68.82	163.403	.448	.398	.876
Item 36	70.10	158.487	.482	.398	.876
Item 38	69.16	159.609	.572	.532	.872

4.7. CONCLUSION

This chapter presented the results of the data analysis for the 100 respondents and their responses regarding their parents' behaviour. The majority of the respondents were Black African female learners and the results of this analysis should be considered with this demographic in mind. The respondents live mostly with maternal parents/guardians, which included mothers, grandmothers, sisters, aunts, and step-mothers. The majority of the respondents' parents had some educational background and have high school experience. The results of the statistical analysis did not show any significant difference between groups, meaning that there was no significant difference in academic average or parenting style scores

for male and female learners or between types of schools (fee-paying vs non-fee-paying). The correlation statistics between parenting styles and academic performance indicated that, while there was no significant difference in academic scores for responsiveness, there was a weak, negative, significant relationship between academic scores and demandingness, especially for maternal parents/guardians. Finally, the reliability of the instrument was measured, and 34 of the 38 items had acceptable Cronbach Alpha values, which indicated that both scales had good reliability in measuring their intended variables. Chapter 5 will present a discussion of the results in relation to previous studies and the conclusion of the study as a whole. This will include future considerations for studies related to parenting styles and academic performance for learners in South Africa and the limitations of the study.

CHAPTER 5:
DISCUSSION, LIMITATIONS, AND FINAL CONCLUSION

5.1. INTRODUCTION

This chapter provides a discussion related to the results obtained in the previous chapter. The aim of chapter 4 was to examine the variables under consideration, whereas this chapter aims to discuss the results of the analysis in line with the previous findings related to the objectives of this study. To recall, the central aim of this study was to determine the relationship between parenting styles and academic performance of matric learners in Gauteng. The objectives of the study were to: examine the academic performance of matric learners in the D2 district, examine the parenting styles adopted by matric learners' parents, and to determine the direction, intensity, and frequency of the relationship between the dimensions of parenting styles and academic performance.

This chapter also provides an overview of the limitations of the study. These limitations will be viewed along with recommendations for future research on the topic. Finally, a conclusion will be provided on the results of the study.

5.2. DISCUSSION OF RESULTS

In this section the outcomes of the study's objectives are discussed in relation to the existing literature on the relationship between parenting styles and academic performance.

5.2.1. RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC PERFORMANCE

In chapters 1 and 2, it was mentioned that former studies have not found a consistent relationship between parenting styles and academic performance. Rauf and Ahmed (2017) conducted a linear regression analysis that resulted in a negative significant relationship between the authoritative parenting style and academic performance. Huey et al. (2013) found similar results, but this correlation was not considered statistically significant. This aligns with the results from the current study.

Some other studies found that high demandingness (found in the authoritative and authoritarian parenting style) positively correlated with higher academic performance

(Alhabadi et al., 2019; Yang & Zhao, 2020). Others found that there was no significant relationship between the two variables (Masud et al., 2016; Rivers et al., 2012). There were also studies that concluded that only the authoritative parenting style (high responsiveness and high demandingness) had a significant positive relationship with academic performance (Njagi et al., 2014; Turner et al., 2009). Turner et al. (2009) further found that the responsiveness dimension had a positive significant relationship with academic performance, while the study by Njagi et al. (2014) had results that were similar to this study, as the authoritarian parenting style had a negative correlation with academic performance (along with the permissive parenting style).

The studies that measured distinct parenting styles found significant relationships between the parenting styles specifically related to high demandingness (namely the authoritative and authoritarian parenting styles) (Alhabadi et al., 2019; Yang & Zhao, 2020). These results are similar to the results of the current study, as only demandingness was significantly correlated with academic performance. Authoritarian parents, however, seemed to also show an increase in their child's academic performance, indicating that the demandingness dimension had a positive significant relationship with academic performance, and not a negative one as was found in the current study (Yang & Zhao, 2020).

The results of the current study indicate that when parents exhibit higher levels of demandingness, that this is correlated with lower levels of academic performance. This seems to contrast with some of the studies (Alhabadi et al., 2019; Yang & Zhao, 2020) as discussed. However, similarly to Yang and Zhao's (2020) study it was found that the authoritarian parenting style had a significant, positive relationship with academic performance. While Yang and Zhao's study was conducted in China, which means that their results may not be applicable within a South African context, they found that the authoritarian parents were typically from households that had lower social classes or from lower income areas, and that the authoritarian parent had a stronger impact on their children than other parenting styles from similar backgrounds. This is applicable to the current study because the majority of the learners from this study's sample came from non-fee-paying schools that typically consist of

learners from lower-income households. This could explain why parents that exhibit demandingness behaviour had a stronger impact on their learners' academic performance.

Yang and Zhao's (2020) study also indicated that this parenting style had a strong impact on learners who were already struggling academically. The current study could indicate similar findings, as high demandingness behaviour was found to have a stronger impact on academic performance than high responsiveness behaviour, which this study found. Bandura's description of Social Cognitive Theory (1991) describes the network of influences and factors that alter a person's behaviour as a reciprocal one, which could indicate that, instead of higher levels of demandingness leading to lower levels of academic performance, that the opposite could be true, where lower academic performance could lead to stricter, more demanding parenting. Because this network is also cyclical, it could indicate that a spiral of high demandingness and low academic performance has formed with learners who experience these circumstances.

The current study also found no significant relationship between responsiveness and academic performance. While no mediating variables were explored there are a few possible reasons for this result. It may indicate that demandingness is a more impactful dimension with regards to academic performance. Demandingness may be a more useful parenting dimension when it comes to the establishment of structure and clear expectations for learners in an academic setting, which may have a larger impact on a learner's academic performance than responsiveness, which is more shaped by the nurture of learners and the parents' ability to meet their children's basic needs, as well as their social needs.

It should also be noted that there may be cultural implications for how a learner's academic performance is viewed by their parents. Culturally, especially for learners from Black African households, academic success is seen as the result of strict discipline and high demands. Strict discipline, high demands, and sometimes examples of punitive discipline and corporal punishment may still be prevalent in Black African households, especially if these households come from lower-income areas where non-fee-paying schools are located, of which is the case in the majority of this study's sample (Roman, 2016). This could indicate

that, while responsiveness parenting is still present, demandingness parenting could have a larger impact on the learner's development, as well as on the learners' perception of their parents' parenting style. This could ultimately indicate that, even if other parenting styles were present, that demandingness behaviour was ultimately the behaviour that had the largest impact on a learner's academic performance, especially in relation to the learners' upbringing.

5.2.2. DIFFERENCES BETWEEN FEE-PAYING AND NON-FEE-PAYING SCHOOLS

The results of the study found that there were no statistically significant differences between the parenting styles of parents from learners from fee-paying schools and non-fee-paying schools. However, there was still a notable difference in parental responsiveness between the two types of schools, with learners from fee-paying schools having parents that expressed a higher average level of responsiveness. This notable difference could be explained through the economic level of the communities in which non-fee-paying schools reside. Learners from non-fee-paying schools tend to come from households that are part of a lower economic level (O. Koapeng, personal communication, July 1, 2022). This is important to take note of, as many people who live in low-income areas and do low-income work and labour must spend much time away from home to do such work. One reason for this is because low-income areas are often far from economic hubs (which is more likely to house job opportunities than residential areas), therefore the people who live in these low-income areas must either travel to these economic hubs and back regularly, or stay near or in these economic hubs away from their family (Cheteni et al., 2019; Franklin, 2020). They do not have the luxury to, for example, work from home. This could be damaging to the children's well-being, as previous studies have found that the amount of time parents spend with their children is positively correlated with the well-being of the child (Maftei et al., 2020). This indicates that "the need for group family activities and family experiences with parental involvement were a source of well-being for children" (Li & Guo, 2023, p. 2). As such, parents spending less time with their children could possibly lead to lower responsiveness scores, as many of the items related to responsiveness have to do with the parent being present with the learner (such as

item 2 (“Spends free time with me”), or item 10 (“Helps me with my studies”)). This is a possible explanation for the connection between parental responsiveness and the parent being present, however it should be taken into consideration along with other possible mediating causes for lower responsiveness as well, such as if the parent does not respect or encourage their child’s autonomy, which can be seen with item 14 (“Respects my privacy”) or with item 18 (“Accepts when I say no to something I dislike”). Parents from low-income families are more likely to exhibit stricter parenting practices that offer less chances of autonomy for children (Lee et al., 2020). This could also lead to lower responsiveness scores as well.

Given South Africa’s history of migrant labour, it is clear how low-income areas, and families from low-income areas, could exhibit lower levels of responsiveness behaviour, as they are much more likely to work in economic hubs away from their residential areas. This has been the case for countless Black African men and women during the colonial and Apartheid eras of South African history, starting when gold was discovered in the Witswatersrand (Seepamore, 2016). As the mining industry grew, and as laws were implemented that heavily taxed people who did not live in European-style houses, many African men were forced to earn an income in areas away from their homes and families, in order to support those families (Siqwanda-Ndulo, 1998). This pushed Black African people to be overrepresented in rural areas, which had limited job and career opportunities, as well as limited resources, which left the group in a vulnerable state, and widened the economic gap between White and Black African groups (Nkosi & Daniels, 2007).

This practice continued during the Apartheid era, with Black African men still being expected to migrate to employment locations. Women joined in the job hunt, and dominated the domestic worker sector (Seepamore, 2016). As such, this habit of Black African people being expected to leave their family behind (and leave their children with family members and neighbours) became entrenched in the labour force of Black African workers, which is still prevalent 30 years after democracy.

5.2.3. RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC PERFORMANCE FOR MATERNAL AND PATERNAL PARENTS AND GUARDIANS.

The results of the current study indicated that the higher the demandingness level of the maternal parent/guardian, the lower the academic performance of the learner. However, this was not shown for paternal parents/guardians. Thus, authoritarian maternal parents/guardians (parents/guardians who have high demandingness and low responsiveness) and authoritative maternal parents/guardians (high demandingness and high responsiveness) may lead to lower academic performance, while permissive maternal parents/guardians (parents/guardians who have low demandingness and high responsiveness) and neglectful maternal parents/guardians (low demandingness and low responsiveness) may lead to higher academic performance. The reason why maternal parents/guardians may have more of an impact on the learners' academic performance is because, as was mentioned earlier, female parents/guardians are more likely to be involved with childrearing than male parents/guardians (Statistics South Africa, 2012). Previous research has also shown that children are more likely to have stronger relationships with their mothers than their fathers (De Jager, 2011; Roman et. al., 2016). This could indicate that the maternal parent/guardian's parental behaviour could have a stronger effect on the learner's academic performance than that of the paternal parent/guardian.

This could explain why no significant relationship between the paternal parenting style and academic performance was found, as the maternal parent/guardian are, in general, more involved in childrearing (Roman, 2016). This matches the descriptive statistics of the previous chapter, where there were more female parents/guardians than male ones, especially in single parent households or households where the parents/guardians did not have a marital relationship (for example, there were households where the mother and the sister were viewed as parents/guardians, or where the mother and the aunt were viewed as parents/guardians). It could simply be that there were not enough cases of paternal parents/guardians for the impact to be significant.

These results indicate that when maternal parents/guardians exhibit strict behaviour and control (such as expecting obedience, employing consistent control, or providing harsher discipline and punishments for wrongdoings), that their children may do poorer academically. This could indicate that, while other parenting styles do not seem to influence academic performance, the authoritarian parenting style may be the worst parenting style for the academic performance of learners, as it is the only parenting style recognised by a high demandingness level alone, and the parenting style most linked with strict control and disciplinary practices (Gafoor & Kurukkan, 2014; Louw & Louw, 2019). Even the authoritative parenting style may be better suited, despite the fact that it is recognised through a high level of demandingness and a high level of responsiveness, and differs from the authoritarian parenting style in terms of how discipline is administered, and whether individuality is encouraged or not (Gafoor & Kurukkan, 2014; Louw & Louw, 2019).

Another explanation for this correlation could be linked to the demographics of the learners involved. The type of discipline exhibited by authoritarian parents can be considered somewhat extreme. Statistics South Africa (2021) found that two out of five households with children have parents/guardians who believe that physical punishment as a form of discipline is necessary for bad behaviour, such as smoking or drinking alcohol. This could explain why high demandingness and control may lead to poor academic performance, as corporal punishment can result in physical, psychosocial, behavioural, and academic consequences that may endure beyond the moment that punishment and discipline is delivered (Heeks et al., 2022). This fits with the description of social cognitive theory described in chapters 1 and 2, which states that the behaviour of parents and the consequent behaviour of the learners are not only affected by each other, but also by their environment, and by personal factors (such as self-efficacy, motivation, and resilience) (Dumka et al., 2010). The environment and personal factors therefore also influence the behaviour of the parents and children reciprocally.

Finally, it is important to consider that, while a correlational analysis may indicate the nature, strength, and direction of a relationship between two variables, it does not indicate the order in which the variables occur. This is known as the directionality problem, and it states

that a correlational study “does not determine which variable is the cause and which is the effect” (Gravetter & Forzano, 2018, p. 308). As such, while it is possible to assume that higher demandingness and strictness leads to lower academic performance, it is also possible that lower academic scores could lead to higher levels of demandingness and strictness. As such, it could be possible that learners who perform poorer academically may lead to parents exhibiting stricter control and discipline as a way of combatting this poorer academic performance. It is entirely possible that this correlation is also cyclical, which would make sense under Social Cognitive Theory. If, for example, a learner’s poorer academic performance leads to stricter parental behaviour, then that stricter parental behaviour could also lead to poorer academic performance, which fits the reciprocal nature of Bandura’s (1997) description of Social Cognitive Theory.

5.3. LIMITATIONS

The findings of this study should be interpreted with caution due to the following limitations, all of which suggest potential areas of focus for further research on the subject. The first limitation to consider is that all data were collected through self-report questionnaires. While there have been previous studies that have incorporated self-report questionnaires (Hayek et al., 2022; Rivers et al., 2012) using this method is still risky, considering that self-reported data may not fully capture the true nature of what is being examined. It is possible that learners may have either been dishonest about the true nature of their relationship with their parents (despite assurances of confidentiality and anonymity), or their academic prowess. Future research may have to consider obtaining these results through less subjective means, such as obtaining the report cards of the learners to obtain their scores instead.

A second limitation to consider is that this study did not measure for mediating or third variables. While this study did measure additional factors through independent t-tests, and found that additional variables such as gender and school type did not lead to different academic scores, they were not measured as part of the Pearson correlation. As such, all that can be determined through the data collected in this study is that high demandingness is

correlated to low academic performance, and not whether mediating variables, such as self-esteem or self-efficacy, which were measured in previous studies (Rivers et al., 2012; Turner et al., 2009), were also affected by the parenting styles examined. If future research were to be conducted in South Africa, a focus on mediating variables is highly encouraged.

A third limitation is the sample size. This study aimed for a sample size of 120 learners, and only found 100 learners who qualified to be part of the study. Previous studies aimed for larger sample sizes (Fenta, 2018; Roman et al., 2016). Larger sample sizes could lead to more accurate results, as they produce more reliable results with smaller margins of error, and a greater ability to generalise the results. It is recommended that future research aim for larger sample sizes, possible from a higher number of schools beyond one district in Gauteng.

A fourth limitation is that the study did not attribute a higher or lower academic performance with a distinct parenting style. While this study did attempt to incorporate the two parenting dimensions required to define the four distinct parenting styles, the main method for determining the relationship between parenting styles and academic performance was through the measurement of the responsiveness and demandingness dimensions. As such, when only one dimension led to a correlation with academic performance, it became impossible to fully define a specific parenting style (such as the authoritative or authoritarian parenting style) as the style that would lead to an increase or decrease in academic performance. As such, future research may have to incorporate a research design that will measure the relationship between a continuous variable (such as academic performance) and a categorical variable (such as distinct parenting styles).

A fifth limitation is that the study did not achieve its goal to examine the differences in parenting styles between population groups. In chapter 2, the results of the study done by Roman et al. (2016) were referenced, in which it was found that fathers from Black African households had lower levels of authoritative and authoritarian parenting styles when compared to other South African households. While this study aimed to replicate these results, the characteristics of the sample existed primarily of Black African female learners, which made any sort of comparison difficult. Future research on the topic may need to employ stricter

sampling procedures in order to ensure a large enough sample of different population groups, in order to examine these differences more thoroughly.

A final limitation to consider is the instrument used. This study used an instrument developed by researchers from India, who developed the instrument in Hindi, and developed them for learners from specific areas in India (Gafoor & Kurukkan, 2014). Attempts were made to revise the instrument for South African learners, with assistance from another South African study that examined the relationship between these variables as well (Fenta, 2018). However, it was still initially developed for Indian learners, and as such these questions may have items that are suited for South African learners. Future research, especially in South Africa, must consider either developing a South African instrument to measure parenting styles, or make use of one that may be available at that time.

5.4. FINAL CONCLUSION

In conclusion, this chapter has discussed the results found in the previous chapter. It is possible for fee-paying schools to house learners with parents who exhibit higher levels of responsiveness, despite no statistical significance being found. The results of the study were similar to a few results from previous studies. However, there were more studies that found a correlation between higher demandingness and academic performance (Alhabadi et al., 2019; Yang & Zhao, 2020), or that found no significant relationship between the two variables (Rivers et al., 2012). As such, these results may be of interest for future research that aims to examine why these studies differ from each other in terms of results. Chapter 4 found that only maternal parents/guardians' level of demandingness led to lower academic performance. This adds to previous research that found that maternal parents/guardians have a greater impact on the behaviour of children that paternal parents/guardians, and that children tend to form deeper bonds with maternal parents/guardians over paternal parents/guardians. A few possibilities were discussed on why this negative relationship could possibly occur. One possibility was that behaviour related to demandingness is harmful to learners' academic performance, and that parents that exhibit lower demandingness (such as permissive parents) may lead to

higher academic performance. Discipline exhibited by authoritarian parents (who exhibit high demandingness and low responsiveness) may also be harmful to academic performance, as corporal punishment has been found to be linked to poorer psychosocial health, physical health, and academic performance. It is also worth noting that correlational research such as this suffers from the directionality problem, and that lower academic performance may in fact be the cause for higher demandingness in parents. Finally, the limitations were discussed. All data collected was self-reported, very few attempts were made to examine mediating variables, the sample size was smaller than what was aimed for, no distinct parenting style could be linked to higher or lower academic performance (instead, only parents that exhibited a high level of the demandingness dimensions, such as the authoritative and authoritarian parenting styles could be linked to lower academic performance), and the instrument used was not South African in origin.

However, through all of this, a significant relationship was still found. As such, this study can accept Hypothesis 1 (H1) and Hypothesis 2 (H2). This study therefore supports the hypothesis that there is a relationship between (maternal) parenting styles and academic performance for matric learners in Gauteng, South Africa.

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APPENDIX A: QUESTIONNAIRE

PART 1: BIOGRAPHICAL AND ACADEMIC INFORMATION

Instructions: Below are a few questions regarding your background information. Please tick (**X**) the box next to the question that describes you the best. If you select the "**Other:**" option on any of the questions, please specify. If you only have 1 parent or guardian, please ignore question **5**.

1. **Gender:** Male (man): ☐ Female (woman): ☐
   Gender non-binary: ☐ Prefer to self-identify: ☐
   Prefer not to say ☐ Specify: _____

2. **Age:** _____

3. **Population Group:** Black African ☐ Coloured ☐
   Indian/Asian ☐ White ☐

4. **Please complete the sentence: "I live with…"**
   Both parents ☐ Only one parent ☐
   Only one guardian ☐ One parent and a guardian ☐

5. **If you do live with one parent, do you have contact with the other parent?**
   Yes: ☐ No: ☐

6. **Are any of your primary guardians one of your grandparents or another family member?**
   Yes: ☐ No: ☐

7. **Parent/Guardian 1 level of education:**
   No formal education ☐ Some primary school ☐
   Some high school ☐ Completed high school (Matric) ☐
   Diploma ☐ Undergraduate Degree (BA, BSc, etc.) ☐
   Honours ☐ Post-graduate Degree (MA, PhD) ☐

8. **Parent/Guardian 2 level of education (if you answered no to question 5):**
   No formal education ☐ Some primary school ☐
   Some high school ☐ Completed high school (Matric) ☐

Diploma	☐	Undergraduate Degree (BA, BSc, etc.)	☐
Honours	☐	Post-graduate Degree (MA, PhD)	☐

Instructions: In the table below, please write down the subjects you wrote exams for at the end of the year for Grade 11. If you had less than 10 subjects last year, please leave the remaining rows open after you have added all of your subjects. In the final row, please add your end of year mark.

Gr. 11 End-of-Year results	
Subject	**Mark (%)**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
Year mark:	

PART 2: SCALE OF PARENTING STYLES

Instructions: Below are 38 statements about your relationship with your parent(s)/guardian(s). For each statement, there are options listed as numbers ranging from 5 to 1. For this scale, 5 means **Always true**, 4 means **Mostly true**, 3 means **Sometimes true, sometimes false**, 2 means **Mostly false**, 1 means **Always false**. The column of options (5-1) on the left side represents one parent/guardian, while the right side represents the other parent/guardian. Please specify which parent/guardian belongs to which side by writing who they are under the **"Parent/Guardian"** text (for example: **"Parent/Guardian 1: <u>Mother</u>"**). If you only have one parent/guardian, please ignore the second column and only answer for the first column.

Please tick with an **X** under the number that best suits how the statement best applies to your parent/guardian.

PARENT/GUARDIAN 1:						**PARENT/GUARDIAN 2:**				
5	**4**	**3**	**2**	**1**	**STATEMENTS:** My parent/guardian…	**5**	**4**	**3**	**2**	**1**
					1. Listens to my ideas and opinions					
					2. Spends free time with me					
					3. Points out my mistakes in a manner that I understand					
					4. Gives me money if I need it					
					5. Discusses the benefits and detriments of my subjects					
					6. Considers my food preferences					
					7. Makes most of the decisions about what I am allowed to do					
					8. Shows that they love me					
					9. Punishes/ scolds me when I do not meet expectations					
					10. Helps me with my studies					
					11. Discusses responsibilities in line with my growth					
					12. Has faith in me					
					13. Wants to know why I came home late					
					14. Respects my privacy					
					15. Deeply cares about how I dress					
					16. Makes sure that my needs are met					
					17. Makes me aware that my actions and accomplishments are for my benefit alone					
					18. Accepts when I say no to something I dislike					
					19. Tells me how to behave around their friends					
					20. Speaks highly of me around their friends					
					21. Tries to establish my likes and dislikes					
					22. Appreciates when I try to become independent					
					23. Punishes me for my mistakes					
					24. Shows me love even if I made a mistake					
					25. Wants to know/ cares about who my friends are					
					26. Allowed me to select my school subjects					
					27. Allows me to enjoy my free time					
					28. Prioritises my preferences in my studies					
					29. Demands that I study in an organised manner.					
					30. Highlights my successes					
					31. Advises me					
					32. Celebrates my successes with me					
					33. Discourages unhealthy food					
					34. Gets worried when I arrive late at home					
					35. Wants to know how I spend my money					
					36. Buys me clothes that follow the latest trends					

					37. Wants to know how I spend my free time					
					38. Gives me advice in a timely manner.					

APPENDIX B: PARTICIPANT INFORMATION SHEET

The relationship between parenting styles and academic performance of matric learners in Gauteng.

Hello, my name is Johan Troskie, and I am currently a master's research psychology student at the Faculty of Humanities, University of Pretoria. You are being invited to take part in a research study about the relationship between learners' parents' parenting styles and learners' academic performance. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take some time to read the following information carefully, which will explain the details of this research project. Please feel free to ask the researcher if there is anything that is not clear or if you need more information.

WHAT IS THE NATURE AND PURPOSE OF THE STUDY?

- The purpose of this study is to examine the relationship between parenting styles and academic performance (in other words, how strongly does your parents' parenting style relate to your academic performance). While a few studies have been conducted on this relationship in the world, very few have been done in South Africa.
- The overall aim of this study is to investigate the relationship between parenting styles and academic performance of matric learners in the D2 district area in Gauteng, South Africa.

WHY HAVE YOU BEEN INVITED TO PARTICIPATE?

You have been invited to participate because you are a matric learner (grade 12) in a public high school within the D2 district of Gauteng.

WHAT IS THE NATURE OF YOUR PARTICIPATION IN THIS STUDY?

You will be expected to answer a few questions on a questionnaire about the relationship between you and your parents. This questionnaire will be completed on a physical form. You will complete this questionnaire during school, in a classroom (your teachers will let you know which classroom to go to for the study). However, you will not be allowed to participate if you do not bring the informed consent form that was signed by your parent(s) or guardian(s) to the researcher on the day. The first few questions will require you to provide biographical information (such as race and gender), and, most importantly, your marks from the previous year (Grade 11), in the subjects you had. After that, the rest of the questionnaire will involve 38 further questions about your relationship with your parent(s) or guardian(s). This questionnaire will take between 30 minutes to an hour to complete. As soon as you feel you have completed the questionnaire, you are free to hand the questionnaire in the assigned box, and exit the room.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason, and with zero negative consequences or penalties.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER BE KEPT CONFIDENTIAL?

- While this study will gather biographical data, no identifying information will be gathered. Anonymity is therefore guaranteed. Findings from this data will be disseminated through conferences, publications, and the researcher's mini-dissertation. Reporting of findings will be anonymous, only the researchers of this study will have access to the information.
- Please note participant information will be kept confidential, except in cases where the researcher is legally obliged to report incidents such as abuse and suicide risk.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Unfortunately, there are no direct benefits to you for participation in this study. However, the researchers of this study hope that this information will inform the Department of Basic Education on how important a parent-child relationship is in promoting or diminishing a learner's academic potential. As such, the indirect benefit for this study is that you could improve researchers' understanding on the relationship between parenting styles and academic performance for high school learners.

WHAT ARE THE ANTICIPATED RISKS FROM TAKING PART IN THIS STUDY?

- While this study is anticipated to be a low-risk project, there are a few foreseeable risks that the researchers will attempt to minimise.
- One risk is possible fatigue. Since this questionnaire may take up to an hour, you may be fatigued after filling in the questionnaire. You will be given a small break if you request one.
- Another risk is, if the questionnaire will be completed during school time, that you may miss a class during this time. The researcher will notify the teachers of your absence, so that the teacher can assist afterward.
- A final anticipated risk is possible discomfort for you if you read and respond to a question that may bring unpleasant memories. You are warned that some of the questions, while not directly asking about abusive or harmful parental behaviour, may be uncomfortable for some learners to answer if they do not have a pleasant relationship with their parents or guardians. If you do experience any discomfort, and wish to discuss this with someone, you are welcome to speak to the teacher present in the room during the study, or at any time afterwards and you will be referred to the school counsellor.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

- Electronic information will be stored for period of 10 years.
- Participant information in hard copies of raw data be will locked in the cabinet and electronic data will be stored using the University of Pretoria's research data management system (RDM).

WHAT WILL THE RESEARCH DATA BE USED FOR?

- Data gathered from the participant will be used for research purposes that may include:
    - Article publication
    - For administration purpose or policy briefs
    - For further research in the form of secondary data analysis.

WILL I BE PAID TO TAKE PART IN THIS STUDY?

NO, you will not be paid to take part in this study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Committee of Faculty of Humanities, University of Pretoria. Ethical approval number is **HUM004/0323**. A copy of the approval letter can be provided to you on request.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

You may contact the researcher to obtain the results of the study after the completion of the mini-dissertation. The Department of Basic Education will also receive a copy of the results of the study.

WHOM SHOULD I CONTACT IF I HAVE CONCERN, COMPLAINT OR ANYTHING I SHOULD KNOW ABOUT THE STUDY?

If you have questions about this study or you have experienced any discomfort as a result of participating in this study, you may contact the researcher whose contact information is provided below. If you have questions regarding the rights as a research participant, or if problems arise which you do not feel you can discuss with the researcher, please contact the supervisor, and contact details are below

Thank you for taking time to read this information sheet and in advance for participating in this study.

RESEARCHER:

Name: Johan Christiaan Troskie

Contact number: 082 557 7191

Email address: christotroskie27@gmail.com

SUPERVISOR:

Name: Professor Claire Wagner

Contact number: (012) 420 2319

Email address: claire.wagner@up.ac.za

APPENDIX C: THE RELATIONSHIP BETWEEN PARENTING STYLES AND ACADEMIC PERFORMANCE OF MATRIC LEARNERS IN GAUTENG

{ETHICAL APPROVAL NUMBER HUM004/0323}

WRITTEN ASSENT TO PARTICIPATE IN THIS STUDY

I, _____ (**participant name**), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

STATEMENT	AGREE	DISAGREE	NOT APPLICABLE
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any consequences or penalties.			
I understand that information collected during the study will not be linked to my identity and I give permission to the researchers of this study to access the information.			
I understand that this study has been reviewed by, and received ethics clearance from Research Ethics Committee Faculty of Humanities of the University of Pretoria.			
I understand who will have access to personal information and how the information will be stored with a clear understanding that, I will not be linked to the information in any way.			
I give consent that data gathered may be used for dissertation, article publication, conference presentations and writing policy briefs.			
I understand how to raise a concern or make a complaint.			
I have sufficient opportunity to ask questions and I agree to take part in the above study.			

Name of Participant	Date	Signature
Name of person taking consent	Date	Signature

If you have any questions about the study, please contact the researcher, Johan Troskie. Alternatively, you may contact the supervisor of this study, Professor Claire Wagner.

CONTACT INFORMATION

Researcher: Johan Troskie **Supervisor:** Prof. Claire Wagner

Number: 082 557 7191 (012) 420 2319

Email: christotroskie27@gmail.com claire.wagner@up.ac.za

APPENDIX D: PARENT INFORMATION SHEET AND INFORMED CONSENT

STUDY TITLE: The relationship between parenting styles and academic performance of matric learners in Gauteng.

Researcher: Johan Christiaan Troskie

Supervisor: Professor Claire Wagner

Institution: University of Pretoria

CONTACT INFORMATION

Researcher: Johan Troskie
Number: 082 557 7191
Email: christotroskie27@gmail.com

Supervisor: Prof. Claire Wagner
(012) 420 2319
claire.wagner@up.ac.za

1) **INTRODUCTION**

We invite your child to participate in a research study. This information will help you decide if your child may want to participate. Before you agree that your child may take part, you should fully understand what is involved. If you have any questions that this document does not fully explain, please do not hesitate to ask the researcher.

2) **THE NATURE AND PURPOSE OF THIS STUDY**

The aim of this study is to determine the relationship between parenting styles and academic performance of matric learners in the D2 district in Gauteng, South Africa. You, as a parent, are a very important source of information with regards to this study, as your parenting style is what is being measured alongside your child's academic performance.

3) **EXPLANATION OF PROCEDURES AND WHAT WILL BE EXPECTED FROM PARTICIPANTS**

We will ask your child to complete a questionnaire related to your child's relationship with you. This will include questions about your relationship with your child, and how you behave towards your child. If your child has a second parent or guardian (such as your spouse), then they will have to answer the questions about your child's relationship with them as well. The questionnaire will be completed on the school premises, during school hours, and should not take longer than an hour to complete, and as soon as they have finished, they will be able to continue with their classes.

4) **POSSIBLE RISK AND DISCOMFORT INVOLVED**

There are only minimal risks involved in participating in the study. One possible risk is fatigue. Since this questionnaire may take up to an hour to complete, your child may become fatigued after filling in the questionnaire. This will be minimised with a small break if requested.

Since this questionnaire will be completed during school time, your child may miss a class during this time. The researcher will notify the teachers on which learners will be absent to complete this questionnaire, so that the teachers can assist your child afterwards.

5) **POSSIBLE BENEFITS OF THIS STUDY**

Although your child will not benefit directly from the study, the results of the study will enable us to better understand the relationship between a parent's parenting style and a child's academic performance, which may encourage further research, and better ways in which the Department of Basic Education can help high school learners.

6) **YOUR CHILD'S RIGHTS AS A PARTICIPANT**

Your child's participation in this study is entirely voluntary. Your child can refuse to participate or stop at any time during the study without giving any reason. Your child will not be penalised in any way for withdrawing from the study at any time.

7) **ETHICS APPROVAL**

This proposal was submitted to the Faculty of Humanities Research Ethics Committee, University of Pretoria. The ethical approval number is **HUM004/0323**. A copy of the approval letter can be provided to you on request.

8) **INFORMATION AND CONTACT PERSON**

The contact person for the study is Johan Troskie. If you or your child have any questions about the study, please contact him at the following number: 082 557 7191. Alternatively, you may contact the supervisor of the study, Professor Claire Wagner, at the following number: (012) 420 2319.

9) **CONFIDENTIALITY**

All information about your child will be kept strictly confidential. No identifying information will be collected from your child, which means anonymity is assured. Furthermore, research reports, articles in scientific journals, and the dissertation of the study will not include any information that may identify your child.

10) **CONSENT TO PARTICIPATE IN THIS STUDY**

- I confirm that the person requesting my consent for my child to take part in this study has told me about the nature and process, any risks or discomforts, and the benefits of the study.
- I have also received, read and understood the above written information about the study.
- I have had adequate time to ask questions and I have no objections for my child to participate in this study.
- I am aware that the information obtained in the study, including personal details, will be anonymously processed and presented in the reporting of results.
- I understand that my child will not be penalised in any way should my child wish to discontinue with the study.
- My child is participating willingly.
- I have received a signed copy of this informed consent agreement.

_____	_____
Parent/Legal Guardian's name (Please print)	Date
_____	_____
Parent/Legal Guardian's signature	Date
_____	_____
Researcher's name (Please print)	Date
_____	_____
Researcher's signature	Date

APPENDIX E: FINAL APPROVAL FROM UNIVERSITY OF PRETORIA RESEARCH ETHICS COMMITTEE

Faculty of Humanities
Fakulteit Geesteswetenskappe
Lefapha la Bomotho

21 May 2024

Dear Mr JC Troskie

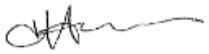
Project Title:	The relationship between parenting styles and academic performance of matric learners in Gauteng
Researcher:	Mr JC Troskie
Supervisor(s):	Prof. Claire Wagner
Department:	Psychology
Reference number:	18035923 (HUM004/0323)
Degree:	Masters

I have pleasure in informing you that the above application was **approved** by the Research Ethics Committee on 21 May 2024. Please note that before research can commence all other approvals must have been received.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

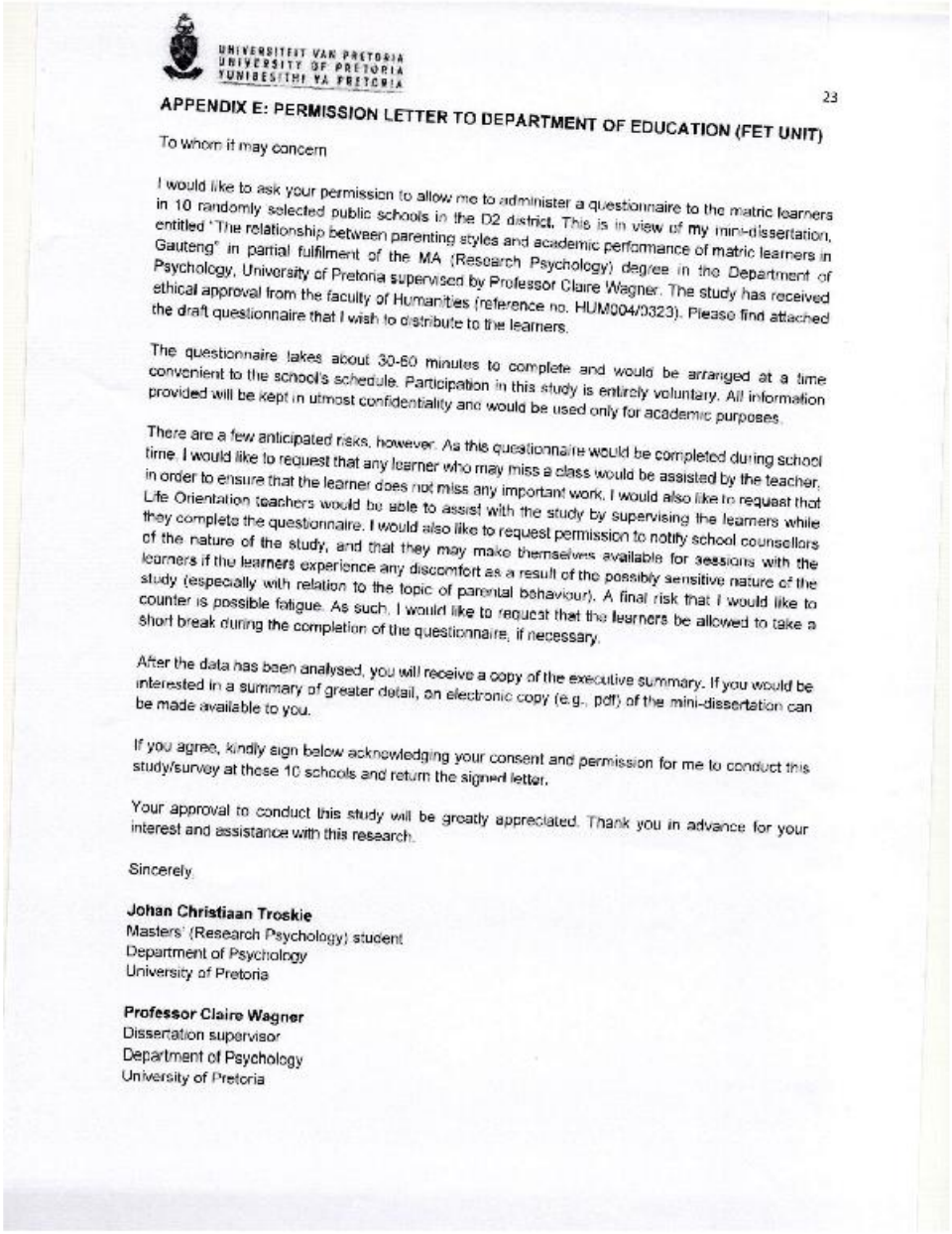
We wish you success with the project.

Sincerely,



Prof Karen Harris
Chair: Research Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: tracey.andrew@up.ac.za

APPENDIX F: SIGNED PERMISSION LETTER FROM DIRECTOR OF DEPARTMENT OF BASIC EDUCATION



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

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APPENDIX E: PERMISSION LETTER TO DEPARTMENT OF EDUCATION (FET UNIT)

To whom it may concern

I would like to ask your permission to allow me to administer a questionnaire to the matric learners in 10 randomly selected public schools in the D2 district. This is in view of my mini-dissertation, entitled "The relationship between parenting styles and academic performance of matric learners in Gauteng" in partial fulfilment of the MA (Research Psychology) degree in the Department of Psychology, University of Pretoria supervised by Professor Claire Wagner. The study has received ethical approval from the faculty of Humanities (reference no. HUM004/0323). Please find attached the draft questionnaire that I wish to distribute to the learners.

The questionnaire takes about 30-60 minutes to complete and would be arranged at a time convenient to the school's schedule. Participation in this study is entirely voluntary. All information provided will be kept in utmost confidentiality and would be used only for academic purposes.

There are a few anticipated risks, however. As this questionnaire would be completed during school time, I would like to request that any learner who may miss a class would be assisted by the teacher, in order to ensure that the learner does not miss any important work. I would also like to request that Life Orientation teachers would be able to assist with the study by supervising the learners while they complete the questionnaire. I would also like to request permission to notify school counsellors of the nature of the study, and that they may make themselves available for sessions with the learners if the learners experience any discomfort as a result of the possibly sensitive nature of the study (especially with relation to the topic of parental behaviour). A final risk that I would like to counter is possible fatigue. As such, I would like to request that the learners be allowed to take a short break during the completion of the questionnaire, if necessary.

After the data has been analysed, you will receive a copy of the executive summary. If you would be interested in a summary of greater detail, an electronic copy (e.g., pdf) of the mini-dissertation can be made available to you.

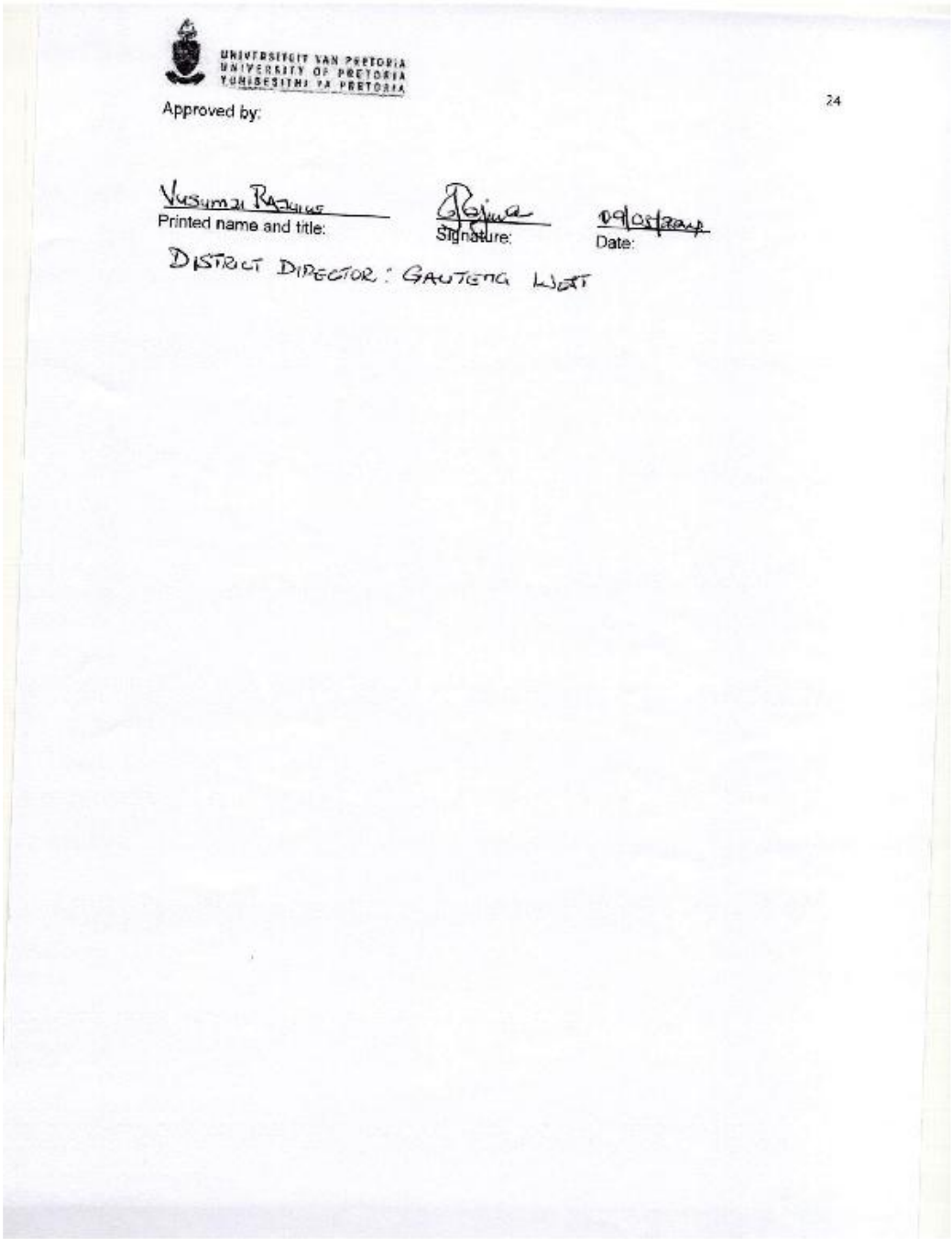
If you agree, kindly sign below acknowledging your consent and permission for me to conduct this study/survey at these 10 schools and return the signed letter.

Your approval to conduct this study will be greatly appreciated. Thank you in advance for your interest and assistance with this research.

Sincerely

Johan Christiaan Troskie
Masters' (Research Psychology) student
Department of Psychology
University of Pretoria

Professor Claire Wagner
Dissertation supervisor
Department of Psychology
University of Pretoria



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Approved by:

Vusumzi Ratshuke
Printed name and title:

Signature:

09/08/2012
Date:

DISTRICT DIRECTOR: GAUTENG WEST