# An exploration of the views on parenting styles by young adults living in Umlazi: KwaZulu-Natal

by

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## DECLARATION

I hereby declare that AN EXPLORATION OF THE VIEWS ON BY YOUNG ADULTS LIVING IN UMLAZI: KWAZULU-NATAL to be my own work and that all references used or quoted were indicated and acknowledged comprehensively.

Signature: ……. Date:……..2017

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## ABSTRACT

This study examined the young adults views on parenting styles in uMlazi KwaZulu-Natal. The main objectives of the study were: 1) to explore young adults' views on the type of parenting styles that they have been brought up with; 2) to find out if there are any differences in the parenting styles from the views of young adults raised by single or both parents and 3) to explore how parenting style has influence the developmental outcome of young adults. A sample of twelve (12) young adults raised by either parents or a single parent from birth to at least 18 years were conveniently selected to participate in the study. A semi-structured interview schedule was used to collect data and the transcribed data was analysed using thematic analysis. The findings suggest that the majority of the young adults have been raised by authoritative parents. A good quality relationship between parents and young adults was found to have made a significant difference in the young adults' lives as it has taught them to be independent, self-sufficient, perform well at school and aspire to be great individuals in the community. It was also observed that authoritative parenting style proved to be the optimal parenting style which majority of the participants preferred to adopt and use on their children. These findings underscore the need for community counsellors to provide relationship training/ family therapy to help families with parental problems.

# Table of contents

## Content Page

DECLARATION ..... ii
ACKNOWLEDGMENTS ..... iii
ABSTRACT ..... iv
TABLE OF CONTENTS ..... v
DEFINITION OF TERMS ..... viii
**1. CHAPTER 1: INTRODUCTION** ..... 1
2. Rational/ Problem statement ..... 3
3. Objectives of the study ..... 5
4. Research Questions ..... 5
5. Outline of dissertation ..... 5
6. Chapter Summary ..... 6
**2. CHAPTER 2: LITERATURE REVIEW** ..... 7
2.1 Introduction ..... 7
2.2 The importance of parenting styles ..... 7
2.3 Parent child quality relationship ..... 8
2.4 Parenting styles mostly used by single parents ..... 9
2.5 The difference made by father's involvement ..... 10
2.6 Parenting styles mostly used during adulthood ..... 11
2.7 Parental support and monitoring ..... 12
2.8 The relationship between parenting styles and personality ..... 13
2.9 The link between parenting styles and ethnicity ..... 13
2.10 The relationship between parenting and academic performance ..... 14
2.11 Parenting styles within the South African context ..... 16
2.12 Theoretical Framework ..... 16
2.13 Attachment Theory ..... 19
2.14 Attachment in adulthood ..... 21
2.15 The long-term effects of infant attachment ..... 22
2.16 Chapter summary ..... 23
**3. CHAPTER 3: RESEARCH AND METHODOLOGY** ..... 24

3.1 Introduction ..... 24
3.2 Research setting ..... 24
3.3 Research design ..... 24
3.4 Sampling method and procedure ..... 25
3.5 Data collecting instrument ..... 26
3.6 Data collection procedure ..... 27
3.7 Qualitative data analysis ..... 28
3.8 Validity of the study ..... 29
3.9 Reliability of the study ..... 29
3.10 Ethical consideration ..... 30
3.11 Chapter summary ..... 30
**4. CHAPTER 4: RESULTS** ..... 31
4.1 Introduction ..... 31
4.2 Demographic characteristics of study participants ..... 31
4.2.1 Demographic table ..... 32
4.3 Analysis of results ..... 33
4.3.1 Figure 1: Summary of main themes and sub-themes ..... 34
4.4 Authoritative parenting style ..... 35
4.4.1 Control and warmth ..... 35
4.4.2 Parental involvement ..... 36
4.4.3 Good relationships ..... 37
4.5 Authoritarian parenting style ..... 38
4.5.1 Strict disciplinarians ..... 38
4.5.2 Cold and controlling ..... 39
4.6 Permissive parenting style ..... 40
4.6.1 High levels of warmth ..... 40
4.6.2 Indulgent and passive parenting ..... 41
4.7 Neglecting parenting style ..... 42
4.7.1 Uninvolved parenting style ..... 42
4.8 Optimal parenting style ..... 42
4.8.1 Parenting style most likely to be adopted ..... 43
4.9 The less preferred parenting style ..... 44

4.9.1 Parenting styles unlikely to be used by young adults …… 44
4.10 Chapter summary……. 45
**5. CHAPTER 5: DISCUSSION, RECOMMENDATIONS AND CONCLUSION**…… 46
5.1 Introduction 46
5.2 Authoritative parenting style…… 46
5.3 Authoritarian parenting style…… 47
5.4 Permissive parenting style…… 48
5.5 Neglecting parenting style…… 49
5.6 Optimal parenting style…… 50
5.7 The less preferred parenting style…… 50
5.8 Limitations…… 51
5.9 Recommendations…… 51
5.10 Avenue for future studies…… 51
5.11 Conclusion……. 52
**6. REFERENCES**…… 53
**APPENDIX**
APPENDIX A: ETHICAL CLEARANCE CERTIFICATE……. 71
APPENDIX B: LETTER TO PARTICIPANTS…… 73
APPENDIX C: INFORMED CONSENT…… 74
APPENDIX D: INTERVIEW SCHEDULE……. 75

## DEFINITION OF TERMS

2.1 Parenting Style: A parenting style is defined as a complex activity that includes specific behaviour that works individually and together to influence child outcomes (Baumrind, 1991:61).

2.2 Authoritative: Is defined as being assertive but not intrusive and restrictive (Baumrind 1991:62).

2.3 Authoritarian: Is defined as being highly demanding and directive but not responsive (Baumrind, 1991:62).

2.4 Raised: To take care of a child until the child is able to take care of him/herself. In this study the word “raised” refers to someone who lived with both parents/single parent until the age of 18 years.

# CHAPTER 1: INTRODUCTION

## 1. Introduction

One of the greatest challenges in life is finding a formula for an impeccable child rearing style. Virtually, all parents wish their children to be successful in life, but not all parents are successful in the process of successfully rearing their children towards the direction they regard as moral and socially acceptable (Kashahu, 2014). There are many theories and opinions on the best way to rear children, as well as differing levels of time and effort that parents are willing to invest (Bornstein, 2002). Parenting styles are generally regarded as the attitudes, behaviours, and interaction styles that when taken together create an emotional context in which family interactions can occur (Vandeleur, Perrez & Schoebi, 2007).

There are two dimensions of parenting behaviour: firstly being the quality of the emotional relationship between parents and children, and secondly the degree of the control utilized, including both behavioural and psychological aspects (Cunning, Davies & Campbell, 2000). Parenting styles have consistently been shown to relate to outcomes such as youth psychopathology, behaviour problems, and academic performance (Tuner, Chandler & Heffer, 2009).

Research has sturdily suggested that parents, either one or both, continue to be a crucial factor contributing towards the status of youth psychosocial well-being, despite the assertion that friends exert strong influences on youth development during the stages of adolescence (Collins, Maccoby, Steinberg, Herlington & Bornstein, 2000; Kritzas & Grobler, 2007; Richards, 2013). Parental practices that frequently show warmth, affection and support have been associated with a variety of positive psychosocial outcomes (Han & Grogan-Kaylor, 2013).

In addition to the above assertion, a child's development is immensely influenced by the immediate family, more especially by the home environment, social environment and the culture in which they are exposed to from an early age (Corey, 2008).The development of

learned social skills and behaviours is subjected to substantial molding and adjustment by the environment in which children grow and develop. Hence, a relationship between a parent and child is of utmost importance. The nature of these interactions, discipline, and dealing with the child's behaviour and emotions has a crucial influence on the developing child. Debatable as it is, the immediate environment is not necessarily the sole responsibility of the parent or both parents, but there are other factors such as the child minders, time and space under which these factors interact. For the purposes of this study, only a parent or parents will be viewed as main contributors towards the development of children.

Researcher such as Baumrind (1966) have identified three different parenting styles based upon two facets of parenting: control and warmth. These parents are authoritarian, authoritative, and permissive. Authoritarian parents according to Baumrind (1966) show low warmth and use a strict and harsh discipline style in interaction with their children; whereas authoritative parents are characterized by high warmth and utilize non-punitive discipline in which they explain the rules to their children. Authoritative parents do not evoke unchangeable rules but rather entertain or listen to and take into account their children's views (Baumrind, 1966). Permissive parents are however the opposite of authoritarian. They are characterized by high acceptance and utilize low parental supervision, often consulting with their children. Permissive parents like to make their children happy and avoid disappointing them (Baumrind, 1966; Brink, 2006; Gottman, 1997).

Gottman (1997) emphasized four parenting styles with slightly different names and meanings. Authoritarian parenting referred to as disapproving parenting, authoritative parenting referred to as emotion coach, permissive parenting referred to as laissez-faire and uninvolved parenting referred to as dismissing. According to Gottman, (1997) and Fallon and Bowies (1998), the dismissing parent is characterized by feelings of disengagement. Dismissing parents tend to be unconcerned about their children's feelings and regard them as unimportant. As a result these adolescents raised by dismissing parents tend to feel that

their emotions are inappropriate and may internalize feelings of being inadequate. The laissez-faire parents are very permissive overall with little regard for limit setting of any kind. Adolescents raised by laissez-faire parents experience difficulty forming friendships and regulating their emotions (Gottman & DeClaire, 1997).

Emotion couching parents encourage balance of warmth and control. They firmly provide guidance yet they take responsibility for their children (Fallon & Bowles, 1998). Disapproving parents use similar parenting patterns as dismissing parents, but in rather a harsh, negative and critical way. There is emphasis on conformity to good standards and rules enforced by means of punishment and reprimands. They usually have a very tense parent-child relationship resulting in poor self-esteem, poor communication and poor grades (Gottman & Declaire, 1997).

The above literature shows that parenting styles result in a varied response in adolescents' opinions and views. For example, parents who show warmth and acceptance were found to encourage their children to seek emotional support from their parents when they are stressed out or overwhelmed (Dusek & Danko, 1994).

## 2. Rationale/ problem statement

Parenting styles have consistently been shown to relate to various outcomes such as youth psychopathology behaviour problems and academic performance (Turner et al., 2009). A study with children conducted in South Africa suggested that children are affected by the parenting style adopted by their parents (Latouf & Dunn, 2008). It has also been suggested that child rearing practices as an environmentally orientated developmental process play an important role in the development of children and how they conduct themselves later in life (Latouf, 2008).

While Corey (2009) may suggest that deviant behaviours are more likely to be influenced by absence of a parent or harsh discipline and no warmth, in child rearing, this may not necessarily be the only explanation. Literature shows that society influences the behaviour of an individual, especially during adolescence; however, an individual experiences their first encounter through family, particularly parents (Bornstein, 2002). Deviant behaviours

among children and adolescents appear to be strongly influenced by an unfavourable attachment and relationship they experienced with their parents (Corey, 2009). According to the family systems theory, individuals are best understood among family through assessing the interactions between and among family members (Corey, 2009). However single parents in South Africa, particularly in the African culture experience many pressures, especially lack of social support which may result in poor parenting and inconsistent behaviour (Hardman, 2012). The statement does not necessarily represent some of the parents who may have excellent skills from their parents as well as education around child rearing which is constantly negotiated and verified in the process of the child or children's growth and development.

In contrast, a recent study conducted in South Africa shows that in the absence of biological fathers other men such paternal or maternal uncles, grandfathers, uncle from the neighborhood, Priests and teachers often serve as social fathers. Although South African discourses have a tendency to portray social fathers as authoritarian figures, it is evident in this study that there are moments of nurturing and warmth (Clowes, Ratele & Shefer, 2013). Additionally, a conducive socioeconomic circumstance of a single parent and bieng single by choice from the side of the parent may have less adverse effects on the child rearing process (Tough, 2016).

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Studies on parenting styles have been mostly conducted in countries such as the United States of America and Western Europe but little has been done in South Africa (Corey, 2009). Previous studies have mainly focused on parent-child communication on sexual health and factors influencing adolescents' sexual and reproductive health through parent-child connectedness (Goodnight, Salama, Grim, Anthony, Armistead, Cook, Skinner & Toefy, 2014; Wamoyi & Wight, 2014).

The present study will therefore explore qualitatively the views of young adults living in uMlazi, KwaZulu-Natal on parenting styles. The significance of this study is to create awareness about the views that young adults have on parenting styles, and how such

parenting styles affected their lifestyles. This study is hoped to inform parenting programs that would help improve parenting, and also contribute to the existing discourse on parenting styles within an African context, thus adding to existing academic literature.

## 3. Objectives of the study

The main objective of the study was as follows:

I. To explore young adults' perception on the parenting styles that they have been brought up with.

## 4. Research Questions

The study is aimed at providing answers to the following questions:

I. What are the perceptions on the type of parenting styles that young adults in uMlazi have been brought up with?
II. What are the differences in parenting styles from the perspective of young adults raised by single or both parents?
III. In what ways has your parents' parenting style influenced your developmental outcomes?

## 5. Outline of the dissertation

Chapter 1

The section above addressed the introduction to the study, the rationale of the study, objectives and the research questions. The general outline of the dissertation is presented hereunder:

Chapter 2

The literature relevant to this study is discussed in this chapter. The research problems and questions, and questions which result from the gap that was identified are discussed explicitly.

Chapter 3

This chapter presents the research methodology which comprises of the research design, sampling, description of procedures, and tools used.

Chapter 4

This chapter presents the discussion of results in relation to the literature. Direct quotes from the participants have been included.

Chapter 5

This chapter comprises of summary and conclusion drawn from the study. The limitations and recommendations for further research are discussed.

## 6. Chapter summary

This chapter presented the introduction of the dissertation with preliminary literature. The rationale and objectives of the study were outlined. The literature review is presented in the next chapter.

# CHAPTER 2: LITERATURE REVIEW

## 2.1 Introduction

This chapter presents an overview of the relevant literature on parenting styles. Among other factors, it discusses single parenting as well as other prominent control variables identified from the literature. Two theories that offer a framework of parenting styles are discussed. The researcher relates the literature to her observations and also relates the approaches to some of the recent studies. This chapter has been broken down into three sections of which the first section consists of the introduction and overview of relevant literature. The second section consists of the Baumrind's parenting theory in comparison to Gottman's parenting theory and Bowlby's attachment theory. Attachment in adulthood is also discussed in this section. The last section consists of the summary of the relevant literature consulted.

## 2.2 The importance of parenting styles

Gottman (1996) proposed that a parent's parenting style is related to how one feels about their emotions. This author refers to this process as meta-feelings also known as feelings on feelings. The way parents interact with their children influences the child's future social and emotional development. Impeccable management of emotions and awareness of emotions in others, more especially children, is a great way to help children manage their emotions. A study has revealed that children raised by parents that utilized the emotion coaching parenting style are less likely to exhibit negative behaviour in school and other areas of life, most likely because emotion coaching parenting encourages warmth and control (Lagace-Seguin & d'Entrmont, 2006). According to Bornstein and Cheah (2006), parents form the chief embracing ecology of a child's development. Parenting comprises of the care of children, and its main role is to accomplish the physical, emotional and social needs of the children. The main tasks of parenting include nurturance and socialization (Katz, Corlyon, La Placa & Hunter, 2007). However, the key part that all parents play is

socializing, coaching and guiding their children (Shaffer and Gordon, 2005), thus preparing them for their self-directed adult lives. If the child rearing is optimum, it supports the child in functioning well as an adult, and to continue to do so even when the parents are not around (Husenits, 2006).

### 2.3 Parent-child relationship quality

From a developmental psychology viewpoint how parents relate to their children whether young or adults varies depending on the changing environment, cultural context and social norms. The rapport between a parent and child is usually characterized by independence, whereby the process of negotiation is crucial to avoid conflict. Certain issues such as privacy and boundaries are regarded as of great prominence (Rubin & Chung, 2013).

The eminence of a relationship between parent and child provides a impeccable platform for children to express their concerns and worries with parents. It also gives parents an opportunity to address issues that children could be facing at that point and time, hence helping the children to overcome peer pressure and many other issues they could be facing (Dishion & McMahon, 1998).

Parent-child relationships that lack warmth and respect are related to the likelihood of adolescent substance abuse and delinquency. Contrarily, affirmative affiliations including involvement and warmth are likely to encourage virtuous behaviour and discourage initiation of substance use and other problematic behaviours. Furthermore, if the rapport between the parent and child is strong, parents should be able to have an influence on the behaviour of their children and also their day to day activities (Hoel, Erikson, Breideblik & Meland, 2004).

Additionally, a superior parental relationship provides an environment that encourages children to work hard, adopt intrinsic goals and aspire to achieve their goals. Family and more specifically parents, play a vital role in providing environments which could possibly

improve or hamper psychological growth, personal wellbeing and children growing into well-adjusted adults (Grolnick, 2003).

## 2.4 Parenting styles mostly used by single parents

The term "single parents" implies separate entities in isolation, who by the adjective "single" are implied to be diverse from and certainly deviant in regard to parenting in general (Hanson, Heims, Julian & Sussman, 2014). In South Africa, the quantity of children growing up in a home with just one parent has doubled since the 1970s (Hardman, 2012). However, single parents have been portrayed as people who experience many pressures, such as social stigma, lack of social support, financial constraints and lack of emotional stability. As a result such pressures are understood as having negative effects on some single parents parenting role (Balter & Tamis-LeMonda, 2003; Hardman, 2012).

Society has for the longest time problematized the issue of single parenting. Clowes, Ratele and Shefer (2013) suggested that such perception emerges from particular conceptualization of "the family", consisting of biological mother, father, and the children. Hence, the absence of a parent is presented as problematic. Additionally, single parents' parenting styles are influenced by various variables namely, demographics, education attainment, culture, religion and socioeconomic status. Therefore the parenting style of single mothers may differ vastly from that of single fathers (Bornstein, 2002; Kashahu, Osmanaga & Bushati, 2014).

A recent study conducted in India suggests that the two discrete roles of parents such as mothering and fathering are largely associated the child's personality development. In addition the children's perception of their single parents parenting style is positively influenced by emotional warmth (Hunshal, Patil, & Holeyannavar, 2015). Similarly Bireda

(2013), suggests that adolescents raised by both parents have shown that parental support such as warmth, acceptance and affection is associated with more social initiative and less depression. Firm behavioural control such as supervision, monitoring and limit- setting is associated with less antisocial behaviour (Hoeve, 2009). In contrast, psychological control also known as intrusive parenting that does not permit the child to develop as a psychologically autonomous individual is associated with depression and antisocial behaviour (Manzeske & Stright, 2009). Although patterns of interaction may change, parent-child relationship remains important for children's well-being as well as how they will turn out to be in their adulthood.

Parenting styles are intended to describe normal variations in parenting, not deviant parenting, that might be observed in abusive homes. Most parents do not fall neatly into one category, but fall somewhere in the middle thus showing characteristics of more than one style. In addition the stress that comes with parenting can cause changes in parental behaviours such as inconsistency, increased negative communication, decreased supervision, and engaging in increasingly harsh disciplinary behaviours (Baumrind, 1971).

### 2.5 The difference made by the father's involvement

According to Statistics South Africa **(**2012), there has been an alarming increase in numbers of children living without their fathers in South Africa. Approximately 4 million children are estimated to be either maternal, paternal or double orphans (Meintjes & Hall, 2010). There has been a disruption of the conventional family structure amongst African children as only 27 percent of children live with both biological parents (StatsSA, 2010). South African fathers reportedly play a limited role in raising their children or being a part of their lives due to the high unemployment rate, poverty, migration, income inequality and masculinity ideologies (Holborn & Eddy, 2011; StatsSA, 2012).

Recent studies have indicated that fathering is not a role only played by biological fathers. Social fathers, referring to significant father figures such as uncles, grandfathers and teachers or priests have played a positive role on nurturing and grooming young men. The involvement of a father figure in the lives of young men is not limited to the patriarchal style often conceptualized as a norm. Furthermore, children are adversely impacted less by

growing up in a family with a single parent and more in families where there are not enough care givers who are psychosocially present. Male figures from the extended family who are often involved in raising a child encourage a safe and supportive environment. The studies further show that the absence whether physical or emotional of biological fathers is at times experienced as a loss, even though the presence of the social father is recognized (Clowes, Ratele & Shefer, 2013; Grové & Naudé, 2016; Ratele, Shefer & Clowes, 2012).

Results reported in such studies have sturdily idealized the effect of the present father figure, and include lower psychological distress for sons. There is a reduced likelihood of engagement in risk practices in adolescence and positive outcomes for daughters who are close to their fathers. Females who have a good relationship with their fathers are reported to enjoy better performance at school, better psychological adjustment and well-being as children, less antisocial behaviour and more successful intimate relationships (Choi & Jackson, 2011; Pougnet, Serbin, Stack & Schwartzman, 2011).

It has also been suggested that fathers who are involved in the daily activities of their children make a big difference to a child's outcome (Flourie & Bchanan, 2002). The word 'father' is defined as someone who takes an equal role to the mother in managing the child; such as taking the child out to the park, movies or lunch, reading bedtime stories or helping the child with homework. Regardless of whether the child lives with the father or not, as long as the father is involved it makes a difference. Findings show that there is a greater likelihood of the father being involved if he is educated, and that good father-child relations are associated with greater academic motivation and less emotional and behavioural difficulties (Pougnet, Serbin, Stack & Schwartzman, 2011). Children who have close relationships with their fathers in their childhood or adolescent years are more likely to have satisfactory adult marital relationships (Jia, 2011).

## 2.6 Parenting styles mostly used during adulthood

Literature shows that there have constantly been two proportions of parenting styles that have contributed positively to the wellbeing of young adults and child development, which is warmth and control (Grolnick & Gurland, 2002). Research shows that lack of warmth from parents to children often contributes to adolescents internalizing their problems or projecting their anger onto people they associate with (Hoskins, 2014; Moyo, 2012; Richards, 2013).

If behavioural control is exercised correctly and at a moderate level it contributes to the children's positive emotional and behavioural adjustment (Manzeske & Straight, 2009). Control can be further broken down into two parts, being behavioural control (praise, rewards, attention) and punishment and psychological control which is when parents make use of the psychological relationship between parent and child (Aunola & Nurmi, 2004). Previous research suggested that high psychological control may hamper the process of individuation from the parent, which may be mainly disadvantageous. High psychological control is related to adolescents' low self-worth and societal competence (Bireda, 2013).

## 2.7 Parental support and monitoring

Parental support and monitoring including acceptance, nurturance, attachment, and love arose from literature on parenting practices. According to recent studies, parent support is connected to positive outcome such as good self-esteem in adolescents' health and wellbeing (Hoeve, et al., 2009; Scheier & Hansen, 2014; Tol, Songs & Jordons, 2013). In contrast, lack of support is related to delinquent behaviour (Parker & Benson, 2004).

Adolescents who were raised in homes with parental support are less likely to associate themselves with deviant peers hence there is a lesser chance of them developing problematic behaviours (Marshal & Chassin, 2000). Parental monitoring which is known as discipline and punishment has been operationalized as strictness and control (Dishion & McMahon, 1998). It has further been suggested that when both parents adopt an authoritative parenting style, their children are most likely to have progressive outcomes (Sheier & Hansen, 2014). In addition, if one parent is authoritative, this may affect the

children negatively as it may act as a buffer for children in challenging homes with the other parent being less involved in parenting.

### 2.8 The relationship between parenting styles and personality

Baumrind (1991) reported a relationship between different parenting styles and a range of behaviours in adolescents. Children raised by authoritarian parents turned out to be difficult, unfriendly, uninterested and mean. Whereas children raised by parents that practiced permissive style turned out to be aggressive. Hence children raised by parents that practiced an authoritative style seemed to be more positive.

Although there is considerable literature related to the connection between parenting styles and personality, there is somewhat noteworthy limitations on studies on parenting in KwaZulu-Natal, Durban area. Immense majority of studies based on parenting styles was done using a sample of white European middle class families. Hence the researcher noticed a gap. Inference made regarding child outcomes perceived views of parenting styles may not be applicable to the families in the Durban area. However, authoritarian parenting style has time after time been shown to relate to outcomes such as youth psychopathology, behaviour problems, and academic performance (Tuner, Chandler & Meffer, 2009).

### 2.9 The link between parenting styles and ethnicity

Socio-cultural differences including ethnicity, race and nationality plays a major role in the parent-child relationship due to the complexity of parenthood. The meaning of parenting tends to show a discrepancy across diverse cultural groups. A longitudinal study found that there is a big interaction between ethnicity and parenting styles and such variables played a vital role in the child's adjustment. Although authoritative parenting proved to be more advantageous for children from all ethnic groups, its association with better academic competence was stronger for European American youth (Steinberg, Lamborn, Darling,

Mounts, Dornbusch, 1994). Literature proves that children and even adults respond differently to parental practices due to the various cultural norms (Han & Grogan-Kaylor, 2012).

Yang (2009), reports that power inequality between parents and children still exists in Korea. Hence children are expected to obey the rules, and respect elders. Yang claims that this is due to family orientated culture based on obedience as vital to keeping the family running smoothly. It is then explained that possible usage of harsh disciplinary measures may not always be connected with opposition but may be attributed to parent's positive motives to encourage behaviour that is acceptable in the community.

Baumrind (1972) reported that authoritarian parenting which is mostly associated with apprehensive, timid behaviour and behavioural compliance among European American children is associated with boldness among African American girls. In contrast Dixon, Graber & Brooks-Gunn, 2008) noted that children raised by parents who practiced authoritarian style in the African American community are associated with love, respect and protection which could be advantageous to the child. This is a community where, if the child disrespects or disobeys the parent's rules, it could be harmful to him/her because disadvantaged ethnic minority families are most likely to be living in a community with high crime rates. Hence authoritarian parenting may not be as bad or harmful to the child. It has been suggested that this type of parenting style has protective benefits in a hazardous context (Gracia & Gracia, 2009).

Subsequently an authoritative parenting style is mostly found among white American families while authoritarian parenting is more common among ethnic minority families. Literature suggests this difference in the parenting styles used by various families and communities is connected to culture and parental belief (Kopko, 2007).

## 2.10 The relationship between parenting and academic performance

Numerous research findings show that an authoritative parenting style yields a number of optimistic results in children and adolescents. This is due to the fact that an authoritative parenting style mostly includes parental monitoring and promotes adequate supervision as well as warmth. Hence, parents have a good relationship with their children. Teenagers are exposed to positive activities that reduce their chances of engaging in risky behaviours (Chan, 2011; Gracia & Gracia, 2009; Wargo, 2007).

A study conducted in the United States of America using middle class European American samples fully supported the idea that authoritative parenting style was usually associated with optimum youth outcome (Gracia & Gracia, 2009). In addition Buamrind (1991) reported on positive relations between authoritative parenting style and academic performance. Studies show that parents characterized as authoritative were the most motivated, the most proficient, and the most achievement oriented. However the Asian American parents view "parental control" as a more organisational type of control that fosters a smooth family running and accord (Tuner, et al., 2009). Although the effects of parenting styles have been shown to be inconsistent across ethnic groups, research has generally found a positive relationship between authoritative parents and performance in general (Tuner, et al., 2009).

On the other hand, various studies attempted to investigate the effect of family variables on school achievement. Some studies showed that the relationship between parental proportions and children's school achievement can be generalized through various socio-economic levels and family structures, which suggests that family characteristics do not have a moderating role in this relationship (Deslandes, Potvin & Leclerc, 1999; Steinberg, Lamborn, Dornbusch & Darling, 1992). On the contrary, Stevenson and Baker (1987) argued that the relationship between educational level of parents and school achievement is influenced by the levels of parental involvement.

In addition, literature highlights the greater importance to achievement of parental involvement rather than the family's socio-demographic characteristics. Parental involvement in schooling refers to a parent's role in his/her child's education at home and at school and it can take several forms and parental expectations, children's home activities, parental attitude towards school and parental involvement in children's school activities. Several studies have shown that parental involvement dimensions are stronger predictors of school achievement than parenting style dimensions or family characteristics (Deslandes, et al., 1999). Also, literature demonstrates the benefits of parental involvement on academic achievement at elementary level (Epstein, 1992). Altogether these studies show evidence that the combination of high levels of warmth and not too harsh disciplinary measures, represents the very best parenting strategy. This is authoritative parenting style (Gracia & Gracia, 2009).

### 2.11 Parenting styles within the South Africa context

There is limited research that focuses on perceptions of parenting styles in South Africa. Most studies focus on parental behaviour and children's outcomes (Latouf, 2008; Makwakwa, 2011; Moyo 2012).

A study conducted in Western Cape, South Africa suggests that children living in non-nuclear families perceived their parent figures as authoritative and permissive (Grové & Naudé, 2016). Authoritative parenting style is mostly associated with good decision making in young adults and outstanding academic performance (Moyo, 2012). Literature showed that parents utilized mostly an authoritative parenting style across ethnic groups (Hosegood & Madhavan, 2012; Richards, 2013; Roman, Davids, Moyo, Schilder, Lacante & Lens, 2015).

Literature that compares parenting in terms of race indicated significantly different results across the race groups. For example, De Jager (2011) compared white and coloured adolescents' relationships with their mothers, fathers, best friends and romantic partners. Most adolescents had a better relationship with their mother than with their father, as shown by nurturance, support, satisfaction, affection and intimacy.

In summary, the parenting patterns in South Africa are not consistent with international research in terms of parenting styles, gender and ethnicity**.**

### 2.12 Theoretical Framework

Daina Baumrind (1966) parenting styles theory was used to further explain parenting styles and the most preferred child rearing practice. This theory presents three parenting styles categories namely; authoritarian, authoritative, and permissive.

An authoritarian parenting style is characterized by low level of warmth towards a child and high level of control or demandingness. The parent is often said to be very strict and does not communicate with the child in a warm or friendly way. The parent is cold and unloving towards the child. The parent often uses harsh disciplinary measures. "They are obedient and status orientated and expect their orders to be obeyed without explanation" (Baumrind, 1991).

An authoritative parenting style is characterized by high levels of warmth and high levels of control, Research suggests that an authoritative parent is quite warm and child centered. This implies being involved and interested in the childs' activities, listening to the child and being supportive (Broderick & Blewitt, 2014). This parenting style has more positive results for students in middle childhood (Macklem, 2007). The disciplinary methods of an authoritative parent are rather supportive and less punitive. These parents usually raise their children to be assertive and very responsible (Baumrind, 1991). A permissive parent is described as one that allows children autonomy and individual expression within the family (Steinberg, Lamborn, Darling, Mounts and Dornbush, 1991). These parents are non-traditional and lenient. They do not require explanations and avoid confronting their children (Baumrind, 1991).

Baumrind (1996) theory later extended to include neglecting/rejecting parents which are characterized by disregarding children by not focusing on their interests. In extreme cases these parents are both neglectful and rejecting. Baumrind (1971) believed that parents should be neither punitive nor aloof. They should preferably develop rules for their children and be affectionate with them.

Baumrind (1989) clearly tried to differentiate parent behaviours from children's behaviours. In the study conducted in 1971 she measured parents' attempts to gain compliance independently of children's actual compliance. Baumrind (1971), by doing this managed to describe parenting styles as a characteristic of the parent, rather than of the parent-child relationship– a distinction that is essential.

Parenting styles have been a functional source in studying and understanding multifaceted behaviours and attitudes of parents and caregivers as well as how all of this relates to child outcomes. These four styles make it easier to remember the multipart information as the simple categories are vastly useful in the intervention process (Rodriguez, Donvick & Crowely, 2009).

Gottman (1997) later emphasised four parenting styles with slightly different names and meanings; Authoritarian parenting referred to as disapproving parenting, Authoritative parenting referred to as Emotion coach, Permissive parenting referred to as Laissez- faire, and uninvolved parenting referred to as Dismissing.

According to Gottman (1997) the dismissing parent is characterized by feelings of disengagement. Dismissing parents tend to be unconcerned with their children's feelings and regard them as unimportant. They often ridicule their children to encourage quick disappearance of their children's emotions. Dismissing parents believe that their children are irrational and have little awareness of their emotions. As a result these adolescents raised by dismissing parents tend to feel that their emotions are inappropriate and may

internalize feelings of being inadequate. They later become young adults with low social competency and low self-esteem.

The laissez-faire parents are very permissive overall with little regard for limit setting of any kind. These parents do not follow through on their threats thus their children believe they do not care about them which usually results in lack of self-control. Adolescents raised by laissez-faire parents experience difficulty forming friendships and regulating their emotions (Gottman, 1997).

Emotion couching parents encourage balance by warmth and control. They firmly provide guidance yet they take responsibility for their children. They teach their children problem solving techniques and ways to regulate their emotions as they were raised at home with control and warmth (Fallon & Bowles, 1998).

Disapproving parents use similar parenting patterns as dismissing parents, but in a more harsh, negative and critical way. There is emphasis on conformity to good standards and rules enforced by means of punishment and reprimands. They believe that their children show or express bad emotions as this reflects bad character traits. They usually have a very tense parent-child relationship resulting in poor self-esteem, poor communication and poor grades (Gottman, 1997).

It appears from the above that parents need to instil discipline balanced with love and warmth as this proves to have positive outcome. It is also crucial for parents to be aware of the role they play in parenting practices. Children raised by authoritative parents are less like to engage in risky behaviours such substance abuse.

## 2.13 Attachment Theory

Attachment theory is the relational theory about how people developed in the context of relationships. It concerns itself with the bond that develops between a child and a parent or caregiver (Collins & Read, 1990). Ainsworth defines Attachment theory as:

"*Affectional bond or tie an infant forms between himself and his mother. A bond that tends to be enduring and independent of specific situations."*

(*Ainsworth, Blehar, Waters & Wall, 2015, p.302)*

Attachment theory originated from two key figures. The first one is John Bowlby, who is commonly described as the father of attachment theory. His framework includes concepts in psychoanalysis and systems theory. Then there is Mary Ainsworth who is known as the mother of the attachment theory. The work of both Bowlby and Ainsworth is reviewed below.

Bowlby (1969) suggested that the primitive nature of attachment is rooted in the infants' complete need to preserve physical closeness to the caregiver, not just to provide emotional security but in fact to ensure the infant's literal survival. Survival was not easy in the natural environment that ancestors had to adapt to. Hence Bowlby initiated the attachment theory designed to improve the probability of survival and reproductive success (Bowlby, 1969). First attachments are usually formed by the age of seven months. The infant is usually attached to only a few key figures in his/her environment such as the mother, or caregiver. In this way the infant continually monitors the accessibility of a few preferred protective attachment figures (Browne & Shlosberg, 2006). Bowlby (1969) suggested that attachment occurs in all infants. Consequently infants become attached to even negligent and unresponsive parents. As a result infants develop poor social interactions.

Bowlby (1969) proposed three characteristics that distinguish his core contributions from other relational bonds:

1. *Seeking, monitoring, and attempting to maintain proximity to a protective figure:*

   The mother will always be at the top of the hierarchy regardless of the level of involvement with the child. The infant will cry, crawl, and cling to the attachment figure as means of forming the security proximity.

2. *Using the attachment figure as a "secure base":*

   The child feels safe to explore unfamiliar settings if the attachment figure is available as a secure base to provide protection and support when needed. When the attachment figure is temporarily unavailable or absent the infant ceases to explore.

3. *Fleeing to an attachment figure as a "safe haven":*

   In situations of danger and moments of alarm it is common for human beings to seek safety. Internal and external threats to an infant such as loud music, darkness, or an unfamiliar setting may trigger natural cues of danger thus an infant will seek proximity.

## 2.14 Attachment in Adulthood

Figure 1

Bartholomew and Horowitz's (1991) Model of Adult Attachment

Positive (Low) Negative (high)

| | |
|---|---|
| **Secure**<br><br>Comfortable with intimacy and autonomy | **Preoccupied**<br><br>Preoccupied with relationships |
| **Dismissing**<br><br>Dismissing of intimacy. Counter-dependent | **Fearful**<br><br>Fearful of intimacy. Socially avoidant |

Bartholomew (1990) developed a four classification system of adult attachment that organizes a person's working models along two dimensions: the first being distinction between self and others. The second one is being positive versus negative. As shown on Figure 1 above these dimensions lead to four prototypical styles of adult attachment: secure, preoccupied, dismissing and fearful.

According to Bartholomew (1990), secure individuals possess a sense of self–worth coupled with an anticipation that other people are generally trustworthy, easy to reach, and receptive. Individuals exhibiting a preoccupied attachment style possess a sense of personal

unworthiness combined with a positive evaluation of others. These individuals tend to be very externally orientated in their style, exhibiting a sense of personal unworthiness, combined with an expectation that other people will be rejecting and untrustworthy. These individuals trust neither their own internal cognitions or feelings nor other people's intentions. Finally, those with a dismissing attachment style are categorized by a sense of low self-worth that is combined with a low evaluation of mistrust of others.

Bartholomew (1990), stated that this model does not assume that all individuals are expected to show a single attachment style. She instead considered these attachment styles as theoretical models and proposed that it is more fitting to view adult attachment from all angles, with individuals showing one or more dimensions as predominant.

**2.15 The long-term effects of infant Attachment patterns**

Children with a history of secure attachment show substantially greater self-esteem, emotional health, and ego resilience. School children secure in attachment tend to have good peer relations and are treated warmly by teachers. Where the avoidant are seen as arrogant and oppositional, they tend to provoke angry controlling responses. The ambivalent type is seen as clingy or immature and tends to be indulged or infantilized. They usually become easy targets of bullying. The disorganized type has been shown to be a very significant risk factor for psychopathology from childhood onward (Schore, 2002).

In applying this model to this study secure attachments in childhood can be viewed as predisposing factors for good personality traits. As a child grows they are able to form good relations with others. A neglecting parent is unlikely to form a bond with their children as

they are not fully present in the child's life, hence the child grows up not knowing the love of a mother or father figure. This tends to affect their relationships in adulthood.

## 2.16 Chapter summary

This chapter presented literature suggesting that most parents do not fall neatly in one category, but fall somewhere in the middle, portraying characteristics of more than one style. In addition parenting stress can cause changes in parental behaviours such as inconsistency, increased adverse communication, declined supervision, and engaging in increasingly harsh disciplinary behaviours. After reviewing of literature it is clear that the authoritative parenting style has positive influence on children and adolescents' life domain (education, psychological wellbeing). Literature further shows that the children with involved fathers are less likely to be involved in disputes or being involved in crime. The next chapter presents research methodology of the study.

# CHAPTER 3: RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter discusses the methodology of the current study. An overview of the research design, description of the sample, data collection techniques, qualitative data analysis as well as the validity and reliability of the study is given. The chapter concludes with a brief discussion of ethical consideration.

## 3.2 Research setting

The study took place in Durban Umlazi, eThekwini Metropolitan Municipality. Umlazi is a township located South of Durban. Durban is located along the extensive KwaZulu-Natal coastline and is the busiest port in Africa. Durban is an industrial center, a major sea point, year-round resort and one of the fast growing urban areas in the world, with a population of 595,061 people (Skade, 2015; Statistics South Africa, 2010). Durban in particular has a growing number of homes headed by a single parent or even children or grandparents and are more likely to be affected by poverty and unemployment, thus interfering with the parenting role (Hardman, 2012).

## 3.3 Research design

The methodology employed in this study follows that of a qualitative research with an interpretive phenomenological design. This research design is concerned with capturing people's experiences and reflections, to explore and interpret the meanings attached. The

main focus of interpretative phenomenological design is what people experience in regard to the phenomenon (Ritchie, Lewis, Nicolls & Ormston, 2013). This particular research design was selected in this research study, as it enables the researcher to understand young people's perception of parenting styles and their experiences as well as capture the subjective feelings of particular experiences (Smith, 2015; Willig, 2013).

### 3.4 Sampling method and procedure

The targeted population was all young adults, raised by either parent (biological) or both parents (biological). Participants were selected if they met the following inclusion criteria: raised by biological parents either both parents or a single parent, and must have lived or been raised by a parent or both parents from at least the age of seven up to eighteen years.

The research participants were met in a number of social settings. These social settings included: church, family functions, bus stop, taxi rank and local salons. Majority of the participants are based in Umlazi south of Durban. The participants were informed about the study and also given a chance to ask questions. After these participants were met by the researcher, those who were interested and qualified to participate, had an appointment which took place in an office that was arranged for the interview to ensure confidentiality and privacy of information. Willig (2013), points out that some participants can be suspicious and therefore information obtained may not be accurate. It is in this sprit that the researcher chose an office for interviews to be empathetic to participants.

Convenience sampling involves selecting those cases that qualify to participate and are easiest to obtain for the study as indicated above (Welman, et al., 2009). The process of recruiting participants continued until the maximum number of participants was achieved (Maree, 2012). This technique was selected as it is most convenient in this study and participants were accessible.

### 3.5 Data collection instrument

A semi-structured interview was used to obtain information on views of parenting styles. The semi-structured interview consisted of a standardized series of questions but the researcher used discretion when asking follow-up questions to clarify participant's responses in order to obtain the relevant information. Semi-structured interviews aim to define the line of inquiry (Maree, 2012). An interview schedule was used with a list of themes and questions to be covered. The interviewer adapted the formulation, including terminology to fit the background and educational level of the respondents (Welman, et al., 2009). The interview covered the following key areas: the relationship between a parent and a young adult, whether it involved physical affection and sharing concerns; the rules that were enforced by parents including restrictions, curfews and harsh disciplinary measures; the level of communication and if the parent seems unbothered and cold and whether the young adults would adopt their parents' parenting style. Interviews were carried out in a secluded office environment. Participants specified the suitable time where there would be no distractions. (Refer to appendix D).

### 3.6 Data collection Procedure

The interviews were conducted over a period of two weeks from 11 February 2016 to 25 February 2016. Data was collected by means of semi-structured interviews which were conducted in English. A set of predetermined questions on the interview schedule were used as a guide during the interview and responses were tape recorded with the permission of the participants. Observations such as non-verbal cues were noted during the interview process as this provided the researcher with empirical data about the people's experiences, simply by asking participants to speak about their lives. Before conducting the interviews the researcher made necessary arrangements with participants via telephone calls pertaining to date, time and venue of interview. Participants were informed of the nature of the study beforehand. Confidentiality and anonymity was discussed explicitly. Prior to the interview participants were presented with a letter explaining the background and aims of the study. They were requested to read it and ask questions for clarity. Those who agreed to participate in the study were expected to complete and sign an informed consent form. Participants were reminded that they are free to withdraw at any time during the process and that their data would be destroyed should they withdraw from the study. On average the interview took 25 to 40 minutes. (Refer to appendix B and C).

### 3.7 Qualitative Data Analysis

Thematic analysis was used to analyze the data. According to Maree (2012), transcribing is best done by the researcher so that nonverbal cues are included in the transcript. Important elements such as laughter, silence and pause for thought are all included in the transcripts. Theme identification is one of the most fundamental tasks in qualitative research, as themes can be described as "umbrella" constructs which are usually identified by the researcher before, after and during the data collection (Welman, Kruger & Mitchell, 2009).

Qualitative data was produced and then transcribed into a written form for further analysis. The information collected in the interview was coded into meaningful themes. To enable the researcher to analyse the data, the six steps identified by Braun and Clarke (2006) were followed. The first stage included becoming familiar with the data by reading it several times and then transcribing it into written form. The second stage involved generating initial codes and producing the preliminary list of ideas about what the data comprises. The third stage involved sorting the different codes into prospective themes. In the fourth stage themes were reviewed and refined. At this stage it was vital to consider the validity of individual themes in relation to the data set. In the fifth stage the "essence" of the data within the themes was identified. The sixth stage involved writing up the report and the main aim was to tell the story of the data in a way which convinces the reader of the validity of the analysis.

### 3.8 Validity of the Study

Validity in qualitative research refers to data that is credible, acceptable and defensible (Smith, 2015). Validity is described as the accurate presentation of a particular context or event as described by the researcher. A valid study is one with sincere data interpreted accurately to reflect and present the real world (Ritchie, Lewis, Nicolls & Ormston, 2013; Willig, 2013). In the present study the researcher had the interview schedule assessed by the supervisor as well as the University of Zululand's Ethics committee to ensure that it is adequate for capturing the participant's true experiences, therefore ensuring content validity.

### 3.9 Reliability of the study

Reliability is concerned with the findings of the research and relates to the credibility of the findings (Welman, Kruger & Mitchell, 2009). The interview covered the following key areas amongst others, the relationship between a parent and a young adult, whether it involved physical affection and if the parent was involved in the daily activities; the rules that were enforced by parents including restrictions, and severe punitive methods; the level of communication or was the parent neglectful; the level of pampering the parent offered the young adult and if the parent seemed unbothered and cold; and whether the young adults would adopt their parents' parenting style. Scripts were meticulously checked with the assistance of experienced peers to ensure that the themes produced were reliable. The researcher was aware of a possibility of being anxious and suspicious Willig (2013) from the side of the participants, hence the office environment was made conducive.

### 3.10 Ethical Consideration

Ethical clearance (Ethical Clearance certificate) was obtained from the University of Zululand Research Ethics committee (see Appendix A). Research participants were given an informed consent as well as a letter explaining the nature of the study before participating in the study (see Appendix B and C). Confidentiality was strictly exercised. Identifying particulars were not required in the study. The researcher ensured that the names of participants were not divulged as this is a sensitive topic. The research interviews were conducted in a conducive office environment, one participant at a time and the recorded information was kept in a locked cabinet. The researcher ensured that the participants voluntarily agreed to take part in the study, and the researcher informed the participants that they are free to decline to take part and may withdraw at any point in the research.

### 3.11 Chapter conclusion

In conclusion, this chapter discussed the study methodology incorporating the research design, sampling, the study participants, data collection methods and analysis. Validity, reliability and ethical issues were also considered. The study findings are presented and discussed in the next chapter.

# CHAPTER 4: RESULTS

## 4.1 Introduction

In this chapter the study findings are presented. The first section describes the demographic characteristics of the participants. This is followed by examining the themes that were identified through the interview data. This chapter is concluded by providing a summary of the findings.

## 4.2 Demographic characteristics of study participants

The demographical information of the 12 participants recruited for inclusion in this study is presented below in Table 4.2. Of those participants, five were males and seven were females. Their ages ranged from 18 to 33. The majority of the sample (n =7) were Black, three participants were Indians, with the remaining one being White. The sample consisted of seven participants with tertiary education, five participants with grade 12 as highest level of education.  About 75 percent of the participants had full-time employment.

**Table 4.2.1**

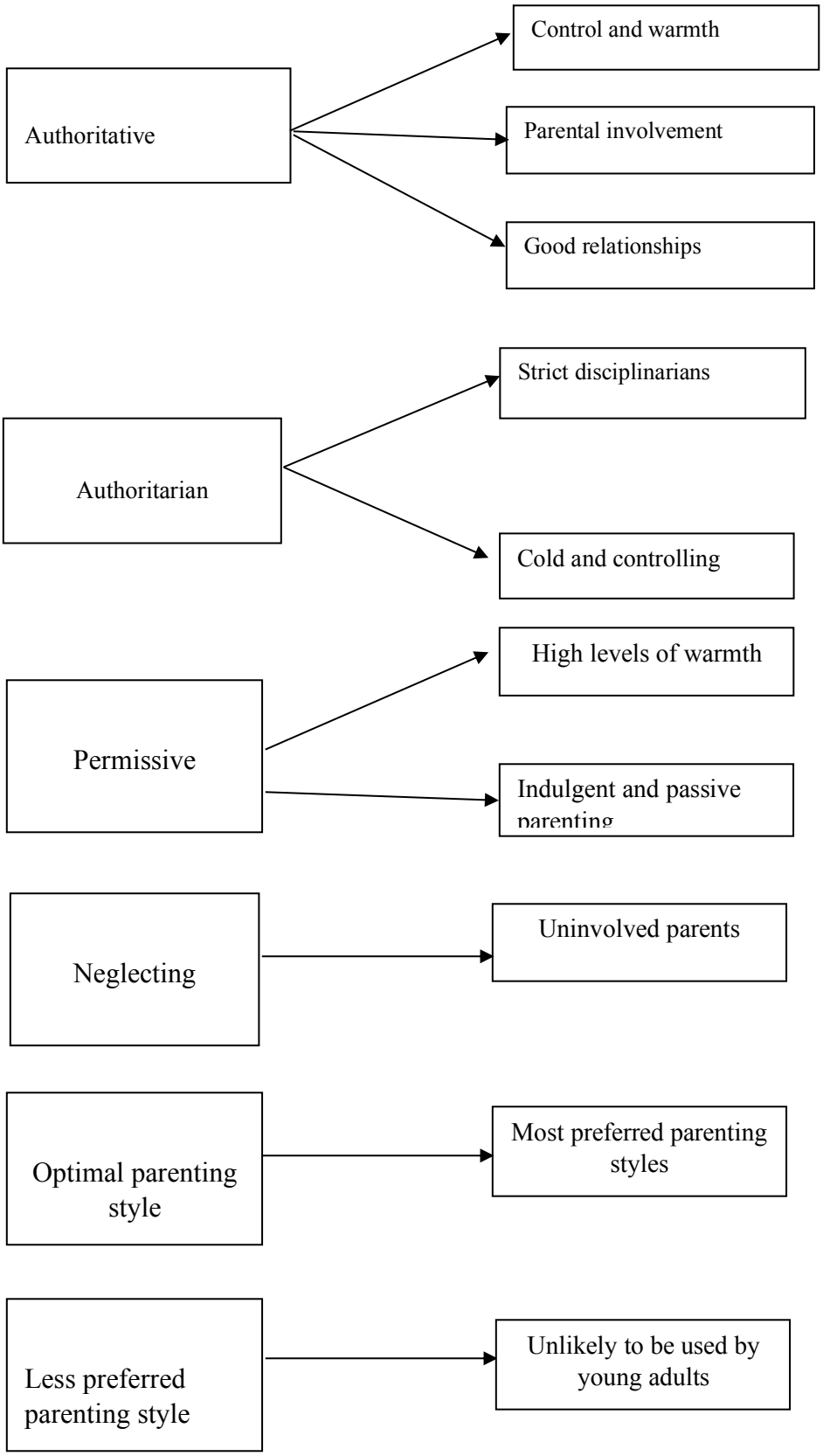
**Demographic information of the participants**

| Participant number | Age | Gender | Highest Education Qualification | Employment status | Highest Education Qualification of Mother | Highest Education Qualification of Father | Profession of Mother | Profession of Father |
|---|---|---|---|---|---|---|---|---|
| p.1 | 26 | F | Bachelor of Arts in Psychology | Employed as a registered Counsellor | LLB | Grade. 5 | Attorney | Taxi Owner |
| p.2 | 25 | F | Bachelor of Education | Employed as Teacher | Grade 12 | Grade 12 | Clerk | Merchandiserr |
| p.3 | 21 | F | Grade 12 | Employed as Receptionist | Bachelor of Education | Grade 8 | Teacher | Security guard |
| p.4 | 29 | M | Bachelor of Accounting | Employed as Financial Adviser | Nursing Diploma | Marketing Diploma | Professional Nurse | Direct sales Manager |
| p.5 | 22 | M | Grade 12 | Unemployed | Grade 3 | Grade 5 | Cleaner | Security guard |
| p.6 | 19 | M | LLB | Unemployed | MBChB | | Medical officer | |
| p.7 | 22 | F | Bachelor of Social work | Unemployed | Professional nurse degree | Bachelor of Administration | Professional nurse | Financial aid officer |
| p.8 | 21 | F | Grade 12 | Unemployed | Nursing diploma | Bachelor of Human Resources | Professional nurse | Human resources officer |
| p.9 | 30 | M | Grade 12 | Call Center Attendant | Bachelor of Education | | Teacher | |
| p.10 | 24 | F | Grade 12 | Cashier | Grade 7 | Grade 12 | Cleaner | Merchandiser |
| p.11 | 27 | F | Master of Art in Educational Psychology | Educational Psychologist | Nursing Diploma | Grade 12 | Professional Nurse | Police officer |
| p.12 | 33 | M | Bachelor of Education | Mathematics Teacher | Master of Art Counselling Psychology | Master of Art in Clinical Psychology | Counselling Psychologist | Clinical Psychologist |

### 4.3 Analysis of results

The table below presents the themes that were established during the interviews as presented by the participants. Each of the mentioned themes has one or more accompanying sub-theme(s) as well as direct quotations from the transcribed interviews. Using thematic data analysis, six main themes were found: Authoritative, Authoritarian, Permissive, Neglectful, Optimal parenting style and less preferred parenting style. The following sub themes were derived: control and warmth; parental involvement; good relationships; strict disciplinarians; cold and controlling; high levels of warmth, passive and indulgent; uninvolved parents; most preferred; and less preferred.

**Figure 1: summary of main theme and sub-themes**



## 4.4 Authoritative parenting style

A majority ($n$ = 7) of the participants narrated how authoritative parenting style had positive outcomes in their lives. They also indicated how a balance of warmth and control has helped them to be independent and successful young adults. Literature on adolescents raised by both parents in South Africa indicates that parental support, warmth, and affection are associated with positive outcomes and less antisocial behavior (Hardman, 2012). The majority of the participants' responses display characteristics of authoritative parenting. Sub-themes include control and warmth, parental involvement, and good relationship with their children.

### 4.4.1 Control and warmth

Control refers to the extent which parents exercise disciplinary efforts and supervision. Warmth on the other hand refers to parental support and affection. Most of the participants indicated that having control/rules at home helped them to grow up and become disciplined and mature young adults. They also understood that parents instilled rules to have control at home so that the running of the household could run smoothly. It is evident in the participant responses that no matter the age of the participant, warmth from parents meant a lot to them. Some of the responses indicating warmth and control are presented below.

*My parents don't allow me to go out at night or sleep out. They also don't allow me to have friends of the opposite sex. They discipline me by taking away my allowance. Even though my parents are a bit strict and have rules at home they also very loving. They try by all means to show me that they care and they always there for me. So I guess by instilling rules they want what's best for me and not because they being mean* (Participant 2).

*My parents are both strict and they have enforced disciplinary measures even though they are not too harsh. My mother takes away privileges if I disobey her orders. They both set rules and expect them to be followed. Both my parents are very warm and caring, they*

*communicate with me and take good care of me. Even though I'm not dependent on them so much but because I live under their roof I still need to obey their rules* (Participant 4).

*I was raised by a single parent. I have seen my father a few times but we don't really have a relationship. I have a close relationship with my mother. She is always there for me and provides emotional support. In fact we are like sisters as I am the only child. We usually spend a lot of time together. She would like for me to be more open but I prefer not to share my secrets with her, I respect her and feel that it's better for me to keep my private life private* (Participant 6).

Very few participants were raised by a single mother. Participant 6 reported that he had met his father several times but had no proper relationship. He also mentioned how his mother always managed to put him first and always makes time for him even though she works strenuous hours. Participant 9 reported that his father died in a car accident when he was three years old therefore has no memory of him. Literature indicates that single mothers seemed to have a bigger challenge to be close to their children than those in two parent families. However, although gender emerged as an important determinant of how parents interacted and expressed their love towards their children, there were young people who felt that gender was a barrier for them (Wamoyi & Wight, 2014).

### 4.4.2 Parental Involvement

Parental involvement also referred to as parental support, refers to the extent which parents are involved in their children's lives. Some of the participants talked about the positive effects parental involvement had on their lives. Some of the quotes that speak to this subtheme are shown below.

*Yes, I am able to share my concerns with both my parents. They are loving and care about my wellbeing. They both involved in my life and make an effort to always keep up with me.*

*They make time for me in their busy schedules, and they both very supportive. It's always been a great experience having parents that are involved. It made me feel special as a child and motivated me to work harder* (Participant1).

*My mother is very involved in my life. We usually do things together, like going out, going to pay the bills and cooking. I am able to talk to her about my concerns. She is also very expressive of her love. Even though she is a single parent working demanding shifts, she always manages to make time for me and my siblings. Having such a supportive mother has helped me in many ways, as I grew up not feeling that gap of not having a father. My mother has been my source of strength* (Participant 6).

Participant 1 is a female raised by both parents, whereas participant 6 is a young male raised by a single parent who works long hours. These two participant's voices showed that parental involvement is associated with nurturance and closeness. Parent support and involvement is related to positive outcomes such as a good self- esteem, health and wellbeing (Scheire & Hansen, 2014).

### 4.4.3 Good relationship

Participants indicated that a good quality relationship was beneficial to them in many ways. They are able to express their concerns with their parents and this helps them to address and overcome issues such as peer pressure. Some descriptive voices are presented below:

*I would say I have a fairly good relationship with my parents. I am able to share with them most of my concerns and my mother mostly shows physical affection. They try by all means to be involved in my life. My mother is the one I talk the most to even though my father is always around. I guess my mother is easily approachable and a bit more understanding.*

*My mother always offers good guidance, so having this kind of a relationship with her [mother] has helped me a lot* (Participant 4).

*My father is the most loving parent. My mother is often quiet but instills discipline. My father is open and always shows affection. He is involved in my everyday activities even though he sometimes works long shifts. My father is able to listen to my problems and give me good advice. My mother works long hours and doesn't have time for me* (Participant 11).

*My relationship with my parents is somewhat wonderful. Even though there is a huge generation gap between us they understand me and show interest in my life in general. We discuss issues and they try to help me solve whatever problem I'm facing. Both my parents are very supportive and I feel free to talk to them just about anything. Their advice has helped me to avoid numerous situations that could have got me into trouble* (Participant 12).

The response of participant 11 shows that fathers as well can have a close relationship with their children and that they are also able to listen to their concerns and show support when needed. It has been suggested that the presence of fathers in children's lives is known to contribute to children's chances of experiencing positive developmental outcomes (Pougnet, Serbin, Stack & Schwartzman, 2011).

### 4.5 Authoritarian parenting style

The response of the participant below shows that most parents do not neatly fall into one parenting style and that from time to time they tend to end up using or displaying characteristics of more than one parenting style. The one participant's responses indicate that her parents utilized more than one parenting style.

### 4.5.1 **S**trict disciplinarians

Two of the participants mentioned how their parents are strict and use harsh disciplinary measures. Some illustrative voices are presented below:

*Yes my parents are strict and have very harsh disciplinary measures. My father once hit me with a sjambok [it's long, stiff, whip] I was so badly hurt I ended up in hospital. Even though my father is strict he is also loving, just that he wants things to be done the correct way. My mother has very firm rules and does not forgive easily. Most of the time, my parents do not freely communicate with me because "family matters are for the elders". There is no discussion of family rules. My father creates the rules and my mother then informs me. There is no negotiating* (Participant 5).

*My father enforced really harsh disciplinary measures like beating me with a belt and not allowing me to visit friends. My father sees absolutely nothing wrong with this and always says that he was also raised like this and turned out well. My mother on the other hand has never hit me, all she does is shout or talk to me about a certain behaviour that needs to be changed* (Participant 10).

The above extract shows that two parents share the same parenting style and it's also possible for two parents to utilize two utterly different parenting styles thus causing the children to prefer the parent that shows affection.

### 4.5.2 Cold and controlling

Cold and controlling refers to the extent at which parents use a restrictive punitive style and show little warmth. These parents often create rules and do not negotiate with their

children. Some of the participant responses that show how cold and controlling parents have a negative impact on the development of children has been indicated below:

*My parents are controlling, in the sense that my opinion does not matter in the decision making including decisions that would affect me. This affects my self-esteem in a number of ways. I grew up thinking my opinions are senseless and always feared being criticized* (Participant 7).

*My father at times seems very cold. He likes things to be done his way, he is very controlling. My father seems unbothered, it's almost like his only role at home is to discipline and shout. He never communicates, but I wouldn't say he doesn't love me* (Participant 3).

Drawing from the above responses, cold and controlling parents negatively affect adolescent development in many ways. Literature shows that young people who perceive themselves to be accepted by primary caregivers are less likely to engage in a wide range of health risk behaviour, those who perceive themselves as rejected are more likely to be hostile and aggressive, have lower self-esteem and increased emotional instability (Barber & Schluterman, 2008).

## 4.6 Permissive Parenting Style

Research findings show that adolescents raised by permissive parents learn that there are very scarce boundaries and rules and that the consequences are not likely to be severe. This may result in them struggling with self-control (Kopko, 2007). Therefore it can be understood from the extracts below that permissive parenting is associated with high levels of warmth and that even though the parents are permissive they still care about the wellbeing of their children.

### 4.6.1 High levels of warmth

High levels of warmth have been associated with positive outcomes but only if balanced well with discipline. Participant 8 narrates how her parents demonstrated their love for her and showed warmth at all times. The extract below presents the experiences of a young participant raised by permissive parents:

*My parents are warm and don't like to control me. They let me do as I please as long as I am safe and not in any danger. My parents communicate with me and are concerned about my wellbeing. I know for sure that my parents care about me. They spoil me rotten and always buy me fancy clothes. My parents hardly ever say no to my requests, they never disappoint me. Like when I want to go out with friends and stay out till late, they allow me but will come pick me up when I'm done* (Participant 8).

It can be presumed from the above quote that permissive parents demonstrate their love by giving in to their adolescent's wishes or requests. It's also evident that the participant may have made some important decisions without parental contribution.

### 4.6.2 Indulgent and passive parenting

Literature indicates that indulgent and passive parenting doesn't yield good results in a place like South Africa and United States of America (Hardman, 2012; Turner, Chandler & Heffer, 2009). Passive parenting results in adolescents struggling with self-control (Baumrind, 1971). Some of the participants realized that having passive parents contributed to their difficulty with self-discipline. The voice below illustrates experiences of a participant who grow up in a home with indulgent and passive parenting.

*My parents don't have rules whatsoever. They are very relaxed. My mother speaks very gently if she's not happy about something. My parents are warm and loving. They let me do as I please. Growing in a home with such parents was cool when I was younger. All my friends wished they had parents like mine but I realized when I was doing my first year in university that so much freedom is not so good. I believe if I had strict parents like my friends I would be successful in my life. I repeated grade 12 because I partied a lot and my parents never warned me. I also dropped out of university because I wasn't coping. When I'm all alone and think of my life I realize that my friends were fortunate to have parents that give them correct guidance because they all successful and graduated from varsity* (Participant 8).

Drawing from the above extract participant 8 is not happy with passive parenting. This participant liked the freedom that was afforded her in her childhood but the consequences of these in the late adolescence to young adulthood would be regrettable. She indicates how she wishes she was fortunate like her peers who had parents that instilled rules and boundaries. She relates her misfortunes such as repeating grades, dropping out of university, and going to parties, to passive parenting.

## 4.7 Neglecting parenting style

In this study there was only one participant that mentioned how neglectful her parents were. In the direct quote below she mentions that her parents are uninvolved and never considered her input in family matters.

### 4.7.1 Uninvolved parents

One participant narrated how both his parents were not involved in his life.

*My parents are both people that don't involve themselves in my life in general. They don't show affection. This is why I have a better relationship with my grandmother from my mother's side. I live with both my parents and was raised by them but there has never been any warmth. My father is a traditional Zulu man who believes that respect is shown by not questioning his orders. He believes that it is my mother's role to communicate with the children. If I need anything it should go via my mother. But she is usually stressed and tired when she comes back from work* (Participant 5).

This participant indicates that his parents did not interact with him and rarely considered his input. He mentions that his father is a "traditional Zulu man" which is quite interesting, as it shows that culture affects parenting practices. Baumrind (1971) suggests that neglecting parents are most likely to engage in this parenting style if they are tired, frustrated, or are going through a lot at work or in other facets of life.

## 4.8 The Optimal parenting style

Numerous studies show evidence that a combination of high levels of warmth and not too harsh disciplinary measures represents the very best parenting approach. A parenting style that yields positive results in middle childhood involves being supportive, listening to the

child's concerns, and being involved in the daily activities (Baumrind, 1971; Broderick & Blewitt, 2003; Gracia & Gracia, 2009; Macklem, 2009).

### 4.8.1 Parenting style most likely to be adopted by young adults

This subtheme reports on the participants most preferred parenting style.

*Yes I certainly would adopt my mother's parenting style. Because my mother raised me well and taught me the importance of respect and expressing love to others. I'm happy with the way I turned out and thank my mother for not being too lenient but at the same time not too strict. She always gave me a chance to make decisions but gave me guidance* (Participant 6).

*Yes I would certainly adopt my mother's approach to parenting and life in general. She has managed to balance well showing me love and affection as well as setting rules and disciplining me. Even though she is a single parent she has done an excellent job raising me* (Participant 9).

*I certainly would adopt the style used by my parents, its effective and at the same time proving warmth and support. This promotes good emotional maturity as well self-sufficiency. I believe I turned out to be successful and disciplined because my parents negotiated with me and offered guidance where it was needed. They also taught me how to love and be considerate through their actions* (Participant 12).

Participant 8 narrates how she wouldn't be too soft with her children and would discipline them when needed. She doesn't support pampering a child as she experienced negative outcomes.

*Yes I would, except that I wouldn't be so linear to my kids. A bit of discipline and rules are needed for a household to run smoothly. My parents pampered me too much, I don't think I would do the same to my kids. I believe I would be very far in life if there were a bit of rules at home. Otherwise I'm happy with the love and affection they showed me* (Participant 8).

Drawing from the extracts above it can be understood that authoritative parenting style is mostly utilized and young adults are most likely to adopt this parenting style as it shows a balance of warmth and control. The disciplinary methods are less punitive and most young adults approved of that.

### 4.9 The less preferred parenting style

Studies show that adolescent behaviour is also likely to influence parents parenting style. A cooperative and motivated adolescent may be more likely to have parents who balance warmth and control. Whereas an uncooperative, immature, and irresponsible child may be more likely to elicit a parenting style that is authoritarian or neglecting (Baumrind, 1971; Kopko, 2007). The participants' response explicitly identifies the less preferred parenting style, a combination of strict adherence to orders, harsh punitive measures, little or no love and affection.

#### 4.9.1 Parenting style unlikely to be used by young adults

This subtheme addresses participant's views on parenting styles unlikely to be used by young adults.

*No I wouldn't adopt their parenting style as it's not fair for any child to be raised in this way. My parents are too strict and still believe that harsh punitive measures are the only*

*way to discipline a child. They (my parents) are not loving at all. My parents believe that if they are "soft" and warm they will not be respected. Parents are supposed to be loving and supportive not to be so harsh* (Participant 5).

*No, times have changed therefore parenting styles also need to evolve. Beating children and creating barriers does not prove to be an effective method. Empathizing with them and having mutual respect for one another would work better. I wouldn't adopt my parenting styles as I'm not happy with some of the ways they disciplined me* (Participant 7).

It can be deduced from the above extracts that harsh punitive measures do not prove to be an effective method. These participants make it clear that they would never adopt their parents parenting styles.

### 4.10 Chapter summary

This chapter presented a comprehensive discussion of the results. The main themes were identified and discussed and compared to literature. The findings of this study suggest that authoritative parenting style is mostly used by a majority of the parents and that young adults are most likely to adopt this parenting style as it equally combines warmth and control. Single parenting proved to be effective if the parent has a stable job and a less demanding child. Young adults are unlikely to use an authoritarian/neglecting parenting style as there is very little, if any at all, affection expressed.

# CHAPTER 5: DISCUSSION, RECOMMENDATIONS AND CONCLUSION

## 5.1 Introduction

The current study investigated the perception of parenting styles in Umlazi KwaZulu-Natal. The main findings of the current study are discussed in relation to existing literature. An overview of the possible limitation, and recommendations for future studies is presented below.

## 5.2 Authoritative Parenting

The findings of the current study suggest that the majority of the young adults have been raised by authoritative parents. The good quality relationship between parent and young adult has made a significant difference in the young adult's lives as it has taught them to be independent, self-sufficient, perform well at school and aspire to be great individuals in the community. They are better able to express their concerns to their parents and do not fear being judged or misunderstood. Parents are better able to intervene and give guidance where needed. The findings of the study further suggest the warmth and affection showed by parents gave the young adults assurance that they are loved and fully belonged. They were grateful for the discipline instilled at a very young age as this helped them to grow up being fully aware of what is wrong and right and also respect boundaries.

The findings of this study are in accordance with previous studies (Barber, Stolz, Olsen, Collins, & Burchinal, 2005; Hardman, 2012; Roman & Makwakwa, 2011). Children of parents who are positively involved show stable patterns of social interaction and are more prone to use socially acceptable problem-solving skills in peer relationships. Additionally, Mckinney and Renk (2008) and Simons and Conger (2007) found that when both parents utilize an authoritative parenting style, children will yield positive results. Furthermore, if one parent is authoritative and the other is not, this may help children with problematic behaviours as the one parent is more involved and affectionate.

In the current study, single parenting proved to be acceptable, as indicated by the following authors (Hoskins, 2014; Moyo, 2012; Romans, 2014). Single parents are able to efficaciously raise their children using the authoritative parenting style. Hence when

compared to children raised by both parents there are not much difference. The most salient reason for this could be that these single parents are highly educated have, sustainable jobs and earn well hence they are aware of the positive effects of parenting.

Research conducted in North America and Europe found that gender plays a crucial role in parenting. Mothers are viewed as more authoritative than fathers hence mothers are most likely to balance warmth and control, even if they are single parents (Conrade & Ho, 2001; Romans, Davids, Moyo, Schilder, Lacante & Lens, 2015). In contrast Dunn, O'Connor and Levy (2002) state that children from single parent families are susceptible to adjustment problems thus are associated with negative behaviour. However, single parents' parenting styles may be influenced by demographic variables such as education attainment, and socioeconomic status (Bornstein, 2002). Research indicates that adolescents raised by single parents might be more exposed to risky behaviours since there may only be one parent or caregiver to provide guidance and supervision. When levels of parenting were examined it was found that single parents monitor their children less, compared to children raised by both parents (Fisher, Leve, O'Leary & Leve, 2003, Hoskins, 2014; Makwakwa, 2011; Sweeney, Wang & Videon, 2009).

### 5.3 Authoritarian Parenting

The findings of this study suggest that it is mostly men or fathers who expect strict adherence to rules and practice harsh disciplinary measures. Fathers often demand respect and do not negotiate with their children. Children often become hostile and internalize their feelings because they fear being judged. They also end up hanging out with the wrong crew at school because they cannot discuss certain matters with their parents. It could be inferred from the above statement that cold and controlling parents have a negative impact on the development of children.

Previous research (Baumrind, 1971; Kopko, 2007; Owusu, 2004; Sargent & Dalton, 2001) has confirmed the negative impact of neglecting and authoritarian parenting style on adolescent and young adults. These parenting styles are usually associated with antisocial behaviours and higher rates of depression. Children of parents who are highly negatively

involved and control their children by manipulative means, tend to engage in delinquent behaviour and overt aggression (Chang, Schwartz, Dodge, & McBride-Chang, 2003).

Gershoff's (2002) meta- analysis concluded that there was a small to moderate effect of parental use of physical punishment on children's aggression and moderate effect on adult aggression. Explicit connection between physical punishment and anti-social behaviour has been established. Simons and Conger (2007) suggest that young people who had been regularly punished physically were twice as likely to be involved in recurrent violent offending as other young people. Evidently, harsh parenting such as corporal punishment, yelling and screaming as well as threatening in response to misbehaviour is associated with externalizing behaviours and problems ranging from depression, conduct disorder and low self-esteem (Chua, 2011; Bender, Allen, McElhaney, Antonishak, Moore, Kelly & Davis, 2007).

A survey conducted in Cape Town found slapping and spanking significantly associated with parenting stress. Parents often have to deal with many issues whether work related, marital issues, finances and social issues hence experience stress and they take it out on their children. In short the survey found that children who were subjected to corporal punishment were more likely to suffer from mental health problems such as depression or anxiety (Gould & Ward, 2015).

### 5.4 Permissive parenting

Permissive parenting is associated with high levels of warmth. The parent is often passive and indulgent. The current study suggests that adolescents or young adults raised by permissive parents struggled with self-control and self-discipline because there were very few rules if any while growing up and hence they learnt that the consequences for wrong behaviour were less likely to be severe.

It is evident from the current study that children may enjoy the freedom in their childhood but the consequences may catch up with them at a later stage. The findings of this study are in accordance with other studies Bireda (2013), Erlanger, Megan and Robert (2009),

Simons and Conger, (2007) that reported that adolescents from permissive families often are linked with a high frequency of substance use, school misconduct, and other delinquent behaviours. Thus the approach of parenting has major effect on children which is further evidenced by David, Roman and Leach (2015), who found that permissive parenting style is associated with maladaptive behaviour of adolescents.

### 5.5 Neglecting parenting

Findings of the current study suggest that neglecting parenting may be influenced by culture, socioeconomic problems, and demographics. The study yielded certain interesting results where a participant mentioned that his father is a "traditional Zulu" man and believed that respect is shown by not questioning his orders. South African literature shows that culture plays a big role in parenting. In a study conducted amongst black African men, it is evident that cultural expectations can hamper involvement in their children's lives and also influence their attitude towards parenting. In the case of unmarried couples, a father is expected to make a payment to the family of the mother of his child. This may frighten him and be the main reason for him to be uninvolved. As men grow up they are taught by their fathers to be strict and not "smile" often because he will lose respect. Therefore men grow up with the idea that to be respected by their children they should not be attached or too involved as that would be perceived as the role of the mother **(**Hosegood & Madhaven, 2012; Swartz, Bhana, Richter & Versfeld, 2013). Interestingly the current study yielded results that suggest that neglecting parents often experienced the same in their childhood, therefore use the strategy of being uninvolved because they were never loved. Similarly, a study conducted by the National Children's Strategy found that parents who neglect their children are more likely to have experienced the very same in their childhood and they then adopt it with their own children **(**Gracia & Herrero, 2008; Halpenney, Watson & Nixon, 2010; The National children's strategy Research Series, 2010).

Recent studies show that parents who are physically there but yet not involved in their children's lives create a gap in the parent-child relationship and as a result children become emotionally isolated. They then internalize the feelings of rejection and grow up struggling with attaching to significant others **(**Crosswhite & Kerpelman, 2009; Scheire & Hansen, 2014). However, literature shows that it is significantly worse to have an uninvolved

mother. Findings suggest that gender of the uninvolved parent influences the adolescent outcomes. Individuals whose parents are not involved in their day to day activities often perform poorly in most aspects of life (Makwakwa, 2011; Simons & Conger, 2007).

### 5.6 Optimal Parenting style

The results of the current study corroborate the findings of previous research, for example, Latouf, (2008), Erlanger, Megan and Robert (2009), Chua, (2011) that parenting characteristics such as warmth, supportiveness, monitoring, involvement and control continue to play a major role in positive parenting. Therefore the current study found authoritative parenting style to be the optimal parenting method.

A further point worth highlighting is the fact that authoritative parenting style proved to be the optimal parenting style which the majority of the participants preferred to adopt and use on their children, as they realised it was associated with positive results. It can be concluded that a positive parent-child relationship in the family context results in lower depression levels, less substance use, and high levels of self-esteem and positive academic results. Therefore the existence of good communication between parents and their children helps the adolescents to easily overcome various adjustment problems because they are able to share their concerns with their parents (Bireda, 2013; Bornstein, 2012; De Jager, 2011).

### 5.7 Less preferred parenting style

The finding of this study suggested that harsh punitive measures do not prove to be an effective method. Hence a majority of the young adults are unlikely to adopt this parenting style. In contrast, a study conducted in America with a sample of African American adolescents, the results suggested that strict parenting behaviour was often interpreted positively by ethnic minority adolescents since it prepared them to deal with high risk environments (Coll & Pachter, 2002).

Likewise, among Asians controlling parenting practices are valued and children's obedience is crucial. This parenting practice is associated with positive results (Conger, Wallace, Sun, Simons, Mcloyd, Brody, 2002). In another study where a sample was used

of Taiwanese mothers, results showed that corporal punishment has no association with delinquent problems (Simons, Wu, Lin, Gordon & Conger, 2002). In a recent study comparing different migrant and native ethnic groups in Germany found noteworthy differences in parenting methods with migrant groups using more neglectful and authoritarian parenting styles (Nauck & Lotter, 2015).

### 5.8 Limitations

There were several limitations of the current study: Firstly, in the sample there were only two participants who were raised by single parents, therefore the research findings could not be generalized. Secondly, due to the time limit, participants were only interviewed for one session and there were no follow-up sessions. The research would have yielded more indepth information if a cohort group was investigated after a year. Thirdly, the sample does not include the entire Durban Metro. Furthermore, including parents would have provided validation or a different dimension to what the participants have mentioned in the present study.

### 5.9 Recommendations

Based on the findings of the present study, the main recommendation put forward is: Community counsellors should provide relationship training/ family therapy to help families with parental problems.

Other possible recommendations would include training parents on parenting styles.

### 5.10 Avenue for future studies

a) Future research needs to explore a larger sample in order to increase generalizability and credibility. A quantitative study in this area would be beneficial. A quantitative survey completed anonymously without face to face interviews could yield valuable results.

b) A surprising result was finding that single parents were able to successfully raise their children and yield positive results whereas literature suggests that children raised by single parents are most likely to experience numerous problems. Therefore future studies can investigate the factors that promote positive development in children raised by single parents.
c) A comparative study in this field would be interesting. Future studies could compare views on parenting styles of adolescents raised by single parents, both parents, foster parents and caregivers to obtain substantive results.

### 5.11 Conclusion

The current study contributes to the new knowledge in South Africa. It may add to the international knowledge base regarding the views on parenting styles. Drawing from the findings above, authoritative parenting proves to be the optimal parenting style. Balancing warmth, control and support were found to have resulted in positive outcomes. Harsh discipline, together with cold and uncaring parenting shows children that aggression is an acceptable problem solving strategy and they grow up and become hostile and aggressive adults. Permissive and Neglecting parenting styles prove to be less preferred by young adults. Adolescents enjoy the freedom that comes with permissive parenting but are fully aware of the consequences and experience challenges in life that could have been avoided if proper guidance and monitoring was offered.

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**UNIVERSITY OF ZULULAND**
**RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)

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# ETHICAL CLEARANCE CERTIFICATE

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Certificate Number** | **UZREC 171110-030 PGM 2015/222** | | | | | | | |
| **Project Title** | **Views on parenting styles in the Durban Area** | | | | | | | |
| **Principal Researcher/ Investigator** | SS Mthembu | | | | | | | |
| **Supervisor and Co-supervisor** | Prof. JD Thwala | | Dr. C Hermann | | | | | |
| **Department** | Psychology | | | | | | | |
| **Nature of Project** | Honours/4th Year | | Master's | x | Doctoral | | Departmental | |

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

**Special conditions:** (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
(2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

**Classification:**

| Data collection | Animals | Human Health | Children | Vulnerable pp. | Other |
|---|---|---|---|---|---|
| X | | | | | |
| | | | | | |
| Low Risk | | Medium Risk | | High Risk | |
| | | X | | | |

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

| Documents | Considered | To be submitted | Not required |
|---|---|---|---|
| Faculty Research Ethics Committee recommendation | X | | |
| Animal Research Ethics Committee recommendation | | | X |
| Health Research Ethics Committee recommendation | | | X |
| Ethical clearance application form | X | | |
| Project registration proposal | X | | |
| Informed consent from participants | X | | |
| Informed consent from parent/guardian | | | X |
| Permission for access to sites/information/participants | X | | |
| Permission to use documents/copyright clearance | | | X |
| Data collection/survey instrument/questionnaire | X | | |
| Data collection instrument in appropriate language | | Only if necessary | |
| Other data collection instruments | | Only if used | |

The UZREC retains the right to

- Withdraw or amend this Certificate if
  - Any unethical principles or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in this Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research

**Professor Nokuthula Kunene**
***Chairperson: University Research Ethics Committee***
11 February 2016

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30
11 -02- 2016
RESEARCH & INNOVATION OFFICE

SS Mthembu - PGM 2015/222

## APPENDIX B: LETTER TO PARTICIPANTS

**UNIVERSITY OF ZULULAND**

P/Bag x1001

KwaDlangezwa

3886

10 January 2016

Contact: 0632396614

Email: sbusimthembu@gmail.com

Dear Participant

### Re: An exploration of the views on parenting styles by young adults living in Umlazi: KwaZulu-Natal

I am Sbusisiwe Mthembu, a Psychology student at the University of Zululand. I am conducting a study titled: Young Adults' views on parenting styles in Umlazi: KwaZulu-Natal . This is part of the course work requirement.

You are kindly invited to take part in the research study. It is vital that you understand why this particular research is being done and what it entails. Please take the time to carefully read the following information. If there is something you do not understand you may ask the researcher for further clarity.

The study aims at investigating the perceptions of young adults raised by both or single parents towards parenting styles. The risks of this study are minimal. The questions during the interview may evoke some unpleasant memory of being raised by a neglecting or

authoritarian single parent. Should you be upset by the questions from this study, please note that contact details of self-referral sites will be provided, where you will receive the necessary treatment. You are free to withdraw at any point and your participation is voluntary. There are no costs involved for your participation.

Yours Faithfully

……..

Mrs Sbusisiwe Mthembu

## APPENDIX C: INFORMED CONSENT

### INFORMED CONSENT

### (Participant)

Project Title: **An exploration of the views on parenting styles by young adults living in Umlazi: KwaZulu-Natal**

Sbusisiwe Sandra Mthembu from the Department of Psychology, University of Zululand has requested my permission to participate in the above mentioned research project.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to :
    - To determine people's views on the different parenting styles.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. I will participate in the project by participating in an individual interview with the researcher. The interview will be conducted in a convenient venue. A semi-structured interview will be conducted. I will be able to share my experiences and with my permission the researcher will record the interview. The interview will be recorded using a tape recorder.
4. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
5. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
6. There may be risks associated with my participation in the project. I am aware that:
    - The questions during the interview may evoke some unpleasant memory of being raised by a neglecting or authoritarian parent.

- The participants might experience emotional distress as a result of taking part in the study.

The following steps have been taken to prevent the risks:

- The researcher will issue informed consents to each participate. If the he/she agrees to participate in the study than only can they sign the informed consent.
- The consent form clearly stipulates that if ever the participant experiences emotional distress as a result of participating in the study, they will be given contact details to pertinent self-referral sites where they can receive necessary treatment.
- Research participants will be given an informed consent as well as a letter explaining the nature of the study before they participate in the study
- Confidentiality will be highly exercised. Identifying particulars are not required in the study.

7. The researcher intends publishing thee research results in the form of dissertation as a fulfilment of Master's Degree in Psychology. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct research.
8. I will not receive feedback regarding the results obtained during the study.
9. Any further questions that I may have concerning the research or my participation will be answered by Mrs. S.S. Mthembu. Contact details are as follows: **0632396614** email address: **sbusimthembu@gmail.com**
10. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
11. A copy of this informed declaration will be given to me, and the original will be kept on record.

I, ……have read the above information / confirm that the above information has been explained to me in a

language that I understand and I am aware of this document's contents. I have asked all questions that I wish to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurized in any way and voluntarily agree to participate in the above mentioned project.

## APPENDIX D: INTERVIEW SCHEDULE

### VIEWS ON PARENTING STYLES QUESTIONNAIRE

### 1. BIOGRAPHICAL DATA

Age: …….

Gender: ……

Level of Education……

Employment Status……

### 2. QUESTIONS

2.1 Education level of your parent/s:

a) Mother……

b) Father…….

2.2 Type of profession of your parent/s

a) Female……..

b) Male…….

2.3 How would you describe the relationship between you and your and your parent/s?

(Prob.) Are you able to share secrets or concerns, involvement in activities and physical affection?

2.4 What rules were enforced by your parent/s? (Prob.) Restrictions, curfews, harsh disciplinary measure?

……..

……

……

……

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2.5 Did your parents seem cold and controlling? If yes kindly explain further

……

……

……

……

2.6 Did your parent/s seem unbothered and do not communicate with you? If yes please explain briefly

……

……

……

……

2.7 Would you adopt the same parenting style that your parent/s used? Kindly explain why.

……

……

……