

**An exploratory study on the factors influencing the parenting style
choices of parents/caregivers enrolled in a parenting programme in
Delft.**

Benita Mukoni – MKNBEN002

Supervisor: Lauren van Niekerk



Submitted in partial fulfilment for the award of the degree of
MSocSc in Social Development

Faculty of the Humanities
Department of Social Development
University of Cape Town
2022

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or noncommercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.



UCT KNOWLEDGE CO-OP

The UCT Knowledge Co-op facilitated this collaborative project between Sakha Isizwe Development Organisation and UCT.

See <http://www.knowledgeco-op.uct.ac.za> or
contact us at know-op@uct.ac.za / 021 – 650 4415

PLAGIARISM DECLARATION

I, Benita Ayanda Mukoni, declare that the work that gave rise to this thesis is my own original work, and that, where work from other academics and researchers are used, it has been clearly attributed, cited, and referenced. This work has neither been, nor is being, submitted concurrently in any institution for any degree.

I have used the Harvard Method of referencing.

Signed: Benita Ayanda Mukoni

Date: 19 April 2022

DEDICATION

I dedicate this thesis to my parents, who have sacrificed themselves and gone above and beyond to make me who I am today and bringing me to this point in my life, as well as my Almighty Father.

ACKNOWLEDGEMENTS

First and foremost, I would like to give thanks to Jesus Christ for being my number one supporter and bringing me to this point in my life and being my pillar of strength when I wanted to give up, alongside my parents for supporting me.

I would like to express immense gratitude to the University of Cape Town's Knowledge Co-Op and Barbara Schmid for their support and providing me with this research opportunity.

I would like to thank Julita Dorman from Sakha Isizwe Development Organisation for going above and beyond to assist me, for playing a major role in ensuring the success of my research project and, for being incredibly kind, patient and helpful.

I would like to thank all the parents and caregivers from Sakha Isizwe Development Organisation's parenting programme for their willingness to participate in my research project and being so kind as to share their thoughts and experiences with me.

Lastly, I would like to express immense gratitude to my supervisor, Lauren van Niekerk, for being incredibly kind, patient and guiding me through this turbulent journey and, finally the University of Cape Town for being gracious enough to provide me with this opportunity.

ABSTRACT

This research study sought to identify the parenting styles employed by parents/caregivers enrolled in a parenting programme conducted by a non-profit organisation named Sakha Isizwe Development Organisation in the Delft community, as well as the various factors that influenced their parenting styles. Additionally, the study sought to gauge the effectiveness of Sakha Isizwe Development Organisation's parenting programme which was achieved in the form of a minor programme evaluation. This research study employed a qualitative research methodology and made use of semi-structured interviews to elicit the data required to fulfil the desired objectives. The study population comprised 82 parents/caregivers enrolled in Sakha Isizwe Development Organisation's Parenting Programme, and from there a sample of 20 female parents/caregivers were selected using simple random sampling. Additionally, the sample included a combination of biological parents and social parents/caregivers such as grandmothers and aunts.

Research findings revealed that the vast majority of the parents/caregivers enrolled in Sakha Isizwe Development Organisation's parenting programme employed an authoritative approach to child rearing with the exception of one participant who displayed more authoritarian tendencies. These findings can be attributed to the participant's upbringing which was a key factor in influencing their parenting style, followed by child temperament. Additionally, the participants' reported that Sakha Isizwe Development Organisation's parenting programme positively influenced their parenting practices as they described an improvement in their relationships with their children. Moreover, the participants demonstrated a shift in their beliefs and practices surrounding parenting as they had discarded their former practices for more proactive practices, such as non-punitive discipline methods, recommended by Sakha Isizwe Development Organisation.

Lastly, recommendations were provided to various stakeholders, including Sakha Isizwe Development Organisation, similar establishments conducting parenting programmes, and government. These recommendations include establishing interventions directed at facilitating family reconciliation, supporting parents of troubled adolescents, increasing efforts directed at recruiting more fathers into their parenting programmes, and addressing the absent father phenomenon plaguing low-income communities in South Africa.

TABLE OF CONTENTS

PLAGIARISM DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
CHAPTER 1: INTRODUCTION	1
1.1. Introduction	1
1.2. Statement of the Problem	1
1.3. Problem Context	2
1.4. Rationale/Significance of Study	3
1.5. Aims of Study	5
1.6. Research Topic	5
1.7. Research Questions	5
1.8. Research Objectives	5
1.9. Main Assumptions	6
1.10. Clarification of Terms	6
1.11. Main Ethical Considerations	7
Conclusion	10
CHAPTER 2: LITERATURE REVIEW	11
2.1. Introduction	11
2.2. Review of Literature	11

2.2.1. Defining parenting	11
2.2.2. Parenting Styles	12
2.2.2.1. <i>The Authoritarian Parenting Style</i>	13
2.2.2.2. <i>The Authoritative Parenting Style</i>	13
2.2.2.3. <i>The Permissive Parenting Style</i>	14
2.2.2.4. <i>The Neglectful Parenting Style</i>	15
2.3. Determinants of Parenting Styles	16
2.3.1. <i>Parenting Styles in Early Childhood</i>	16
2.3.2. <i>Culture</i>	16
2.3.3. <i>Socio–economic Status</i>	17
2.3.4. <i>Parental Temperament</i>	18
2.3.5. <i>Child Temperament</i>	18
2.4. Theoretical Framework	19
2.4.1. <i>Ecological Systems Theory (1979)</i>	19
2.4.2. <i>Parent Development Theory (1991)</i>	20
2.5. Policy and Legislation	21
2.5.1. <i>White Paper on Families in South Africa (2012)</i>	21
2.5.2. <i>The Integrated Parenting Framework (2012)</i>	22
Conclusion	23
CHAPTER 3: METHODOLOGY	24
3.1. Introduction	24
3.2. Research Design	24
3.3. Population and Sampling	24

3.3.1. <i>Study Population</i>	24
3.3.2. <i>Sampling</i>	25
3.3.3. <i>Sample Procedure</i>	26
3.3.4. <i>Sample Characteristics</i>	26
3.4. Data Collection Approach	27
3.4.1. <i>Data Collection Method</i>	27
3.4.2. <i>Data Collection Instrument</i>	29
3.4.3. <i>Data Recording</i>	29
3.4.4. <i>Data Analysis</i>	29
3.5. Data Verification	30
3.6. Limitations of Study	31
3.7. Reflexivity	33
Conclusion	33
CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS	34
4.1. Introduction	34
4.2. Demographics	34
4.3. Discussion of Findings	36
4.3.1. Theme 1: Parenting Style	38
4.3.1.1. Authoritative parenting style	38
4.3.1.2. Discipline techniques	38
4.3.1.2.1. <i>Non-punitive techniques</i>	39
4.3.1.3. Degree Of Control/Authority Exhibited	41

4.3.1.3.1. <i>House rules & chores</i>	41
4.3.1.4. Type Of Affection Displayed	45
4.3.1.4.1. <i>Physical affection</i>	45
4.3.1.4.2. <i>Quality time</i>	48
4.3.1.5. Communication	49
4.3.2.1.1. <i>Bi-directional communication</i>	49
4.3.2.1.2. <i>Uni-directional communication</i>	51
4.3.2. Theme 2: Determinants of Parenting Style	52
4.3.2.1. Culture	52
4.3.2.1.1. <i>Upbringing</i>	52
4.3.2.1.2. <i>Religion and customs</i>	58
4.3.2.2. Socio-economic Class	60
4.3.2.3.1. <i>Poverty</i>	60
4.3.2.3. Employment	64
4.3.2.2.1. <i>Rigid/demanding work schedules</i>	64
4.3.2.4. Parental Temperament	66
4.3.2.4.1. <i>Personality</i>	66
4.3.2.4.2. <i>Upbringing</i>	68
4.3.2.4.3. <i>Physical/psychological disparities</i>	69
4.3.2.5. Child Temperament	70
4.3.2.5.1. <i>Age & Personality</i>	70
4.3.2.5.2. <i>Familial Predicaments</i>	72
4.3.3. Theme 3: Evaluation of Parenting Programme	74

4.3.3.1. Programme Facilitators	74
4.3.3.2. Administration	75
4.3.3.3. Perceived effects of programme	76
Conclusion	78
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	79
5.1. Introduction	79
5.2. Main Conclusions	79
5.3. Recommendations	83
Conclusion	85
References	87
List of Appendices	
Appendix A: Informed Consent form	101
Appendix B: Qualitative interview schedule	102
List of Tables	
Table 1: Profile of participants	34
Table 2: Framework for discussion of findings	36

CHAPTER ONE: INTRODUCTION

1.1. INTRODUCTION

Parenting can be understood as the process of carrying out copious responsibilities required to rear a child from birth until adulthood in a manner which prepares them to successfully navigate and integrate into society (Roman, 2014). This process encompasses the provision of basic necessities, such as food and shelter, as well as opportunities directed at facilitating the physical, cognitive and social development capabilities of children (Roman, 2014). One of the keys to supporting a child's optimal development includes the provision of appropriate care during the early years. Care can be defined as an interactive process between the parent/caregiver and the child which determines how successfully the child develops (Mncanca, Okeke & Fletcher, 2016). The quality of the parent/caregiver-child relationship is determined by the type of parenting style the parent/caregiver employs which ultimately determines child development outcomes (Smetana, 2017). Roman (2014) defines parenting style as the overall climate of parent/caregiver child interactions which are driven by several forces such as culture, personality, upbringing, and socio-economic status. Adverse parenting styles have been associated with negative outcomes, such as anti-social behaviour and various health disparities which ultimately affects an individual's ability to function in society (Cooper, De Lannoy & Rule, 2015).

1.2. STATEMENT OF THE PROBLEM

Figures provided by Letsela, Weiner, Gafos and Fritz (2019), continue to paint a rather concerning picture on the current state of youth in South Africa which calls for urgent intervention. Findings unveiled that 62% of youth within the 12 – 22 age cohort could easily access alcoholic beverages, of which 32% were frequent consumers (Letsela et al., 2019). Alcohol misuse has been linked to risky sexual behaviour and increased susceptibility in contracting sexually transmitted diseases such as HIV/AIDS (Letsela et al., 2019). Additionally, 54% of South African youth had disclosed that they were engaging in unsafe sexual practices, a quarter of youth born between the years 1995 – 2015 began engaging in sexual activities before the age of 16 (Madisa, 2018). Moreover, 51% of these youths had witnessed violence in their communities and 36% of the prison population were under the age of 25 (Letsela et al., 2019). Commonalities between these study findings show

that these youth had poor parent/caregiver-child relationships as they had received little to no emotional or financial support from their parents/caregivers and were subject to extremely harsh and violent disciplinary methods (Letsela et al., 2019). These figures suggest that the parent/caregiver-child relationships, characterised by parenting practices, are a major determining factor in child outcomes (Merlin, Okerson & Hess, 2013). Parent/caregiver-child relationships characterized by adverse parenting practices has been associated with a multitude of negative outcomes such as antisocial behaviour and an increased susceptibility to grade repetition and school dropouts which ultimately impacts their future aspirations (Ansari & Gershoff, 2015). Healthy parent/caregiver-child relationships correlate with positive academic performance, whereas unhealthy parent/caregiver-child relationships have a negative correlation with academic performance and overall child development (Merlin, Okerson & Hess, 2013).

Delft is a township located in Cape Town that is fraught with a myriad of social ills such as violence, unemployment, poverty, crime, gangsterism, sexual abuse and substance abuse (Payne, 2018). Additionally, 56% of residents remain unmarried which highlights the prevalence of broken families (Sonnenberg, 2018). The quality of parent/caregiver-child relationships is often compromised in settings with high levels of social ills as it has been found that exposure to abuse, neglect and poverty influences how parents/caregivers interact with their children (Merlin, Okerson, Hess, 2013). In an effort to curb these social ills in the Delft area, a non-profit organisation named Sakha Isizwe Development Organisation have established a parenting programme with the objectives of addressing reactive parenting practices, improving parent/caregiver-child relationships, and promoting child development (Sakha Isizwe Development Organisation, 2021).

1.3. PROBLEM CONTEXT

This research study was conducted in the Delft community situated in Cape Town, South Africa. Parenting styles in the context of the Western Cape Province are dependent on a variety of factors such as the individual's social class, occupation, and the quality of the neighbourhood they reside in (Sonnenberg, 2018). Cape Town is a city with the highest rates of inequality in the Western Cape Province (Sonnenberg, 2018). These gaping inequalities impact the wellbeing and life choices of people, such as their parenting styles. Consequently parents/caregivers residing in perilous communities, such as Delft (one of many in the Cape), are more susceptible to employing

reactive parenting styles whilst affluent individuals are more likely to employ more proactive parenting practices due to the quality of life they live (Sonnenberg, 2018).

The researcher focused this research study on the work of a non-profit organisation (NPO) named Sakha Isizwe Development Organisation. The organisation is located in Delft and, in collaboration with the Western Cape Foundation for Community Work (FCW), aims to impart early childhood development skills to parents and primary caregivers that reside in disadvantaged communities such as Delft. The organisation achieves these objectives through a home-based early childhood development programme wherein the home visitors visit the parent/caregivers' homes and equip them with the knowledge and skills required to successfully educate and support their children's development, as the beneficiaries often have limited or no access to crèche or pre-school education (Sakha Isizwe Development Organisation, 2021). The programme consists of a management committee, home visitors, team leaders, a project coordinator and a project manager (Sakha Isizwe Development Organisation, 2021). The programme was implemented and monitored by the Family in Focus Home Visitor who visited the families once a week and equipped the parents/caregivers with the necessary knowledge required to impart early childhood education to their children thus preparing them for formal schooling (Sakha Isizwe Development Organisation, 2021). Sakha Isizwe Development Organisation's programme has provided quality ECD education to approximately 675 families and 682 children per year in the community of Delft (Sakha Isizwe Development Organisation, 2021).

Additionally, Sakha Isizwe Development Organisation offers parents/caregivers a monthly parenting programme which aims to address reactive parenting practices and repair parent/caregiver-child relationships which ultimately assists in decreasing children's likelihood of exhibiting antisocial behaviour including engaging in crime and gangsterism which are prevalent in Delft (Sakha Isizwe Development Organisation, 2021).

1.4. RATIONALE/SIGNIFICANCE OF STUDY

This research sought to ascertain the dominant parenting styles employed by parent/caregivers who participated in a parenting programme within the Delft community and the factors that influenced their parenting style choices. Prior research has revealed that disadvantaged

communities, such as Delft, often face many challenges such as unemployment, violence, substance abuse, gangsterism and poor infrastructure (Payne, 2018). Parenting is incredibly challenging, however, when compounded by multiple environmental stressors and a lack of support structures, reactive parenting practices may arise to the detriment of children (Roman, 2014). Identifying these factors in the context of their influence on parenting is critical for the development of contextually relevant and multi-faceted parenting interventions focused on promoting proactive parenting practices (Roman, 2014).

A large corpus of South African-based research related to parenting commonly delves into the consequences of negative parenting practices and on child development (Roman, 2014). However, research focusing on the contextual factors that influence parenting practices, more specifically within low-income communities that contain various complexities, is scarce (Stuurman, 2019). Attempts to design contextually relevant multi-faceted interventions that focus on supporting and improving parenting practices, such as Sakha Isizwe Development Organisation's, must be based on a firm understanding of the various forces that influence parents/caregivers' parenting style in order to reduce negative child development outcomes (Wessels, Lester & Ward, 2016). Considering the various statistics highlighting the high rates of youth delinquency, negative child development outcomes, and the paucity of research in the South African context, the need existed to explore contextual factors that affect parenting practices within low-income South African communities to successfully address these challenges (Wessels, Lester & Ward, 2016).

This research is essential as it contributes to the deficit of local literature that exists in relation to parenting, and more specifically the source of parenting practices that either manifest in favourable or adverse child development outcomes (Wessels, Lester & Ward, 2016). The data retrieved from this research will assist in informing community parenting programmes, such as Sakha Isizwe Development Organisation's, in designing strategies that are contextualised and comprehensive (Wessels, Lester & Ward, 2016). Ultimately, parenting programmes that are effectively designed and administered can aid in improving lives as well as the climate of disadvantaged communities, such as Delft, by reducing youth delinquency rates through the improvement of parent-child relationships (Doubt, Loening-Voysey, Blanc, Cluver, Byrne, Petersen, & UNICEF, 2018).

1.5. AIMS OF STUDY:

This research project sought to identify the parenting styles adopted by parents/caregivers enrolled in a parenting programme in the Delft community and the factors that influence their parenting style choices in order to assist in the improvement and refinement of Sakha Isizwe Development Organisation's Parenting Programme, and other local parent support programmes, by establishing contextually relevant strategies.

1.6. RESEARCH TOPIC:

An exploratory study on the factors influencing the parenting style choices of parents/caregivers enrolled in a parenting programme in the Delft community.

1.7. RESEARCH QUESTIONS:

- What are the parenting styles adopted by parents/caregivers enrolled in a parenting programme in the Delft community?
- What are the factors that influence the parenting style of parents/caregivers enrolled in a parenting programme in the Delft community?
- Has Sakha Isizwe Development Organisation's Parenting Programme influenced parents'/caregivers' parenting style and relationship with their children?

1.8. RESEARCH OBJECTIVES:

- To identify the parenting styles adopted by parents/caregivers enrolled in a parenting programme in the Delft community.
- To explore the factors that influence the parenting styles adopted by parents/caregivers enrolled in a parenting programme in the Delft community?
- To gauge whether Sakha Isizwe Development Organisation's parenting programme has influenced parents'/caregivers' parenting styles and relationship with their children.

1.9. MAIN ASSUMPTIONS:

It is assumed that various aspects such as the subjective experiences of individuals and factors such as community climate, parent/caregiver and child temperament, culture, and socio-economic status may inform the parenting practices employed by caregivers in the Delft community. According to Sonnenberg (2018), on account of the various adversities that parents/caregivers face in perilous communities, caregivers are more susceptible to employing adverse approaches such as permissive, neglectful, or authoritarian parenting practices. Furthermore, it is assumed that Sakha Isizwe Development Organisation has positively influenced the parenting styles and strengthened the parent/caregiver-child relationship through the new knowledge provided in their parenting programme

1.10. CLARIFICATION OF TERMS:

- **Early childhood development** - The phase between the ages of between 0 – 6 years of age categorised by physical and cognitive development (Biersteker, 2012). This concept is relevant to this study as parenting style is a major determining factor in the effectiveness of the holistic development of a child, beginning during the early childhood phase.
- **Parenting** – The responsibilities that accompany the process of rearing children (Smetana, 2017). This concept is relevant to this study as it centres on the notion of parenting.
- **Parent/Caregiver** – An individual assigned with the task of providing for and supporting the development of a child (Sakha Isizwe Development Organisation, 2021). This concept is relevant to this study as it centres on the notion of parenting which can be administered by parents and caregivers, such as social parents or nannies. In this study, a few participants were not biological parents but rather social parents such as grandmothers and aunts that the children resided with, thus the use of the term in this study.
- **Home Visitor** – Individuals tasked with the job of entering a beneficiary's home to administer a programme (Biersteker, 2012). Sakha Isizwe Development Organisation employees assigned with the task of teaching parents/caregivers how to administer the home-based ECD programme to their children are called 'home visitors' (Sakha Isizwe Development Organisation Development, 2021). This concept is relevant to the study as the parents/caregivers involved in the parenting programme work alongside the home visitors.

- **Parenting style** - The psychological construct comprising numerous strategies caregivers utilise in child rearing (Smetana, 2017). This concept is relevant to the study as its objective is to identify the parenting styles of parents/caregivers in enrolled in a parenting programme and the factors that influence these styles.
- **Preschool / crèche** – An educational establishment that offers and supports the development of children between birth and eight years (Biersteker, 2012). This concept is relevant to this study as the parents/caregivers involved have children around the preschool-going age (3 – 7 years) but lack the finances required to enroll their children in these establishments, and thus receive parent support from Sakha Isizwe Development Organisation to assist in the provision of early learning opportunities within the home.
- **Home-based early childhood development** – The process of promoting early childhood development education within the home setting for parents/caregivers that have limited or no access to formal ECD centres such as crèche’s (Sakha Isizwe Development Organisation 2021). This concept is relevant to this study as the parents/caregivers involved in this study are part of Sakha Isizwe Development Organisation’s home-based ECD programme.
- **Parenting Programme** – Interventions that provide support and education concerning aspects such as parenting and child development to caregivers (Doubt et al., 2018). This concept is relevant to this study as it centres on parenting programmes, such as Sakha Isizwe Development Organisation’s, which aims to encourage parents/caregivers to employ proactive parenting practices.

1.11. MAIN ETHICAL CONSIDERATIONS:

Research ethics can be defined as a set of principles that govern how research ought to be conducted at an educational institution (Creswell, 2014). Adhering to ethical principles in research is important as it promotes the objectives of research namely knowledge, truth and avoidance of error (Creswell, 2014). This section will detail the ethical principles that were adhered to in this research study.

1. **Avoidance of harm** – Protecting participants from risks they may face in their daily lives of which include protection from physical, emotional and psychological harm and upholding the

rights of the participants (Traianou, 2014). The researcher achieved this through a discussion prior to the interview which explained the research process, objectives, risks, and the participants' right to voice their discomfort or discontinue participation in the research process if they felt that they had been violated.

2. ***Informed consent*** – A process where a subject, after having received and understood all the research-related information, can voluntarily provide their consent to participate (Traianou, 2014). The researcher achieved this by explaining the research aims, processes and risks and that participation was voluntary. The informed consent form (Appendix A), outlined and confirmed the participant's knowledge of the research aims, processes and their rights which were discussed prior. Additionally, the participants were informed that they would be recorded and that the information that they provided would be used by the researcher who would protect their identity. Consent was attained by telephonically contacting the participants and requesting their consent. Once they had consented, the researcher then contacted Sakha Isizwe Development Organisation's director and notified her which of the participants had given the researcher their consent to participate in the research. The participants were then provided with a hard copy of the consent form from Sakha Isizwe Development Organisation's director to read and sign. The participants were informed that the director may know their identity at the time of signing the consent form, however it was understood and agreed that aliases would be assigned to their interview transcripts and the research report to protect their true identities. It was also understood that the write up of the findings would be written in such a way that would mask their identities. In this way, no deductive reasoning by the staff at Sakha Isizwe Development Organisation could be made and thus they would not be able to link the data to individual participants. On account of the participants' lack of time and access to the relevant technologies required to execute this task, the participants suggested and agreed to this approach and stated that it would make their lives much easier. Lastly, they were aware that the director would be involved and were reassured that the findings would be written in such a way that would mask their identities.
3. ***Deception of participants*** – Deception occurs when the researcher misleads the participants by providing false information for the researcher's benefit (Ryen, 2016). The researcher was transparent about the purpose of the research, aims, processes, and risks prior to the data

collection process. Additionally, the researcher informed the participants how the data for the study would be used and who would have access to it.

4. **Privacy** – The process of protecting the participants’ identities and any form of sensitive information that they disclose with the researcher (Traianou, 2014). The researcher ensured privacy by informing the participants prior to the data collection process that they would use a recording application known as “*Voice Memo*” which was not going to be shared with any other party. Additionally, these recordings were transferred to the researcher’s laptop, safeguarded in a password protected file and an alias was assigned to each participant. Lastly, both the researcher and participant conducted the interviews in a private location with no disruptions.
5. **Anonymity** – The process of collecting data without attaining any intimate information that may reveal the participants identities (Ryen, 2016). The researcher informed the participants that they were assigned with an alias which was used in the final research report to protect their identities. In research utilising qualitative designs, true anonymity cannot be guaranteed due to the researcher knowing the identities of the participants. However, in efforts to ensure anonymity as best as possible, aliases were ascribed to each participant and the content of the information shared was written up in a manner which concealed their true identity.
6. **Confidentiality** – The process of protecting of the data retrieved from the participant from unauthorised access or use (Punch, 2014). The participants were informed that the interview recordings would be stored in a password protected file on the researcher’s private laptop which was protected with antispyware software. Additionally, the ‘Voice Memo’ application data was not shared with any other parties as per privacy regulations. Moreover, the researcher downloaded the signed consent forms received by email onto their password protected laptop to save. The Director of Sakha Isizwe Development Organisation ensured the researcher that they had discarded all the consent forms once they were handed over to the researcher.
7. **Voluntary participation** – Voluntary participation can be defined as the process of making sure that the participants are thoroughly informed about the research risks and procedures and are not pressured to participate, knowing that participation is completely voluntary (Davies & Hughes, 2014). The participants were informed that their participation was completely voluntary and that they had the option to withdraw from the interview at any point of the

research period. Additionally, the researcher familiarised the participants with the various procedures and risks involved.

8. ***Debriefing participants*** – Debriefing is the process of notifying the research participants of the intentions of the research study once the data collection process is completed (Davies & Hughes, 2014). The researcher granted the participants with the opportunity to comment and ask questions about the research and interviews conducted and provided them with contact information for counselling assistance at Sakha Isizwe Development Organisation if any displayed symptoms of distress after the interviews.
9. ***Publication of findings*** – The process of distributing and making the findings of the research study available in various publications such as journals (Davies & Hughes, 2014). Participants were informed that the research findings would be published and made available at the University of Cape Town Library solely for academic purposes and to assist in informing other parenting programmes.
10. ***Corporation with contributors*** – Acknowledging and including the various parties that contributed to the fulfilment of the research study. (Punch, 2014). The research supervisor, University of Cape Town and the Knowledge Co-op were the only parties that had reviewed and contributed to the research project. Additionally, the research findings will be used by the University of Cape Town for academic purposes, Sakha Isizwe Development Organisation for programme evaluation, and to assist in informing other parenting programmes and future researchers.

CONCLUSION:

This chapter introduced the reader to the topic of the research study and the manner in which the research was conducted. Additionally, this chapter described the problem statement, rationale and significance of the study as well as set out the main research questions and objectives underpinning this research study. Lastly, this chapter included the research assumptions, clarification of the relevant terms and main ethical considerations which the researcher adhered to during the research process. The following chapter will include a review of literature relevant to the topic of this research study.

CHAPTER TWO: LITERATURE REVIEW

2.1. INTRODUCTION

The history of parenting styles in South Africa have, to some extent, been shaped and determined by the destructive Apartheid regime that imposed stringent racist and classist laws on non-whites and promoted white supremacy and fundamentalist Christianity (Graham, 2018). Parenting styles during this time, placed emphasis on conformity and obedience. Children were expected to be seen and not heard and were subjected to harsh correction tactics such as corporal punishment for non-compliance (Graham, 2018). Post democracy, parenting styles have evolved and started to reflect the diverse context of South Africa as parents begin to embrace alternative and more proactive approaches to parenting (Hall & Posel, 2019).

2.2. REVIEW OF LITERATURE

2.2.1. Defining parenting

Parents are not only tasked with the responsibility of providing their children with necessities such as food and clothing, but to stimulate their cognitive and social processes and instill the knowledge and skills required to successfully function in society (Smetana, 2017). These aspects are all contingent on the parenting style adopted by the parent which also determines the quality of the parent-child relationship. However in the South African context, there are numerous environmental factors which threaten the formation and sustenance of these relationships (van Niekerk & Atmore, 2020). These include poverty, unemployment, inequality, chronic illness and violence which are widespread and hinder parents/caregivers ability to provide responsive and nurturing care to their children and form quality relationships necessary for optimal child development (van Niekerk & Atmore, 2020).

The concept of parenting comprises of two interlinking aspects which both contribute to childhood development outcomes, namely parenting practices and parenting styles (Anderson, 2011). Parenting practices can be defined as context-specific concrete behaviors or actions which parents employ in order to socialize their children (Smetana, 2017). On the contrary, parenting styles are

the parent's characteristics which determine the emotional climate in which they rear their children (Anderson, 2011). It describes how parents interact with their children and is characterized by the parent's level of sensitivity to and expectations for their child's behavior which will be expanded on below (Darling & Steinberg, 2017).

2.2.2. Parenting Styles

Smetana (2017) defined parenting style as the psychological construct comprising of numerous strategies caregivers utilize in the process of child rearing. This definition is expanded by Darling and Steinberg (2017) to include the nature of parent-child interactions which are informed by the attitudes and practices of parents. Parenting style determines the quality of the interaction between parents and their children which exerts influence on the holistic advancement of the child and the climate of the home (Gorostiaga, Aliri, Balluerka & Lameirinhas, 2019). Parenting style is largely affected by various factors such as culture, socio-economic status, and parent and child temperament (Smetana, 2017).

Baumrind (1991), the founder of the parenting style theory, introduced three styles namely authoritarian, authoritative, and permissive parenting. Darling and Steinberg (2017) expand on Baumrind's (1991) theory with the inclusion of a fourth style, neglectful parenting. These four parenting styles are differentiated from each other based on patterns of parental practices and levels of demandingness and responsiveness (Ishak, Low & Lau, 2012). To fully cognise these four parenting styles, it is vital to unpack the dimensions that encompass parenting which include the level of responsiveness and the demandingness displayed by parents/caregivers (Ishak, Low & Lau, 2012).

Responsiveness can be conceptualised as the extent to which parents/caregivers display affection, acceptance, support, and reason with their children (Merlin, Okerson, & Hess, 2013). This can be gauged by the levels of communication, reciprocity, and warmth that parents/caregivers emit (Merlin, Okerson, & Hess, 2013). Demandingness is the extent to which parents/caregivers exert control and power over their children which can be gauged through means such as the monitoring, and discipline techniques (Morin, 2019). Therefore, parents/caregivers that exhibit higher levels of control and monitoring patterns can be categorised as more demanding whereas

parents/caregivers that exhibit higher levels of warmth and reciprocal behaviour are considered to be highly responsive (Morin, 2019).

2.2.2.1. The Authoritarian Parenting Style

The authoritarian parenting style, also referred to as controlling parenting, is characterised by low levels of responsiveness and high levels of demandingness (Hoskins, 2014). Established on the traditional family structure ideology, this parenting style places emphasis on conformity and obedience as parents/caregivers attempt to shape and control the attitudes and behaviours of their children in compliance with a set of rigid standards of conduct (Sanvictores & Mendez, 2021). Children are expected to adhere to these standards without question and are punished harshly if they fail to comply. Additionally, parents/caregivers often fail to provide sound reasoning to support their rules and actions (Cherry, 2011). Authoritarian parents/caregivers display lower levels of engagement and trust toward their children as they discourage open communication, establish rigid control structures and are rather forceful and punitive (Cherry, 2011).

According to Darling and Steinberg (2017), children raised by authoritarian parents are often described as having little ability and self-confidence to employ coping mechanisms, thus restricting a child's ability to grow and explore their surroundings. Additionally, these children tend to display a lack of autonomy as children reared in authoritarian families are accustomed to being governed by a higher authority and are rarely provided with opportunities to take initiative (Dewar, 2018). Consequently, when they find themselves in situations where figures of authority are not present, they struggle to function in new environments, such as in the classroom, and lack spontaneity and curiosity. The authoritarian parenting style generally produces children who are obedient and proficient but are low in self-esteem and social competence and who lack autonomy (Gorostiaga et al., 2019). These children are also more susceptible to engaging in risky activities and developing disruptive temperaments in the future (Cherry, 2011).

2.2.2.2. The Authoritative Parenting Style

Authoritative parenting, also referred to as guiding parenting, is characterised by high levels of demandingness and responsiveness (Miller, Lambert & Speirs Neumeister, 2012). Authoritative

parents/caregivers use of a combination of controlling, but not restrictive, practices in conjunction with positive encouragement. Authoritative parents/caregivers encourage open communication and independence, whilst discouraging emotional dependency and infantile behaviour (Dewar, 2017). Additionally, they acknowledge and reward positive behaviour and strive to curb delinquent behaviour without the use of physical punishment (Dewar, 2017). While extremely controlling parents/caregivers, such as authoritarians, assert direction over their children's behaviour, authoritative parents/caregivers acknowledge their children's feelings, express their expectations and reasoning behind their rules and use it to shape their objectives in their parenting approaches which controlling parents/caregivers fail to do (Arifiyanti, 2019).

The authoritative style has been identified as the most effective parenting style in fostering the holistic wellbeing of children. Children reared in authoritative environments have been seen to display higher measures of competencies, holistic development, self-perception, esteem, mental health, autonomy, and the ability to apply effective coping mechanisms in their lives (Johari Talib & Mamat, 2011). Additionally, these children tend to demonstrate higher academic achievement, fewer behavioural problems, and less internal distress than those reared in authoritarian, permissive, or neglectful environments (Johari Talib & Mamat, 2011). Baumrind (1967) discovered that preschool children originating from authoritative backgrounds were the best adjusted as they exhibited higher levels of social skills alongside autonomous and cheerful temperaments in comparison to the moody, irritable, and seemingly morose nature displayed by children of authoritarian parents/caregivers (Xiong, Li, Xia, 2020).

2.2.2.3. The Permissive Parenting Style

The permissive parenting style, also referred to as indulging parenting, is characterised by low levels of demandingness and responsiveness (Ishak, Low & Lau, 2012). Permissive parents/caregivers are extremely nurturing and accepting, encourage open communication and consider their children's feelings, however they often struggle, or avoid, imposing demands or administering any form of discipline (McKinney, Milone, & Renk, 2011). Children of permissive parents/caregivers are usually permitted to make their own decisions with regards to curfew, rarely seek permission, do not exhibit good manners, or participate in household chores (Wischerth, Mulvaney, Brackett & Perkins, 2016). Although incredibly accepting, permissive

parents/caregivers exhibit little control over their children's behaviour as they easily give into their impulses which negates the benefits of their responsive nature (Wischerth et al., 2016).

Although children of permissive parents/caregivers tend to have good social skills, they often display problematic behaviour such as immaturity, impulsiveness, aggression, are bossy, self-centered, rebellious, and lack self-control and autonomy (Miller, Lambert & Speirs Neumeister, 2012). Additionally, they are more likely to experience conflict with authoritative figures and perform poorly in educational settings as they are less persistent in comparison to children whose parents exerted more control such as children of authoritarian and authoritative parents/caregivers (Abundis-Gutierrez & Checa, 2018).

2.2.2.4. The Neglectful Parenting Style

The neglectful parenting style is characterised by low levels of demandingness and responsiveness (Cherry, 2019). Where permissive parents/caregivers are committed and responsive to their children's needs, neglectful parents/caregivers are preoccupied with their own troubles therefore being disengaged from parental responsibilities or considering their children's needs (Miller, Lambert & Speirs Neumeister, 2012). Neglectful parents/caregivers are characterised by failing to monitor, guide and support their children, permitting their children to have their way as they are uninterested in being involved in their children's life (Cherry, 2019). Preceding research has emphasised the strong correlation between the neglectful parenting style and the worst developmental outcomes in children as they exhibited problematic behaviour such as hostility, immaturity, impulsiveness, and tended to have low self-esteem (Gafoor & Kurukkan, 2014).

Many children residing in disadvantaged communities, such as Delft, are reared by parents/caregivers with neglectful parenting styles with the result that they display the lowest level of adjustment as adolescents displaying low levels of academic achievement, psychological adjustment, and overall social competence (Cherry, 2020). This can be attributed to the numerous adversaries' parents/caregivers living in these environments face, such as poverty and abuse which often redirects their attention from their family to their predicaments (Poduthase, 2012). This thus results in an increase in the likelihood of their children engaging in delinquent behaviours; a phenomenon that is rampant in the Delft community (Poduthase, 2012). Replacing Nyanga as the

murder capital of the country, Delft is a community fraught with violence and has been identified as one of the major hotspots for gender based violence and femicide in the country (Karrim, 2020; Mlamla 2022). Such exposure to violence, in addition to numerous other interlinking stressors such as poverty, negatively impacts parents/caregivers holistic health thus hinders their ability to provide the responsive and nurturing care required for optimal children development and healthy parent-child relationships (van Niekerk & Atmore, 2020). Therefore, ensuing the use of reactive parenting styles such as neglectful parenting (Berry & Malek, 2016).

2.3. DETERMINANTS OF PARENTING STYLES

2.3.1. Parenting Styles in Early Childhood

The early childhood development phase occurs between the ages of 0 and 6 and encompasses various developments, with the most prominent advancements being changes to the physical body, emotional capacity, and cognitive functioning (Richter, Tomlinson, Watt, Hunt, & Lindland, 2019). Additionally, children during this stage begin learning basic notions about the world, begin forming their personality, and are instilled with the knowledge and skills needed to navigate society (Richter et al., 2019). Therefore, it is crucial that parents/caregivers promote optimal child development through secure parenting by means of the adoption of an effective parenting style. However, not all caregivers are able to provide their children with secure parenting as parenting practices are influenced by factors such as socio-economic status, child temperament and culture (Rubin & Chung, 2013).

2.3.2. Culture

Culture can be conceptualised as communal ideologies and practices that influence how a select group of individuals live and navigate society (Amos, 2013). These values can be shared by individuals of a particular race, ethnic group, or religious denomination (Amos, 2013). There is broad consensus among a large portion of Black, Coloured and Indian parents/caregivers in South Africa with regard to expectations and what behaviour is deemed acceptable and unacceptable for children (Roman, 2014). These parents/caregivers often expect children to be obedient and respectful towards elders and employ punitive correction methods associated with authoritarian

parenting to ensure compliance (Roman, 2014). Cultural ideologies provide guidelines for parents/caregivers to rear their children. These ideologies assist in shaping a child's mindset and behaviour thus parenting styles will differ across cultures due to distinct and contrasting ideologies (Bornstein, 2012).

Additionally, factors such as upbringing, a sub-category of culture, are major determinants of future parenting approaches (Doinita & Maria, 2015). Individuals tend to replicate the ideologies and practices formerly employed by their parents/caregivers which were influenced by the culture that they had conformed to. For instance, individuals reared by overly rigid, hostile, and unresponsive parents/caregivers are likely to employ these reactive parenting styles on their children, or in other cases, due to negative effects they may have suffered, may strive to rectify their parent's/caregiver's errors by adopting proactive parenting styles (Doinita & Maria, 2015). Individuals reared by nurturing and responsive parents/caregivers tend to display healthy socio-emotional development and social competence on account of their upbringing which manifests in the use of positive parenting styles (Roman, 2014).

2.3.3. Socio-Economic Class

The ideologies about parenting tend to differ across socio-economic strata on account of the varying experiences and circumstances which characterise each socio-economic cluster (La Placa & Corlyon, 2015). One of the ways in which socio-economic status and parenting styles are intrinsically linked is related to an individual's occupation and the skills required within those professional settings (Roubinov & Boyce, 2017). For instance, the vast majority of parents/caregivers belonging to the middle- and upper-class contexts are often employed in white collar professions thus more likely to encourage open communication, autonomy, problem-solving and reason with their children as these are attributes required of such occupation. Contrariwise, parents/caregivers from lower socio-economic classes who are more likely to be employed in blue collar professions are perceived to be more restrictive and less likely to employ reasoning or display affection and stress compliance (Bornstein, 2019). Additionally, the obstacles which often accompanies socio-economic deprivation such as stress, abuse, ill health and crime often steers parents to neglect their parental duties, causing their priorities to shift from their families to putting food on the table and often affects marginalized groups such as Coloured and African families

(Doepke, Sorrenti & Ziliotti, 2019). However, it must be noted that this may not always be the case as some white collar professional settings can be just as high pressure and restrictive as the average blue collar professional setting thus increasing their likelihood of employing more reactive parenting practices (Roubinov & Boyce, 2017).

2.3.4. Parental Temperament

Components that shape an individual's personality include various aspects such as upbringing, social circle, belief system and psychological disorders (Basirion, Majid & Jelas, 2014). Parents/caregivers that display relatively agreeable traits are generally less likely to suffer from depression and other mental disparities and are thus more likely to have much healthier relationships with their children and employ positive parenting styles (Basirion, Majid & Jelas, 2014). However, if they're overly agreeable, and lack the ability to balance between openness and assertiveness, they could easily become permissive therefore raising children that are likely to be impulsive, immature, and irresponsible (Morin, 2019).

On the contrary, neurotic, or regimented parents/caregivers are prone to projecting their anxieties and expectations onto their children which is reflected in their relationships (Ugwu, 2015). For instance, parents/caregivers with perfectionist tendencies are incredibly critical of themselves and are rarely ever satisfied. These parents/caregivers have extremely high expectations of their children and project their insecurities and high standards onto their children and expect them to achieve the goals in which they may have failed to reach for themselves (Morin, 2019). Moreover, these parents/caregivers may only display affection towards their children when children act in accordance with their expectations thus adopting authoritarian parenting styles (Basirion, Majid & Jelas, 2014).

2.3.5. Child Temperament

Demanding personalities of children such as hyperactivity, stubbornness, impulsiveness, hostility, and timidity make the process of parenting a daunting task which can undermine parents' performance (Gould & Ward, 2015). Additionally, on account of the volatility of children's

behaviour, it could ultimately lead to irregular parenting and child maladjustment which has adverse effects on child development and the quality of parent/caregiver-child relationships.

These parents/caregivers of children with difficult temperaments, such as stubbornness or impulsiveness, have been found to exhibit higher levels of distress and are more prone to developing psychological problems (Basirion, Majid & Jelas, 2014). These parents/caregivers are also more likely to strive to restrain and assert control over their children, and are thus more likely to practice authoritarianism (Gould & Ward, 2015). Parents/caregivers of generally mellow or timid children, however, often aim to encourage them to engage more and refine their social skills, thus adopting authoritative parenting or even permissive parenting styles as their children are generally well behaved (Howenstein, Kumar, Casamassimo, McTigue, Coury, & Yin, 2015). Parents/caregivers of anxious children are more likely to adopt negative parenting styles and as such assert more control and provide stability. The anxious nature of the child is often transferred to the parent resulting in them exhibiting an overprotective nature over their children. All things considered, parenting style is directly associated with the temperament of children (Howenstein et al., 2015).

2.4. THEORETICAL FRAMEWORK

This section discusses the two theoretical frameworks that were employed in this research study which includes the Ecological Systems Theory (1979) and the Parent Development Theory (1991).

2.4.1. Ecological Systems Theory (1979)

Developed by Urie Bronfenbrenner the Ecological Systems Theory (1979) explains how human development can be understood in the context of real-world environments (Burns, Warmbold-Brann & Zaslofsky, 2015). This theory posits that various aspects such as environment, experience and genetics possess the ability to influence parenting outcomes and child development (Burns et al., 2015). The ecology of human development is composed of four distinct, but interrelated, systems known as the microsystem, mesosystem, exosystem and macro system. The microsystem refers to the direct setting containing the individual such as the family and encompasses the interactions between siblings, children and parents/caregivers, and which is, to a large extent,

determined by parenting style (Perron, 2017). This is followed by the mesosystem which refers to the interrelations between the chief microsystems in the child's life such as their family and peers (Burns et al., 2015). The exosystem pertains to the linkages that may exist between multiple settings, which do not contain children but affects indirectly them nonetheless such as the parent's workplace (Perron, 2017). For instance, parents/caregivers subjected to long working hours, maltreatment and stress pose as a risk to their children as they're likely to take out their frustrations on their child through reactive parenting practices (Perron, 2017). The final sphere includes the macrosystem which can be defined as a constellation of people, places, ideologies, historical events, and political and economic systems which may impact other ecological systems (Burns et al., 2015).

This theory is relevant to this study as it considers the factors influencing parenting within the four spheres of Bronfenbrenner's systems theory. Developing an understanding of parents'/caregivers' struggles and the parenting influences on these different levels assists in highlighting ideas for intervention and support at the various levels (Burns et al., 2015). Additionally, this theory draws attention to the fact that parent/caregiver-child relations are influenced by the interpersonal and institutional networks within which parents/caregivers and children are embedded thus shifting perspectives to consider moving beyond the narrow confines of individual personality and family dynamics (Burns et al., 2015).

2.4.2. Parent Development Theory (1991)

The Parent Development Theory (1991) is a theoretical framework utilised to understand the numerous perceptions and behaviours in relation to parenting (Mowder, 2005). The theory states that the responsibility of being a parent/caregiver encompasses a socially recognised role which is associated with specific behaviours. This model emphasises the importance of fully understanding the roles required of a parent/caregiver which will assist parents/caregivers with the parenting process (Mowder, 2005).

Additionally, the framework draws attention to the difference between the concepts of procreation versus parenting. According to Mowder (2005), parenting can be understood as the process of

performing a social role, rather than a biological parent role, that involves individual parents/caregivers recognising, assuming and performing the parental role associated with the concept of procreation. As parental roles are socially defined and determined by individualistic factors, there is no consensus on what constitutes parent role responsibility thus passable parental role performance cannot be spelled out entirely apart from circumstances involving abuse and neglect (Mowder, 2005). Another difference between parenting and procreation includes the assurance of role performance, which highlights the inaccurate assumption that children who have been parented biologically have also been socially parented. There are numerous cases of children being neglected by their biological parents/caregivers (Sperling & Mowder, 2006). Furthermore, the Parent Development Theory (1991) highlights the developmental aspect of parenting as it acknowledges that parental roles and behaviours are subject to change over time on account of the developmental stages of the child (Sperling & Mowder, 2006).

This theory was relevant to this study as it provides a framework against which to explore parental role perceptions which influence the parenting style choices parents/caregivers choose to adopt which is an objective of this study. Additionally, this data will assist in informing contextually relevant and multidimensional interventions such as those developed by Sakha Isizwe Development Organisation.

2.5. POLICY AND LEGISLATION

This section discusses the two policies, namely the White Paper on Families (2012) in South Africa and The Integrated Parenting Framework (2012), that were employed in this research study.

2.5.1. White Paper on Families (2012) in South Africa

The White Paper on Families (2012) was established in response to the fractured South African family structure which can be attributed to the Apartheid regime that displaced non-white families (Department of Social Development, 2012). Twenty years later, the South African family structure is still under threat and unable to fulfil critical roles of socialisation, nurturing, and protection of family members effectively (Department of Social Development, 2012). Additionally, families have to contend a number of supplementary factors such as poverty, unemployment, domestic

violence, crime, absent fathers, and the general decay of moral values which continue to accelerate the further disintegration and vulnerability of families (Department of Social Development, 2012).

The policy centres on three priorities namely, the promotion of a healthy family life, family strengthening which involves improving the economic capacities of families, and lastly, family preservation which involves reunification (Department of Social Development, 2012). The objectives include enhancing the socialising, nurturing and supporting capabilities of families so that members are able to contribute to the nation's development; to empower families members by enabling them to identify and maximize the labour market and other opportunities available in the country; and to improve the capacities of families to establish social interactions which make a meaningful contribution towards a sense of national solidarity (Department of Social Development, 2012). It is envisaged that the implementation of the White Paper, through the undertaking of programmes and projects, would result in well-functioning and resilient families that provide the necessary emotional, psychological and financial support to their members (Department of Social Development, 2012).

2.5.2. The Integrated Parenting Framework (2012)

The Integrated Parenting Framework (2012) is one of the strategies put in place by the Department of Social Development to achieve the objectives highlighted in White Paper on Families (2012). Roman (2014) states that the foundation of optimal child development and future outcomes rests on healthy parent/caregiver-child relationships characterised by levels of attachment which The Integrated Parenting Framework (2012) recognises (Department of Social Development, 2012). As described by Bowlby (1969; 1982), secure attachments, resulting in the development of traits such as emotional regulation, can only be established when the child-parent/caregiver relationship is rooted in nurturement and supports mental processes (Rose & McInnes, 2016). On the other hand, other patterns of attachment based on paternal characteristics such as hostility, fear, and neglect impact negatively on children's problem-solving skills, social skills, and educational achievement (Rose & McInnes, 2016). Additionally, this policy encourages the use of the authoritative parenting practices for childrearing in South Africa as well as awareness with regard to appropriate conduct in the presence of minors in order to raise well-adjusted children to function in society (Department of Social Development, 2012). Furthermore, this policy elaborated on the

different types of parenting reported in South Africa, such as refugee parents/caregivers, parenting homosexual children, delinquent children, step-children, children with health disparities, single parents/caregivers, foster parents/caregivers and divorced parents/caregivers (Department of Social Development, 2012).

Moreover, The Integrated Parenting Framework (2012) encourages parents/caregivers to find a balance amongst the different parenting styles in order to raise well-adjusted children which includes the process of administering discipline in an effective and humane manner which does not infringe on the rights of children (Department of Social Development, 2012). Although there aren't a distinct set of guidelines relating to parental discipline practices, The Integrated Parenting Framework (2012), in conjunction with the Children's Act (No. 38 of 2005), encourages alternative, constructive and positive parenting methods which uphold children's rights.

CONCLUSION

This chapter introduced the notion of parenting styles namely authoritarian, authoritative, and permissive as discovered by Baumrind (1991), with the addition of Maccoby and Martin's (1983) neglectful parenting style. Additionally, this chapter included the concept of demandingness and responsiveness which distinguish each parenting style, alongside the effects on the development on children. Moreover, various internal, external, and parental and child factors that influence the parenting styles adopted by caregivers were identified as culture, socio-economic class, parental temperament, and child temperament. Lastly, this review of literature chapter included the adoption of the Parent Development Theory (1991) and Ecological Systems Theory (1979) theoretical approaches and the Integrated Parenting Framework (2012) and White Paper on Families (2012) in South Africa as legislation.

CHAPTER THREE: METHODOLOGY

3.1. INTRODUCTION

This chapter presents the methodological approach that was employed in the research study. This includes details on the research design, population and sampling, as well as data collection approach which elaborated on the tools that were utilised to collect and record data.

3.2. RESEARCH DESIGN

As the objective of this research study was to gather data from the participants to understand and describe the concept of parenting styles and the multiple determining factors, a qualitative research design was employed (De Vos et. al, 2011). This research design centers on the process of constructing meaning attached to the lived experiences of individuals by providing an the perspective of an insider (Creswell, 2014). This research design involves the process of eliciting intimate data about the participants relating to their parenting and families such as their children's personalities, community climate, socio-economic status, maladies, religion, and upbringing (Creswell, 2014). This design was desirable in this context as it provided ample room for the participants to express themselves freely, expand on the various aspects relating to the research, and preceding studies conducted relating to parenting have frequently opted for a qualitative research design (Creswell, 2014).

3.3 POPULATION AND SAMPLING

3.3.1. Study Population

The term population can be defined as a group of individuals that possess distinct and common traits which will assist the researcher in achieving the set research objectives (Blackstone, 2012). The study population comprised 82 parents/caregivers that were enrolled in Sakha Isizwe Development Organisation's Parenting Programme in the Delft community.

3.3.2. Sampling

The term sample can be understood as a group of individuals that are extracted from a large group in order for the research to fulfil their desired objectives (Creswell, 2014). Non-probability sampling method is commonly used in qualitative studies adopted, however in this study in order to attempt to represent the collective in a more accurate manner a probability sampling method was adopted (Blackstone, 2012). Probability sampling can be defined as a research sampling technique in which the researcher chooses samples from a larger population using a method that's based on the theory of probability and assures that everyone in the population has an equal chance of being selected (Guest, Namey, & Mitchell, 2013).

Simple random sampling is a probability sampling method used to cull a smaller sample size from a larger population and use it in research. Additionally, this method is meant to be an unbiased representation of the group (Guest et al., 2013). In this instance, to meet the research objectives, parents/caregivers from Sakha Isizwe Development Organisation's Parenting Programme database were randomly selected. Simple random sampling was advantageous in this study due to its easy usage, ability to accurately represent the larger population and the lack of bias on account of the random selection process. Additionally, this method was ideal for extracting a smaller sample from a larger population, such as the 20 mothers from the total of 82 programme attendees. Furthermore, this method provided each participant in the larger population an equal chance of being selected thus created a balanced subset which best represented the population which is beneficial in research.

The study sample comprised 20 female parents/caregivers who were a mixture of biological parents and social parents/caregivers, such as grandmothers and aunts. These parents/caregivers were randomly selected from Sakha Isizwe Development Organisation's Parenting Programme enrolment database by means of simple random sampling method and did not include multiple members of the same family as to not dilute the research findings. The study sample was specifically selected in order to fulfil the research objectives of the study which included identifying the parenting styles adopted by parents/caregivers who are enrolled in a parenting programme in the Delft community, alongside the influencing factors that shape their parenting

style. Additionally, to also assist in conducting to a minor programme evaluation of the effectiveness of Sakha Isizwe Development Organisation's Parenting Programme.

3.3.3. Sampling Procedure

The sampling process involved the director of Sakha Isizwe Development Organisation notifying all programme attendees that she would be collaborating with a UCT researcher to conduct a study and that the researcher would randomly select and contact 20 parents/caregivers to participate. Additionally, the director provided the participants with an outline of the research objectives, risks, and processes. Once all of the information had been provided to the participants, they were provided an opportunity to opt out of participating. Once this was done and ethical clearance granted, the director then provided the researcher with a database of the programme attendees to randomly select and contact 20 parents/caregivers to expand on the research information previously provided by the director, answer questions and attain consent to participate. The researcher then appointed dates and times for the interviews by request of the participants who gave consent.

The initial intention of this research study was to utilise non-probability purposive sampling to recruit 10 fathers and 10 mothers from the programme to attain a diverse view of parenting styles. However, the process of recruiting fathers into the research study was extremely challenging. Firstly, among the total 82 programme attendees, only 30 of them were fathers who were inconsistent with their attendance. Additionally, many were either not interested in participating in the research, difficult to contact or failed to confirm their preferred interview date and time and failed to send a signed consent form after countless follow-up attempts. On account of the restricted time frame, the researcher took a decision to randomly select the participants and interview those who were willing to participate and were easily contactable thus resulting in the sample of 20 female parents/caregivers. The researcher found that the female parents/caregivers were more open to participating in the research whilst the fathers were closed off.

3.3.4. Sample characteristics

The study population comprised 82 parents/caregiver's that were enrolled in Sakha Isizwe Development Organisation's parent support programme in the Delft community. These

participants ranged in age, race, marital status and religious affiliation. From this population, 20 parents/caregivers were randomly selected to participate. These participants comprised of a combination of female caregivers such as mothers, aunts and grandmothers.

3.4. DATA COLLECTION APPROACH

3.4.1. Data Collection Method

As this study adopted a qualitative methodology, a semi-structured interview was employed to achieve the research objectives. The interview began with fulfilling the objective of identifying the parenting styles and influencing factors of the participants, and thereafter concluded with a minor evaluation of Sakha Isizwe Development Organisation's parenting programme. In-depth interviews can be defined as a purposeful conversation usually resulting in the extraction of information about the subject (Guest, Namey, & Mitchell, 2013). This provides more room for the researcher to probe deeper into the participants' answers and provides them with the opportunity to ask questions which is useful for qualitative research. Due to the COVID-19 restrictions and lockdown regulations, the in-depth interviews took place telephonically. The interviews followed a set structure using a set of key questions which made provision for some flexibility which is required for qualitative in-depth individual interviews (Babbie & Mouton, 2007).

All the parents/caregivers were notified by the director of Sakha Isizwe Development Organisation that she would be collaborating with a UCT researcher and that they may be contacted by the researcher to participate in a research study. Additionally, the director provided the participants with a brief outline of the research objectives, processes, and risks, and obtained permission from the parents to give their details to the research. Once the researcher attained ethical clearance, they contacted the director who provided them with a contact database of all the parenting programme attendees. From here the researcher randomly selected and telephonically contacted 20 parents/caregivers to explain the research study in detail, the purpose, processes, and risks, to answer any questions and to ask for consent to participate in the research.

Once the participants agreed to participate, the researcher notified the director who got in touch with the participants to provide them with a physical copy of the consent form to read and sign.

The initial intention was for the researcher to send and retrieve the forms from the participants exclusively. However, the participants did not have access to the necessary technologies required to retrieve, sign and send the consent forms to the researcher due to their socio-economic class. Additionally, a couple of participants could not find time in their day to attend to this task and constantly kept forgetting. Consequently, a lot of valuable research time was wasted trying to retrieve the consent forms. Due to time constraints, the researcher communicated with the director to notify them of the problem and to come up with a solution. The most effective option that the researcher and director came up with was to physically go to the homes of the participants and hand them copies of the consent forms to sign however, the researcher was no longer based in Cape Town where the participants were located. Therefore, the researcher had no choice but to involve the director. The researcher then contacted the participants to discuss the proposed solution and asked if they had any other suggestions or concerns. The participants that were comfortable with the proposed solution gave their consent to participate whilst those that were not comfortable declined. The researcher then reminded the participants on the research ethics regarding confidentiality and privacy and understood and agreed that aliases would be assigned to their interview transcripts and the research report to protect their true identities. In this way, no deductive reasoning by the staff at Sakha Isizwe Development Organisation could be made and thus they would not be able to link the data to individual participants.

Once the participants gave consent to participate, the researcher then contacted Sakha Isizwe Development Organisation's director and notified her of the participants who gave consent to participate. The director then visited the homes of the participants to provide them with the consent form to sign and then notified the researcher who then contacted the participants to arrange a suitable day and time for the interview. The telephone costs were initially covered by the researcher who was later reimbursed by the University of Cape Town's Knowledge Co-op.

Some participants were comfortable with the telephonic interviews due to its convenience and the added layer of confidentiality it provided whilst others were hesitant and expressed discomfort on account of their inability to see and communicate with the researcher face to face. Additionally, others were also intimidated and hesitant due to the formality of the research project and thought that language would be a barrier. Consequently, some participants decided not to participate which

led the researcher to randomly select other participants from the database. It was important that the participants felt comfortable with the interview structure.

3.4.2. Data Collection Instrument

The researcher made use of a semi-structured interview schedule to elicit the desired data required to fulfil the research objectives. Semi-structured interviews can be defined as a data collection strategy which involves participants being interviewed by the researcher with an open-ended and planned questionnaire in centred around the research objectives (Guest, Namey, & Mitchell, 2013). This instrument is beneficial due to its flexibility which favours qualitative research and provides structure and room to diversify (Guest, Namey, & Mitchell, 2013). The interview schedule was structured around the main objectives of the study and has been attached as an Appendix B.

3.4.3. Data Recording

Recording data assists the researcher to focus on the interview and to store data required for the analysis and write up process (Tesch, 2016). As noted, due to the COVID-19 restrictions, the interviews were conducted telephonically. The 'Voice Notes' application was employed to record the interviews in order to capture information that was used for data analysis for the final research project. As described by Lucas (2018), in qualitative research it is important to observe and take note of non verbal cues such as body language. In this research study, the researcher was unable to observe body language due to the COVID-19 restrictions but was able to pick up on verbal cues such as tone which was noted. The participants were notified that the interview would be recorded and gave their written and verbal consent. As per Apple's privacy policy, data retrieved and stored in a user's device is password protected, encrypted and not shared with any third party and the researcher was the only individual that had access to their password protected mobile device (Apple, 2021).

3.4.4. Data Analysis

Data analysis involves the process of analysing, converting and organising, data into meaningful information which, according to Tesch (2016), can be achieved in eight steps.

- “Firstly, the researcher read over the entire qualitative semi-structured interview as transcribed and made notes. This was done in order to get a holistic sense of the data retrieved from each interview, to determine whether all the objectives had been met, and to correct any errors and note anything that required further clarification” (Tesch, 2016)
- “This was followed by selecting one point and thinking about the underlying meaning of that point and noting down these thoughts” (Tesch, 2016). For instance, selecting the occupation status and picking up commonalities such as the challenges that accompanied this aspect.
- “Once this was done, the researcher created a list of themes and labels, grouped each theme accordingly and clustered the similar themes together such as common parenting styles adopted” (Tesch, 2016).
- “This was followed by finding the appropriate descriptions of the themes and placing them into categories and finalising these category labels” (Tesch, 2016). Such as establishing the theme of socio-economic class under the banner or category of occupation.
- “This process was finalised with collating and analysing the data from each category” (Tesch, 2016). For instance, comparing all the themes that emerged, such as parental personality, child personality, religion, and socio-economic class against each other and noting the dominant themes.

3.5. DATA VERIFICATION

Data verification involves questions surrounding aspects such as the applicability, consistency, and neutrality in research to ensure the validity of the data (Babbie & Mouton, 2007).

Credibility refers to the research findings’ congruency with reality in an effort to demonstrate the validity of the study’s findings (Scharp & Sanders, 2019). In this study, credibility was ensured through the adoption of well-established research methods such as the data collection and data analysis methods as they were congruent with the research design and methods employed in prior studies. To ensure that the values of transparency and honesty were upheld in this research, the

researcher thoroughly informed the participants of the research objectives, risks and procedures and the opportunity to ask questions.

Transferability refers to the study's ability to be transferred to other studies conducted in similar contexts thus demonstrating the study's overall value and meaning (Scharp & Sanders, 2019). Although disadvantaged communities are often plagued by the same social ills, the context of each community differs thus some social ills may be more prominent than others. For example, within the context of Cape Town, gangsterism is more prevalent in comparison to the Durban therefore research findings may differ slightly according to the geographic region (Sonnenberg, 2018). Consequently, transferability might be slightly difficult to establish.

The researcher attempted to establish transferability through the provision of detailed contextual information of the study population, sample and phenomenon under research which enabled readers to fully grasp the data thus assisting them in comparing the occurrences described in the research and making transfers.

Dependability refers to the stability and consistency of the research process over a period of time (De Vos et. al, 2011). This suggests that the findings of the research should remain consistent if the study were to be repeatedly conducted. Dependability was ensured through the selection and description of research design and data collection methods and process and procedures.

Confirmability refers to the process of evaluating the quality, neutrality, and objectivity of the research findings (De Vos et. al, 2011). This was achieved through the process of analysing the findings of the research, confirming the adequacy of the themes and categories, and thoroughly detailing the research data instruments and procedures.

3.6. LIMITATIONS OF STUDY

Limitations of study can be defined as restrictions placed on the researcher's methodology that have the ability to influence the interpretation of the findings (Simon, 2011). Limitations can often be predicted prior to the data collection process; therefore, the researcher is able prepare ahead of time, devising a strategy to effectively address these impending obstacles (Simon, 2011). However, in some instances there are unexpected limitations that may arise either during or after

the research process (Simon, 2011). Unfortunately, the COVID-19 pandemic ushered in a variety of obstacles which made the process of conducting research immensely challenging.

- Although the researcher had the contact details of participants via the Sakha Isizwe Development Organisation parenting programme database, there were numerous instances where the participants' details had changed, thus requiring patience and effort in locating the participants. This was extremely time consuming and delayed the data collection process.
- Dropouts were rife during the data collection phase as many participants stated that they were mentally and emotionally unwell due to numerous factors such as unemployment and ill family which were attributed to the COVID-19 pandemic. The researcher continued to randomly select and contact more participants from the database to participate in the research in order to compensate for the ones that had dropped out.
- As anticipated, it was immensely difficult convincing fathers to participate in the research as prior studies have indicated that recruiting fathers in research pertaining to parenting was often challenging (Eddy, Thomson-de Boor & Mpaka, 2013). Consequently, on account of time constraints, the researcher was unsuccessful in securing fathers to participate in the research which would have assisted in diversifying the sample and perspectives thus resulting in the sample of 20 female parents/caregivers.
- On account of the sample's socio-economic class, they did not have access to technology such as printers, scanners and email which would have assisted with the swiftness of the data collection process and the collection of consent forms. Consequently, the process of attaining the consent forms became tedious thus resulting in the delay of a couple of interviews.

Lastly, the distance of the calls (Durban to Cape Town) and the poor infrastructure prevalent in disadvantaged communities resulted in numerous cases of poor network connection which made hearing the participants incredibly difficult. Consequently, the researcher and participants had to constantly try calling back, find a location with better network and even at times reschedule the entire interview which was time consuming and frustrating. Privacy and confidentiality during these challenging times were unaffected as every effort was made to continue adhering to these principles.

3.7. REFLEXIVITY

Scharp and Sanders (2019) suggest that to increase the integrity and trustworthiness of research, the researcher needs to evaluate how intersubjective elements influence data collection and analysis. The researcher conducted a self-analysis and identified any existing assumptions and biases, and thereafter entered the research discarding these assumptions as this could have consciously or unconsciously lead them to select evidence that supported their desired outcome. In the qualitative paradigm, the researcher's own biases and feelings can and may impact on the research process and thus ensured neutrality in the data collection process (De Vos et al., 2011). On account of prior research relating to parenting styles and the determining factors, the researcher expected the participants to practice seemingly adverse parenting styles. Prior research has indicated that on account of the volatile environment and trauma individuals from low-income communities were subjected to, they were more likely to mimic these practices or use their children as an outlet to deal with their trauma (Karsli & Anli, 2011). In order to limit bias the researcher identified their preconceived notions prior to each interview, asked open-ended questions and maintained a neutral tone and approach when conducting the interview.

CONCLUSION

Chapter three comprised the methodology of the research task. This included the discussion of aspects such as the research design, population and sampling, and data collection approach. Additionally, this chapter included the data verification method, limitations of study and reflexivity. The following chapter comprises the main findings of the research, and the interpretation thereof, in relation to the data retrieved from the qualitative interviews.

CHAPTER FOUR: RESEARCH FINDINGS

4.1. INTRODUCTION

This chapter outlines the main findings of the research in relation to the data retrieved from the qualitative interviews that were conducted on 20 parents/caregivers that were enrolled in Sakha Isizwe Development Organisation's parenting programme. The sample were diverse and selected by means of simple random sampling in order to fulfil the research objectives. The chapter begins with a presentation of the participant demographics, followed by an introduction of the overarching themes that emerged from the research study, namely parenting styles and determinants of parenting styles. The researcher goes on to discuss and dissect these themes, and related categories, and thereafter concludes with the programme evaluation findings.

4.2. DEMOGRAPHICS

The following table displays the demographics of the participants of this study.

Table 1: Profile of participants

Participant	Age	Race	Marital Status	Religion	No. of children	Highest level of education	Occupation status
1	50	Black	Separated	Christian (New apostolic)	5	Grade 12	Employed
2	53	Coloured	Widow	Muslim	3	Grade 11	Employed
3	25	Coloured	Single	Christian	3	Grade 8	Unemployed
4	31	Coloured	Single	Christian (Apostolic)	3	Grade 12	Unemployed
5	29	Coloured	Married	Christian	5	Grade 9	Employed
6	31	Coloured	Married	Muslim	2	Grade 9	Unemployed

7	41	Coloured	Married	Muslim	2	Grade 10	Unemployed
8	54	Coloured	Single	Christian	2	Grade 12	Employed
9	29	Coloured	Married	Muslim	4	Grade 10	Unemployed
10	32	Coloured	Single	Christian (7 th day Adventist)	2	Grade 10	Unemployed
11	28	Coloured	Single	Christian	3	Grade 12	Employed
12	39	Coloured	Single	Non- religious	5	Grade 10	Unemployed
13	57	Coloured	Divorced	Christian	4	Grade 8	Unemployed
14	36	Coloured	Divorced	Muslim	2	Grade 9	Unemployed
15	37	Coloured	Married	Christian (Apostolic)	2	Grade 12	Unemployed
16	48	Coloured	Divorced	Non- religious	3	Grade 9	Unemployed
17	43	Coloured	Single	Non- religious	4	Grade 12	Unemployed
18	32	Coloured	Married	Christian	4	Grade 10	Employed
19	30	Coloured	Married	Christian	2	Grade 6	Unemployed
20	28	Coloured	Married	Muslim	4	Grade 11	Unemployed

According to the data presented above, the racial composition of the sample comprised 19 participants who identified as Coloured, and one who identified as Black. These figures can be attributed to the Group Areas Act of 1950 which forcibly relocated non-White individuals from areas reserved for white individuals to other locations (Hall & Posel, 2019).

Regarding marital status, eight participants were married, seven were single and five were either divorced, separated, or widowed. Concerning religious affiliation, eleven indicated that they were Christians (from varying denominations), six were Muslims, and three were non-religious. Furthermore, in relation to educational attainment, only six participants were in possession of a Matric certificate (Grade 12), two with a Grade 11 level education, five with Grade 10, four with

a Grade 9, two with Grade 8, and lastly one participant had a Grade 6 level education. Lastly, concerning employment status, a mere six of the 20 participants were employed. These figures confirm the validity of those presented by Sonnenberg (2018) in chapter one’s problem statement concerning the high levels of unemployment, low educational attainment, and the decline of nuclear families in the Delft community.

4.3. DISCUSSION OF FINDINGS

Guest, Namey and Mitchell (2013) define themes as central ideas or the underlying meaning of a literary work which is the main product of data analysis. Similar to themes, categories are descriptors of themes that are used to classify findings and subcategories further expanding on the meaning of the categories (Vaismoradi, Jones, Turunen & Snelgrove, 2016). The researcher identified three main themes in this study, and the categories and subcategories within those themes which are explored below. Table 2 below displays the framework for discussion which highlights the main themes and categories that emanated from the analysis of the research findings in line with the objectives of the research.

Table 2: Framework for discussion of findings

THEMES	CATEGORIES	SUB CATEGORIES
<p>4.3.1. Theme 1: Parenting Style</p>	<p>4.3.1.1. Authoritative Parenting Style</p> <p>4.3.1.2. Discipline techniques</p> <p>4.3.1.3. Degree Of control/authority exhibited</p>	<p>4.3.1.2.1. Non-punitive techniques</p> <p>4.3.1.3.1. House rules and chores</p>

	<p>4.3.1.4. Type Of affection displayed</p> <p>4.3.1.5. Communication</p>	<p>4.3.1.4.1. Physical affection</p> <p>4.3.1.4.2. Quality time</p> <p>4.3.1.5.1. Bi-directional communication</p> <p>4.3.1.5.2. Uni-directional communication</p>
<p>4.3.2. Theme 2: Determinants of Parenting Style</p>	<p>4.3.2.1. Culture</p> <p>4.3.2.2. Socio-economic class</p> <p>4.3.2.3. Employment</p> <p>4.3.2.4. Parental temperament</p> <p>4.3.2.5. Child temperament</p>	<p>4.3.2.1.1. Upbringing</p> <p>4.3.2.1.2. Religion and customs</p> <p>4.3.2.2.1. Poverty</p> <p>4.3.2.3.1. Rigid/demanding work schedule</p> <p>4.3.2.4.1. Personality</p> <p>4.3.2.4.2. Upbringing</p> <p>4.3.2.4.3. Physical/psychological disparities</p> <p>4.3.2.5.1. Age and personality</p> <p>4.3.2.5.2. Familial predicaments</p> <p>4.3.2.5.3. Physical/psychological disparities</p>
<p>4.3.3. Theme 3: Evaluation of Parenting Programme</p>	<p>4.3.3.1. Programme facilitators</p> <p>4.3.3.2. Administration</p>	<p>4.3.3.1.1. Competence</p> <p>4.3.3.2.1. Venue and travel</p>

	4.3.3.3. Perceived effects of programme	4.3.3.3.1. Application and relevance
--	---	--------------------------------------

The data gathered on each of the themes, categories and subcategories presented in the framework for discussion of findings table will be presented and discussed in-depth below.

4.3.1. THEME 1: PARENTING STYLE

Each parenting style is distinctive based on specific ideologies and patterns of parental practices which determine the quality of parent child relationships and ultimately child development outcomes (Ishak, Low & Lau, 2012).

4.3.1.1. Authoritative Parenting Syle

Based on the data retrieved from the participants during the data collection process, 19 of the 20 participants employed an authoritative approach to child rearing. Authoritative parenting can be defined as a parenting approach characterised by reasonably high levels of demandingness and responsiveness (Miller, Lambert & Speirs Neumeister, 2012). Authoritative parents/caregivers encourage open communication and independence, whilst discouraging emotional dependency and infantile behaviour, and strive to curb delinquent behaviour through non-punitive measures such as ‘time-out’ or denying their children access to possessions and privileges such as TV time or cellphones. Only one participant appeared to adopt a different parenting style, that of the authoritarian approach.

4.3.1.2. Discipline Techniques

This section will discuss the category of Discipline Techniques along with the various subcategories namely, non-punitive techniques, house rules and chores, type of affection, quality time and bi-directional communication which reflect the practices of authoritative parents/caregivers as described by Darling and Steinberg (2017).

Children begin life void of knowledge regarding socially acceptable conduct thus needing to be educated and corrected through discipline (Holliday, 2014). On account of the receptive approach of authoritative parents, they employ a combination of positive reinforcement such as hugs and affirming words in conjunction with discipline techniques such as time-out to correct their children's behaviour (Holliday, 2014).

4.3.1.2.1. Non-punitive techniques

Findings revealed that 19 of the 20 participants were in favour of non-punitive discipline as the predominant method to address their children's unruly behaviour. Non-punitive correction methods that the participants had employed included denying their children of possessions and luxuries such as TV time, cellphones, allowances, playtime and using 'time-out'. Only one participant mentioned that they had adopted corporal punishment as a primary correction technique. Additionally, the 19 participants revealed that punitive correction techniques were rarely implemented and only ever as a last resort to correct their children if their previous, non-punitive efforts had failed.

The following quotes provided by the participants to support the above-mentioned statement:

I warn them first and then punish them, like when going to school and the other one going to crèche and I say you are not gonna get a yoghurt and a banana for today, you are punished for two days. My 10-year-old grandson I punish him by not giving him any money to take to school... (Participant 13)

I take stuff away from them. If I know they are fond of something, I take it away. A phone or a special programme on TV, he is not allowed to watch it. (Participant 2)

Regarding the use of punitive correction measures, such as corporal punishment, there was broad consensus among the participants disapproving of the use of this practice as they had been educated on its harmful effects on children from Sakha Isizwe Development Organisation's parenting programme. Two participants mentioned that although they did not believe in corporal punishment as the primary method of discipline, they stated that there were occasions where it needed to be employed. On the other hand, one caregiver expressed that they felt fearful that this practice would

cause their children to either flee from home or negatively impact their relationship by causing their children to become emotionally withdrawn and foster negative emotions such as resentment.

I don't believe in beating my children, but like I said, there are times you really feel you need to. Sometimes they don't listen, and you need to give that one slap, but not in the face, on the bums...if you are not gonna listen this is what you will get. Especially that granddaughter of mine, she is 4 years... She is very stubborn. (Participant 16)

Yes, the way that I grew up. Yes. That is on my mind, if I punish them maybe they are gonna run away because we have a lot of them, even now a child disappeared for two days, and we looked for her and find her in Leiden running away. So, I am very scared to punish them, but I punish them with the mouth and praying with them. Mostly praying, telling them you can ask for forgiveness 100 times to God. (Participant 12)

Moreover, the participants brought up the use of positive reinforcement that they were introduced to in the parenting programme. This encompassed praising, hugs, kisses and rewarding children with treats for complying with their rules. Prior studies have mentioned that this practice is highly effective as it plays on children's innate desire for attaining validation from their parents, making them more likely to comply (Holliday, 2014). Additionally, positive reinforcement focuses on what children are doing right rather than on what they're doing wrong which is synonymous with authoritative parenting (Payne & Dozier, 2013).

The following quotes provided by the participants support the above-mentioned statement:

With anything they like...especially the other one, he likes money so I'm like "mommy is gonna give you R10, R5", or I would take them to the mall...yes, I do reward them, I even send him to the shop. (Participant 12)

Yes, I do... I praise them or give them biscuits or sweets whenever I can. I want to encourage them, and it works well... (Participant 10)

...But in a sense, I do reward them, give them a kiss, a hug and tell them I love them... (Participant 4)

Prior studies directed at evaluating parenting programmes outcomes reported similar results concerning aspects such as correction techniques within the process of parenting. A post-assessment of the Sinovuyo Teen Parenting Programme reported a reduction in the use of corporal

punishment and inconsistent discipline practices (Shenderovich, Eisner, Cluver, Doubt, Berezin, Majokweni & Murray, 2019). Additionally, participants from this study and the post-programme assessment mentioned how the knowledge that they had acquired regarding alternative discipline methods, children's rights and child development through their respective parenting programmes, also played a key role in encouraging the use of non-punitive correction methods and positive reinforcement (Shenderovich, et al., 2019). Both sets of findings reveal that parenting programmes have a major impact in influencing the correction methods that parents/caregivers decide to implement in their parenting due to the introduction of notions such as alternative discipline and child development (Shenderovich, et al., 2019). For the most part, the majority of the parents in this study practiced positive parenting on account of the parenting programme, however there are instances where they reverted back to their old habits of corporal punishment.

4.3.1.3. Degree Of Control/Authority Exhibited

A major aspect of parenting includes the degree and manner to which parents/caregivers exert control and monitor their children's behaviour (Darling & Steinberg, 2017). Degrees of control can range from excessive to moderate which has a vital impact on the development of a child as moderate monitoring, in conjunction with a healthy parent/caregiver-child relationship, reduces a child's risk of exhibiting delinquent behaviour, whereas over monitoring oftentimes ensues anxiety and depression (Bi, Yang, Li, Wang, Zhang & Deater-Deckard, 2018).

Authoritative parents/caregivers exercise their power by setting distinct behavioural guidelines that aren't overly rigid, assigning responsibilities, such as chores and consequences, for non-compliance based on valid reasoning (Bates & Pettit, 2015). They are occasionally lenient, permit freedom with reasonable limits and moderately monitor their children's behaviour from a distance and correct them when needed (Bates & Pettit, 2015).

4.3.1.3.1. House rules and chores

All participants stated that they had established clear house rules and expectations which they expected their children to comply with. Household responsibilities, such as taking out the trash,

washing dishes and tending to pets, were assigned to their children to cultivate values such as discipline, independence, and obedience. Additionally, the participants stated that they often provided valid reasoning regarding their rules and expectations, welcomed input from their children concerning their rules, took responsibility for any errors they might have made in their parenting and granted their children with a degree of freedom.

The quotes below support the above-mentioned statement regarding house rules, responsibilities, and expectations:

Yes, especially my grandson who is living here with me with his mother on my premises; he must water the plants, must make sure that the dogs are fed and have their water. Sometimes I show him and ask him to help me clean the yard also. When my granddaughter comes to visit me, she knows, I taught her to do the dishes, the both of them help each other, so that they can know how to clean. (Participant 8)

They must wash the dishes after eating. When they come from school the first thing they must do is their homework, they must not play outside without doing their work. They must know the time to come inside from playing outside. (Participant 1)

Although the vast majority of participants were successful in their authoritative approach to exerting control, three parents/caregivers discussed how they had struggled to exert control and ensure compliance in their adolescent children due to a variety of factors, such as familial problems which drove their children to act out, and the general defiant temperament that accompanies the turbulent adolescent period which will be expanded on later in this report (Bornstein, 2012).

The following quotes provided by the participants support the above-mentioned statement:

My house rules, all of them got chores; the two-year-old knows how to sweep with a broom, I taught him. He is two years old, and he does it. The five-year-old does the dishes, she does everything, but the 10-year-old doesn't want to. She is sometimes with the wrong friends and comes home 11 o'clock in the evening and I need to sit down and tell her about life and the fact that she doesn't have a mother and father. I tell her nothing is for free in this world, and I also tell her to please do the dishes and do other things for me and I'd reward her. I always buy her what she wish for. (Participant 13)

Since last year when he went to the bush for circumcision, he is a man, he is acting like that now, nobody can control him... He doesn't listen, even at school. He started school in Elsies but since the lockdown he hasn't gone back to school. (Participant 1)

Additionally, participants mentioned monitoring their children and providing valid reasoning behind their designated house rules on account of the perilous community that they resided in, which Sonnenberg (2018) described as plagued by violence, crime, sexual abuse, gangsterism and substance abuse. Lastly, the participants' innate desire for a brighter future for their children was also a factor which was included in their reasoning.

This is described in the following quotes:

Rules that apply to me at home is they are not allowed to roam around or roam in the street alone, unless I am outside, and I allow him to ride his bike while I am outside, or we take him to the park or I walk him to school and I go fetch them. I think that's the only rule that we are very strict with; we don't like them to go play with friends that we don't know, unless we go to the person and they know they are inside because you can't trust the kids outside, there is stuff happening. And then there is a certain time at night when they must go to sleep. (Participant 16)

The house rules is for them to clean, the two go to school, at 7 o'clock at night time not playing in the street but in the yard here by us. At 7 o'clock at night they must be in, it's washing time. Half past 7 I give them their food, 8 o'clock they go sleep coz there's school tomorrow. For the baby, she's always outside by the grandma's house playing with the children outside, but I tell them she mustn't go play outside because of the kids disappearing now, but she's alright... So, the one turning 11 now, she'll be turning 11 now, next month. I told her that she must be helping in the house, to clean the dishes, she must help me make the bed up, they sleep in their own bed. She must learn to make her own bedding, because one day I'm not gonna be there anymore so she must learn to do the stuff herself. (Participant 19)

Only one of the 20 parents/caregivers displayed a more authoritarian approach in the aspect of exerting control and authority which was evident in their non-negotiable house rules and high expectations. The participant credited the reasoning for her authoritarian approach to her immense

love and desire for her children to succeed in life alongside the perilous Delft community climate which she desired to protect her children from.

The rationale to this authoritarian approach is described below:

I say I am a strict parent because my daughter is a little bit afraid of me because when it comes to friends, alcohol, and drugs I am very strict and she never drink, she don't smoke and never used drugs. That is how I made it clear to my daughter that no drinking, no alcohol, no drugs, no nothing because I'm not gonna tolerate it, I am gonna throw you out. I was very clear about that because I am not gonna be abused by a person who uses drugs, alcohol or saying the boyfriend is beating you. I made it clear to them that I will throw them out, I won't tolerate it. So, she knows. My grandchild also knows about the okapipe; when they smoke okapipe she must not smoke. Even her friends are aware of me because when my granddaughter go out with friends I go and look for her. I make sure I know where she is and then when I come the friends say "your grandmother is coming". They know because I made it clear to her and to her friends that "I am not like your mother I am your grandmother who wants you to be a success in life". I always say that to them, they can make it in life no matter what. (Participant 13)

The other participants discussed how, whilst asserting control over their children, they also provided some room for freedom in an effort to cultivate traits such as responsibility and independence which they had learnt from the parenting programme, which are vital characteristics required to successfully navigate society (Bates & Pettit, 2015).

The participant's quotes found below reflect the statement above:

If they want to do something, I let them be. But there is also a limit, you can play with a phone but only until a certain time; you can play outside but only up to a certain time. If you come inside you do homework because they say don't let a child come back from school and still be in the same mood, give them an hour or so to take a break. In the beginning I used to do that, when they come from school, take out the book take out the pen, as if they were still in school but nowadays, I give them a break. And if you don't come when the break is finished, I am gonna punish you but not by hiding, I take away the phone and the TV. (Participant 4)

They are free... but they have to first consult me 'cause I must know where they going, and what they doing, who they with 'cause kids get up to rubbish sometimes. (Participant 10)

According to Bates and Pettit (2015), authority and control in parenting is manifested through the presence of structure in children's lives such as rules and responsibilities. All 20 participants reported that their children were expected to engage in household tasks, such as doing the dishes and cleaning the house, and comply with rules, such as not roaming in the street unsupervised and after dark. Akin to authoritative parents, the participants provided valid reasons to their rules which were attributed to the perilous climate of the Delft community.

Furthermore, Cherry (2019) mentioned that authoritative parents were not overly strict and permitted freedom with limits in efforts to protect their children whilst providing them with room to develop traits such as autonomy and self-discipline which they had learnt in the parenting programme. Moreover, although adopting an authoritative approach to discipline, as previously discussed, one participant displayed authoritarian tendencies regarding their control tactics as they were more rigid with their rules and expectations in contrast to the other 19 participants that were slightly less rigid.

4.3.1.4. Type Of Affection Displayed

Prior research highlights the link between parental affection in childhood and optimal child development outcomes which include reduced behavioural problems (Newland, 2015). Authoritative parenting is characterised by high levels of receptiveness which is manifested in displays of affection such as affirming words, gifts, quality time and physical touch (Newland, 2015).

4.3.1.4.1. Physical affection

The research findings revealed that 18 of the 20 participants were highly receptive towards their children as they had frequently displayed affection. Affection was predominantly exhibited

through physical acts including hugs, kisses, and affirming words such as those professing love and the provision of gifts.

When discussing this receptive behaviour towards their children, two participants shared the following:

I give them a kiss, a hug and tell them I love them. This is what I do; I show them love, I give them respect, I give them privacy if they want but I don't do the spoiled games; "oh, mummy is gonna buy you a bike, mummy is gonna buy you a tablet", no. (Participant 4).

Yes, I ask them; even this morning I asked them what they want to become and then I hug and kiss them. Every day I make sure I say I love them, but I ask them what they want to be and the other one said she wants to be a Pastor in the church. She wants to do good in the community; the one for 5 years. (Participant 13)

Interestingly, four of the participants mentioned that although their younger children were highly receptive towards their displays of affection, their adolescent children rejected their advances. Newland (2015) states that as children enter the adolescent period, they begin fully embracing their transition into adulthood and often associate hugs and kisses with being a younger child. Additionally, they're immensely influenced by their peers and become self-conscious thus do not want to appear child-like to their peers (Newland, 2015).

The following quotations validate Newland's (2015) statement provided above:

The small ones like it, the older ones don't like it much. (Participant 1)

Yeah, but the eldest one actually don't like it anymore doesn't like kisses anymore. But the baby is so affectionate, he gets angry, every morning I must give him his kiss and his hug and if I don't then his brother must wait for him at school. When they get out of the transport, he says his brother must give him his hug because mummy forgot to hug him. (Participant 10)

With the boy it's no more hugging it's a high five now... He feels that he is big, but he hugs his friends but not me. With my daughter it's the hugs and the peck where we say I love you with all my heart and soul. (Participant 15)

Two participants mentioned that they were not inherently affectionate individuals, thus struggled to display affection. However, one of these participants mentioned that on the occasion where their children displayed signs of distress then, for the sake of their children, they would display affection.

The following quotes provided by the participants support the above-mentioned statement:

Affection is not my biggest side, so whenever I feel they look troubled or whatever and we need to talk, we show affection. But mostly at night I make sure I say goodnight and give them a hug and a kiss (Participant 15)

Affectionate? No, not really. It's not really my thing. I'm not a touchy feeling kinda person. (Participant 16)

Although participant 16 states that she was not fond of traditional affection methods involving physical touch, she did employ other techniques to display affection to her children which included spending quality time and communicating with them.

I play games. We sing lovely rhymes but it's more like homemade songs like educational stuff. We do a lot of that. We also have a dance now and then, sometimes it's exercise. (Participant 16)

An individual's upbringing often provides a model for the relationships that they form as adults, how they interact with others and handle certain situations as children frequently emulate their parents/caregivers (Doinita & Maria, 2015). For instance, unaffectionate parents often raise adults who have an aversion towards affection thus struggle to display affection to their own children (Doinita & Maria, 2015). The two participants that weren't affectionate mentioned how their parents/caregivers were not affectionate towards them growing up thus affirming Doinita and Maria's (2015) findings. Conversely, five participants mentioned that just as participants 15 and 16, they were reared by unaffectionate parents/caregivers and included experiences of abuse and overly rigid practices which conjured up feelings of pain and resentment. However, unlike participant 15 and 16, these adverse experiences had reverse effects as it encouraged them to be more affectionate towards their children as they did not want their children to share the same negative experiences they had.

This is supported in the following quotes:

It hurts... they were so strict, so hard on us and it hurts, so I told myself that I won't do that to my children because I remember how it feels...yes, and I hug and kiss them because they didn't do that to me (Participant 2)

*Yes, because I wasn't loved enough, I want to give them all my love.
(Participant 13)*

4.3.1.4.2. Quality time

Another way in which participants showed affection towards their children included spending quality time with them. The participants cited a variety of activities such as going on outings, watching movies, playing games, making arts and crafts, and conversing with their children which assisted in strengthening their relationships.

The following quotes provided by the participants support the above-mentioned statement:

On Saturday, when its movie day, I go to the shop and buy a packet of chips and we enjoy the movie. Other quality time, sitting with them, doing schoolwork and then once a month we try to go sightseeing, wherever they want to. (Participant 15)

Yes, we do, we play board games, Ludo, we made the Ludo game with bits of paper, cardboard and colours and all and we would play that and also go to the yard and play outside. (Participant 10)

Similar parenting programmes, comparable to the one provided at Sakha Isizwe Development Organisation, have reported an increase in aspects such as family engagement from their participants (Shenderovich et al., 2019). Family engagement is the process used to strengthen family relationships and encompasses activities such as spending quality time, communicating, and displaying affection (Hong & Park, 2012). In this study, all participants displayed an increase in family engagement as they frequently spent quality time and displayed affection to their children as authoritative parents tend to do. However, two participants reported that their quality time was

not as physically driven as the others as they were not naturally physically affectionate individuals which they attributed to their upbringing.

4.3.1.5. Communication

Communication is a key aspect in the parenting process which is a primary tool employed to convey vital information such as rules and to display affection (Kearney & Bussey, 2015). Effective communication improves the quality of parent/caregiver-child relationships by fostering a climate of love and support whereas ineffective communication can be harmful and destructive (Kearney & Bussey, 2015). Parents/caregivers who communicate effectively with their children are more likely to have children who are willing to comply with them as their children begin to feel heard, respected and are well-versed in the house rules (Kearney & Bussey, 2015).

4.3.1.5.1. Bi-directional communication

Concerning aspects such as communication and receptiveness in parenting, research findings revealed that all 20 participants strove to employ an open-ended approach towards communication, however four of the participants were not always successful as is described below. Their children's opinions and feelings were respected as they were always taken into consideration thus encouraging them to freely express themselves. Additionally, the participants frequently conversed with their children regarding a broad range of topics such as life, their worries, interests, and current affairs which was included in their quality time activities.

The following quotes below support the above-mentioned statement:

Oh yes, very important. At night before they go to bed we pray, and I make them sit and we talk about the value points of life. I believe that kids their age know everything so even the time I am talking to them they can tell me...you won't believe it; they can tell me "ma, I saw that R10 there and I didn't take it because I know we must talk to ma" You see what I am talking about, they know they must not steal. The values of life is they must take care of themselves and they must love each other. Always be disciplined and greet, staff like that.
(Participant 8)

We talk about the things they like, like a cartoon on TV or whatever's on their mind. (Participant 11)

Healthy and effective communication comprises a balance of sending information through speaking and non-verbal cues such as body language and receiving messages from the other party through listening (Boone, 2015). When the participants were asked whether they listened to their children and took their children's opinions into consideration when making big decisions, 17 of the 20 participants mentioned that they did.

The following quotes below support the above-mentioned statement:

No. I talk to them. When I want to do something I tell them I need to do this and that in the house and sometimes they advise me "no, mama this thing is not right to do it like that". (Participant 1)

I must first consider my children, I must first ask the 12 year old and the 8 year old one what we are gonna do. Then I get their side's, the small one is obviously too young to decide that's why I ask my two elder kids and then we will take it from there. (Participant 4)

Three participants mentioned that they only consulted their younger children on minor matters on account of their age but did consult their older children on more serious matters such as finances and relocating which they stated they that they will include their younger children in once they're old enough to fully grasp such concepts. Regardless they stated that they valued their younger children and always kept their best interests at heart.

No, actually we don't ask children for that opinion because they mos now underage. So me and my spouse we sit and we discuss then what shall we do. (Participant 20)

It can thus be seen that the majority of the participants in this study practiced effective communication practices such as bi-directional communication which consisted of conversing with their children on a variety of topics, including them in family decision making, and listening to their children's needs and interests which facilitated in strengthening their relationship which are communication techniques synonymous with authoritative parenting (Cherry, 2019).

4.3.1.5.2. Uni-directional communication

Although four of the participants intended to employ a bi-directional approach towards communication, factors such as their children's young age and their adolescent boy's hesitancy to open up or cooperate posed as a barrier thus they were often steered towards a uni-directional approach to communication.

The four participants explain why their teenage boys refuse to open up and communicate with them despite their countless efforts.

Because there is times that...he is my son, so I know when he's hiding something. Like sometimes that he feels like, oh, I'm going to be so very mad or disappointed in him, and then he has his way of trying to hide it, but I can see that and then I just talk to him and then eventually it will come up. (Participant 10)

My daughter is more open to me, but my boy thinks twice before he says something.... I think it's because I worked when he grew up, when he was so small, and he was left with my mom, so he confides more in my mom than in me. (Participant 15)

I mean they're now teenagers and teenagers are secretive, especially boys. (Participant 14)

Because he doesn't listen... he doesn't care. He's doing bad things...Stealing... (sigh) I think because he's doing bad things and he knows that it's not right and he doesn't want me to know... (Participant 1)

According to Boone (2015), the process of pulling away from parents is not only a normal but necessary developmental stage in adolescence as teenagers seek independence and privacy which requires the need for space. Additionally, teenagers often engage in risky activities which they are aware that their parents/caregivers will not approve thus leading to secrecy as they begin to explore (Newland, 2015).

Prior post-parenting programme assessments have reported positive relationship changes between parents and adolescents (Shenderovich, et al., 2019). Findings included new practices of

communication, an increase in quality time, collaborative problem solving which the adolescents reported brought them closer to their parents/caregivers and the emergence of mutual respect which manifested in willing compliance from adolescents (Shenderovich, et al., 2019). However, in this research study, four participants who were mothers to teenage boys reported experiencing trouble getting them to open up and cooperate. This could be attributed to the general turbulent adolescent period, peer pressure and the teenager's troubled background consisting of absent fathers which will be discussed in the following section in more detail. The participants in this study had more success with their younger children who, according to Newland (2015), respond better to their parents' receptiveness due to their age. The majority of the participants in this study practiced effective communication practices such as bi-directional communication which consisted of conversing with their children on a variety of topics, including them in family decision making, and listening to their children's needs and interests which facilitated in strengthening their relationship which are communication techniques synonymous with authoritative parenting (Cherry, 2019).

4.3.2. THEME 2: DETERMINANTS OF PARENTING STYLE

Parenting style is a strategy parents employ to rear their children and is determined by a various factors which will be expanded on below.

4.3.2.1. Culture

Culture can be understood as a set of distinctive ideologies and practices exclusive to a select group of individuals which provides them with the necessary guidelines to conduct various aspects of their lives such as raising children to ensure the preservation of their community (Bornstein, Putnick & Lansford, 2011).

4.3.2.1.1. Upbringing

In the findings of this research study, the chief understanding of culture, originating from race, ethnicity or religion, did not influence the participants parenting styles but rather culture in the

sense of the community they resided in which determined the nature of their upbringing. As Sonnenberg (2018) stated in chapter one, Delft has an incredibly volatile community culture characterized by violence, poverty, and abuse. On account of the volatile community culture, the participants witnessed and were subjected to traumatic experiences which manifested in their harsh upbringing characterized by reactive parenting styles that were passed down generations (Payne, 2018).

Family upbringing was revealed to be the predominant factor influencing the parenting style of the participants enrolled in Sakha Isizwe Development Organisation's parenting programme. The research findings revealed that 11 participants had been reared by parents/caregivers who adopted adverse parenting styles. These participants described their parents/caregivers as non-nurturing, non-responsive, rigid, and highly controlling and mentioned that they were expected to adhere to their parents' expectations without question and were subjected to corporal punishment if they failed to comply. Six of the 11 participants reported experiences of being subjected to sexual and physical abuse, neglect, and unequal treatment. The participants cited feelings of hurt and resentment which motivated them to rectify their parents' adverse parenting practices by adopting a more receptive and less rigid approach to parenting.

The following quotes provided by the participants support the above-mentioned statement:

*How did they treat me? They were very serious, if we come out of school, you don't get bread before you wash your socks and put it on the washing line. You then eat your bread and after that take your books until 7pm eating time, no play time. Only play time on weekends, only few hours also, few minutes when the family come to visit then we know we are outside now for a little time and during the other times, inside. We would look through the window to see all the other children playing. They were very strict...They gave us beating in front of everybody to see us getting hiding... Yes, they just hit you straight, no talking.
(Participant 4)*

I had a very cruel upbringing... my parents were very abusive... We were four sisters. When we opened our eyes, we were out of our parent's house. We were at people who were not of our culture, Xhosa people; they took us, we were abused. And then we were taken to Hanover Park in Cape Town. There we grew up with other people, other family, also the husband of this woman tried to sexually abuse my sister and I offered my body when I was very young to protect my sister. We were then taken from Hanover to Elsies, there we were abused again and at the end they looked for my mother and she was working,

and they let her know to come and take us. We went to court and my mother came to take us and then my father came. We wished and longed for parents after being so abused. Our parents took us to Ravensmith in Cape Town at my father's mother's place. For about four to five months, we stayed very nice there and then after that my father started abusing us a lot, sexually, and beating our mother. I was the one protecting my mother always and he would come to our room to rape us, and I also offered my body to protect my sister... It was a nightmare and we had to remain in our yard. I can't explain it, but he was cruel... (Participant 13)

These participants mentioned that their harsh upbringing, characterised by overly rigid parenting practices, trauma, abuse, and feelings of resentment, was the main catalyst inspiring them to rectify their parents'/caregivers' wrongdoings by employing more proactive parenting practices such as the authoritative parenting style.

The following quotes provided by the participants support the above-mentioned statement:

...And the other thing also, my parents never showed any emotion for me or any of my other siblings for that matter. And I vowed to myself that this is not gonna happen to me or to my children or to my grandchildren (Participant 2)

My mom, the way she was strict, I didn't like that, so I knew inside I didn't want to be like that with my children and I always try to do it in a different manner, especially with my daughter. (Participant 16)

In addition to her rigid upbringing, participant 6 included an interesting point of the perilous community climate of Delft as a factor which influenced her parenting style.

Yes, my parents were strict but also the environment we are staying in...most of the times the youngsters may come here and they would swear, fight, throw stones at big people so that's the reason because I don't want my children to go through that. Maybe they will get the urge to do it also but they know that if my mother finds out I am gonna get a hiding or stand in a corner so they won't do that. (Participant 6)

According to Karsli and Anli (2011), individuals that were subjected to trauma inducing experiences during their childhood are more susceptible to adopting similar parenting approaches as children tend to mimic their parents/caregivers and are conditioned to believe that such behaviour is normal. On the contrary, Mensah and Kuranchie (2013) argue that negative childhood

experiences do not guarantee that individuals will perpetuate such behaviour in adulthood. As individuals with negative upbringings become adults and can leave their childhood homes, many become eager to discard all semblances of their upbringing. This involves leaving their neighbourhood, excommunicating from their parents/caregivers or discarding their parent's/caregiver's religious beliefs and parenting practices (Mensah & Kuranchie, 2013). Additionally, the recollection of painful memories and emotions often ensues feelings of compassion thus encouraging these individuals to employ a more loving approach when raising their children (Mensah & Kuranchie, 2013). Based on the findings, the participants that were subjected to harsh upbringings tended towards Mensah and Kuranchie's (2013) argument as they strove to rectify their parents'/caregivers' adverse practices.

Five participants were raised by parents who adopted a positive parenting approach, all of which mentioned that their parents/caregivers maintained a healthy balance between providing a sense of structure within their lives by enforcing standards of conduct and expectations, whilst also being nurturing and affectionate. Therefore, these participants were inspired to employ the same approach to parenting as their parents/caregivers due to their pleasant upbringing.

This was evident in the following quotes provided by two of these participants:

Oh, my parents raised me well, and umm it wasn't umm... all the time in a wonderful way, or whatever. But I think they raised me well because of the woman I am today. I can teach my children what they did teach me. (Participant 19)

She was actually both. She was very strict but like in my chores I must do, schooling and even when I was 21 years old, she always encouraged me to look for a job and then she will also be the sweet mother that give me everything I wanted. (Participant 10)

Furthermore, four of the eleven participants described their upbringing as more authoritarian, citing occasionally overly rigid practices and fearing their fathers. Additionally, these participants reported that although their parents/caregivers were more authoritarian, they did display affection and spend quality time with them, which the other 7 participants that were discussed prior did not experience. However, these participants mentioned that regardless of their rigid and more

authoritarian upbringing, they were grateful for it and understood the need for this type of parenting now that they were parents/caregivers.

The following quotes provided by the participants support the above-mentioned statement:

My parents were strict. If I don't do what they asked they would teach me a lesson but not punishment like physically. I can say my mother was a role model, I can ask her advice on raising kids. (Participant 5)

Participant 5 goes on to elaborate on her mother's approach to discipline and state that regardless of her mother's strict approach, she acknowledges that it was for the better as it made her who she was today and that she was inspired by her mother's parenting.

Like for instance if I did wrong, I would tell and she would ask me why I did it and I will explain to her and she would say, but you know this is wrong and she will tell it's fine but tomorrow you are not gonna go out, you know the rules. I will learn from that at the end of the day. That's why I want the same for my kids, the way she raised me because it made me a better person. (Participant 5)

When asked what was the main thing that shaped her parenting, participant 5 mentioned how she was fairly satisfied with her upbringing overall and was inspired by her mother. Additionally, she had identified the various positive aspects of her parents'/caregivers' parenting practices and applied them in her parenting whilst discarding the more outdated or negative parenting practices her parents/caregivers had employed.

Now I'll say the way my mother raised me so every time I speak to my kids, I will always remind them that's how my mother raised me. But there is also wrong that my mother did so I can't always use her ways so I will say what words God puts in my mouth. But I can say there is good in my mother, and she is the reason I parent my kids the way I do. (Participant 5)

Participant 17, mentioned how her parents/caregivers were incredibly strict, organised and had high expectations of her and her siblings which included chores and homework, akin to authoritarian parenting. Additionally, she mentioned how she was afraid of her father, but

regardless, she was inspired by her parents/caregivers and her upbringing which she implements in her parenting today.

My parents were very strict... I went to school, came back, did homework, my dad came home at half past 5 no matter how old I was, when he came home, I had to be bathed, in PJs cause when he came home we used to have supper and do chores, kitchen and then reading time – I had to read the news to him then 8 o'clock I was in bed. But there wasn't a lack of nothing; there was always family time. That's why I'm old school – I go nowhere without my kids 'cause we always went with my dad and my mom and that's how I was raised, so I try to implement that into my children as well. (Participant 17)

Participant 17 goes on to elaborate on the discipline methods that her parents/caregivers implemented which are similar to authoritarian parenting.

With regards to discipline, we were very afraid of my dad, my sisters and I. He would just talk, and we would listen, never beat us, only mom used to do that, she'll take the wooden spoon or spank us. We were always afraid of our dad or what he'll think. (Participant 17)

Regardless, this participant mentions that she loved her upbringing and that she had adopted some of her parents' practices which will be expanded on below.

I loved it. I don't think anybody else would have done a better job than my dad and my mom did; you understand what I am saying? If I grew up any differently, I would have been a different person. (Participant 17)

I'm a bit like my parents. A bit old fashioned, I like order and when the children do as they're told but I'm just a bit looser than them if that makes sense...like I'm still strict but not as strict like my parents... Cause sometimes maybe it was a bit much. (Participant 17)

For me it's [my inspiration was] my parents. They were good people. They were always there and always provided for us. I learnt so much with how they raised me and my siblings and I use it with my children. (Participant 17)

She goes on to describe what she took from her parents' parenting style and what she discarded.

Being affectionate and being consistently disciplining; if I say no to a thing today, tomorrow I will still say no; not today say no and tomorrow say yes. I have learned quite a couple lessons; I always think back to what my mom did

and what my dad do that I do differently... and not to be too strict on them because my daddy was very strict. (Participant 17)

According to Shahsavari (2012), parents/caregivers who reside in perilous communities tend to display less warmth, use harsh discipline tactics and are more prone to using their children as a stress outlet by abusing them. Alternatively, to prepare their children for life in their dangerous community, parents/caregivers can intentionally employ harsh parenting strategies in order to protect their children from the harsh environment (Mensah & Kuranchie, 2013).

In this study, the 11 participants that described their upbringing as harsh reported that it was the main catalyst inspiring them to raise their children differently by employing more proactive parenting practices. Whilst the 5 participants who were fortunate enough to have had a good upbringing mentioned that their parents/caregivers maintained a healthy balance between enforcing standards of conduct and expectations onto their children, whilst being nurturing and affectionate, which inspired them to employ the same approach to their parenting. Alternatively, 4 participants, despite being raised by authoritarian parents, described how regardless of their parents'/caregivers' overly rigid practices, they were grateful for their upbringing and described how they had applied the positive aspects of their parents' practices and discarded the negative practices.

4.3.2.1.2. Religion and customs

The participants in this study, belonging to a variety of religious sects, strove to impart knowledge regarding universal values such as obedience, respect for elders, honesty, love, and forgiveness to their children. According to their religious beliefs, as parents, they were expected to love, protect, provide, and raise their children in a way that glorified their Creator and ensured the preservation of their religious beliefs.

The 11 participants in this study who identified as Christian reported that their religious scriptures and teachings provided them with the necessary guidelines required to successfully rear their children.

Some of the Christian participants described the following:

In my religion you need to follow the Bible... so everything that you need to do is in the Bible... how you need to behave and all that. It's in the commandments you know... honour your parents, don't lie, don't steal, don't murder and all that... that's some of the things that we are taught at church too and those are the things that I remind my children... remind them what God says so I raise them like that... teaching them to respect their elders as the Bible says, obedience, forgiveness, love you know... not holding grudges cause these children are always fighting for stupid things... always and I always try to calm them down and settle the problem. Teach them to love their siblings... to behave and to forgive each other...that's what they must learn. (Participant 8)

You know... the normal things like listening to elders, respect, giving, being kind, and loving your neighbour... how to be good people... what to do and what not to do 'cause these kids are getting up to nonsense these days... being influenced by these, especially in our community kids getting up to nonsense, the boys are fighting and stabbing in the schools and all...smoking. I teach them not to do all that, to be good. (Participant 19)

The six Muslim participants mentioned instilling the same values that were cited by the Christian participants. Additionally, they stressed the importance of being a good Muslim which encompassed fulfilling expectations, such as attending Islamic school, attending Mosque, praying, and carrying out good deeds to appease their Creator.

Two of the participants shared the following:

I have to be an example to my children...to teach my children... to guide them the right way... They must listen to me because I am the mother and I know what I am doing. They must pray, they must go to the mosque, go madrasa, do good deeds and all... do all that they're supposed to do... they know what they're supposed to do because they learn... I tell them so they know... they must listen, they must work hard for a better life, they must give to the poor, they must be polite, kind... (Participant 7)

As a parent I need to teach and protect my children from the world. My husband is supposed to work and provide for us so we can survive... the children must listen to us because we're the parents and we know what's good for them. They must listen, learn... at the mosque, work hard and all that. (Participant 6)

Principles such as obedience, respect, love, and forgiveness were common characteristics promoted by religions according to their Holy Scriptures which all 17 participants belonging to various religions in this study reiterated (Doinita & Maria, 2015). These principles manifested in the presence of rules and responsibilities such as washing dishes, and obeying authority which provided their children with practical ways to practice these values as outlined in their religious texts.

From the findings, it appears that religion seems to have a positive impact on the quality of parent/caregiver-child relationships as practices such as Bible study and holidays such as Eid that provide children with a degree of structure in addition to opportunities to spend quality time together thus promoting a more authoritative approach to parenting (Bornstein, 2012). However, rigid ideologies can steer parents/caregivers into adopting more adverse parenting practices. For instance, orthodox religious sects such as fundamentalist Protestants believe children ought to obey authority without question, should be seen not heard and advocate for corporal punishment which encourages the use of authoritarian parenting practices (Power & McKinney, 2012). Conversely, in this study, despite the participants' religious affiliations, which included a mixture of both liberal and more orthodox beliefs, 19 of the 20 participants opted for an authoritative approach which could be attributed to the parenting programme in addition to their upbringing.

4.3.2.2. Socio-Economic Class

Socio-economic class is a key factor in determining parenting practices as parents from lower socio-economic classes are frequently faced with obstacles such as stress and lack of resources which oftentimes places their quality of parenting in jeopardy (Bornstein & Bradley, 2014).

4.3.2.2.1. Poverty

The research findings revealed that 14 of the 20 participants were unemployed and relied on family, friends, and the government for financial assistance to support their families which was not sufficient thus becoming a key source of stress. When asked if their inability or struggle to provide for their families affected their parenting, surprisingly 13 participants mentioned that it

had no effect on their parenting. These participants mentioned their inability to change their current circumstances and their acceptance of it.

When asked if they had enough to support their children, participants provided the following responses:

I won't say enough because you know kids needs so much, at the end of the day its food, clothing, its education; so, the lifestyle I am living is a very expensive lifestyle compared to the previous years. I can't say it will be enough, but we are coping through God's grace. (Participant 5)

I wouldn't say that I have enough money to support him; I can put him through school; tertiary education we need to apply for a bursary or something because we don't have money put away for that. (Participant 17)

When the participants that shared their struggles providing for their families were queried about their coping mechanisms and what they did to address their lack, they reported having to ask for help from family and occasionally partaking in small business ventures on the side.

The following quotes support the above-mentioned statement.

Like I said, the family pitches in. Sometimes it's too tough and I have to look to them. It's not something I really like doing but when push comes to shove, I go that direction. (Participant 10)

Like I said, my daughter supporting me. Because I am raising her 3 children, so she is supporting me. And I sometimes do a little baking for people. (Participant 2)

When the participants were queried on whether they felt that their financial circumstances affected their parenting in any way, unexpectedly 13 of the 20 participants stated that it didn't.

I don't think so really, we always make a way. (Participant 6)

No, because I don't let them know. I don't let them know I'm struggling with that. (Participant 10)

Three participants reported that their economic circumstances hindered their ability to provide essential basics for their children, which consequently had a negative impact on their emotional wellbeing as they cited feelings of sadness. which in turn, at times affected the manner in which they responded to their children (Bornstein & Bradley, 2014).

When go to the shop they want a lot of things which I can't afford and it hurts me then I cry. Honestly, I cry when I can't give them what they desire. But what I do is I buy cheap things and tear off the price and I give it to them because it look good. They appreciate it. (Participant 13)

It makes me feel bad, for my children...no. it just hurts me on the inside as a mother, but I don't like to let them see. (Participant 4)

Furthermore, one participant brought up an interesting and unique point. She shared how her financial situation conjured up feelings of concern as she feared that her children would seek out older men to provide for their needs which is a common occurrence in low-income communities such as Delft (Sonnenberg, 2018).

It is, I am afraid many children in our informal settlements are starting to go out with older men for money, clothes and stuff so I tell my 10-year granddaughter that please if you have need tell me, I can try my utmost best to buy you. She wants summer slippers for R25, I was worried where I am going to get money for that slipper. So, I decided when I get the grant from R400 I will buy the slipper for her. (Participant 13)

Contrariwise, participant 2, stated that her financial situation actually made her a better person as it had taught her how to be more patient and empathetic.

No. You know what, I actually think it made me a better person... because I know my children and I know my grandchildren but the children that I work with I didn't know them, so I had to adapt to their lifestyle and now I count myself as more patient and have more empathy for other people. (Participant 2)

Regardless of the tremendous adversity which had emanated from their financial misfortunes, the participants were completely committed to their children as they went above and beyond to set

their worries aside and fulfil their role as a parent/caregiver by nurturing and supporting their children.

The following quotes support the above-mentioned statement:

No, never. It's my job as a parent to make sure that my children are happy. That's my problem, I can't make my problems their problems... they small.
(Participant 4)

I try... I don't want them to see me like this, so I hold it in and after when I'm in my room I let it out... I pray. (Participant 5)

The distress that accompanies socio-economic deprivation often steers parents/caregivers to neglect their parental duties as their financial circumstances cause their priorities to shift from their families to putting food on the table daily (September, Rich & Roman, 2016). Bornstein and Bradley (2014) include the obstacles that often accompany socio-economic deprivation such as stress, abuse and crime as contributing factors to adopting an inconsistent or negative parenting style, such as authoritarian or neglectful parenting. Additionally, socio-economic class is found to have been associated with both parent and children's emotional wellbeing as negative emotions such as anger and despair are transmitted to children (Qi & Wu, 2020). Parent's negative emotions are likely to manifest themselves when they interact with their children which usually results in the display of less warmth and harsher criticism, thus creating an intergenerational emotional transmission mechanism (Qi & Wu, 2020). However through outlets such as Sakha Isizwe Development Organisation's Parenting Programme, these effects can be countered as parents are provided with knowledge surrounding emotional self-regulation (Qi & Wu, 2020).

However, in this study participants reported other effects such as their inability to purchase or engage in desired recreational activities as well as a negative impact on their emotional wellbeing as their financial circumstances conjured up feelings of despair. Contrariwise, one participant perceived her financial misfortune to have positively affected her parenting in the sense that it made her a more empathetic and patient individual which are valuable and necessary traits needed to rear children.

4.3.2.3. Employment

Effective parenting requires consistent time, energy, and support to cultivate healthy relationships however commitments such as employment often limits the amount of time and energy parents/caregivers are able to devote to their children thus influencing their parenting style (Moreira, Fonseca, Caiado & Canavarro, 2019).

4.3.2.3.1. Rigid/demanding work schedules

Two of the six participants that were employed mentioned one of the primary obstacles they faced as a working parent was their demanding work schedules. Participants revealed that their work schedules often left them feeling depleted and kept them extremely busy which made spending quality time with their children immensely challenging. This challenge led to inconsistent parenting for one participant as they mentioned that this obstacle involuntarily steered them towards occasionally employing a permissive or neglectful approach to parenting.

The participants discussed the following challenges they faced as a working parent below:

*The hardest part... I'm very busy, up and down all the time and then I'm very tired and have to come home and cook and all and help the children.
(Participant 18)*

The most challenging part is when you are too busy, and you can't make time for them. I am used to making time for my kids but sometimes I am just too busy, and you can't even tell your boss or your team leader that you are too busy because you have to work because at the end of the day you need to provide for the kids, so it's for their sake at the end of the day. (Participant 5)

However, only participant 5 reported being so stressed from work that she would occasionally ignore her children's behaviour, leaving them to do whatever they wish as she was not mentally present.

At that time my mind will be at work, my whole attention won't be there, so they are free to do what they want (Participant 5).

One of the employed participants shared an interesting obstacle which included the adverse effects that their occupation had on their wellbeing. This participant's occupation involved visiting the homes of impoverished families with the aim of administering a home-based ECD education programme to the recipient's children. This involved being continuously exposed to countless social ills, such as abuse and poverty, within the homes of the recipients which elevated the participant's stress levels thus diminishing her ability to fully care for her children as she struggled to distance herself from her work when she was at home.

The following quotes support the above-mentioned statement:

To me it's cutting off from work. I will try to explain it to you, maybe I see a situation in some household, I am doing that work in my brain while I am here, I am trying to distance myself which is really hard. I try to distance myself from whatever situation I saw or heard anything in my personal life....
(Participant 2)

The participant elaborates:

Because maybe I saw a situation somewhere, one of the parent's houses, and there is nothing I can do about it. Maybe they have got financial pressure or stuff like that and there is nothing I can do about it... like I said, I don't want to bring work home but it's very difficult for me to give a distance, but I am trying (Participant 2)

This participant shared that this circumstance negatively impacted her wellbeing as it ensued feelings of stress.

I won't say depressed; maybe stressed sometimes. (Participant 2)

However, despite tremendous adversity, the participant was committed to her children and her role as a parent and did her utmost best to care for her children well and mentioned that she did not let these struggles affect her parenting.

No, I always take care of my children. Always. All the time. (Participant 2)

Individuals belonging to low socio-economic contexts are often subjected to unfavourable working conditions, long hours and minimum wages, all of which negatively impact their health and ability

to parent (September, Rich & Roman, 2016). The two of the six participants in this study cited reduced emotional availability on account of their rigid work schedules which often disrupts effective parenting behaviours as one participant reported occasionally employing a permissive approach while the other four stated that they were unaffected (Johnson, Li, Kendall, Strazdins, & Jacoby, 2013). Additionally, another participant cited negative mental health effects due to her demanding job which left her feeling mentally and emotionally drained and trickled into her home environment. However, despite tremendous adversity, she was committed to her role as a parent and went above and beyond to care for her children. While 14 of the 20 participants were unemployed in this study, Moreira et al. (2019) reports that although unemployed parents/caregivers are afforded the opportunity to spend more time with their children, proactive practices aren't always guaranteed in these circumstances. Unemployment ensues feelings of anger, anxiety, and depression which in turn can develop into health disparities which can manifest itself in the use of inconsistent and adverse parenting practices (Moreira et al., 2019). While the unemployed participants reported that their circumstances ensued feelings of stress, surprisingly 13 of the participants mentioned that it did not affect their parenting as they had learnt how to conceal their emotions in front of their children. However, one participant mentioned how the stress which emanated from her unemployment, coupled with the lack of financial support from her children's father, caused her to occasionally lash out on her children.

4.3.2.4. Parental Temperament

Temperament can play a role in the parenting style an individual employs as it determines how they will perceive and respond to their child's behaviour (Bornstein, 2016).

4.3.2.4.1. Personality

The participants' self-reports regarding their temperament revealed that this variable played a minor role in influencing their parenting styles. An analysis of the participants' responses regarding their description of their personality revealed that the vast majority perceived themselves to have generally agreeable temperaments as they had described themselves using adjectives such

as bubbly, kind, and loving. Whilst others comprised of a mixture of agreeable and less agreeable traits as they included terms such as reserved, old-fashioned, and strict to their descriptions.

Parental temperament was determined with the use of the Big Five Model theory which states that personality can be boiled down to five core elements which include conscientiousness, neuroticism, openness, extraversion, and lastly agreeableness (Taraban & Shaw, 2018). The participants temperaments were gauged using self-reports in conjunction with an analysis of their responses they had provided in the semi-structured interviews surrounding their parenting behaviours and beliefs which were based on the five core elements listed prior.

Examples of the participants self-reports are listed below.

My personality: I am a loving person and patient; I always listen to other people, and I like to motivate and encourage other people, especially if they are having difficulties with their husbands or if a child is also having problems at home I will give a hand. (Participant 14)

I am a very jolly person, and I can be very strict. I love to meet people and I love to explore; I love to ask questions because I am very curious. That's about it. (Participant 6)

Prior studies have reported that individuals who exhibit high levels of extraversion, agreeableness, and conscientiousness were highly sensitive and affectionate thus likely to employ authoritative parenting (Bornstein, Hahn, & Haynes, 2011). On the contrary, individuals scoring low on extraversion and agreeableness, but high in neuroticism and conscientiousness, were more likely to adopt more adverse approaches to parenting as highly neurotic individuals lack emotional stability and are anxious which disrupts sensitive parenting (Taraban & Shaw, 2018). Both authoritative and authoritarian parents/caregivers have been found to score high in conscientiousness which manifests in the display of control and discipline however, authoritarians score significantly higher in conscientiousness which is linked to overly demanding and over-controlling parenting practices (Bahrami, Dolatshahi, Pourshahbaz & Mohammadkhani, 2018).

The results of this study confirmed the association between parental personality traits and parenting styles as discussed by Bornstein (2016). Most participants cited traits such as patience, kindness, and affection which are linked to authoritative parenting. However, other participants

who included terms such as reserved, old-fashioned and strict to their descriptions displayed more authoritarian traits in their parenting which will be expanded on below (Bornstein, 2016). The agreeable traits which participants listed were also reflected in various aspects of their parenting, such as the high levels of affection and receptiveness which they displayed, open communication, and the use of non-punitive discipline methods. However, some of these participants mentioned that they had occasionally adapted their approach to stern depending on their children's behaviours.

4.3.2.4.2. Upbringing

Upbringing was identified as a factor influencing the participants' personalities and ultimately their parenting approach. As discussed, the majority of participants were reared in dysfunctional households with neglectful or authoritarian parents. Ultimately, this experience had an impact on the participants in that it shaped their parenting style and character and steered them towards more positive parental temperaments and traits.

I would say that I am like this 'cause I like being nice... I like when people are nice to me, so I act like that. You don't have to be like mean to people, I know what it felt like at home, so I don't want them to feel like that. (Participant 18)

I'm a bit like my parents. A bit old-fashioned, I like order and when the children do as they're told but I'm just a bit looser than them if that makes sense...like I'm still strict but not as strict like my parents. Cause sometimes maybe it was a bit much (Participant 17).

De Haan, Deković, and Prinzie, (2012) posit that an upbringing characterised by adverse experiences such as abuse, poverty, neglect, and overly rigid parenting practices can shape an individual's character. Early adversity tends to harden people and promotes a range of problematic characteristics such as hostility, impulsiveness, and antisocial behaviour (De Haan, Deković, & Prinzie, 2012). These findings illustrate the link between early adversity and lower levels of extraversion, agreeableness, and emotional stability, as discussed by Bornstein (2016), which promotes the use of reactive parenting practices. Despite these findings, the 11 participants that were reared in dysfunctional households appeared to display more agreeable traits which are usually linked to authoritative parenting such as receptiveness and extraversion (Bornstein, 2016).

However, a few participants, although predominately displaying traits synonymous with authoritative parenting, did exhibit lower levels of extraversion and higher levels of conscientiousness which is synonymous with authoritarian parenting.

4.3.2.4.3. Physical/psychological disparities

The research findings revealed that physical and psychological disorders did not play a significant role in shaping the participants' personalities as the vast majority were in good health with the exception of four who suffered from ailments such as high blood pressure, lung disease, impaired vision, HIV/AIDS, diabetes and asthma. Two of the ailing participants reported that their health disparities did not affect their parenting practices but stated that their medication ensued side effects such as fatigue, mood swings and dizziness. Regardless of these side effects, participants reported that they were still able to care for their children thus not affecting their parenting practices. However, between the four sickly participants, only one participant expressed concern that her loss of vision would affect the parent/caregiver-child dynamic in the near future as she would have to begin depending on her children which negatively affected her confidence as a parent. Additionally, she mentioned that on account of her deteriorating eyesight, activities such as play time and other quality time activities have become much more challenging to partake in which conjured up feelings of sadness however stated that ultimately her temperament and overall parenting style was unaffected.

Prior studies relating have reported that physical disparities played less of a role on determining or influencing a parent/caregiver's parenting style than psychological disparities such as depression (Poppert Cordts, Wilson & Riley, 2020). This is due to the fact that mental illnesses largely affect the way individuals feel, think and behave thus can negatively affect parenting resulting in reactive parenting practices (Bornstein et al., 2011). Often health disparities such as mental illnesses are ensued by factors such as poverty which plagues 13.4 million South Africans (Statistics South Africa, 2021). The likelihood of mental illness is higher for women as, given the high rates of absent fathers in South Africa, many women are often rendered single mothers surviving on limited incomes and are prone to being victims of gender-based violence

(Sonnenberg, 2018). Illnesses, such as bipolarism and schizophrenia, often ensue feelings of depression and lethargy thus parents suffering from these illnesses are more likely to adopt a permissive or neglectful parenting style due to their involuntary lack of interest and inability to be present and attend to real-world concerns such as their children (Lees, 2004). Additionally, illness may also have an impact on parent's ability to form healthy relationships with their children as they become either overly detached or overly involved (Lees, 2004). This may manifest in having difficulty understanding social cues thus will struggle to understand how to play or interact effectively with their children and will probably come off as uninterested or incredibly rough (Lees, 2004).

However, in this study, participants only suffered from physical disparities that were reportedly mild in comparison to other studies thus did not affect their parenting practices in any significant way.

4.3.2.5. Child Temperament

The child temperament was identified as playing a minor role in influencing the parenting styles of the participants compared to the determining role that parent temperament plays. Research findings revealed that parenting styles differed across the varying age groups of their children and were oftentimes determined by the behaviour and temperament of their children.

4.3.2.5.1. *Age and personality*

In this research study, the participants' younger children were said to have displayed relatively prosocial temperaments. However, they were occasionally mischievous, un-cooperative, stubborn, and hyperactive which, according to Basirion, Majid and Jelas (2014), are traits synonymous with younger children during the early childhood development phase. One participant who was a parent/caregiver of an adolescent boy, who displayed a generally agreeable temperament, reported rearing her adolescent son differently to her other children on account of his age. However, she acknowledged the negative effects of this practice and its ability to conjure up feelings of resentment and expressed regret.

*Yes. Sometimes I treat my eldest one different because he is my first born but now I think it's wrong, I must not do that because they will end up growing to hate each other or asking themselves questions, "why does mummy loves *Josh* more than she loves me." So, I do admit that I am wrong at that point.
(Participant 5)*

Unlike participant 5, four participants expressed immense difficulty parenting their adolescent sons in comparison to their adolescent daughters and younger children as their adolescent sons exhibited antisocial behaviour which was primarily attributed to their absent fathers followed by the turbulent adolescent phase. Consequently, the participants had no choice but to rear their adolescent sons differently from their other children thus employing a permissive or neglectful approach. Additionally, the participants mentioned that their parenting styles were subject to change depending on their adolescent son's mood.

The following quotes support the above-mentioned statement:

No, I'm stricter with the boy, the 13-year-old is the eldest, 'cause he's the eldest he's entering the exploring phase and wants to do things so I'm very strict with him. (Participant 17)

Yes, it depends on the mood, that's why I must be very careful with what I say it what I do; telling him something in his face. (Participant 14)

Employing a proactive and consistent approach to parenting is challenging when children have varying needs, personalities and display problematic behaviour on account of puberty (Newland, 2015). Consequently, parents/caregivers are prone to rearing their older children and their younger children differently on the basis of their personality and age. As younger children require more structure and emotional support, parents/caregivers may establish a more structured routine for them whereas older children who display independence may encourage parents/caregivers to be more flexible (Bates & Pettit, 2015). However, it must be noted that some younger children may display independence which may lead to parents/caregivers providing them with more freedom and responsibilities whilst teenagers who display antisocial behaviour may steer parents/caregivers towards employing an authoritarian approach to parenting in order to effectively address their behaviour (Newland, 2015). However, in this study, the participants struggled to assert control

thus felt they had no choice to opt more a more permissive approach to their teenage boys to avoid violent outbursts.

4.3.2.5.2. Familial predicaments

Delft is a community plagued by numerous social ills including poverty, violence, gangsterism, substance abuse, and broken families (Sonnenberg, 2018). These social ills can conjure adverse emotions such as depression, anxiety, stress, and hostility (Newland, 2015). Two participants who were parents/caregivers to adolescent boys accredited their troublesome behaviour to their absent fathers which conjured up feelings of anger and distress.

The two participants reported having no choice but to adopt a neglectful and permissive approach towards their troubled teenage boys due to a lack of support and inability to effectively handle their disruptive behaviour in order to avoid outbursts or conflict in the home.

The following quotes support the above-mentioned statement:

He's angry because of the father... the father doesn't come see us, so the boy is angry and he's acting like a man. I just leave him... I tell him to come back home early, he doesn't listen... I tell him this, he doesn't listen... I tell him that, he doesn't listen, so I leave him (Participant 1)

The elder one, like you know the teenager, he is 16; I ask him to come and get a hug from mummy and he was refused saying he is too big for a hug. And I said you are never too big for a hug my baby. He doesn't even like to be called my baby. Sometimes I like to cuddle them, but he doesn't like that anymore. But at the moment I am struggling with him because ever since me and his father separated, he is angry and moody. (Participant 14)

Unlike participant 1's son who was completely noncompliant, participant 14 reported that her son was partially compliant. She stated that although she struggled with her son's mood swings and noncompliance, her son would occasionally comply with her expectations and complete his designated chores but on his own terms.

The following quote support the above-mentioned statement:

It's so hard, as a mother I am trying my best. They help him at school also with anger management, so they are gonna give support as well. But I am trying, if we are at home, he has to do his chores. I am struggling with this but at least he is doing it but, on his time, not on my time. Now I am in this situation I must now know how to speak to him, I must now know how to say something to him because I must be very careful. It's a lot of hard work but I am trying my best (Participant 14).

Additionally, participant 14 reported that her parenting style constantly changed based on her son's mood.

Yes, it depends on the mood, that's why I must be very careful with what I say and what I do, telling him something in his face. (Participant 14)

Paternal absence is a phenomenon that is widespread across low-income communities such as Delft and has been linked to promiscuity in girls and antisocial behaviour in boys which was evident in this study as the participants described their adolescent boys as moody, aggressive, and noncompliant as one participant's son refused to attend school (Eddy, Thomson-de Boor & Mpaka, 2013). Consequently, due to the paternal absence, mothers are often rendered helpless and struggle to effectively raise their adolescent boys which often results in employing a permissive or neglectful parenting style towards them, in comparison to their other children who may be more compliant, which is not their preferred style (Mncanca, Okeke & Fletcher, 2016). Factors such as child temperament are often influenced by a variety of aspects such as age and external factors such as familial predicaments, which are key factors in determining the parenting styles and consistency of the parenting styles parents/caregivers adopt (Newland, 2015). Parents/caregivers of children exhibiting troublesome traits are more likely to attempt to restrain and assert control over their children, thus employ an authoritarian approach (Gould & Ward, 2015). Contrariwise, parents/caregivers who struggle to successfully contain troublesome behaviour may opt for a neglectful or permissive approach to parenting as displayed by the participants in this study. Additionally, inconsistent parenting may occur on account of children's ever-changing moods (Gould & Ward, 2015).

4.3.3. THEME 3. Evaluation of Sakha Isizwe Development Organisation's Parenting Programme

This section contains an evaluation of Sakha Isizwe Development Organisation's parenting programme that the study participants engaged in, and which assisted in influencing their parenting style. Sakha Isizwe Development Organisation offers parents already enrolled in the home-based ECD programme a monthly parenting programme which aims to improve parenting practices. The programme covers topics related to alternative discipline, self-improvement, and child development. As part of the interviews with the participants, the researcher queried into Sakha Isizwe Development Organisation parenting programme to ascertain their perceptions in order to assist Sakha Isizwe Development Organisation in gauging the success of their programme and to use the results to improve their programme. Aspects of the programme that were evaluated included the programme facilitators, administration and the perceived effects of the programme.

4.3.3.1. Programme Facilitators

Concerning their experiences with the programme facilitators, the participants provided an overwhelming number of positive responses. The participants mentioned the facilitators' receptive demeanor which had made them feel comfortable enough to talk openly and participate in the classes. Additionally, the facilitators were incredibly competent, passionate, and were rarely ever stationary whilst teaching. Lastly, participants stated that the facilitators were selfless and helpful, even providing support outside of the classroom setting.

Oh, they were very nice. They gave you that platform to discuss how the workshop were and everything and they like to, they were open and you didn't even feel shy because they told you you don't need to be shy, afraid or whatever, you can open up because everything that happens and that we talk about is gonna stay there, it's gonna be confidential, it's not gonna go outside of that particular meeting or discussion. (Participant 4)

Uhm...they were fun, the way they did it they did it very like, they captured my attention man. I didn't want to miss a word they were saying and they just, they were active also when they talk they don't just stand still and talk they do actions, they interact very good for me and that's what made it very interesting for me not to lose focus. (Participant 10)

4.3.3.2. Administration

Administration, in this research study, primarily comprised aspects concerning the venue, transport and the convenience of the programme. Regarding the suitability of the venues, all participants stated that the venue was located at a nearby school and was clean, comfortable, spacious, conducive to learning and safe, apart from a participant who expressed concern over child safety at one of the venues. Additionally, most of the participants were satisfied with how convenient and accessible the venue was. However, a couple of participants stated that the provision of taxi fare was not consistent.

Yes, and the temperature was nice and cool and I was like 'I'm not gonna sit in a place that's hot' because I get very hot. I can't stay in closed place where there's lot of people. It was in the hall ja it was spacious, and you could move around also that's why I say that they were very active cause we would sit in a half moon and then they would come in the half moon and talk and go walk around there so it was actually lovely (Participant 10)

Yes. It seemed as if you were going to a spa, you sit and relax and you are even served breakfast, you don't have to do anything. They just spoil you, the only thing you do is sit there and listen and interact in the programme. (Participant 8)

As formerly mentioned, one participant identified the steep staircase at one of the venues which children frequently played on as a safety hazard.

The stairways were a bit inconvenient and risk because of the kids, some of them went up and down so they could just slip and fall. One of the kids almost fall; he fell, and his aunt grabbed him... Maybe find another venue or maybe on the floors below. Instead of using upstairs venue they could use downstairs just so that the kids are safe (Participant 6)

Additionally, one participant expressed difficulty focusing in the class on account of the presence of children which was distracting as they were engaged in play and thus frequently made noise. The participant then suggested that Sakha Isizwe Development Organisation designate a room for the children to play in while the parents/caregivers attend the classes.

Yes. A bit distracting...Yes, it was comfortable, only that some mothers brought their children with. Maybe they can make a playroom for the children next time. (Participant 11)

Concerning feedback related to suggestions aimed at improving Sakha Isizwe Development Organisation's Parenting Programme, the participants requested for the provision of extra learning materials, food parcels and consistent transport fare. Additionally, as mentioned prior, designating a playroom for the children to occupy themselves whilst parents/caregivers attend classes and relocating venues to lower levels for the safety of the children.

I think for the parents to do the activities they can hand out, if they can hand out an incentive like material for the children to do the activities... if they can maybe sandwiches or a small parcel for the kids. (Participant 5)

The same. More activities they can learn with the parents at the workshops and maybe more days they can add for the parents and the children. (Participant 20)

Based on the responses provided by the participants, Sakha Isizwe Development Organisation's Parenting Programme was well received as the attendees cited positive experiences regarding various aspects such as the competent and passionate facilitators, the clean and comfortable venues, and the programme's convenience with regard to the operating days and time.

4.3.3.3. Perceived effects of programme

Findings revealed that all of the participants displayed a positive change in their parenting practices to some degree since enrolment. They reported being more emotionally available for their children by listening, communicating better and spending more quality time with their children. Additionally, they were more patient and present with their children which ultimately resulted in their children feeling more comfortable opening up. Many participants also mentioned being more insightful into aspects such as child development, relationships, and alternative discipline which they stated helped to understand their children better and made them realise that the manner in

which they had been rearing their children could be improved on for their children's benefit, and thus encouraged them to alter their former practices.

Before I came to the programme I was also helping them with their studies but when they came I realised I wasn't doing so good with the grandchildren for sitting with them only for one day in a month or one day in a week; I must sit with them everyday and be patient with them. When my 5 year grandchild when she couldn't read properly I would tell her she was stupid and so on but they teach us to be patient with the child, sit with them and make them understand counting and reading. They taught me to be patient with my grandchildren no matter what and understand that they won't always know what I know, it takes time because their brains are smaller than mine. They made me understand their mindset and be patient with them and help them in every way I can, expressing love and showing I care. (Participant 13)

Before I came to Sakha I used to physically punish kids but when I came to Sakha Isizwe it is then I realised that physically beating a child is not good, you are gonna hurt the child... and also you will drive them away from you. At the end of the day they are not going to trust you. It's not worth it and it's not right even in God's eyes. So I can say I learnt a lot from Sakha Isizwe. (Participant 5)

Based on the responses provided by the participants, Sakha Isizwe Development Organisation's parenting programme was well received as the attendees cited positive experiences regarding various aspects such as the competent and passionate facilitators, the clean and comfortable venues, and the programme's convenience with regards to the operating days and time. Additionally, the programme content was found to be intriguing, helpful and relevant as they were able to apply the knowledge into their daily lives. It can be said that, the findings of this research have demonstrated that Sakha Isizwe Development Organisation has been successful in fulfilling its objective of effectively addressing reactive parenting practices and improving the quality of parent/caregiver-child relationships. This was evident by the change in the parenting practices of the attendees as they had discarded their former practices for proactive practices such as non-punitive discipline methods, bi-directional communication and increased quality time which made the participants' children more comfortable opening up to them thus strengthened their relationships.

CONCLUSION

This chapter reported on the findings of the research study which revealed that the most participants employed an authoritative approach to parenting and identified upbringing as the primary factor influencing the participants' parenting style. This was followed by child temperament, socio-economic class and lastly parental temperament which all displayed a minor influencing role. Additionally, the programme evaluation revealed that Sakha Isizwe Development Organisation's parenting programme had been effective as the participants displayed a change in their parenting practices such as an increase in quality time and the adoption of alternative correction tactics. Furthermore, the participants cited positive experiences concerning various aspects within the programme such as the facilitators, administration, programme content, overall experience, and impact of the programme. Additionally, there were several recommendations for change which will be addressed in the following chapter.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

Considering the rather concerning state of youth in South Africa, this research sought to provide insight into the parenting styles and influencing factors of parents/caregivers enrolled in Sakha Isizwe Development Organisation's parenting programme in the Delft community. Additionally, the study aimed to gauge the effectiveness of the parenting programme. This research study employed a qualitative research design in which 20 mothers were interviewed telephonically to gather data to meet the research objectives. Lastly, based on the findings of the research, this chapter will highlight the main conclusions of this research study and provide recommendations to various stakeholders.

5.2. MAIN CONCLUSIONS

The following conclusions emanated from the research findings. The main conclusions have been drawn in relation to the central research objectives.

Objective 1: To identify the parenting styles employed by parents/caregivers enrolled in a parenting programme in the Delft community.

Based on the data retrieved from the participants during the data collection process, 19 of the 20 participants in this study that were enrolled in Sakha Isizwe Development Organisation's parenting programme employed an authoritative approach towards child rearing with the exception of one who displayed more authoritarian tendencies. This conclusion was drawn from the responses the participants had provided relating to their parenting beliefs and the manner in which they had responded to various aspects in parenting such as discipline, control, communication, and affection. Prior to enrollment, due to their lack of knowledge surrounding aspects such as child

development, alternative discipline techniques and parent-child relationships, 17 participants mentioned that they exhibited more authoritarian tendencies in their parenting style. They described their former parenting approach using words such as ‘rigid’, ‘stubborn’, ‘stricter’ and ‘harsh’. The participants mentioned that the programme taught them to be more flexible in their parenting and patient with children. Consequently, their children felt more comfortable speaking openly to their parents which thus resulted in an increase in quality time spent together and an improvement in the parent-child relationship. This is a significant and positive finding. Three other participants stated that prior to enrollment, they had employed a more permissive and neglectful approach as they prioritised their troubles over their children. Post enrollment, these three participants described how they were more active in their children’s lives citing an increase in quality time through aspects such as playing games, better communication and assisting with homework.

Concerning correction practices, akin to the authoritative parenting style, 19 of the 20 parents/caregivers opted for non-punitive measures, such as withholding privileges including screen time and using “time-out”. Nineteen of the parents/caregivers reported that they occasionally deviated from the authoritative approach by employing corporal punishment as a last resort when their previous non-punitive efforts had failed. They also mentioned that it was not something that they had enjoyed doing but knew that at times corporal punishment was necessary only in the right circumstances and if it was administered correctly and humanely.

Regarding communication, all parents/caregivers stated that they strove to employ a bi-directional approach towards communication and displayed affection. However, four participants, while they had employed a bi-directional communication approach towards their adolescent daughters and younger children, stated that they were oftentimes involuntarily steered towards a uni-directional communicational approach for their adolescent sons on account of their volatile behaviour.

Regarding control, all participants stated that they had established distinct rules and allocated household responsibilities to their children. Simultaneously, the participants appeared to grant their children a degree of freedom with distinct boundaries and monitored them in a non-demanding manner which provided the necessary structure and freedom synonymous with optimal child

development outcomes and associated to authoritative parenting. The participants mentioned how this resulted in their children being more self-reliant and responsible. The authoritative parenting style was determined based on an analysis of the responses the participants had provided relating to the various aspects of parenting discussed prior which aligned with Baumrind's (1971) descriptions in relation to authoritative parenting.

Objective 2: To explore the forces that influence the parenting styles adopted by parents/caregivers enrolled in a parenting programme in the Delft community?

Upbringing was discovered to be the key factor influencing the manner in which the participants opted to rear their children. Findings revealed that 11 of the 20 participants were reared by parents/caregivers who adopted adverse parenting styles characterised by a lack of affection, overly rigid expectations, and the use of punitive discipline tactics. Additionally, participants described their own childhood experiences of unequal treatment, favouritism, and physical and/or sexual abuse. On account of their traumatic upbringing, 6 of the 11 participants cited feelings of resentment towards their parents/caregivers which motivated them to change their parents' ways by employing a more receptive, fair and lenient parenting approach similar to authoritative parenting. Five participants who were fortunate enough to have had a good upbringing, all of which described how their parents/caregivers maintained a healthy balance between enforcing standards of conduct and expectations onto their children, whilst being nurturing and affectionate which are traits associated with authoritative parenting that inspired them to employ the same parenting approach. Alternatively, 4 participants, despite being raised by authoritarian parents, described how regardless of their parents'/caregivers' overly rigid practices, they were grateful for their upbringing and described how they had applied the positive aspects of their parents' practices and discarded the negative practices.

Child temperament was identified as playing a minor role in influencing the participants' parenting styles. Whilst employing an authoritative style for their adolescent daughters and younger children, four participants reported that their adolescent boys were reared differently to their younger siblings on account of their volatile behaviour. This unstable behaviour was attributed to two key reasons; the adolescent age of two of them and absent fathers for the other two boys. Consequently,

the participants described often resorting to a permissive or neglectful approach to parenting their adolescent sons due to their inability to successfully get them to conform to their rules through authoritative and authoritarian measures which only further exacerbated their sons' defiant behaviour. Unfortunately, this led to the unequal treatment of the adolescent children in comparison to their younger siblings which the participants recognised and deeply regretted but understood why it had to be done.

Socio-economic class was discovered to have played a very minor role in influencing the participants' parenting style as it appeared to only play role in some of the employed participants. Findings revealed that two of the six employed participants encountered several challenges which affected their relationship with their children. This included the struggle to find time to observe and spend time with their children due to their rigid and demanding work schedules which steered them towards occasionally employing a more neglectful approach, dismissing their children's unruly behaviour due to the exhaustion and stress that emanated from work. Furthermore, one participant reported that their occupation, which exposed them to a plethora of social ills, negatively affected their mental and emotional health as it elevated their stress and depression levels thus compromised their ability to fully engage with their children. On the contrary, the 14 unemployed participants described how their socio-economic status ensued feelings of distress however mentioned that they had learned how to place their troubles aside and care for their children thus did not affect their parenting style.

Objective 3: To gauge if and how Sakha Isizwe Development Organisation's parenting programme has influenced the participants' parenting styles and relationship with their children.

Findings revealed that Sakha Isizwe Development Organisation had a positive impact on the participants parenting styles and parent-child relationships. Prior to enrolment on the parenting programme, several participants mentioned that they were incredibly impatient towards their children as they had often expressed frustration towards their children's slow pace whilst performing tasks and grasping concepts. The parenting programme had provided the participants with insight into the concept of child development and how adults' and children's' mental and

physical capabilities differ thus encouraging the participants to practice patience and repetition with their children.

Additionally, participants were encouraged to be more flexible towards their children by providing them with freedom to explore, being receptive to their children's input, employing a bi-directional approach towards communication, which some stated that they had failed to do prior to enrolment. The participants were also exposed to alternative, more responsive, correction techniques such as 'time-out' which inspired them to trade in their former punitive measures. Moreover, on account of the various stressors parents/caregivers had faced alongside their lack of knowledge regarding child development, through Sakha Isizwe Development Organisation, the participants had started to play a more present role in their children's lives. Many of the participants mentioned that before the programme, they were largely absorbed in their own lives and merely provided their children with necessities, such as food, and failed to support them emotionally by displaying affection and spending quality time with them. Since enrollment in the programme, the participants mentioned being more dedicated and spending more time playing with their children and assisting them with homework which they did not do beforehand. Additionally, many participants mentioned not communicating openly with their children, which this programme encouraged, thus the participants now take more time to listen to their children which has resulted in bringing them closer together.

5.3. RECOMMENDATIONS

This research study sought to produce knowledge that would primarily assist the researcher in expanding their understanding concerning the various parenting styles and the various determining factors thereof. The research findings can be used by various stakeholders, such as Sakha Isizwe Development Organisation and similar organisations, in gauging the effectiveness and informing their parenting programme, future researchers and government. The recommendations provided in this section were inspired by an analysis of the findings provided in the preceding chapter.

5.3.1. Recommendations for Sakha Isizwe Development Organisation's Parenting Programme

The following recommendations directed at the improvement of Sakha Isizwe Development Organisation's parenting programme were derived from the research findings and suggestions provided by the participants.

- Findings revealed that most of the participants had a harsh upbringing which resulted in strained familial relationships. This highlights the need for interventions directed at familial reconciliation and therapy for the sake of the participants and their children.
- As child temperament was identified as a factor influencing parenting styles, with adolescent children exhibiting troublesome behaviour, it is suggested that Sakha Isizwe Development Organisation consider establishing programmes directed at assisting parents/caregivers of troubled adolescents and addressing the absent father phenomenon.
- Suggestions provided by the participants to improve the programme included providing them with additional learning materials to do activities with their children at home; to provide food parcels and consistent transport money; designate a playroom for the children to play in whilst parents/caregivers attend classes; and to increase the number of days that the Parenting Programme operated. The participants also recommended the inclusion of classes related to unemployment, sex education, substance abuse, sexual abuse and mental health for youth which will ultimately assist parents in the parenting process.
- Lastly, Sakha Isizwe Development Organisation should consider adding the suggestions listed above to their future funding proposals in order to further support parents/caregivers through these additional projects.

5.3.2. Recommendations for welfare organisations

The following recommendations are provided to welfare organisations that, like Sakha Isizwe Development Organisation, provide parental assistance to parents/caregivers residing in underprivileged communities.

- The struggle to recruit fathers into the research process alongside the dismal numbers of fathers enrolled in Sakha Isizwe Development Organisation's Parenting Programme has

highlighted the need for tactics directed at improving paternal participation in parenting interventions, such as small monetary incentives and access to basic goods.

- Welfare organisations should consider the prospect of integrating specialised services into their parenting programmes, such as counselling services and ECD programmes which work in conjunction with the parenting programme to further support their parents/caregivers.

5.3.3. Future research

- Given the scarcity of fathers enrolled in parenting programmes, it is recommended that research be conducted to understand why there is a lack of father involvement in parenting programmes, as well as directed at establishing effective strategies to improve father attendance in parenting programmes.

5.3.4. Government and policy makers

- It is recommended that Government strengthen efforts directed at facilitating community cohesion and effectively addressing social ills plaguing low-income communities such as absent fathers in order to support organisations such as Sakha Isizwe Development Organisation through service delivery and educational programmes educating and encouraging fathers to play an active role in their children's lives and providing support.

CONCLUSION

This chapter presented the main conclusions of the research study and recommendations for the various stakeholders. This research study explored the parenting styles and factors influencing the parenting styles of parents/caregivers enrolled in Sakha Isizwe Development Organisation's parenting programme and to conduct a minor programme evaluation. The main findings revealed that 19 of the 20 participants had employed an authoritative parenting style post-programme enrolment and that the participants' upbringing and child temperament were identified as the key influential factors in determining the parent style adopted. Lastly, Sakha Isizwe Development Organisation's Parenting Programme was met with positive feedback from attendees and was

successful in meeting its objectives as the participants reported a significant change in their parenting practices alongside the quality of their relationship with their children since their enrollment in the programme.

A qualitative research methodology and a purposive sampling method to recruit 20 mothers enrolled in Sakha Isizwe Development Organisation's Parenting Programme was beneficial in fulfilling the research objectives. It is trusted that this research study has provided insight into the various dynamics of parenting and assisted the numerous stakeholders at establishing effective strategies directed at addressing reactive parenting practices and supporting parents/caregivers in impoverished communities.

REFERENCES

Abundis-Gutierrez, A. & Checa, P. 2018. Parenting Styles, Academic Achievement and the Influence of Culture. *Psychology and Psychotherapy: Research Study*, 1(4):1–3. DOI: 10.31031/pprs.2018.01.000518.

Amos, P.M. 2013. *Parenting and Culture – Evidence from Some African Communities*. IntechOpen. Available: <https://www.intechopen.com/chapters/45760>.

Ansari, A. & Gershoff, E. 2015. Parent Involvement in Head Start and Children’s Development: Indirect Effects Through Parenting. *Journal of Marriage and Family*, 78(2):562–579. DOI: 10.1111/jomf.12266.

Apple. 2021. *Apple Privacy Policy*. Available: <https://www.apple.com/legal/privacy/en-ww/> [27 November 2021].

Arifiyanti, N. 2019. Relationship between Authoritative Parenting Style and Preschools Prosocial Behavior. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(2):311. DOI: 10.31004/obsesi.v3i2.166.

Babbie, E.R. & Mouton, J. 2007. *The practice of social research*. Cape Town: Oxford University Press Southern Africa.

Bahrani, B., Dolatshahi, B., Pourshahbaz, A. & Mohammadkhani, P. 2018. Comparison of Personality among Mothers with Different Parenting Styles. *Iranian Journal of Psychiatry*, 13(3):200–206. Available: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6178334/>.

Basirion, Z., Abd Majid, R. & Mohd Jelas, Z. 2014. Big Five Personality Factors, Perceived Parenting Styles, and Perfectionism among Academically Gifted Students. *Asian Social Science*. 10(4). DOI: 10.5539/ass.v10n4p8.

Bates, J. E., & Pettit, G. S. 2015. Temperament, parenting, and social development. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research*. The Guilford Press.372-397.

Baumrind, D.1967. Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1): 43-88.

Baumrind, D. 1971. Current patterns of parental authority. *Developmental Psychology*. 4(1, Pt.2):1–103. DOI: 10.1037/h0030372.

Baumrind, D. 1991. The Influence of Parenting Style on Adolescent Competence and Substance Use. *The Journal of Early Adolescence*, 11(1): 56–95. DOI: 10.1177/02724316911111004.

Berry, L., & Malek, E. 2016. Caring for children: Relationships matter. In L. Jamieson, L. Berry, & L. Lake (Eds.), *South African child gauge 2016*: 51–60. Cape Town: The Children’s Institute and University of Cape Town.

Bi, X., Yang, Y., Li, H., Wang, M., Zhang, W. & Deater-Deckard, K. 2018. Parenting Styles and Parent–Adolescent Relationships: The Mediating Roles of Behavioral Autonomy and Parental Authority. *Frontiers in Psychology*. 9. DOI: 10.3389/fpsyg.2018.02187.

Biersteker, L. 2012. Early childhood development services: Increasing access to benefit the most vulnerable children. *South African Child Gauge*, 52-57. Cape Town: The Children’s Institute and University of Cape Town.

Blackstone, A. 2012. *Principles of Sociological Inquiry: Qualitative and Quantitative Methods*. Minneapolis: Open Textbook Library.

Boone, D.M., 2015. *The effects of parent-adolescent communication and parenting style on the physical activity and dietary behaviors of Latino adolescents*. University of South Florida.

Bornstein, M.H., Hahn, C.S. & Haynes, O.M. 2011. Maternal personality, parenting cognitions, and parenting practices. *Developmental Psychology*. 47(3):658–675. DOI: 10.1037/a0023181.

Bornstein, M.H. 2012. Cultural Approaches to Parenting. *Parenting*. 12(2-3):212–221. DOI: 10.1080/15295192.2012.683359.

Bornstein, M.H. & Bradley, R.H., 2014. *Socioeconomic status, parenting, and child development*. Routledge.

Bornstein, M.H. 2016. Determinants of Parenting. *Developmental Psychopathology*. 4(1): 1–91. DOI: 10.1002/9781119125556.devpsy405.

Bornstein, M.H., Putnick, D.L. & Lansford, J.E. 2011. Parenting Attributions and Attitudes in Cross-Cultural Perspective. *Parenting*. 11(2-3): 214–237. DOI: 10.1080/15295192.2011.585568.

Bornstein, M.H. 2019. *Handbook of parenting. Volume 2, Biology and ecology of parenting*. London: Routledge.

Bowlby, J. 1969. *Attachment and Loss: Volume 1: Attachment*. New York: Basic Books.

Bowlby, J. 1982. Attachment and loss: Retrospect and prospect. *American Journal of Orthopsychiatry*. 52(4): 664–678. DOI: 10.1111/j.1939-0025.1982.tb01456.x.

Burns, M.K., Warmbold-Brann, K. & Zaslofsky, A.F. 2015. Ecological Systems Theory in School Psychology Review. *School Psychology Review*. 44(3):249–261. DOI: 10.17105/spr-15-0092.1.

Cherry, K. 2011a. *What Is Permissive Parenting?* Verywellmind. Available:

<https://www.verywellmind.com/what-is-permissive-parenting-2794957>. [18 June 2020].

Cherry, K. 2011b. *8 Characteristics of Authoritarian Parenting*. Verywellmind. Available: <https://www.verywellmind.com/what-is-authoritarian-parenting-2794955>. [18 June 2020].

Cherry, K. 2019a. *Uninvolved Parenting and Its Effects on Children*. Available: <https://www.verywellmind.com/what-is-uninvolved-parenting-2794958>. [18 June 2020].

Cherry, K. 2019b. *Do You Have an Authoritative Parenting Style?* Available: <https://www.verywellmind.com/what-is-authoritative-parenting-2794956>. [18 June 2020].

Cherry, K. 2020. *Why parenting styles matter when raising children*. Verywellmind. Available: <https://www.verywellmind.com/parenting-styles-2795072>. [18 June 2020].

Cooper, D., De Lannoy, A. & Rule, C. 2015. Youth health and well-being: why it matters? *South African Child Gauge 2015*. 60–68.

Creswell, J.W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications Ltd.

Darling, N. & Steinberg, L. 2017. Parenting style as context: An integrative model. *Psychological Bulletin*. 113(3):487–496. DOI: 10.1037/0033-2909.113.3.487.

Davies, M.B. & Hughes, N., 2014. *Doing a successful research project: Using qualitative or quantitative methods*. Sydney: Macmillan International Higher Education.

De Haan, A.D., Deković, M. & Prinzie, P. 2012. Longitudinal impact of parental and adolescent personality on parenting. *Journal of Personality and Social Psychology*, 102(1):189–199. DOI: 10.1037/a0025254.

Department of Social Development. 2012. *Integrated Parenting Framework*. Pretoria: Government Press.

De Vos, A., Strydom, H., Fouche, C. & Delpont, C. 2011. *Research at Grass Roots: For Social Sciences and Human Services Professions*. Pretoria: Van Schaik Publishers.

Dewar, G. 2017. *The authoritative parenting style: An evidence-based guide*. Available: <https://parentingscience.com/authoritative-parenting-style/>.

Dewar, G. 2018. *The authoritarian parenting style: What does it look like?* Available: <https://parentingscience.com/authoritarian-parenting-style/>.

Doepke, M., Sorrenti, G. & Zilibotti, F. 2019. The Economics of Parenting. *Annual Review of Economics*. 11(1):55–84. DOI: 10.1146/annurev-economics-080218-030156.

Doinita, N.E. & Maria, N.D. 2015. Attachment and Parenting Styles. *Procedia - Social and Behavioral Sciences*, 203:199–204. DOI: 10.1016/j.sbspro.2015.08.282.

Doubt, J., Loening-Voysey, H., Blanc, D., Cluver, L., Byrne, J., Petersen, T. 2018. Delivering a Parenting Programme in Rural South Africa: The Local Child and Youth Care Worker Experience, *Innocenti Working Papers no. 2018-01*, Innocenti, Florence: UNICEF Office of Research.

Eddy, M.M., Thomson-de Boor, H. and Mphaka, K., 2013. *So we are ATM fathers: A Study of Absent Fathers in Johannesburg, South Africa*. Johannesburg, South Africa: Centre for Social Development in Africa, University of Johannesburg.

Gafoor, K. & Kurukkan, A. 2014. Construction and Validation of Scale of Parenting Style. *Guru Journal of Behavioural Sciences*, 2(4):315–323.

Gorostiaga, A., Aliri, J., Balluerka, N. & Lameirinhas, J. 2019. Parenting Styles and Internalizing Symptoms in Adolescence: A Systematic Literature Review. *International Journal of*

Environmental Research and Public Health, 16(17):31-92. DOI: 10.3390/ijerph16173192.

Gould, C., & Ward, C.L. 2015. *Positive parenting in South Africa: Why supporting families is key to development and violence prevention*. Policy Brief 77. Pretoria, South Africa: Institute for Security Studies. Available: <http://www.issafrica.org/publications/policy-brief/positive-parenting-in-south-africa-why-supporting-families-is-key-to-development-and-violence-prevention>. [12 March 2021]

Graham, M. 2018. The Collapse of Apartheid and the Dawn of Democracy in South Africa, 1993. *The Round Table*. 107(3):372–374. DOI: 10.1080/00358533.2018.1476098.

Guest, G., Namey, E.E. & Mitchell, M.L. 2013. *Collecting qualitative data: a field manual for applied research*. Thousand Oaks, Calif.: Sage Publications.

Hall, K. & Posel, D. 2019. Fragmenting the Family? The Complexity of Household Migration Strategies in Post-apartheid South Africa. *IZA Journal of Development and Migration*, 10(2). DOI: 10.2478/izajodm-2019-0004.

Holliday, M.J., 2014. *Authoritative parenting and outcomes of positive discipline parent training: Parenting style and perceived efficacy*. Doctoral dissertation. Adler School of Professional Psychology.

Hong, Y.R. & Park, J.S. 2012. Impact of attachment, temperament and parenting on human development. *Korean Journal of Pediatrics*, 55(12):449. DOI: 10.3345/kjp.2012.55.12.449.

Hoskins, D. 2014. Consequences of Parenting on Adolescent Outcomes. *Societies*. 4(3):506–531. DOI: 10.3390/soc4030506.

Howenstein, J., Kumar, A., Casamassimo, P.S., McTigue, D., Coury, D. & Yin, H. 2015. Correlating parenting styles with child behavior and caries. *Pediatric dentistry*. 37(1):59–64. Available: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4559268/>. [12 May 2020]

Ishak, Z., Low, S.F. & Lau, P.L. 2012. Parenting Style as a Moderator for Students' Academic Achievement. *Journal of Science Education and Technology*, 21(4):487–493. DOI: 10.1007/s10956-011-9340-1.

Johari Talib, Z. M., & Mamat, M. 2011. Effects on Parenting Styles on Children Development. *World Journal of Social Sciences*, 1(2):14-35.

Johnson, S., Li, J., Kendall, G., Strazdins, L. & Jacoby, P. 2013. Mothers' and Fathers' Work Hours, Child Gender, and Behavior in Middle Childhood. *Journal of Marriage and Family*, 75(1):56–74. DOI: 10.1111/j.1741-3737.2012.01030.x.

Karrim, A. 2020. *WATCH | Crime statistics: Delft, Khayelitsha replace Nyanga as SA's murder capital*. Available: <https://www.news24.com/news24/southafrica/news/watch-crime-statistics-delft-khayelitsha-replace-nyanga-as-sas-murder-capital-20200731> [5 April 2022].

Karsli, T.A. & Anli, I. 2011. Tendency to Develop Post-Traumatic Stress and Learned Resourcefulness in Relation to Perceived Parental Rearing Style. *Procedia - Social and Behavioral Sciences*. 30:497–500. DOI: 10.1016/j.sbspro.2011.10.097.

Kearney, J. & Bussey, K. 2015. The Longitudinal Influence of Self-Efficacy, Communication, and Parenting on Spontaneous Adolescent Disclosure. *Journal of Research on Adolescence*, 25(3):506–523. DOI: 10.1111/jora.12148.

La Placa, V., & Corlyon, J. 2015. Unpacking the relationship between parenting and poverty: Theory, evidence and policy. *Social Policy and Society*, 15(1):11-28.

Lees, R. 2004. Parenting. *Visions: BC's Mental Health & Addictions Journal*. 2(2):6-7.

Letsela, L., Weiner, R., Gafos, M. & Fritz, K. 2019. Alcohol Availability, Marketing, and Sexual Health Risk Amongst Urban and Rural Youth in South Africa. *AIDS and behavior*. 23(1):175–189. DOI: 10.1007/s10461-018-2250-y.

Lucas, A. 2018 *The Importance of Verbal & Non-Verbal Communication*. Available: <https://oureverydaylife.com/the-importance-of-verbal-non-verbal-communication-5162572.html> [12 March 2020].

Maccoby, E. E., & Martin, J. A. 1983. Socialization in the Context of the Family: Parent-Child Interaction. In P. H. Mussen (Series Ed.), & E. M. Hetherington (Vol. Ed.), *Handbook of Child Psychology. Vol. IV. Socialization, Personality and Social Development* (4th ed):1-101. New York: Wiley.

Madisa, L. 2018. *INFOGRAPHIC: Is South Africa's youth practising safe sex?* Available: <https://www.news24.com/parent/Family/Parenting/infographic-is-south-africas-youth-practising-safe-sex-20180220> [12 April 2020].

McKinney, C., Milone, M.C. & Renk, K. 2011. Parenting and Late Adolescent Emotional Adjustment: Mediating Effects of Discipline and Gender. *Child Psychiatry & Human Development*. 42(4):463–481. DOI: 10.1007/s10578-011-0229-2.

Mensah, M.K. & Kuranchie, A. 2013. Influence of Parenting Styles on the Social Development of Children. *Academic Journal of Interdisciplinary Studies*, 2(3):123. DOI: 10.5901/ajis.2013.v2n3p123.

Merlin, C., Okerson, J. & Hess, P. 2013. How Parenting Style Influences Children: A Review of Controlling, Guiding, and Permitting Parenting Styles on Children's Behavior, Risk- Taking, Mental Health, and Academic Achievement. *The William & Mary Educational Review*. 2(1). Available: <https://scholarworks.wm.edu/wmer/vol2/iss1/14> [21 October 2020].

Miller, A.L., Lambert, A.D. & Speirs Neumeister, K.L. 2012. Parenting Style, Perfectionism, and Creativity in High-Ability and High-Achieving Young Adults. *Journal for the Education of the Gifted*, 35(4):344–365. DOI: 10.1177/0162353212459257.

Mlamlala, S. 2022. *Delft is SA's top hot spot for gender-based violence and femicide*. Available: <https://www.iol.co.za/capeargus/news/delft-is-sas-top-hot-spot-for-gender-based-violence-and-femicide-8b818ffe-3a9b-4937-be6a-7751f3aaef16> [15 April 2022].

Mncanca, M., Okeke, C.I.O. & Fletcher, R. 2016. Black Fathers' Participation in Early Childhood Development in South Africa: What Do We Know? *Journal of Social Sciences*, 46(3):202–213. DOI: 10.1080/09718923.2016.11893528.

Moreira, H., Fonseca, A., Caiado, B. & Canavarro, M.C. 2019. Work-Family Conflict and Mindful Parenting: The Mediating Role of Parental Psychopathology Symptoms and Parenting Stress in a Sample of Portuguese Employed Parents. *Frontiers in Psychology*. 10. DOI: 10.3389/fpsyg.2019.00635.

Morin, A. 2019. *4 Types of Parenting Styles and their Effects on Kids*. Verywellfamily. Available: <https://www.verywellfamily.com/types-of-parenting-styles-1095045>.

Mowder, B.A., 2005. Parent development theory: Understanding parents, parenting perceptions and parenting behaviors. *Journal of Early Childhood and Infant Psychology*, (1):45-65.

Newland, L.A. 2015. Family well-being, parenting, and child well-being: Pathways to healthy adjustment. *Clinical Psychologist*. 19(1):3–14. DOI: 10.1111/cp.12059.

Payne, S.W. and Dozier, C.L. 2013. Positive reinforcement as treatment for problem behavior maintained by negative reinforcement. *Journal of Applied Behavior Analysis*, 46(3):699–703. DOI: 10.1002/jaba.54.

Payne, S. 2018. *Special Focus: Delft: Poor policing and fragmented planning fuel high crime rate.* Available: <https://www.dailymaverick.co.za/article/2018-10-02-delft-poor-policing-and-fragmented-planning-fuel-high-crime-rate/> [10 March 2020].

Perron, N.C.D. 2017. Bronfenbrenner's Ecological Systems Theory. *College Student Development*. 1. DOI: 10.1891/9780826118165.0018.

Poduthase, H. 2012. Parent-adolescent relationship and juvenile delinquency in Kerala, India: a qualitative study. Doctoral Dissertation. University of Utah

Poppert Cordts, K.M., Wilson, A.C. & Riley, A.R. 2020. More than Mental Health: Parent Physical Health and Early Childhood Behavior Problems. *Journal of Developmental & Behavioral Pediatrics*, 41(4):265–271. DOI: 10.1097/dbp.0000000000000755.

Power, L. & McKinney, C. 2012. Emerging adult perceptions of parental religiosity and parenting practices: Relationships with emerging adult religiosity and psychological adjustment. *Psychology of Religion and Spirituality*. 5(2):99–109. DOI: 10.1037/a0030046.

Punch, K. 2014. *Introduction to social research: quantitative & qualitative approaches*. 3rd ed. London: Sage Publications Ltd.

Qi, D. & Wu, Y. 2020. Family Income and Children's Emotional Wellbeing: the Mediation Role of Parents' Life Satisfaction and Emotional Wellbeing in China. *International Journal of Environmental Research and Public Health*. 17(20):7573. DOI: 10.3390/ijerph17207573.

Republic of South Africa. Department of Education. 2001. *White Paper 5 - Early Childhood Development*. Pretoria: Government Press.

Republic of South Africa. 2005. Government Gazette. *Children's Act. 38 of 2005 (No.28944)*. Pretoria: Government Press.

Republic of South Africa. Department of Social Development. 2012. *Integrated Parenting Framework*. Pretoria: Government Press.

Republic of South Africa. Department of Social Development. 2021. *White Paper on families in South Africa*. Pretoria: Government Press.

Richter, L.M., Tomlinson, M., Watt, K., Hunt, X. & Lindland, E.H. 2019. Early means early: understanding popular understandings of early childhood development in South Africa. *Early Years*. 39(3):295–309. DOI: 10.1080/09575146.2019.1613346.

Roman, N.V. 2014. Parenting in a Rainbow Nation: A South African Perspective on Parenting. *Science Across Cultures: The History of Non-Western Science*. 1:213–229. DOI: 10.1007/978-94-007-7503-9_16.

Rose, J. & McInnes. 2016. *Attachment and parental sensitivity: their role in supporting good child development and lifelong outcomes*. England: How Action for Children Works.

Roubinov, D.S. & Boyce, W.T. 2017. Parenting and SES: relative values or enduring principles? *Current Opinion in Psychology*. 15(1):162–167. DOI: 10.1016/j.copsyc.2017.03.001.

Rubin, K.H. & Chung, O.B. 2013. *Parenting beliefs, behaviors, and parent-child relations: a cross-cultural perspective*. New York: Psychology Press.

Ryen, A., 2016. Research ethics and qualitative research. *Qualitative research*, (3rd ed):31-48.

Sahka Isizwe Development organization. 2021. Available at https://www.facebook.com/pg/sakhaisizwe/about/?ref=page_internal [12 March 2021]

Sanvictores, T. & Mendez, M.D. 2021. *Types of Parenting Styles and Effects On Children*. Treasure Island (FL): StatPearls Publishing. Available: <https://www.ncbi.nlm.nih.gov/books/NBK568743/>.

Scharp, K.M. & Sanders, M.L., 2019. What is a theme? Teaching thematic analysis in qualitative communication research methods. *Communication Teacher*, 33(2):117-121.

September, S.J., Rich, E.G. & Roman, N.V. 2016. The role of parenting styles and socio-economic status in parents' knowledge of child development. *Early Child Development and Care*. 186(7):1060–1078. DOI: 10.1080/03004430.2015.1076399.

Shahsavari, M., 2012. A general overview on parenting styles and its effective factors. *Australian Journal of Basic and Applied Sciences*, 6(8):139-142

Shenderovich, Y., Eisner, M., Cluver, L., Doubt, J., Berezin, M., Majokweni, S. & Murray, A.L. 2019. Delivering a Parenting Program in South Africa: The Impact of Implementation on Outcomes. *Journal of Child and Family Studies*, 28(4):1005–1017. DOI: 10.1007/s10826-018-01319-y.

Simon, M.K. 2011. *Dissertation and scholarly research: recipes for success: a practical guide to start and complete your dissertation, thesis, or formal research project*. Seattle, WA: Dissertation Success, LLC.

Smetana, J.G. 2017. Current research on parenting styles, dimensions, and beliefs. *Current Opinion in Psychology*. 15:19–25. DOI: 10.1016/j.copsyc.2017.02.012.

Sonnenberg, E.S. 2018. Social context, social cohesion and interventions: an assessment of early childhood development (ECD) programmes in selected communities in the Cape Flats. Masters Dissertation. University of South Africa.

Sperling, S. & Mowder, B.A., 2006. Parenting perceptions: Comparing parents of typical and special needs preschoolers. *Psychology in the Schools*, 43(6):695-700.

Stuurman, Z. 2019. *Military intervention is not a crime-fighting solution*. Available: <https://mg.co.za/article/2019-07-15-military-intervention-is-not-a-crime-fighting-solution/> [25 March 2020].

Statistics South Africa. 2021. *National Poverty Lines 2021*. Pretoria: Government Press.

Taraban, L. & Shaw, D.S. 2018. Parenting in context: Revisiting Belsky's classic process of parenting model in early childhood. *Developmental Review*. 48:55–81. DOI: 10.1016/j.dr.2018.03.006.

Tesch, R. 2016. *Qualitative research: analysis types and software*. Routledge. London

Traianou, A. 2014. The Centrality of Ethics in Qualitative Research. In: Patricia Leavy, ed. *The Oxford Handbook of Qualitative Research Methods*. New York: Oxford University Press. 62-79.

Ugwu, N.C., 2015. Personality Type, Parenting Style and Socio Economic Status as Predictors of Adolescents Delinquency Behaviour. Doctoral dissertation. University of Nigeria

Vaismoradi, M., Jones, J., Turunen, H. & Snelgrove, S. 2016. Theme development in qualitative content analysis and thematic analysis. *Journal of Nursing Education and Practice*, 6(5). DOI: 10.5430/jnep.v6n5p100.

van Niekerk, L-J. & Atmore, E. 2020. 'Promoting Healthy Human Relationships for Children in Post-Apartheid South Africa', in Noyoo, N. (ed.) *Promoting Healthy Human Relationships in Post-Apartheid South Africa*. Switzerland: Springer International Publishing.

Wessels, I., Lester, S., & Ward, C.L. 2016. *Engagement in parenting programmes: Exploring facilitators of and barriers to participation* (Policy Brief No.82). Institute for Security Studies. Available:<https://www.issafrica.org/publications/policy-brief/engagement-in-parenting-programmes-exploring-facilitators-of-and-barriers-to-participation> [17 July 2021]

Wischerth, G.A., Mulvaney, M.K., Brackett, M.A. & Perkins, D. 2016. The Adverse Influence of Permissive Parenting on Personal Growth and the Mediating Role of Emotional Intelligence. *The Journal of Genetic Psychology*. 177(5):185–189. DOI: 10.1080/00221325.2016.1224223.

Xiong, R., Li, S.D. & Xia, Y. 2020. A Longitudinal Study of Authoritative Parenting, Juvenile Delinquency and Crime Victimization among Chinese Adolescents. *International Journal of Environmental Research and Public Health*. 17(4):1405. DOI: 10.3390/ijerph17041405.

APPENDIX A – Informed Consent form



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

RESEARCH CONSENT FORM

Topic: An exploratory study on the factors influencing the parenting style choices of parents enrolled in a parenting programme in Delft.

I, _____, give Benita Mukoni, the researcher, my consent to voluntarily participate in her research study in collaboration with the University of Cape Town, the Knowledge Co-op and Sakha Isizwe Development Organisation.

I have been informed about the research objectives, procedures, risks and my rights as a participant such as the right to withdraw at any point of the research process and I am aware that I will not benefit from participating in this research study in any way.

Additionally, I agree to be audio- recorded and understand that extracts from my interview will be used by Benita Mukoni, Sakha Isizwe and published by the University of Cape Town. Lastly, I am aware that my identity and any other sensitive information will be protected and that everything shared in this interview will be completely confidential, unless in the circumstance of harm Benita Mukoni, the University of Cape Town, the Knowledge Co-op and Sakha Isizwe will support me through it.

Signature: _____

Date: _____

APPENDIX B - Qualitative interview schedule:



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

SEMI-STRUCTURED INTERVIEW GUIDE:

****Begin with introduction, reiterate research title, objectives, risks, and procedures. Brief reminder of ethical considerations and participant rights etc. ****

DEMOGRAPHIC INFORMATION

How old are you?

What is your home language?

How would you describe yourself in terms of gender?

How would you describe yourself in terms of racial/ethnic grouping?

How many children do you have? [Gender & ages?]

What is your marital/relationship status?

PARENTING STYLE

How would you describe your relationship with your child(ren)?

How would you describe your parenting style? [Discipline, affection, receptiveness]. What kind of parent are you? Why?

Is it similar to your parents' parenting style?

DISCIPLINE

What is your approach to discipline in your home? [Does spouse / co-parent share the same sentiments]

What are some of your rules or expectations for your child(ren) and household responsibilities?
[Does your spouse / co-parent share the same sentiments?]

Do you provide reasons for your rules and expectations? If so, provide an example.

After you discipline your child(ren) do you have a discussion with them? If so, what do you discuss?

Do you struggle to discipline your child(ren)? [making empty threats] If so, why?

Does your child(ren) ever manipulate/push boundaries or try take advantage of you? Discuss this.

COMMUNICATION & AFFECTION

Are important decisions involving the entire family done together? Do you consider your child(ren)'s opinions and feelings?

Is your child(ren) comfortable sharing things with you? Are they free to discuss things with you?
Expand.

Do you spend quality time with your child(ren)? [How often, how much time, type of activities?]

Do you reward your child(ren) for good behaviour? How so? Discuss this.

Would you describe yourself as affectionate towards your child(ren)? Expand.

Do you make time to visit your child(ren)'s school to support them in sports or meet with the teacher to talk about your child(ren)'s performance? [During free time and / or when busy or stressed?]

Do you take responsibility for any parenting mistakes you might have made?

CONTROL

How do you deal with stress or feelings of depression? Expand.

Does stress / anxiety / fatigue affect how you care for your child(ren)? If so, how?

Whenever you're tired, stressed or busy, what do your child(ren) get up to? Are they free to do whatever they wish or make their own decisions?

Do you find yourself ignoring your child(ren)'s bad behaviour due to stress?

What is your opinion on freedom and privacy? Are you aware of all your child(ren)'s activities in and out of the house?

PARENTING STYLE INFLUENCES

In your opinion, what are the main factors that influence how you decide to parent your child(ren)?

CULTURE/RELIGION

Do you belong to a religious group? If so, which one?

What are the values attached to your belief system in general and with regard to parenting?
[Parent/child expectations and roles]

Do you implement those values into your parenting?

What was your parent's parenting style? Was it effective?

Has your parent's style impacted you as a person, impacted the way you parent your children?
Expand.

SOCIO-ECONOMIC CLASS & STRESS

What is the highest level of education you have attained?

Are you employed? If so, tell me about your occupation? [Full-time / part time etc.]

Do you receive any additional financial support from another family member, spouse or the government? [Type; what is the experience of this support – positives and negatives? etc.]

What socio-economic class would you say you belong to?

Do you feel that your occupation provides you with the sufficient funds/resources to support you and all your children's needs/development? If not, how do you make ends meet? How do you cope?

Do you face any challenges regarding your occupation and socio - economic class that you believe might be affecting your parenting?

PARENT PERSONALITY

How would you describe yourself personality wise? [In relation to control, timidity, anger, cheerfulness, affection/responsiveness etc.]

Do you suffer from any physical or mental illnesses? If so, does it affect your personality and parenting?

Are you on medication or using substances? If so, does it affect your personality and the way you interact with your children?

CHILD TEMPERAMENT

Can you describe each of your child(ren)'s personalities? [In relation to aspects such as timidity, anger, conflict, cheerfulness, responsibility, autonomy, self-discipline, respect and compliance etc.]

How do you feel about your child(ren)'s temperament / personality?

Would you say that you stick to the same parenting style constantly or does it change?

Do you use the same parenting style on each child? Is it consistent?

Do your child(ren) suffer from any physical or mental illnesses? If so, are they on medication?

Does this affect their personality or the way you parent them?

SAKHA ISIZWE PROGRAMME EVALUATION

In light of what we have discussed about your parenting style and the factors that influence your style, I now want to discuss your involvement in Sakha Isizwe Parenting Programme...

CONTENT

Can you tell me more about the parenting programme? What was your experience? Expand.
[Things learned, topics, relevance, interest, application/ personal growth/new outlooks on life etc.]

Is there any other topic you would like Sakha Isizwe to include in their parenting programme that you might want to learn more about?

PROGRAMME FACILITATORS

What is your experience of the programme facilitators?

[Probe: Personality, intellect, organisation/preparation skills, teaching pace, clarity of voice, explanation, class participation, passion, engagement etc.]

ADMINISTRATION

How did you find the venue? [Comfort, cleanliness, safety, optimal for learning etc.]

What was your experience of travelling to the venue?

Were the days and times of the programme convenient?

PERCEIVED IMPACT

What is your overall experience with Sakha Isizwe's parenting programme?

Can you describe the type of parent you were prior to enrolling in the parenting programme?

Can you compare that to the type of parent you are now? What has changed? Has anything changed? [bring in programme content and application]

Has it improved your parenting style and your relationship with your children? How so?

What did you like about the workshops?

Was there anything you did not like?

Is there anything helpful or useful you would like to suggest to improve the programme?

Thank you very much for your willingness to participate in this interview.