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Exploring the relationship between authoritative parenting style and performance: A qualitative study of high performing university students using interviews

Declaration

I hereby declare that the Research Report submitted for the Bachelor of Arts Honours in Psychology degree to The Independent Institute of Education is my own work and has not previously been submitted to another University or Higher Education Institution for degree purposes.

Acknowledgements

I wish to record my deep sense of gratitude and profound thanks to my research supervisor Dr. John Hunter for his keen interest, inspiring guidance, constant encouragement with my work during all stages, to bring this research study into fruition. And lastly to my parents and my entire family members who have always been my support system.

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ABSTRACT

According to Korir, Misigo and Ngeno (2017) family characteristics are a major source of disparity in students' outcomes. The home learning setting is formative in a child and student's social development and is an essential contributing factor to educational outcomes at all stages of the learning trajectory. The purpose of the study aimed to explore the relationship between authoritative parenting style and performance. The study used a qualitative exploratory research approach to gain a deeper understanding of the student's perceptions of aspects that have an influence on their academic performance. The study is cross-sectional, using an interpretivism paradigm. Data was collected through in-depth interviews and analysed using thematic content analysis which was collected from seven participants. Based on the data analysis, presentation, and interpretation of findings it was found that while there are other factors that impact academic performance there was a positive relationship found between authoritative parenting style and academic performance. Therefore, parents that want their children to achieve well at tertiary should therefore consider trying to adopt an authoritative parenting style.

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1. INTRODUCTION

The summative project aims to provide a portfolio of evidence on all assessments completed in relation to RESE8419 module. This research study aims to explore the relationship between authoritative parenting style and performance: A qualitative study of high performing university students using interviews. The project will follow this order: section 1 of contextualisation, rationale, problem statement, purpose statement, research question and research objectives. Section two is literature review and its sub sections. Section three is research design and methodology as well as the sub sections. Section four is the findings and interpretation of findings; section 5 is the trustworthiness of findings section and its sub sections. Section 6 is the conclusion which consist of the summary of findings as they relate to the research question, problem and objectives, the anticipated contributions of the study, the ethical considerations and lastly is the limitations of the study.

1.1. CONTEXTUALISATION

This section aims to provide the reader with a brief outline of the most important studies which have been conducted previously based on the research topic. The topic at hand involves exploring the relationship between authoritative parenting style and student performance. It is a qualitative study of high performing tertiary institution students using in-depth interviews as a means of data collection. According to Ibukunolu (2013) it states that education is the process of developing or training an individual to cope with the challenges of living. According to Korir, Misigo and Ngeno (2017) family characteristics are a major source of disparity in students' outcomes. The home learning setting is formative in a child and student's social development and is an essential contributing factor to educational outcomes at all stages of the learning trajectory. Parental involvement includes a wide range of behaviours, but it generally refers to parent's mode of training and investment of resources in their children's schooling. Parents can create a home environment suitable for learning by among other things: providing an area in the house to do carry out work, providing access to reading material, and assisting with the work assigned to students and their studies if needed (Korir et al., 2017). According to Korir et al. (2017) parents who are informed and involved in their children's academic lives can positively impact their children's attitude and performance. Parents' awareness and interest in their children's learning and academic activities, model for their children the importance of tertiary education.

Furthermore, according to Olowodunye and Ajibola (2011) authoritative parents raise children who are successful, articulate, happy with themselves and generous to others. Authoritative parenting is characterised by high expectations of compliance to parental rules and directions, an open dialogue about those rules and behaviours and a child centred approach. Authoritative parents, unlike authoritarian parents, encourage the child to be independent. Authoritative parents set limits, demand maturity, but when punishing a child. The parents always explain the reason for punishing if a child falls short. Children who are subject to this kind of parenting may debate with parents on issues affecting them (Olowodunye & Ajibola, 2011).

1.2. RATIONALE

The aim is trying to establish if authoritative parenting style helps towards improving student grades and what are the factors that hinder academic performance. At postgraduate level, the researcher desires to add to the body of knowledge by trying to establish the cause and/or influences of high academic performance. The results of the study will benefit students to perform better in the future and for parents to be more active in student's academics. This is of relevance because it aids students to be aware of what hinders them academically and assists parents to be aware of the way they should interact with their children. To be assertive, to personally grow and most importantly for them to achieve better results in tertiary. The research study will also benefit schools, educational journalists, educational workers, and tertiary institutions.

1.3. PROBLEM STATEMENT

The problem identified in this study is if high performance result from students with parents using authoritative parenting style or could there potentially be other factors behind high performance. Generally, parents are potentially not aware of the impact of their role and involvement in student's academic performances. As well students are not aware of the factors that contribute to their high performance. Essentially the way in which individuals are raised shapes their experiences, behaviour, and outlook towards academic life. The assumption is that there could be a relationship between authoritative parenting style and high academic performance due to the influence it has towards student's development and outlook in life. The study seeks to find in-depth information, by evaluating subjective relationships of high performing students and authoritative parents about the impact of their parenting traits. As well as the level of support they provide towards student's studies. The findings and outcome of this

research study will be used by the students, schools, parents and the public at large (body of knowledge). It is specifically aimed at parents to assist in enhancing and improving student academic performance and to help them reinforce affirmation to students.

1.4. PURPOSE STATEMENT

The purpose of this research study is to explore if there is an association between authoritative parenting style and exceptional tertiary performance.

1.5. RESEARCH QUESTION

What impact does the role of authoritative parenting style play with regards to creating high student achievers in tertiary?

1.6. Research objectives

- To explore the relationship between authoritative parenting style and high performance.
- To explore how positive reinforcement from parents builds self-efficacy to succeed academically.
- To explore whether the influence behind high academic performance results from parental involvement or student's overall personal experiences in life.

2. LITERATURE REVIEW

In this section the focus is to go into detail regarding various aspects related to the study. There will be the theoretical foundation which will name and discuss two theories of relevance to the study, then the review of previous literature centred on the themes identified and following last is conceptualisation of main concepts in the study.

2.1. THEORETICAL FOUNDATION

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework section introduces and describes two theories – Systems Theory and Bronfenbrenner's ecological theory.

Systems Theory

According to Good therapy (2019) Systems Theory intends to examine phenomena from a holistic method. The key perspective in systems theory is observing the object as its own environment with numerous moving parts that affect each other. It desires to discover and clarify behavioural patterns. According to Du Plooy-Cilliers and Louw (2014) a system is characterised by a cluster of parts that interact to form a coherent whole. Systems have distinct margins separating them from exterior elements and differentiating between effects of system. When observing the parent-to-student relationship perspective through the Systems Theory lens, it is not observed as an event with a beginning and end however, as part of a dynamic whole. Systems comprise of separate parts which are significant and essentially sum up to a whole when perceived together. All systems exist within an environment and are influenced by their environments (Du Plooy-Cilliers & Louw, 2014). For the purpose of this research study the system theory is relevant because it allows the researcher to observe the relationship authoritative parenting style has on student's academic performance in a wholesome manner. The theory allows the researcher to know that meaning is relative to context hence why we observe influence and impact of authoritative parenting towards academic performance as a whole and not in isolation from one another.

Below are components of the Systems Theory used to explain the purpose of the research study:

Holism: a philosophy that looks at how the parts of a system work together as opposed to looking at each part separately or in isolation. The central idea of the Systems Theory is that the whole is more than the sum of its parts. (Du Plooy-Cilliers & Louw, 2014). For the purpose of this research we can therefore take notice of how emotion is the centre of human experience, how students respond and essentially react to what is put out for them by their parents the impact is likely to show in their behaviour and in their academic performance.

Structure: most if not all systems have a structure, which refers to the way different components of a system are arranged within the system (Du Plooy-Cilliers & Louw, 2014). For purpose of study structure entails order, it can take its form formally or informally, parents and academic institutions have structures put forth which students must abide to, this ensures wholeness and the ability to work together and not in isolation.

Function: systems are intended to fulfil certain functions, each component or subsystem within a system has a role to fulfil, if not fulfilled then the entire system becomes affected (Du Plooy-Cilliers & Louw, 2014). For the purpose of this research when parents fulfil or fall short of fulfilling their parental roles, the component that either prospers or suffers the most in this instance is the student, the impact results in high or pure academic performance depending on whether the function was performed to the best of its ability.

Openness: a system has borders that sets it apart from the environment. The more open a system is, the more the system interacts with its environment (Du Plooy-Cilliers & Louw, 2014). The relevance of this component in this research study is how authoritative parents carry out themselves, how they resolve conflicts, how they communicate that sets them apart from other parenting styles. They interact and reason with students, which potentially builds motivation, self-efficacy, self-control etc.

Equilibrium: refers to trying to create order and balance in a system through control and regulation. (Du Plooy-Cilliers & Louw, 2014). For purpose of this study balance is achieved through rules put forth by authoritative parents, students know what is

expected of them when and where at all times, they can set apart roles and functions of parents and children, which in the end creates and maintains balance.

Bronfenbrenner's ecological theory

According to Mabhoyi and Seroto (2019), Urie Bronfenbrenner posits that human beings should be understood as multiple nested systems and that their development is the result of complex interactions between the individual and various systemic factors that influence each other. The Bronfenbrenner Ecology system theory on environmental interconnectedness and its impact on human development and growth is best applied in this study to explain the effects of students' external environment on their academic performance. Bronfenbrenner's ecological systems model is suitable because it focuses heavily on environmental, and external factors. Bronfenbrenner admitted that, while a person's ecological environment has a great effect on the individual's development. It is the individual's perception of the environment that really matters and not how the environment exists in reality (Mabhoyi & Seroto, 2019).

According to Korir, Misigo and Ngeno (2017) the theory suggests that individual's ecological environment is described as having different structures that are nested together, resulting in the total environment. The inner level consists of the students' immediate setting, with subsequent levels following in an interconnected manner. This inner level is referred to as the microsystem, which is followed by the mesosystem, exosystem, and macrosystem.

The microsystem includes all the activities, roles, and personal experiences of an individual within a setting with certain characteristics. A setting can be any place where the student interacts daily with other humans (Korir et al., 2017). According to Mabhoyi and Seroto (2019) the structures involved in the microsystem include the school, community, and family environments. The events that take place within that setting are recorded as being similar for many different people. However, students' microsystem level is the individual meaning or interpretation assigned to each event that makes environmental factors relevant in the study of human ecology (Korir et al., 2017). For example, the amount of school hours, a student interacts with lecturers, peers, and other tertiary institution staff members this constitutes a micro-system.

According to Korir et al. (2017) second level of the theory is the mesosystem, it combines the activities of two or more settings for the individual. Settings such as

work, and school would be included in this category. When a person moves into a new realm in society, he/she is operating within the mesosystem. Systems describes how the different parts of a child's microsystem work together for the sake of the child (Mabhoyi & Seroto, 2019). For the purpose of this study this system describes the relationship the student has with their parents directly. If this study were to assume authoritative parenting as causation of good academic performance, it would be witnessed in the mesosystem. In the student's home environment, interactions involved that of the parents, relatives, and neighbours, are the features of a mesosystem. If the two interactions were healthy, there would be good performance, and vice versa (Korir et al., 2017).

Thirdly, the exosystem is the setting that does not necessarily involve developing the student, however it may still manage to affect the student from more distant channels (Korir et al., 2017). For the purpose of this study a practical scenario would be if a student's parent was dismissed at work this essentially impacts negatively the student's home and school environment, this could also lead the parent to interact and engage with their child in an unpleasant manner.

Furthermore, for the purpose of the study system theory was the best theory to be used because it explored all aspects, possible causes and influences of high performance internally and externally. It explored the potential causes as a whole and not in isolation from one another. This is a very important aspect of the systems theory and of the study, to explore the possible causes of high performance in relation to authoritative parenting style and in relation to the student's environment. All these aspects are explored to find meaning and understanding of whether the influence behind high academic performance results from parental involvement or student's overall personal experiences in life.

However, it is imperative to note that the ecological systems theory has one demerit which does not address individuals who develop within extremely difficult environmental circumstances. Such as severe poverty or abuse and still go on to become a well-adjusted, successful students and members of the larger society (Du Plooy-Cilliers & Louw, 2014). How can the ecological systems theory explain individuals' immunity to harsh external influences, while most humans are irreversibly influenced, if not altered, by negative environments? The unanswered questions

remain; however, the theory still provides a solid, common-sense approach to the study of human development (Korir et al., 2017).

A brief sub theory referred to as social learning theory can be related back to Bronfenbrenner's theory which is of relevance to this study. According to Kail, Cavanaugh and Muller (2019) the theory explains that people sometimes learn without reinforcement or punishment, their behaviour, reactions, and responses are simply due to observing those around them and this can be referred to as imitation. Through observational learning people are likely to feed on positively to what they observe or retaliate negatively. An example of positive reactions could be described to how students excel in their academics because they have observed hard-work, dedication, self-efficacy, and self-control from their parents. Then the negative reactions could be students achieving bad grades because they have not received support, encouragement, and parental involvement from parents or those close to them.

In essence the Bronfenbrenner's theory and the systems theory together explain that developing persons are embedded in a series of interacting systems, this essentially leads to adaptation which is optimal when ability and demands are in balance. In the end with systems interacting, and adaptation occurring human development takes place, a shift in behaviour, personality and learning takes place (Kail et al., 2019).

2.2. REVIEW OF PREVIOUS LITERATURE

This section identifies previous literature that was done regarding the exact or similar topic as the researcher, it is done to identify what is not known on the area in question. Additionally, after having gathered literature the research strongly supports that high performance from students has a link to the type of relationship students have with their parents. Conversely, what is not known is the extent of this relationship and what other aspects aside from students' relationships with their parents impact the outcome of their performance (high). The themes identified for this section include: 1) authoritative parenting; 2) parental involvement; 3) motivation; 4) self-efficacy and 5) self-control.

THEME1: Authoritative parenting style

According to Dewar (2017) authoritative parenting style is an approach that combines warmth, sensitivity and setting of limits. The style uses positive reinforcement and

reasoning to guide children. They avoid resorting to threats or punishment but do so if necessary.

Kail et al. (2019) expresses that children raised by authoritative parents are probable to become independent, self-reliant, socially accepted, academically successful and well-behaved. Research suggests that having at least one authoritative parent can make a difference in a child's academic life (Samina & Almas, 2015). The parents set high standards and are nurturers. They are responsive to the needs of their children, show respect to their opinions and allow independence in a safe space. According to Dewar (2017) the parents expect maturity and cooperation and in turn they offer emotional support. Students are likely to excel academically through this form of nurturing because they can exercise their mental abilities in various situations. Students' high academic performance is highly associated to this parenting style because the parents aim to inspire, they provide positive feelings and affirmation in good and bad situations. The children are regarded as age appropriate to reason morally, they are taught to consider consequences of their actions and decisions. There is a substantial encouragement of autonomy. However, according to Koske (2014) parents who through encouragement pressurise their children by making too high demands may create in them anxiety and fear of failure instead of providing effective morale to do well in academic work. Parents tend to put pressure on their children to get high grades without taking into consideration their ability. Students are affected academically if they lack parental support (Koske, 2014).

According to Magnuson (2007) parent's academic socialisation describes the way parents influence students' academic achievement by shaping students' skills, behaviours, and attitudes towards school. Parents influence students through the environment and discourse they have with them. Academic socialisation at times is influenced by parents' socio-economic status, and highly educated parents tend to have more stimulating learning environments. Further, research indicates that the relationship quality with parents influences the development of academic self-efficacy among students, which in turn improve their academic performance (Magnuson, 2007).

THEME 2: Parental involvement

According to Bridgeland, Dilulio, Streeter and Mason (2008) parents are central to the educational success of their children. Parents believe their involvement is central to

students' academic success. When parents are involved in their children's education, it makes a profound difference. Students whose parents are engaged in their school do better academically, socially, and vocationally, regardless of the challenges they face.

According to Afzal (2010), due to parents being the initial source of information, they introduce the world to their children and help them to understand and create the image of outside world by answering their questions. Familiarising them with different situations help these young adults develop their attitude towards life and learning. Certainly, if they have developed confidence, a sense of self-worth and competence they will be ready to take on challenges and achieve successes. Conversely, if students do not perceive themselves competent, they will develop an internal fear of failure or reward. According to Koske (2014) there is a relationship between parental involvement or encouragement and academic achievement. However, it is explained that the nature of encouragement given to students by their parents is imperative as far as academic achievement is concerned.

THEME 3: Motivation

According to Osborne (2007) parents are the main intermediaries who play an important role in development of students' motivation. Motivation is a state of mind that stimulates activities and human body actions (Afzal, 2010).

According to Osborne (2007) theoretically, students who identify with academics are prone and more motivated to succeed because their self-esteem is directly affected by academic performance. In contrast, students who do not identify with academics have no incentive to excel at academic tasks. Therefore, they may be at higher risk for academic problems, especially poor grades.

According to Afzal (2010) students' motivation is a force beneficial to the student. Most motivation theorists believe that motivation is involved in the performance of all learned responses. Student motivation as student willingness, need, desire and obligation to participate in the learning process. Student motivation is often separated into two types: Intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to a student who is intrinsically motivated from within. Students who are intrinsically motivated do not need any type of reward to instigate or complete a task. Tasks are viewed for own sake for the enjoyment it provides and the feeling of accomplishment

it evokes. Furthermore, according to Afzal (2010), extrinsic motivation means to obtain some reward or avoid punishment external to the activity itself such as grades or parent's approval. This reward could essentially be hearing their parents express how proud they are of them or their parents denying them their freedom. Thus students with intrinsic motivation are more enthusiastic, self-driven, challenging and feel pleasure in their studies and students with extrinsic motivation try to drag themselves with academic assignments, feel compelled to learn, and always put minimal efforts to achieve maximum appreciations. The types of motivation relate back to parenting styles because some students essentially rely on their parent's desires to succeed. The assumption is participants will either identify with extrinsic or intrinsic motivation depending on their life experiences.

THEME 4: Self-efficacy

According to McKenzie and Schweitzer (2010) self-efficacy refers to the beliefs about one's ability to perform successfully on a given task or behaviour. In academic performance literature, self-efficacy has referred to a belief that one will achieve good grades in each course or subject. A belief that one will perform successfully in each course predicts actual successful performance in that course. Self-efficacy added significant unique variance beyond measures of objective ability and achievement in predicting subsequent academic performance and persistence. According to Magnuson (2007), the quality of the relationship with parents will influence the development of academic self-efficacy among adolescent-aged individuals, which will in turn affect their academic performance.

THEME 5: Self-control

According to Downes (2015) self-control is the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the attainment of long-term goals. Self-control in the academic setting, is related to self-discipline, self-regulation, delay of gratification and impulse control. In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses. Considering that the study is trying to establish other influences of high performance, this theme can be a factor that essentially distinguishes high performers from low performers, aside from the relationship with parenting styles. The theme is also of relevance because at tertiary level students are required to practice autonomy and self-control is a trait usually

taught by authoritative parents because they essentially want their children to be independent.

In conclusion to the literature review section it is evident that authors deem authoritative parenting style to be a great impact towards the outcome of students' high academic performance. Whilst the theories in the theoretical foundation support that the matter at hand cannot be studied in isolation from contributing factors such as the student's environment and personal experiences as a cause of high performance. Bronfenbrenner also exclaims that it could be that high performing students perform in that manner due to the attitude and behaviour they have observed from those they closely relate with. All this information was essential in helping the researcher and reader get a thorough explanation of the relationship and influences related to authoritative parenting style and high performance.

2.3. CONCEPTUALISATION

The term conceptualisation refers to inventing or contriving an idea or explanation and formulating it mentally (Maree, 2020). Below are definitions of main concepts identified in the research study.

Academics: for the purpose of this study Collins (2020) states that the term is used to describe things that relate to the work done in schools, colleges, and universities, especially work which involves studying and reasoning rather than practical or technical skills.

Academic performance: this term refers to the measurement of student achievement across various academic subjects. In other words, it refers to level of **performance** in written works and exams (IGI GLOBAL, 2020). Refers to how students deal with their studies, how they cope and accomplish different tasks given to them by their lecturers. For the purpose of this study it can therefore be concluded that academic performance is indicated through various aspects, which differ from institution to institution, indicators of performance can include motivation, study skills, communication skills, creativity, creative writing, grades, student's working skills, self-realization, self-reliance and attitude (Samina & Almas, 2015).

Parenting styles: according to Kail et al. (2019) refers to the general dimensions that are like personality traits in representing stable aspects of parental behaviour that differ across raising children. For the sake of this research study it refers to when

parents/caregivers set reasonable rules or standards for children's behaviour and expect their children to meet those set standards.

Authoritative parenting style: authoritative parenting maintains a balance of both demandingness and responsiveness (Samina & Almas, 2015). Kail et al. (2019) explains this term better for the relevance of this study, these parents combine a fair degree of parental control with being warm and responsive, they explain the rules, encourage decision making, are affectionate and supportive.

Tertiary institution: according to Sedimo (2006) and for the purpose of this research, a tertiary institution is an independent, self-governing body, empowered by an act of parliament to develop its own courses and award its own degrees. Teaching in these institutions is of fundamental importance. Furthermore, their work covers teaching and learning opportunities and student support services. It also covers international education, the relationship of education and training services to globalization, and the assessment and evaluation of high-quality educational programs and their providers.

Tertiary institution students: for the purpose of this study Afzal (2010) defined the term as a student enrolled in a college or university.

In-depth interviews: are sometimes referred to as semi-structured interviews as they reverse many of the principles of the structured interview (Howitt & Cramer, 2017). For the purpose of this research both definitions fit and provide meaning in line with the study.

3. METHODOLOGY

The following section will include the research paradigm, the research design, the population of the study, the sampling, the data collection for the study and lastly is data analysis.

3.1. Research paradigm

Du Plooy-Cilliers et al. (2014) refer to a paradigm as a cluster of beliefs and dictates for scientists in a particular discipline influence what should be studied, how research should be done and how results should be interpreted.

According to Du Plooy-Cilliers (2014) Interpretivism is the selected and relevant paradigm for this research study. Interpretivism essentially developed as a reaction to the shortcomings and limitations of positivism, specifically in its application to the social sciences. The main assumption of this paradigm is that people are fundamentally different from objects. Human beings cannot be studied in the same way that objects are studied because human beings evolve all the time and the environment in which they find themselves influences them. Interpretivism answers the question of what other way is there to study a subject without tangible rationality or statistics. It is about trying to explain a phenomenon or finding answers to questions (Maree, 2020).

This paradigm works well for this study because the aim of the study is to understand human behaviour in depth. The purpose of this study is to unravel the effect that authoritative parenting style has towards education in a sensitive manner towards the relationship between parents and children. This paradigm allows the researcher to be vulnerable with the accessible population and this is achieved through interaction of face-to-face interviews. According to Du Plooy-Cilliers et al. (2014) the axiological position of interpretivism exclaim that uniqueness is valued, people's realities are varied and unique such as in the study being conducted the experience of the student's relationship with their parents differs from one another. All this being because their different people who share different strengths, weakness, different views, and perceptions.

3.2. Research design

According to Bhat (2019) the concept refers to the complete plan for the study being conducted on the relationship between authoritative parenting style and student performance. It entails formulating the questions to collect information and completing the analysis. The purpose of a research design is to provide a plan for answering the research question (Du Plooy-Cilliers et al., 2014). It is the plan that spells out the strategies that the researcher uses to develop accurate, objective, and interpretative information.

The research study problem was investigated using a cross-sectional qualitative applied research design. The study used the cross-sectional approach to enable the researcher to explore a research phenomenon thoroughly in various areas of culture and society at a certain point in time. Cross-sectional study also enables the researcher to choose the research point of view flexibly (Du Plooy-Cilliers et al., 2014). The study was conducted in a cross-sectional manner, this means that a cross sectional time frame constitutes of an observational study. Where data was collected to study the population at a single point in time to examine the relationship between variables of interest (Maree, 2020).

The study was conducted in a qualitative manner because qualitative research is multimethod in focus. It involves an interpretive and naturalistic approach to its subject matter in this case being the students and parents (Howitt & Cramer, 2017). The purpose of the research design for this study was to allow the researcher to investigate and study the relationship between authoritative parents and students in their natural setting in attempts to make sense of, or interpret the subjects in terms of what meaning their relation towards each other bring to them. According to Du Plooy-Cilliers et al. (2014) the purpose of applied research design is to investigate practical issues to find solutions that can be implemented in practice. Such as in the purpose of this study the aim is to discover the impact of the role authoritative parents play with regards to assisting students achieve good academic marks. Applied research is purpose driven (Bajpai, 2011) and its purpose in this study is to find in depth understanding to impact of parental relation to their children's performance.

The researcher recorded information on the participants without changing anything or manipulating the natural environment in which they exist. The study was executed as

an empirical research study where the researcher was involved with mainly textual data under medium control conditions. The data collection method for the study was to conduct in-depth interviews and the key research questions have an exploratory nature. Private institutions students doing their post-graduate studies were called in for in-depth-interviews on their views of the impact of the relationship between authoritative parenting style and student performance. The general aim of this research design was to create a procedural plan adopted by the researcher to answer questions in a way that is valid, objective, and accurate.

3.3. Population

This section consists of the definition of population, the unit of analysis, the target and accessible population and lastly the population parameters.

3.3.1. Population

Population can be defined as the total group of people or entities from whom information is expected (du Plooy-Cilliers et al, 2014).

3.3.2. Unit of analysis

Unit of analysis helps the researcher define what is being studied as well as what aspects are being studied. More specifically, the unit of analysis describes the level at which the study is being conducted (Babbie, 2004). The unit of analysis or rather the entity being analysed in this study are tertiary institution students. Therefore, the unit of analysis or entity being analysed is individuals.

3.3.3. Target and accessible population

Target population refers to everyone and everything that falls within the population parameters (Du Plooy- Cilliers, Davis & Bezuidenhout, 2014). Whilst accessible population refers only to the section of the population that can be included in the study (Du Plooy-Cilliers et al., 2014).

This target population being all high performing post-graduate students in tertiary institutions. The accessible population are all high performing post-graduate students at a private tertiary institution in Johannesburg, particularly Sandton as they will be accessible to the researcher. Due to the study being qualitative in its nature, the researcher requires to do in-depth face-to-face interviews the geographic location of participants is important in terms of accessibility. It is essential for these students to be local and closer to the researcher's institution for the researcher to be able to conduct the in-depth-interviews. The target and accessible population range from the

age of 20 to 25 years. For the nature of a qualitative study, the essential aim is to interview ten participants to ensure trustworthy and credible feedback from data collected. The researcher will approach 10 students to ask them for consent to voluntarily participate in the interview however, some students might accept or decline to participate.

3.3.4. Population parameters

According to Du Plooy-Cilliers et al. (2014) population parameters are shared characteristics and the number of people or social artefacts in a population. Population parameters is what is used to define the population of the study. The following are population parameters of this study:

- All high performing students
- Attending tertiary institutions
- Post-graduate students
- Full time students

3.4. SAMPLING

The sampling section consists of the non-probability sampling, the sampling method, and the sample size.

3.4.1. Non-probability

According to Stephanie (2019) sampling involves a process of selecting a sub-section of a population that represents the entire population to obtain information regarding the phenomenon of interest. A sample is a sub-section of the population, which is selected to participate in a study (Du Plooy-Cilliers et al., 2014). This sampling method denotes that the findings do not need to be generalised, therefore because this research study is qualitative the findings were not generalised. Non-Probability sample also mean that the subjects in the sample are usually selected based on their accessibility or by the purposive personal judgment of the researcher (Stephanie, 2019). Therefore, this useful as the accessible population is going to be made up of students that are in the same institution that the researcher is currently assumed at. The researcher is not able to gain access to entire population of high performing post-graduates' students therefore, probability sampling method could not be used for this study. Therefore, making the non-probability sampling method more convenient and relevant for this study.

3.4.2. Sampling method

The study used purposive sampling method of the non-probability sampling design to select participants and group them according to characteristics they share or perceive common. According to Maree (2020) the method involves researcher relying on own judgement when selecting members of the population to participate in the study. This sampling method requires the researcher to have prior knowledge about the purpose of the study, so they can properly select and approach suitable participants. This method was used because the researcher wanted to access a particular subset of people being high performing post-graduate students. The researcher chose to select this subset (high performing post-graduate students) on purpose because they fit the profile for population parameters of the study. The findings were not statistically representative of the greater population of interest however they were qualitatively generalisable (Foley, 2018). For application, the researcher rejected all individuals that did not fit profile of study when creating sample. The researcher used the extreme and/or deviant technique of purposive sampling; it was used to investigate the outliers in-order to develop an in-depth understanding of behaviour patterns in the population (Foley, 2018). For this study, the goal was to get insight and understanding of how students perceive authoritative parenting, and the impact of the relationship they have with their parents towards their academics.

3.4.3 Sample size

According to Zamboni (2019) sample size is the count of individual samples or observations in any statistical setting. Sample size measures the number of individuals that are used for data analysis purposes. The sample size being measured equals to 7 students. The reason for this sample size is because this is a qualitative study. Seven people was the prescribed number for a qualitative data collection in the study. However, it was unlikely that data saturation was not reached with the sample size.

3.5. DATA COLLECTION METHOD

This section consists of the data collection method and the data collection application.

3.5.1. Data collection method

Data collection is a systemic way of gathering information, which is relevant to the research purpose or questions (Babbie, 2004). Data was collected through (1) forming an interview schedule with set questions and (2) through online in-depth interview method. According Howitt and Cramer (2017) in-depth interviews are sometimes

referred to as semi-structured interviews, they reverse many of the principles of the structured interview. The conversation of in-depth interviews is determined by the rules of research, not the rules of everyday life (Howitt & Cramer, 2017). According to Maree (2020) this form of interview was used to corroborate data emerging from other data sources, which seldom spans long time and based on a line of enquiry. Specific groups of people (see data collection application) were approached electronically for consent to proceed with in-depth interviews. In-depth interviews are the data collection method which the researcher selected as suitable for the study. Through the online in-depth interviews, the researcher was able to get the participants to be comfortable and to gain their trust. This was not an element that could be achieved through using other data collection methods such as questionnaires and/or surveys. The benefit of in-depth interviews was that the researcher got to ask open-ended questions, participants provided their response when they were unsure of something, both parties got clarification and the researcher was able to press participants when more detail was needed. The in-depth interview method also allows mutual understanding through face-to-face direct communication which enables participants to engage in the interview dialogue honestly. The disadvantage of this method is that there is not any anonymity as in a questionnaire where a participant would be anonymous, and interviews require more time as well as skills to be conducted. However, because this research followed an interpretivism paradigm the goal was to get rich detailed information and perspectives of people and the in-depth interview was the best method of collecting data in this format. The researcher ensured objectivity and professionalism throughout the duration of the interview with all participants.

3.5.2. Application of data collection

As stated above that specific groups of people were approach for consent, in-order for interviews to commence. The first of the specific groups was the Research and Postgraduate studies committee (the researcher's research study governing board). The second group were the institutions where high performing students are assumed at. The last group were the participants (high performing students). These were the groups of people approached to seek consent for interviews. The communication to these groups were approached electronically through E-mail and WhatsApp requesting and seeking concession and approval to voluntarily participate in the study. The participants had to sign consent forms and resend them back to the researcher.

The Institutions where participants are registered, the Research and Postgraduate studies committee and the selected participants for the study approved and gave their full concession. Which allowed confirmation for the in-depth interviews to be conducted. The approval letter from the Research and Postgraduate studies committee which was received through e-mail provided the researcher with feedback on what changes and adjustment needed to be regarding the research study. The approval letter also entailed ethical rules and guidelines to be followed by the researcher when conducting the study as well as the interviews. Then following on the 14th of August 2020 an interview schedule document was compiled. The document consisted of instructions on how the interview between the researcher and participants was to proceed. The document was sent to the researcher's supervisor to receive guidance on the way the document was structured. After the supervisor's assistance the set questions were tested on the researcher's friend as advised by the researchers' supervisor. This was done for practice purposes and to verify the structure of the questions on an actual individual as opposed to in writing. The interview schedule document initially comprised of 16 questions which were then restructured to 14. The adjustments were made because the researcher thought that certain questions were a repetition of previous ones. In fact, proving that the practice session was an essential task before the in-depth interviews took place. The questions were used in the online in-depth interview between the researcher and participants. The researcher approached 15 students through the WhatsApp platform, the communication messages sent to participants was a greeting, following a brief introduction of what the researcher's study is about and an invitation for them to participate. The researcher's initial thought was to provide participants with the option of doing an interview either through WhatsApp video call or voice call. The end decision was for all participants to use WhatsApp voice call because it was the cheaper option. Although this was a disadvantage for the researcher because the researcher could not make eye contact with participants or monitor their body language during the WhatsApp voice call in-depth interview. The students that agreed to participate in the study were requested to select a date and time slot between the 24th and 25th of August 2020 that suited their availability. Upon their response they were then booked for that date and time of day. Following the commencement of each interview with the participant 10-15 minutes before the interview begun the participants were sent the interview schedule which outlined information and how the interview would proceed as well as the set

interview questions. The participants were then asked to send a WhatsApp message when they were ready to begin with the interview. This was after having understood and signed the informed consent form as well as having read and understood the interview schedule. With permission from the participant the researcher then proceeded to do a WhatsApp voice call where questions in the interview schedule were asked. The interview schedule form was given to participants so they could keep track of what question is being asked of them as the researcher goes through the questions during the in-depth interview session. The researcher asked questions as per the interview schedule, and before proceeding to section B of the interview questions the researcher asked the participant if they wanted a break or to proceed. The in-depth interview sessions were recorded for transcription purposes. At the end of the in-depth interview the researcher

3.6. DATA ANALYSIS METHOD

This section includes the data analysis method and the data analysis application.

3.6.1. Data analysis method

Data analysis is the systematic organisation and synthesis of the research data and mining for insights that are relevant to the research study's primary objectives. The purpose of data analysis is to extract useful information from data and taking the decision based upon the data analysis (Durcevic, 2020). It also entails categorising, ordering, manipulating, and summarising the data and describing them in meaningful terms (Babbie, 2004). Since research requires rigorous methods for the data analysis method, this requires a methodology that can help facilitate objectivity. And because thematic analysis in qualitative research is the main approach to analyze the data (Komori, 2019). The researcher has selected it as the data analysis method for the study. According to Braun and Clarke (2006) this method is widely used in qualitative research. The study has found information from the selected target population in form of an online in-depth interview. Therefore, the researcher selected thematic analysis because it brought order to a bunch of qualitative data. Rigorous thematic analysis can bring objectivity to the data analysis in qualitative research (Komori, 2019). The purpose of qualitative data analysis is to take a bunch of rich detailed information and to provide structure to it in an objective manner hence the use of thematic analysis. In a sense thematic analysis allows for the finding of themes that represent all the raw data collected (Komori, 2019). And because the study has selected to find information

from the selected target population in form of online in-depth interviews the thematic analysis method makes it easier to identify and structure the themes. However, the disadvantage is that reliability is the main concern due to large variety of interpretations from different participants. It also becomes difficult finding and verifying themes and codes because they may mix together (Nowell, Norris & Deborah, 2017). Furthermore, step 1 to step 6 of thematic analysis were followed to put data together.

3.6.2. Application of data analysis method

The thematic analysis method comprises of six steps for gathering putting data together. Step 1: Emphasizes that it is essential to get familiar with one's data. The researcher achieved this by transcribing the verbal data and/or information that was recorded from the online interview session down as it is very important. This was basically written down in paper as a dialogue between the researcher and participant. Secondly was putting together data and preparing the data. The preparation of data constituted of formulating and writing down 13 sets of questions which would be used in the online interview for participants. Knowing about the data means that the researcher is well assured that the data is credible and has been obtained in the best possible manner which is through in-depth interviews. The researcher ensured that no data is missing or lost by recording all the interview sessions and storing safely on goggle cloud.

Step 2: Defines the coding unit that would be analysed. The researcher had started on initial coding for data at this stage. The researcher decided to use the participant's student numbers as a coding system to group data, the third step was to develop categories and a coding scheme. This was completed after all the interviews took place, from the interview conducted responses, themes, ideas, and perceptions which were similar/common were each placed into one category. Following was testing the coding scheme on sample text, this step allowed the researcher to make use of the qualitative data analysis software (QDA) which helped the researcher find results to the study. QDA software is an easy-to-use qualitative data analysis software for organizing, coding, annotating, retrieving, and analysing collections of documents and images. Furthermore, it may be used to analyze interviews or focus group transcripts, legal documents, journal articles etc. (Provalis, 2002). This software was selected because it analysed data more quickly and also provided reliability. The software allowed systematic coding to take place. It additionally identified and coded potential

themes from the audio on the recordings. The researcher then looked for codes which are same and collated them together.

Step 3: search for themes, at this stage the researcher gathered codes. Therefore, themes are made up of different codes. Some codes may form themes or sub-themes, and then other codes may be discarded. From the codes identified the researched identified essential themes and sub-themes which relate to the study.

Step 4: The researcher reviewed the themes and reviewed the first set of data that was received. The aim was to ensure that none of the data was left from analysing during the previous steps. The researcher decided on the final themes for analysis and made sure the theme adequately defined the data that is allocated to it.

Step 5: This was the stage where the researcher names each theme and documents them. The themes were identities that define a specific concept that was bound by one meaning. The themes provided identity to an experience and made it meaningful. The researcher asserted that the themes identified had meaning in relation to the research question and the researcher asserted that way they carried value. This was done by assessing the coding consistency, drawing conclusions from coded data through this study involved making few inferences and attributing a causal effect to the relationship between academic performance and authoritative parenting style.

Step 6: The researcher analysed each theme in detail and produce a written report of it. The data was analysed across the themes and none of the important data was left behind. A written report was developed for this data analysis. The analysis report not only presented the analysis but interpretation of the analysis of data. This was all done in the findings and interpretation of findings section. The researcher noticed that the previous report lacked some coherence there in the current report the researcher will ensure that the report is concise, non-repetitive, coherent, and interesting. As well as to apply many examples to support the themes.

4. FINDINGS AND INTERPRETATION OF FINDINGS

The aim of this section was to answer the research question and research objectives that the researcher had set out to investigate in relation to findings. The themes that emerged from the analysis of data include four main themes and sub-themes that emerged from the main themes. The main themes consist of 1) parenting style, 2) motivation, 3) parental involvement, and lastly 4) pressure. The above first two main themes each have three sub-themes, whilst the last two main themes each have two sub-themes. Below is figure 1 table to guide the marker.

Figure 1 Table: Research question, objectives, and themes & sub-themes.

Research Question	Research objectives	Main Theme	Sub-themes
What pivotal role do authoritative parents have in relation to shaping the student's attainment on high academic performance?	- To determine the relationship between authoritative parenting style and high performance.	Main theme 1: Parenting style	Sub – theme 1: Authoritative parenting style Sub – theme 2: Communication Sub – theme 3: Warmth
	- To determine how positive reinforcement from parents builds self-efficacy to succeed academically.	Main theme 2: Motivation	Sub – theme 1: Self- efficacy Sub – theme 2: Parent's desires Sub – theme 3: Success
	- To determine whether the influence behind high academic performance results from parental involvement or student's overall personal experiences in life.	Main theme 3: Parental involvement	Sub – theme 1: Support Sub – theme 2: Family
		Main theme 4: Pressure	Sub – theme 1: High expectations Sub – theme 2: Time

Main Theme 1: Parenting styles

As elaborated in the review of previous literature parenting styles are the way parents decide on grooming and raising their children. It is the way they choose to present themselves and how they deal and react in situation (Kail et al, 2019). This concept became identified as a theme because the participants identified it as an imperative aspect which determined or rather influenced how they potentially performed academically. The following are sub-themes related to how participants defined parenting styles.

Sub-theme 1: Authoritative parenting style

The findings from online in-depth interviews with participants presented that this was a central parenting style that all students desired to witness from their parents. Participants were asked what they understood about this parenting style and the common answers included balance between being warm, supportive, and enforcing regulation. Participants stated that this parenting style is essential because it potentially helps students to become better performers when they know they have their parent's support. When asked what they know about authoritative parenting style this is what participants said:

Participant 1: "this type of style uses very little punishment, these types of parents are generally very warm and sensitive, they set a little bit of limit and reason with their children to behave in an appropriate manner".

Participant 1's response sounds permissive however it is in accordance with the information on contextualisation which expressed that authoritative parents set limits, demand maturity, but when punishing a child, the parents always explain the reason for punishing, if a child falls short. (Olowodunye & Ajibola, 2011).

Participant 3: "I believe that authoritative parents are parents that have a balance between being disciplinarians and I don't want to say push overs, but they are generally a bit pushy".

Sub-theme 2: Communication

The term communication frequently came into the conversation with participants. Communication is an essential factor that sets apart authoritative parenting style from the others, expresses majority of the participants. Parents that identify with authoritative parenting style always communicate with their children. This is in

accordance with the review of previous literature when Dewaar (2017) expressed that these types of parents use positive reinforcement and reasoning to guide children. The theory also supports that authoritative parents sit down with their children to find out what might be bothering them, thereafter they weigh options, state consequences or results of good and bad behaviour (Kail et al, 2019). Participant 4 expressed how her parent's communication skills are not good and this affects her in a sense that she might be struggling with something and fail to approach her parents for assistance because of their poor communication skills they have.

Participant 5: "I personally associate authoritative parenting with effective communication. But though my parents are supportive of my academics they tend to not provide a space for me to tell them how i feel about everything happening in my academics. What I mean is, if they notice a change in my usual performance, they automatically assume it's because I'm not studying".

Participant 5's response partially answers part of the study's research problem. The response supports that there are other factors that hinder performance such as ineffective communication between parents and student, change of learning environments from physical learning to online based learning.

Sub-theme 3: Warmth

Findings indicated that 5 participants mentioned the term warmth when referring to authoritative parents. Participants associated warm parents as parents that are easily approachable, they are loving and affectionate towards their children. Most participants recognised warmth through their parents' actions and stated that it is an essential trait they would like to witness from parents. This is identified as an essential theme because not only was it spoken of frequently by all participants during their interviews. It was a key term in the discussions of one of the first initial themes the researcher identified in the review of previous literature, were authoritative parenting style was said to be a combination of warmth, sensitivity and setting of limits. Participant 4 stated that she suffers from anxiety. Which makes her academic life stressful hence having parents that display warmth would essentially relief her from a lot of stress. This means that factors such as mental illness can greatly impact students' performance aside from the nature of relationship they have with parents.

Main theme 2: Motivation

According to Afzal (2010) motivation is a state of mind that stimulates activities and human body actions. This was a major and frequent theme which resulted from the answers participants provided from the researcher's set interview questions. Motivation was also previously identified as a theme at a stage when the researcher was gathering information for the review of previous literature. For the mere fact that it emerged once again as a theme this time from in-depth interviews with participants indicated how imperative it was in relation to the influence it has on high academic performance. The participants were asked if their desire to perform well academically was due to their own will or their parent's desires, the sub-themes below are the answers which emerged from the participant's responses.

Sub-theme 1: Self-efficacy

According to McKenzie and Schweitzer (2010) self-efficacy refers to the beliefs about one's ability to perform successfully a given task or behaviour. Self-efficacy is also a re-emerging theme from the literature review section, which was identified from previous research conducted. Several participants expressed that to be a high performing post-graduate student a huge level of self-efficacy is a requirement to get through tertiary. The findings identified participant 7's response in relation to self-efficacy to be quite satisfactory because it supported Magnuson's theory in the review of previous literature. Which stated that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance (Magnuson, 2007).

Participant 7: "A belief that one will perform successfully in each course predicts actual successful performance in that course. This is something my parents always told me, and it grew onto my attitude in relation to academic performance".

Sub-theme 2: Parent's desires

Findings revealed that participants were motivated by their parent's desires for them to excel academically aside from their own need to excel. Most participants expressed the importance of their parents constantly reminding them of excelling academically. All participants explained that their parents help to keep them in check and push them to achieve good marks. This theme can be linked back to the previous literature which expresses that extrinsically motivated student engages in learning purely for attaining

a reward or for avoiding some punishment. This reward could essentially be hearing their parents express how proud they are of them. The participants opinions follow:

Participant 3 : The participant expressed that she highly feeds of the parent's desire for her to succeed, she stated that when her parents mention how they would love to see her 2/3 years from today as she will be qualified in the field she's currently studying that picture they present for her is what drives her to become a high perform and to push herself to reach all that she is capable of.

Sub-theme 3: Success

The participants made mention to the term success various times when asked what helped them to become high academic performers. The desire to become successful after completing their studies was the most common response. This desire participants expressed can be linked to intrinsic motivation which was discussed in the researcher's literature. Which states that intrinsic drive refers to a student who is intrinsically inspired when he/she is driven from within (Afzal, 2010). Other participants expressed that their parents wanted to see them succeed and become prosperous. These participants' responses can be associated with extrinsic drive which means to obtain some reward or avoid some punishment external to the activity itself such as high performance or parent's approval. The reasons participants provided show that the desire to become successful is enough drive to get high performance.

Main theme 3: Parental involvement

According to Bridgeland et al (2008) parental involvement refers to the efforts and role that parents play or potentially contribute, in this context being towards student's academic performance. The participants in the study identified parental involvement as a requirement for them to perform well in tertiary institutions. This theme was essentially imperative because it not only explores the relationship between authoritative parenting style and performance, it also answers some of the research objectives of the study. Participants further identified in detail the way they required their parent's involvement in the sub-themes below.

Sub-theme 1: Support

The researcher noticed that each participant that was interviewed emphasized the need to receive support from their parents. In figure 1 under the section named research question it can be safe to say that the sub-theme support is a role that authoritative parents can provide for student to help shape and help students attain

high academic performance. The sub-theme support comprised of emotional support where participants wanted parents to check on their emotional well-being aside from asking them for feedback on academic matters. Then there was financial support where participants mentioned that their parents paying for the fees puts them at ease of not having to stress about financial matters and lastly participants mentioned physical support whereby parents would check on their children's mental wellbeing especially in the case of 2 participants who expressed they have mental illness. These are the responses of what the participants said in relation to support and parental involvement:

Participant 6: "I require support and pretty much more support just knowing that they're there for me".

Participant 2: "I think just to have a solid support structure, and some encouragement".

Sub-theme 2: Family

All participants' perceptions were in relation to the family with regards to how it influences their performance. Family was identified as a reoccurring theme which had both good and negative responses as explained by participants. Several participants explained family to be an aspect that hindered their academic performance, their inability to separate family time, family chores and all form of relations with family from academic time. Whist participant 6 said:

Participant 6: she stated that the family structure that she has assists and makes studying easier for her because her parents try to make things easier and flexible so that she can manage to get her school work done in time without having to worry about family related responsibilities.

Main Theme 4: Pressure

The level of pressure that students experience with the regards to their academic performance is another theme that was repeatedly expressed during in-depth interviews with participants. The term pressure was used by a lot of participants to express how their parents made them feel. This can be linked to what was expressed in the literature review, stating that parents who through encouragement pressurise their children by making too high demands may create in them anxiety and fear of failure instead of providing effective morale to do well in academic work (Koske, 2014). Whilst some regarded pressure as an essential force their parents enforced on them

as means of performing well. The level of pressure experienced by participants was expressed in-regard to the sub-themes below.

Sub-theme 1: High expectation

To further explain what they referred to as pressure when participants were asked what challenges they think affect their academic performance they stated that it is the expectation for them to excel and perform well at all costs. Participants expressed that the pressure to excel arises from not wanting to disappoint themselves and their parents. Below is participant's response on their view on high expectation.

Participant 2: "because in my family there is a generation of well qualified individuals, often the pressure to follow in the same footsteps is required of me. Though I know it comes from a good place the pressure to meet my parents' expectation often becomes overwhelming".

These responses support the review of previous literature on the notion that parents put a lot of pressure on their children to get high grades without taking into consideration their ability.

Sub-theme 2: Time

Findings demonstrated that participants struggle with time management when having to hand in assessments. This can be attributed as the cause that hinders them becoming high performers aside from relationships with parents. This sub-theme answers the 3rd research objective in figure 1 above, it essentially says that aside from the relationship a student/participant have with their parents the participant's personal experiences and how they handle aspect such as time is a huge determinant of how they perform academically.

Participant 1 stated that management is huge hinder towards her academics especially since the pandemic occurred, she has had a hard time management a balance to attend online lessons, to meet due dates on assessments.

5. TRUSTWORTHINESS OF FINDINGS

According to Du Plooy-Cilliers et al. (2014) trustworthiness is a component used in qualitative research which aims to promote understanding of a particular phenomenon within a specific area. Trustworthiness is further divided into four components namely: credibility, transferability, dependability, and confirmability.

5.1.1. Credibility

Credibility refers to the accuracy with which the researcher will interpret the data that to be provided by participants (Du Plooy-Cilliers et al., 2014). For purpose of this study, credibility can be applied to when the researcher spends more time with participants to gain better insight. However, considering that the researcher could not apply this due to the restrictions of the pandemic credibility can be questioned. The researcher was not able to get rich insight into the lives of participants. Conversely, the study can still be deemed credible because of the in-depth interviews conducted with participants. Due to the data collection method used it was ensured that each interview was recorded, and this essentially meant that the findings discovered by the researcher were not fabricated. The rigid thematic analysis steps used to compile and gather data from participants and the credible sources alongside the use of the qualitative data analysis (QDA) software ensure credibility in the study.

5.1.2. Transferability

Transferability generalises study findings and attempts to apply them to other situations and contexts (Du Plooy-Cilliers et al., 2014). For the purpose of this study one of the aims of the study is for future findings to be of use to other studies. For the findings to be applied to other groups that potentially share similar research problems as in this study. The findings of the study can be applied on various high performing students from all the world, the results and themes which emerged will similarly be more or less the same. This means that other researcher can apply and generalise this study to their own studies locally and across universally. Therefore, the study is only applicable and transferable to groups of people in the education sector, such as children from primary, secondary up to high school, as well as tertiary students only.

5.1.3. Dependability

Dependability refers to the quality of the process of integration that takes place between data collection method, data analysis and the theory generalised from data (Du Plooy-Cilliers et al., 2014). Though the study did not reach data saturation, it met the required sample size which was prescribed for a qualitative study. The study was traced to how it begun with a research problem, which developed to a research question, from there comes research objectives, following are main and sub themes which emerged from previous literature and participants. The interlinked steps followed ensured that this was a quality process which in fact verifies dependability on

the study. The researcher deems the study dependable because the themes identified in the literature review section, re-emerged once again after data was collected in form of interviews which supported that in fact there is a relationship between authoritative parenting style and student performance alongside other contributing factors

5.1.4. Confirmability

Confirmability refers to data to collected support findings and interpretation of the researcher and shows how well findings flow from the data (Du Plooy-Cilliers et al., 2014). This was ensured through transcribing and recording the in-depth interviews, to refer back and check if their written word-for-word. This allowed the researcher to return to the recordings as many times to ensure the themes identified were in line with data collected and not the researcher's predispositions.

6. CONCLUSION

This section firstly includes the summary of finding as they relate to the research question, problem, and objective. Secondly is the anticipated contribution of the study, third are the ethical considerations and lastly the limitations of the study.

6.1. Summary of findings as they relate to the research question, problem, and objective

In terms of the research question, the findings of the study indicated that the role authoritative parenting style plays in relation to creating high student achievers in tertiary is imperative. Authoritative parents provide and play a central role which is providing support to the students. This form of support was identified in multiple forms by participants, they referred to it as financial support which included parents handling all forms of school and academic related fees, such a textbooks and tuition. Then there was emotional support which constituted to parents allowing their children to rely on them for strength and word of encouragement at tough times. There was physical support which participant described as the ability of parents relieving them from their chores or any other responsibilities when their swamped or overwhelmed with schoolwork. Then it was further found that when parents where actively involved in asking about their schoolwork it profoundly assisted them to become high achievers.

The study's objective was to explore how positive reinforcement from parents builds self-efficacy to succeed academically. Through research it was found that parents that lead by example create and build students who strive to succeed academically. Participants expressed that seeing their parents work hard to achieve their dreams, provide for their children, and afford their lifestyle lead them to wanting to be better and achieve even higher for themselves. They expressed that they learn the attitude of self-efficacy and preservation from their parents. The other research objective was to find the influence behind high academic performance results from parental involvement or student's overall personal experiences in life. The study then discovered that parental involvement was a huge contributing factor to students' high performance. Majority of the participants expressed that without their parents being supportive and involved in their academic life it interferes with their performance. They required their parents to be involved for them to perform well.

Findings found that high performance from tertiary institution students indeed resulted from students with authoritative parents amongst other influencing factors discussed

above, therefore this answered the study's research question. The findings of the study answered the research questions, objectives, and problems that the researcher set out to find at the beginning of the study.

6.2. ANTICIPATED CONTRIBUTIONS

The study potentially aims to be of importance to the public at large. The public at large includes other researchers, students in university, parents whom have children either in tertiary institution or soon to go there, to education platforms and also to people conducting research on similar topic or looking for guidelines on how to compile their study. The study will add on to the body of knowledge that already exists in providing a different perspective and approach on the topic as opposed to how previous researchers approached the topic of this study, it will especially be of good use to people outside South Africa trying to gain insight on dynamics and research in South Africa. The overall anticipated contribution of the study is aimed at assisting and informing with its results the study's target population.

6.3. ETHICAL CONSIDERATIONS

Ethical issues: factors relating to participants

Informed consent: the study aims to ensure consent by requesting accessible population to voluntarily participate and by writing a consent form that will be provided to the participants choosing to partake in the study. The consent form includes details on what the study is about, on what will happen should the participants want to stop, the consent form requires for the participants to sign if they agree with all that is written and should they want to voluntarily participate.

Dealing with sensitive information: the researcher is likely to trigger participant's emotions with the topic at hand, and also because the researcher is without experience and professional supervision he/she will not be able to provide counselling and debriefing methods afterwards because he/she is not qualified to do so. This essentially becomes an ethical issue because it involves may evoke emotional trauma.

Ethical issues: factors relating to researcher

Bias: the researcher is biased in the study because of the purposive sampling method, the researcher chooses the elements he/she wishes to include in sample based on set of characteristics which is biased. The researcher may desire certain results when collecting data this could potentially influence him/her to do things in a certain way however, the researcher will always attempt to be professional and avoid biasness.

Distorting results: the researcher intends to seek consent and record interview sessions with participants in order to avoid distorting information and avoiding emphasize on certain aspects over others as well as quoting things out of context which were not mentioned in the interview session.

Falsifying information: the researcher intends not to deliberately change data so it suits their study and in-order to try to make it what it is not so they can get high marks.

6.4. LIMITATIONS

- Due to the corona virus pandemic gathering data that is valid, reliable, and trustworthy was a matter of concern.
- Small sample size, study's chosen accessible population is a small and this essentially questioned the validity on results of the study.
- There were time constraints which limit researcher to collect insightful data.
- Literature review on the south African context of the topic at hand was difficult to find, this potentially meant the topic was not been fully researched in South Africa. Therefore, providing a lack of insightful data in the S.A context.
- The covid-19 pandemic restricted the researcher from conducting face-to-face interviews which decreased credibility.
- The researcher struggled to have participants to volunteer in the study which resulted in data saturation not being reached.

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8. ANNEXURES

8.1. Annexure A – Consent form



PARTICIPANT CONSENT FORM

RESEARCH TITLE: Exploring the relationship between authoritative parenting style and student performance: A qualitative study of high performing tertiary institution students using in-depth interviews.

Introduction

The following form is a legally binding form to those who choose to voluntarily participate in this study. The participants will be required to sign or provide their initials at the end of this form as prove of participation and involvement. If the participant signs this form it is to prove that they voluntarily agree to be interviews and asked questions centred on the research title above.

You are invited to participate in a research study about exploring the relationship between authoritative parenting style and student performance on tertiary institution students using in-depth interviews. The main purpose of this study is to find insight into how relationships with their parents' impact on their academic life.

The information in this consent form is provided to assist you in deciding whether you would like to participate in this study. If you decide to participate, you will be asked to do either between a WhatsApp voice call or WhatsApp video depending on which one the participant prefers. The researcher will use this platform to ask questions related to the study to participants who accept to participate.

It is important that you fully understand what is involved if you agree to participate in this study. If you have any questions that you feel are not addressed or explained fully in this consent form, please do not hesitate to ask the researcher for more information. You should not agree to participate unless you are completely comfortable with the procedures followed. The contact details of the researcher are as follows:

CONFIDENTIALITY:

ALL information gathered in this study will be held in strict confidence and only the researcher will have access to the original data. Results will only be retained for as long as required for the research purpose and will thereafter be depersonalised and presented in such a way that you will not be identifiable

Participant:

I have read the information presented to me in a language that I understand, and I understand what it means to be participating in this study. The content and meaning of this information have been explained to me. I have been given the opportunity to ask questions and am satisfied that they have been adequately addressed. I understand that I am under no obligation to participate in this study and that I can withdraw from this study at any stage without having to provide an explanation for my withdrawal. I hereby volunteer to take part in this study.

I have received a signed copy of this informed consent agreement.

PARTICIPANT

Full Name and Surname: _____

8.2. Annexure B – interview Schedule

Interview schedule title: Exploring the relationship between authoritative parenting style and student performance: A qualitative study of high performing tertiary institution students using in-depth interviews.

Hello to all those reading this form, I would like to give my deepest gratitude to you all for choosing to participate in this study. As written above this is an interview schedule document, it will explain the way the interview will be conducted. Participants will be sent out a consent form alongside this document if they decide to voluntarily take part of the study. Following having received these two important documents, a suitable time for both the researcher and participant will be agreed upon through E-mail and following will be interviews conducted through online platforms such as E-Mail, WhatsApp voice call, WhatsApp video call and/or skype. The participant will state which platform they prefer for the interview to be conducted. At any point where the participant does not comprehend the question asked or certain terms in the question their allowed to ask the researcher to explain it to them in simpler terms.

Below are questions that the researcher will use as guidance when interviewing the target population of the study. The interview is set to take place during the 24th – 25th of August 2020. These interviews are to take place in virtually due to the pandemic, participants whom are conducting their interviews using WhatsApp voice call or video call are kindly asked to be in quite spaces for the entire duration of the interview, their allowed to excuse themselves if need be. There is a set of 16 questions broken into two sections and in each section there consists 8 questions. The section breaking allows the participant to have a break and recharge, because the researcher does not want participants giving out quick responses to get over and done with the interview, the researcher wants answers that well thought and truthful responses. There is no set time frame for the interviews because it will all be dependent on availability of participant and time is subject to change based on the duration of each interview and on the availability of participants.

Interview Questions

Section A

1. In your own words are you able to explain to me what you understand about the term authoritative parenting style?
2. What traits would you consider to be associated with supportive parents or authoritative parents?
3. What role does an authoritative parent play in a student's academic performance?
4. What do you think the relationship is between academic performance and the relationship that you have with parents/guardian?
5. From the question above, do you think there is an association between academic performance and relationships with parents?
6. What do you require from your parents/guardians in-order to perform well?
7. What challenges do you think hinder your academic performance?

Section B

8. What level of involvement do you as a student require from your parents/guardians?
9. Is the motivation and desire for you to perform well in tertiary, influenced by your own determination to succeed or by your parents/guardian's desires?
10. What would you describe to be the traits that your parents/guardians possess?
11. From the question above, how does the traits you identified above impact aspect of your life in terms of matters concerned with academics?
12. What feedback would you provide back to your parents/guardians in terms of how you feel about their level of involvement in your academics?
13. Does the overall success of your academics depend on the nature of the relationship you have with your parents/ guardians?
14. Do you think this study will be beneficial to both students and parents in terms of expanding their level of knowledge in this area of study?

8.3. Annexure C – Ethical Clearance



29 July 2020

Student name: Khumoetsile Rethabile Paadi

Student number: 16010814

Campus: IIE's Varsity College Sandton

Re: Approval of Honours in Psychology Proposal and Ethics Clearance

HONOURS/PGDIP ETHICAL CLEARANCE LETTER

Your research proposal and the ethical implications of your proposed research topic were reviewed by your supervisor and the campus research panel, a subcommittee of The Independent Institute of Education's Research and Postgraduate Studies Committee.

There are some aspects that you still need to address in your proposal. You will need to address these aspects in consultation with your supervisor before you may proceed (see below):

Please discuss with your supervisor/navigator/lecturer how you will address these issues listed below:

Please note: Your fieldwork may only proceed once you address the following issues:

- Please make all the changes suggested/recommended by your supervisor.
- Please wait for an IIE letter approval if you plan to conduct research on an IIE site/staff/students.
- Change "university" to "tertiary institution".
- Possible title change: *"exploring the perceived impact...."* Please chat to your supervisor about these changes.

In the event of you deciding to change your research methodology in any way, kindly consult your supervisor to ensure all ethical considerations are adhered to and pose no risk to any participant or party involved. A revised ethical clearance letter will be issued.

We wish you all the best with your research!

8.4. Annexure D – Transcript of participant

Interviewee: Participant 1

Interviewer: The researcher

Date of interview: 25/07/2020

Location of interview: Online (WhatsApp)

List of acronyms: IN = interviewer, PT3 = participant 3

[Begin Transcript 00:00]

IN: Good afternoon, how are you?

PT1: Hello, I'm good. How are you?

1. IN: I'm good, Uhm the topic we'll be discussing is exploring the relationship between authoritative parenting style and student performance. So, section A of my interview questions, number one is. In your own words are you able to explain to me what you understand about the term authoritative parenting style?

PT3: Yes.

IN: uhm please explain.

PT3: okay, I believe that authoritative parents are parents that have a balance between being disciplinarians and I don't want to say push overs, but yeah puh overs.

1. IN: (giggles), uhmm okay question number two, What traits would you consider to be associated with supportive parents or authoritative parents?

PT3: like the question says, supportive, warm, they're ... yeah

1. IN: and then question number 3, What role does an authoritative parent play in a student's academic performance?

PT3: They discipline their children, they enforce discipline.

1. IN: okay and then question number 4, What do you think the relationship is between academic performance and the relationship that you have with parents/guardian?

PT3: uhmm, between academic performance and there I relationship that I have with my parents...

IN: yes

PT3: I don't think I understand this question, please elaborate.

IN: uhmm, okay let me make a scenario, uhmm usually when, depending if you have a good or bad relationship with your parents it could either impact your academics in a good or bad way.

PT3: ohh okay, to answer your question I think my parents are supportive of me and my academic performance, but I don't think it is exactly where I want it. And I wouldn't say that they aren't there for me but they don't understand the depth of having to go through what im going through academically but they are supportive and they understand certain things I try to explain.

1. IN: okay, question number 5, From the question above, do you think there is an association between academic performance and relationships with parents?

PT3: slightly yes,

IN: uhmm, question number 6, What do you require from your parents/guardians in-order to perform well?

PT3: support, support, support and uhmm not just financial support but physical support. Them keeping dates of my exams, when assignments are due, just for them to be able to remind me. Because even from the smallest things ever you tend to forget and be preoccupied with a lot of things. So just them being able to remind me, don't forget you have an exam on Thursday and that you have to submit your ice task.

1. IN: okay, and then uhmm question number 7, What challenges do you think hinder your academic performance?

PT3: hmm challenges. I would say environment, and then what else, I dint have a specific word for it but the challenges that hinder me and my academic performance have to be chores, you know especially because it the pandemic everyone is home you know, they do go to work from time to time but it not often. So, having to do chores before continuing with my assignments. But then if I have class, I can try complete the work at school and the rest at home. But just environment and chores.

IN: uhmm okay, so we entering into section B of our interview questions. Would you like to continue or take a break?

PT3: no, we can continue

1. IN: so, question number 8, What level of involvement do you as a student require from your parents/guardians?

PT3: as in a scale format or in what way?

[End Transcript 13:11]

8.5. Annexure E: Concept Document Table

Provisional Title: Exploring the relationship between positive parenting styles and performance

Research Purpose	Primary research Question	Research Rationale	Seminal authors/ Sources	Literature Review – Conceptual Framework	Paradigm	Approach	Data collection Method	Ethics	Anticipated findings	References
The purpose is to establish the relationship between authoritative parenting style and high academic performance.	What pivotal role do authoritative parents have in relation to shaping the student's attainment on high academic performance?	The topic is of relevance because its findings will be used to inform and assist parents, students, and schools.	Joseph, V and John, J. (2008). Impact of parenting styles on child development. Global Academic Society Journal. Omotere Tope. (2012).	Theme 1: Self-efficacy and motivation Theme 2: Authoritative parenting style Theme 3: Academic performance	Interpretivism	Qualitative approach	In-depth interviews, where pre-set questions will be prepared to be used.	Seeking consent from both parents and students. Bias Deception Distorting results Falsifying information	The anticipated findings are to discover the causalities of high academic performance.	Braun and Clark (2006) Cherry (2020) Du Plooy-Cilliers, Davis and Bezuidenhout (2014)
Research Problem	Objectives	Key concepts	Key theories							
The research problem centres on whether parenting styles have impact on academic performance.	To determine the relationship between authoritative parenting style and high performance.	-Academics -Parenting styles -High performance -Authoritative parenting style	-Systems theory Bronfenbrenner's ecological theory							Du Plooy-Cilliers and Louw (2014) Mabhoji and Seroto (2019)

Annexure F: Final Research Report Summary Document Template

TITLE: Exploring the relationship between positive parenting styles and performance

Research Purpose/ Objective	Primary Research Question	Research Rationale	Seminal Authors/ Sources	Literature Review – Conceptual Framework	Paradigm	Approach	Data Collection Method(s)	Ethics	Key Findings	Recommendations
The link and relationship between authoritative parenting style and high performance. Population High performing post-graduate tertiary students Population Parameters High performing students Research Problem What is the problem that you wanted to solve? What does high student performance result from	What impact does the role of authoritative parenting style play with regards to creating high student achievers in tertiary? Objectives To explore - how positive reinforcement from parents builds self-efficacy to succeed academically.	To help make students aware of what determines high performance and to make parents aware of their role in students' performance Key Concepts - Tertiary institution - In-depth interview	Joseph, V and John, J. (2008). Impact of parenting styles on child development.	Literature on student's academic performance Influence parents have towards children's' performance	Paradigm Interpretivism Epistemology To add on to the body of knowledge Ontology Reality is real and governed by laws. Systems theory proves the notion. Axiology Research is informative and society Sampling non-probability sampling Sampling method Purposive sampling Size Sample size = 7	Exploratory Qualitative approach	In-depth interviews, where pre-set questions were prepared. Data Analysis Method(s) Unit of Analysis What did you analyse? Data Analysis Method(s) What method(s) did you use to analyse your collected data?	Researcher: Distorting results Falsifying information Participant: Informed consent Limitations No data saturation No face to face interviews What are some of trustworthiness of your study? -	There is a relationship between authoritative parenting style and student performance amongst other factors.	An in-depth method is one of the best data collection tools preferably with face to face interviews. Key contributions It will help students and learners to understand impact of their relationship with each other towards academics