

MIDLANDS STATE UNIVERSITY

APPROVAL FORM

The undersigned certify that they read and recommend to the Midlands State University a dissertation entitled:

Factors that influence parenting styles at Early Childhood Education level in Magwegwe Cluster of Mzilikazi District in Bulawayo Metropolitan Province.

Submitted by

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In partial fulfillment of the requirements of the Bachelor of Education in Early Childhood Education Degree.

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Chairperson..... Date.....

DECLARATION

I, Senda Diana Roselyn do hereby declare that this study is my original work and has not been presented to any other institution for academic award.

Signature Date.....

DEDICATION

This dissertation is dedicated in loving memory of my late mother Harriet Ndhlovu who always showed concern on my achievements in life. I also dedicate the study to my eldest daughter Sisasenkosi Senda who views me as her role model. May God continue to bless and guide her.

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ABSTRACT

The study was carried out to find factors that influence the use of different parenting styles in Early Childhood Education level in Magwegwe cluster of Mzilikazi District in Bulawayo Province. The background of the study highlights varying parenting styles within communities despite having great impact on behavior of children and development. This prompted the researcher to find out factors that influence use of different parenting styles with the hope of finding ways of maintaining positive influences. Below are the sections covered:

- i. Topic– Factors that influence parenting styles at early childhood education level in Magwegwe cluster.
- ii. Methodology- The study used the descriptive survey as it is a social phenomenon, it sought to find out relationships between social activities and child rearing.
- iii. Findings -The study found out that use of parenting styles have influential factors such as, socioeconomic status, maternal employment, cultural background and family type.
- iv. Conclusions- From the study findings it is confirmed that the choice of parenting style used is influenced by some factors among families, for instance the culture of family, socioeconomic status, employment, type of family among others.
- v. Recommendations- Researcher recommends that parents be enlightened on effects of different parenting styles to development so that they choose them from an informed decision.
 - Single parents to engage extended family in child rearing as they can be supportive in such cases.
 - Taking culture in cognisance in imparting good morals and values of the family hence achieving proper social development.
 - Parents, guardians and teachers to be good role models for children to imitate.

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CHAPTER 1: RESEARCH PROBLEM

1.0. INTRODUCTION

This chapter presented the background of the study, statement of the problem, research questions, delimitations and limitations, significance of the study, assumptions and definition of terms and summary.

1.1. BACKGROUND OF THE PROBLEM

There are many factors influencing parenting styles among families which include, type of employment of the parents, culture, type of family, residential location and many other such. Parenting styles vary dramatically within communities each being chosen to suit the prevailing situation for that particular family. A study was carried out in United Kingdom to examine whether mother child characteristics and contextual stress had an impact on parenting. They found out that marital status does not have direct effect therefore it was not related to parenting styles (Gutman, Brown and Akerman 2010). In a similar study in Kenya to establish whether parents' marital status influence use of a particular parenting style; research confirmed that authoritative parenting style was favourable for the development of children of diverse family backgrounds including single parent, two parent and step parent families.(Crouter & Head 2000, Slicker & Thornberry 2002 as cited in Berk 2006). On the same note a study by Ashiono, and Teresa (2015) found out that, there is no significant relationship between parent's marital status and the parenting styles they employ in bringing up their children.

In as much as a multitude of factors contribute to behavior problems, studies indicate that type of employment has an impact on the child's life. Berger et al 2006 and Nomaguchi 2006 in Hadzic

(2013) observed that, maternal employment during the first year of the child's life is associated with a range of outcomes such as behavior problems where mothers are on full time employment compared to part time. This implies that maternal employment takes most of the mother's time for parenting leaving her with the choice of neglectful parenting which does not contribute on behavior modification. From this assertion single mothers are most likely to be bread winners of their homes thus leading to marital status being an influential factor on parenting style, as the mother will be spending less time with her children while the other time she tries to fend for her family. Huston (2002) says, a mother's employment may affect children through the economic resources she provides for the family. These include adequate food, clothing, toys and housing. On the same note Cummings (2017) asserts that, economic conditions, especially inequality and return on education have influenced child rearing strategy. This implies that economic conditions influence emotional climate, the attention and support given to the child in a particular situation.

Most parents from the third world countries have migrated to the so called greener pastures leaving children in care of their grandparents or house maids due to the socioeconomic conditions. Some parents feel caring for their children is considered best if one can afford to provide material support and children's wants rather than emotional support and attachment. This idea pushes parents to using neglectful parenting and permissive which are concerned with material support and less expectations. Ward, Makusha and Bray (2015) observed that, many parents in South Africa face considerable barriers in their efforts to fulfill the tasks of parenting like the stress that parents experience when trying to provide for and protect their children and makes emotional distance and inconsistent parenting. Hence while trying to provide the best they lose being close to their children to provide emotional support and protection and further giving inconsistent parenting since they are not always close to monitor their children's behavior.

Further AL-Matalka (2014) says, low socioeconomic families are often working all the time to take care of their families and they have no time to participate on their child's education.

Parenting styles have a great impact on behavior of children since the family is the primary agent of socialization. The child learns language and behaviour patterns from the immediate environment hence family being an influential factor on parenting style as it transmits culture according to Vygotsky. Vygotsky says learning takes place with the help of an expert by the novice. Roman (2016) says research and comparing parenting strategies in terms of ethnicity highlights the disparities found in different groups. For example in USA Hofferth (2003) found differences in fathering in black, Hispanic and white groups indicating that black children's exhibit less warmth but monitor children more while both groups exhibit more responsibility for child rearing than white fathers. In another study by Nauck and Lotter 2015 comparing different migrant and native ethnic groups in Germany found significant differences in parenting styles with migrant groups using more neglectful and authoritarian parenting(Roman 2016). As such bringing out the effects of culture and location in relation to parenting. A study carried out by Susan and Lisa in Ghati (2017) found out that, the interactions and experiences that children have in their home and family provides the framework for how the child will interpret her or his environment and give meaning to culturally framed events. Further parental involvement at an early stage of parenting shapes one's socialization which is a cause of concern on diverse parenting styles employed by families in the world today, especially the neglectful parenting and permissive. During day to day activities the researcher observed that learners tend to be bossy, egocentric, and assertive while others are just passive which may be emanating from different parenting styles. It is against this concern that this study sought to find out the factors influencing parenting styles in Early Childhood Education.

1.2. STATEMENT OF THE PROBLEM

The study seeks to find out factors that influence parenting styles in Early Childhood Education (ECE) learners in Magwegwe cluster primary schools of Mzilikazi District. The researcher observed that parenting styles vary dramatically within communities and even families as each family chooses a style that best suit their situation. This means that they are factors which influence parenting styles such as socioeconomic factor, type of family, employment, culture and many other such. These parenting styles have different impacts on behavior or conduct of an individual. Hence the researcher is prompted to find out factors which influence the choice of parenting styles and how best the positive factors can be used in enhancing child development and negative factors be eradicated.

1.3. RESEARCH QUESTIONS

1. What are the factors that influence parenting styles in Early Childhood Education level?
2. How can positive factors that influence Early Childhood Education be maintained?
3. How can negative factors be eradicated to ensure proper development at ECE?

1.4. SIGNIFICANCE OF THE STUDY

The study aimed to benefit stake holders such as teachers, learners, school administrators and counsellors. Administrators and school counsellors will significantly benefit in understanding

behavior problems associated with parenting and crafting strategies to do away with negative effects. Secondly the study will be helpful to fellow teachers by equipping them with better understanding of factors influencing parenting to learner's behavior in turn use the information to deal with observable trends at an early stage in a bid to bring out the outmost development intended. Moreover learners as the main stake holders will benefit as the teachers gain professional knowledge on behavior modification and help learners unfold and rise to their full potential.

1.5. DELIMITATIONS

The study was limited to six primary schools which make the Magwegwe cluster, one of the clusters of the Mzilikazi district. The cluster was chosen as the researcher is a teacher in one of the schools which make the cluster and wishes to address problems they may face with fellow teachers. It is situated within the four major roads; Luveve road, towards the northwest from city Centre, Intemba road to the west, Khami road and Masiyepambili road which connects back to Luveve road. Focus delimits teachers in charge of the ECE department and teachers because of the role they play in the said department. Since the research was focused on Magwegwe cluster its findings may not be generalized to other parts of the country or outside. The study also used results of a sample which narrowed suggestions on ways to eradicate negative factors hindering development thus working on limited opinions.

1.6. LIMITATIONS

The researcher encountered financial constraints as she needed to produce data collection instruments and also Magwegwe cluster schools are a distance apart which needed her to commute on collecting data. To counter this the researcher used a sample. Methodology was

limited to descriptive survey as the study is a social phenomenon and it results in rich data collected in large amounts using questionnaires. However participants may not be truthful when they know they are being observed (Creswell 2013). A cover letter informing participants on confidentiality was attached and no names were written on questionnaires to ensure anonymity. Time factor was a limitation for the study as it had to be conducted during working hours whilst the researcher was still at work and on weekends participants were not on their stations. On this issue the researcher asked for permission from the administrators if ever she had to leave the station for the purposes of conducting the study. The researcher faced resistance from intended participants and was helped by Teachers in charge to address respondents and explain her intentions with the investigations. The researcher also showed them a letter of consent from the provincial education director which introduced her to participants and had a further explanation that information gathered was only to be used for purposes of the study. After the address they willingly participated in the study.

1.7. ASSUMPTIONS

The study assumed that respondents were to be honest and willing to supply the researcher with accurate information. Teachers participating on this study will not transfer or be moved away for any reason from current schools until the end of the study.

1.8. DEFINITION OF TERMS

Darling and Steinberg in Derwa (2010) views parenting style as, the kind of relationship you have with your child. Keller (2008) defines parenting style as, the way parents take care of their children which can have an impact on the children's personality development and the ways of interacting with social and close relations. From the above definitions it can be deduced that

parenting style is a way of raising a child looking at attention, control and support given which might have an influence on behavior and one's relationships.

Influence is defined by Collins dictionary as, the power to have an effect on that person's behavior or situation. This means that is the power to effect on character, development or behavior of someone without forcing.

UNESCO defines cluster schools as, a grouping of schools for administrative and pedagogical purposes. Chikoko (2007) views cluster schools as, grouping of schools within the same geographical location for economic, pedagogical, administrative and political purposes. Meaning it is grouping or positioning of schools closely together for a certain purpose.

Berk (2013) defines ECE as, education that encompasses children's holistic development and learning from age zero to eight years which is provided in different kinds of settings nurseries, childcare centres, kindergartens, preschools and other similar institutions like schools. Essa (2011) views ECE as, term encompassing developmental appropriate programs that focus on children from birth through the age of eight. From the above assertions it can be deduced that ECE, are programmes and strategies geared towards developing children physically, emotionally, socially, intellectually from birth to eight years which happens in various settings including schools.

1.9. SUMMARY

This chapter focused on the background of the problem, statement of the problem, research questions, significance of the study, limitations and delimitations, assumptions and definition of terms. The next chapter will look at the related literature reviewed.

2.0. CHAPTER 2 LITERATURE REVIEW

2.1. INTRODUCTION

This section reviewed literature related to factors that influence parenting styles in Early Childhood Development and how best positive factors be maintained in ensuring proper development. Review of literature will form the foundation of the study.

2.2. Theoretic framework

Parenting have been documented as a developmental process and socialisation tool. Over 5decades of parenting research provides vast evidence of different approaches of parents in raising their children (Carr &Pike,2012, Fuemmeler et al, 2012 in Roman et al 2016) Baumrind developed a Pillar theory in her studies during 1960s where she identified different parenting styles and the effects these parenting styles have on children's behavior and wellbeing. In her research, Baumrind (1967) identified 3 common parenting styles known as, authoritative, authoritarian and permissive parenting styles which form the basis of this theory (Maccoby &Martin 1983 in Rani 2014). Romans et al (2016) observes that, these parenting styles reflect the patterns of parental values, practices and behaviours as well as a distinct balance of responsiveness and demandingness presenting different outcomes for children.

Authoritarian parenting

This style of parenting, children are expected to follow the strict rules made by parents and no explanation given behind set rules. Failure to follow given rules results in punishment. Such authoritarian parents have high demands but lack responsiveness to their children. According to Baumrind 1991 in Rani (2014) these parents are obedience and status oriented, want their orders to be obeyed without explanation. This can be a result of parents' background and as such they will wish to produce a socially acceptable member of society through emulating good conduct hence the culture factor coming in on parenting.

Authoritative parenting

Such parents establish rules and guidelines that their children are to follow. Authoritative parents are responsive and willing to listen. When rules are not met parents are more nurturing and forgiving than punishing. Baumrind (1991) suggests that, these parents monitor and impart clear standards for their children's conduct. Baumrind further says, they are assertive, but not intrusive and restrictive. Disciplinary methods are supportive, rather than punitive. They want their children to be assertive and socially responsible as well as cooperative (Rani 2014).

Permissive parenting

Permissive parents are sometimes referred to as indulgent parents. They have few demands of their children. These rarely discipline children because they have low expectations of maturity and self-control. Parents are non-traditional and lenient. Baumrind 1991 says, permissive parents are more responsive than they are demanding. This makes it ideal for fully employed parents and those of distant location due to employment. Mokomane (2014) observed that, as parents continue to undergo significant socioeconomic changes that lead to union instability, economic fragility and poverty, families face circumstances that make it difficult for parents to provide the

attention and affection their children require to develop. In this vein the study seeks to find out influential factors of parenting styles and how to maintain the positive factors while eradicating the negative ones.

2.3 .The factors that influence parenting styles.

Hadzic (2013) says Ziliboti a Yale economist in Australia found out that parenting styles are shaped by the economic factors that incentivize one strategy over others. From this assertion it is highlighted how the socioeconomic conditions influence how much control parents have on their children. For instance on providing material resource the child needs to accept that he or she gets what their parents can afford only, thus doing away with permissive parenting which might consider children's opinions and wants rather borrowing more on authoritarian parenting of strict standard of conduct.

The importance of family processes in child development have been long emphasized by psychologists like Belsky and Steinberg. These psychologists indicate the significance in parenting styles which include parent child interaction, joint parent child activities in socialization. Kohn 1969 in Talib, Mohamad and Mamat (2011) observes that, differences in adults' social realities have implications for child rearing practices and their parenting behavior. Thus different work conditions produce different outcomes among parents. Further Talib et al (2011) says these differences in turn yield different results in the value orientation of white collar and blue collar workers; white collar workers are more likely to instill values such as freedom, individualization, initiative while blue collar workers are more likely to stress on conformity to external standards like orderliness and obedience (Gecas and Nye 1974, Kohn 1969). In this

regard this study focuses on employment as an influential factor on parenting following Rani's research on relationship between employments and parenting involvement.

Furthermore Hadzic (2013) emphasizes that due to the economic conditions parents might be forced to spend less time with their children while trying to be involved in projects of improving their family life thus resorting to less demanding parenting styles like the helicopter parenting. This is a version of authoritative parenting which uses persuasion and close monitoring (Hadzic 2013). Research reveals that this style gained momentum in United States as economic inequality increased as a measure to be involved in intensive parenting and prevent children from risky behavior while at work. This implies that due to the situation at United States most parents moved to authoritative parenting, thus having the economic factor determining style of parenting.

Moreover Talib et al (2011) says in another study of mothers with a variety of occupational status background, heavy workloads are significantly related to less involvement and more withdrawal from children (Repetti 1991, O'Neil 1991). This implies that due to economic status and eagerness to provide the best for the family parents may dedicate time to employment rather than parenting. The Australian Bureau of statistics 2006 says, these trends are reflected by the growing number of dual income families in countries including United States driven by increase in employed females including mothers. This shows a rise in maternal employment in hope of providing the best to their families.

On the other hand Hoffman 2008 in Roman (2016) found out that, employed mothers were less likely than fulltime home makers to use either authoritarian or permissive parenting styles and more likely to use authoritative. Authoritative parenting refers to parenting which parents exercise control but provide explanations rather than relying on power assertive controls and

harshness(Gray and Steinberg 1999). On the same note Altaman 1997 in Rani (2014) says, overall family functioning a broader concept that encompasses parenting style includes such factors as parental support and guidance, positive or negative environmental influences and family members' interaction styles. Therefore absence of maternal guidance though being influential in terms of parental support given and children's behaviour, it cannot be solely the cause of negative development but there are other factors like environment which have an effect. In the same vein Fisher and Griggs in Rani (2014) says, family functioning has a greater influence than either family structure or parents' educational and occupational status. As such the study seeks to find out how marital status influence parenting styles of ECE learners.

Another factor that influence parenting is culture. Culture is defined as, cultivated behavior that is the totality of a person's learned, accumulated experience which is socially transmitted (Bond 2004). Paeker and Buriel (1998) views culture as a way of life of a group of people, the behaviours, beliefs, values and symbols that they accept generally without thinking about them and are passed along by communication and imitation from one generation to the next. From the two citations culture can be viewed as learned behavior of people considered socially acceptable and valued, that is shared or copied from one generation to another. Vygotsky indicates that human knowledge is rooted in culture which means that much of what children know derives from their families like cooking and behaving properly in public. From this assertion it can be implied that whatever a child learns including behavior is transmitted by culture. In support Neff (2016) says that Vygotsky 1962 argues that culture is the primary determining factor for knowledge construction. We learn through the cultural lens by interacting with others and following rules, skills and abilities shaped by our culture. Vygotsky (1978) observed that, knowledge construction occurs within social context that involves student-student and expert-

novice collaboration on real world problems or tasks that build on each person's language, skills and experience shaped by each individual's culture.

Families vary in expectations regarding children's behavior and parental roles. This might arise from experiences encountered in their own families while growing up which will be transmitted to the next generation which Vygotsky terms interpsychological development. Socially family transmit norms and values therefore it is common to transfer family values to offspring as a way of molding the individual to be a socially and culturally acceptable member of the community. Keshavarz and Baharudin (2017) notes that, the values and ideals of culture are transmitted to the next generation through child rearing practices. Keshavarz and Baharudin further say, cultural models of individualism and collectivism can bring direct as well as indirect impacts on parenting. This implies that culture evidently influence the way of parenting, in parenting styles therefore understanding cultural context of the society can help to predict differences in parenting styles that predominate in that society and why these differences. Furthermore cultural background can also impact on the values and goals that adults have for children's development. Pinderhughes, Dodge, Bates, Pettit and Zelli (2000) has this to say, cultural norms about parenting practices typically influence how children are raised. These norms affect what beliefs and values parents teach their children, what behaviours are considered appropriate. As such bringing up culture as an influential factor on parenting style as there is a probability of duplication of parenting style used on previous generation.

Type of family is another factor that influence parenting styles. Families vary from single parenting, monogamous, polygamous, extended to step families. Family as the primary agent of socialization transmits language and behavior patterns to children hence being an influential factor on parenting. Mawere and Matekere (2010) are of the idea that, the first social and moral

influences come from family and or guardians. A study was carried out at Malaysia on effects of maternal employment during the urbanization policy in 1980's. During this time rural population migrated to urban centres to join the labour force as the economy had a shift from agriculture to industrialization. This led to women joining the labour force to cushion labour shortages which became a cause of concern in relationship to parenting. Talib et al (2011) say, job demands, supervision or promotion have generally found some significant associations with parental feelings of role conflict with parenting (Heymman 2000, Allen et al 2001). Amato and Danelle (2001) notes that the absence of one parent means a deficit in terms of parental time available to do the work of parenting and all the other work in the household which further restricts the available time for parenting. This shows that single parenting has an effect on parenting as the sole parent bears the burden of all the work thus resorting to a less demanding parenting style like permissive parenting.

However research has shown that there is little evidence on influence of father's employment on child development as traditionally the role of fathers in providing personal care for children is limited. Similarly Ermisch and Francesconi (2000) found out that, the few studies that exist on paternal employment find that father's employment has a weaker influence on child development than maternal employment. Further Ruhm (2004) notes that, the small effects are either neutral or positive. This implies that employment of single parents significantly affects mothers parenting compared to fathers. Furthermore Talib et al (2011) note that, maternal work conditions was expected to affect children's development indirectly through its effect on parenting style or other family processes (Gofferth, Gofferth and Bathurst,1995, Foster and Kalil 2005). In the same issue Aronson and Huston (2004) points out that compared to married mothers, single mothers are more likely to engage in inconsistent harsh and unsupportive

parenting behaviours. It is observed that single mothers are less likely to interact with their children in a more stimulating and nurturing manner.

However Butler et al 2002 in Mackay (2017) says children also benefit where parental separation provides release from an aversive family situation like where the child's relationship with a parent figure is of poor quality. Meaning that separation of parents will be fruitful if the relationship was unhealthy. A study made in Kenya to establish whether parents marital status influence use of a particular parenting style confirmed that authoritative parenting was favourable for the development of children of diverse family backgrounds including single parent, two parent and step parent families (Crouter and Head 2000, Slicker and Thornberry 2002 cited in Berk 2006) This implies that despite the different parenting styles being favourable authoritative parenting worked for all situations. However a study made by World Health Organisation (WHO) in 2006 on best parenting practices revealed that across cultures maternal responsiveness was associated with social competence and fewer behavioural problems at 3years, cognitive growth at 4 years and school achievement at age seven (Eshel, Daelmans, Cabral and Martines 2006). As such maternal employment may adversely affect the rate of responsiveness since the mother would be always away. The situation may be worsened by the marital status. In this regard the study sort to find out how single parenting influence parenting styles.

2.4. Maintaining positive factors that influence development.

Permissive parenting is characterized by low demands and high responsiveness. Boundaries and punishment are avoided at all cost which yields on high self-esteem and good social skills on the

part of the child. The child is free to explore as there is no fear of punishment, thereby developing without restrictions thus a positive factor on permissive parenting. Tagoe and Goren in Hughes (2013) observed that authoritative parents use operant conditioning in order to push their children to the highest level. This implies that use of rewards can be beneficial if used with consistence as they intrinsically motivates the child to achieve, which is a positive factor that influence development. Sheikh and Janoff-Bulman (2013) observed that, nurturing parents reward children when they engage in desired behavior whereas in restrictive parenting children are punished whenever they engage in undesired behavior. As such these children become attuned to the dos or do not therefore maintaining positive influences of parenting styles.

In the same note Jill and Siegler (2010) say authoritative parenting produces the best results in terms of social, academic and behavioural skills that prepare the child for their future. From this parenting style's characteristics such as encouraging compliance with rules and directives, independence and allowing children to think about their lives and behavior, they impact responsibility for one's actions. Similarly Bandura 1977 in McLeod (2016) believes that, humans are active information processors and think about relationship between their behavior and its consequences. Children grow up knowing consequences of nonconformity and hence living up to expectations. This balance of direction, independence and sensitivity enhances progress as children develop initiative and confidence.

Another way of maintaining positive influence may be by providing a model for imitation. Children usually take into account of what happens to other people when deciding whether or not copy someone's actions. Bandura 1977 in McLeod 2016 says, a person learns by observing the consequences of another person's behavior, for example a younger sister observing an older sister being rewarded for a particular behavior is likely to repeat that behavior herself. This is

known as vicarious reinforcement. Siblings can influence each other's development by emotional support and showing affection. Hughes (2013) says, positive rivalry emerges when brothers and sisters attempt to gain each other's achievement. This implies that, after witnessing success they are motivated to get to the same level and gain acceptance or praise from parents, thus maintaining positive factor influencing development.

Maternal employment emerged from economic hardship in an effort of easing poverty within families. As such fathers developed sharing social roles traditionally viewed to be female tasks and child care. By so doing fathers strengthen their family bonds even with children. Hoffman 2008 in Roman (2011) points out that, fathers in single wage families interact more with sons than daughters but fathers in dual wage families interact with sons and daughters equally. This means that where family is faced with maternal employment the father makes it a mandate to bond with all children which is a positive effect of maternal employment which in turn enhance child development. To maintain this benefit fathers need to improve on child care and they need to give equal attention to all children irrespective of sex. Hoffman says that, their higher participation in child care on a larger share of household and child care increase competence of both boys and girls. Hoffman 2008 in Roman (2011) says studies found that employed mothers tend to compensate for their absence in the proportion of direct interaction during nonworking days or weekends. This means that; this style of parenting will positively affect family bonding as parents try to compensate for time they will be working. Brooks-Gunn et al (2010) concurs that, a study in United States suggests that the negative effects of maternal employment are offset by the positive effects of more use of centre-based care and greater maternal sensitivity. This means that even though maternal employment affects mother child relationship, this is substituted by increased sensitivity on the part of the mother thereby showing greatly the

importance on showing sensitivity to children in development. On the other hand children who are left without parental guidance for long hours tend to develop independence and acquire life skills from a young age. This aspect can be borrowed even by other parents who are always available at home. Children need to be taught basic life skills such as taking care of their belongings, tidying up their space

2.5. Eradicating negative factors to ensure proper development in E C E?

Despite the varying parenting styles being suitable for different family situations be it employment or economic status or type of family there are also negative effects which go along. These include behavior problems, emotional instability and hatred among siblings among others. Permissive parenting is ideal for parents who have less time for their children as children are not given boundaries and are allowed to make choices however there are demerits associated with such benefits. Such children tend to be bullies and egocentric as they are used to having things in their way. Trautner (2017) observed that children of permissive parenting are impulsive, aggressive and lack independence as well as personal responsibility mainly due to the huge lack of boundaries. This means that since they make their own decisions they develop a bossy behavior and egocentrism and may become demanding.

On the other hand neglectful parenting while having its own merits such as instilling independence at an early age there are demerits like affecting emotional attachment. As Green in Ghati (2017) says neglectful parents keep an emotional distance from their children and often have difficulty in forming emotional attachments later in life. This means that since children will not be receiving family support they lose trust and detach themselves from other people and only

rely on self. To counter this parents need to learn to extract benefits of this parenting style without neglecting their children. Green in Ghati (2017) further says, parents need to be lenient with the rules to a certain degree and allow children to be emotionally open without risking emotional dependence.

Authoritarian parenting shapes the child to be obedient and gets used to adhering to rules set, however this result to long term effects on the life of the child. Such children tend to develop dependency as they are used to rules for every situation. Further they develop a passive attitude towards their role in their life and do not take responsibility. Meaning they lack decision making ability. Trautner (2017) posits that, children are aggressive but can be shy and cannot make own decisions. This implies that, they develop a rebellious attitude since they do not get emotional support in an effort to defend self. They develop lower self-esteem as they fear wrong doing and restrict self from exploring.

Brusie in Romans (2011) has this to say, punishment is more likely to lead to behavioural problems in children. Sheikh and Janoff-Bulman (2013) notes that, restrictive parenting tends to diminish self-control as children often engage in destructive antisocial behaviours. To counter this, parents need to have open communication with children, encourage them to learn from mistakes rather than using punishment. Maheswari in Jill and Siegler (2010) emphasizes that, it is not necessary to stick to a particular parenting style but try a friendly style to guide and nurture your child

2.6. SUMMARY

This chapter dwelt on review of literature on factors influencing parenting styles. Positive and negative effects of these factors were brought out and controversies in literature on these effects to development reviewed. Though socioeconomic factor being blamed for increase in maternal employment in a bid to satisfy family needs, it has positively affected father child relations by strengthening bonds. On the other hand neglectful parenting is viewed the worst for most families because of its influence on increasing a gap in emotional attachments, on the other hand fostering independence and responsibility at an early age. Cultural background being another influencing factor also have some controversies as different cultures have a preferable style which is believed to be best in transmitting values to children. The next chapter will look at research methodology which will cover design population, sample, sampling techniques, and research instruments lastly data collection procedures.

3.0. CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION

This section covered a number of sub topics, which are research design, population and sample, sampling techniques, research instruments, ethical principles of research, data collection procedures, data presentation, analysis plan and summary. It provides an overview of the whole project, identifying the suitable research design used, data instruments and reflecting on how data was collected and presented.

3.2 RESEARCH DESIGN

Research design is a way of carrying out a study which includes appropriate methods of gathering information. Kumar (2005) says a research design is the arrangement of conditions for collection and analysis of data in manner that aims to combine relevance to the research purpose with economy in procedure. According to Chiromo (2009) a research design is a systematic plan used

for directing the data collection methods and analysis procedures. Walliman (2015) views a research design as something which provides a framework for the collection and analysis of data eventually indicating which methods are appropriate. As such a research design involves actions to be taken to investigate research problem and rationale for application of specific procedures or techniques used on identifying, selecting processes and analyzing information to understanding the problem.

For the purpose of this study the researcher used the descriptive survey research design. The purpose of the research design is to plan, structure and execute the study in such a way that validity of findings is maximized (Cohen, Manion and Morrison 2011 in Muguwe 2012). Kumar (2005) says a descriptive survey design entails rendering present circumstances and relationships, opinions, ongoing processes effects that are evident and developing. In the same vein Adanza (2004) says the descriptive survey design is a method of research designed to enable the researcher to gather the present state of a situation or affairs. The design was appropriate for the study as it seeks to find out factors influencing parenting styles and how to maintain the positive factors while eradicating the negative influences. This involves teachers and teachers in charge of ECE department, as they are concerned in the development of learners thus giving an in-depth understanding of teachers' views on the phenomena under study. The descriptive survey research design aims at bringing out the facts and the exact picture of any given population (Harves 2008). One identifier of a qualitative research design is the social phenomenon being investigated from the participant's viewpoint. (Williams 2007).

3.3.0. POPULATION AND SAMPLE

The population for this study is Magwegwe cluster which has six primary schools. It had a population of 84 ECE teachers and 6 teachers in charge for the department. Cohen, Manion and Morrison (2011) says, a population is a well-defined group of people or a set of human beings such as students. Meaning that a population is a complete set of elements that possess some common characteristics defined by the sampling criteria established by the researcher. In this case Magwegwe cluster ECE department was used since it was the accessible population where the researcher is working. However it was not possible to study the entire population as this would take a lot of time and waste limited resources, it was therefore necessary to consider a sample. Chiromo (2009) defines a sample as a smaller group or a subset of the population.

3.3.1. SAMPLING

The researcher involved 3 teachers in charge to be part of the sample from different schools as they are the ones supervising day to day running of the ECE departments which is the focus of the study. Palys (2008) defines purposive sampling as, the researcher's judgment in selecting respondents that will best answer the research questions. Haralambos and Holborn (1990) say a sample is simply a part of a large population. Thus a sample is selected to represent the population under study. As such the researcher felt it proper to use 3 schools of Magwegwe cluster to represent the population of Magwegwe six schools due to time factor. The study used 15 teachers from the 3 schools selected and 3 Teachers in charge. According to Chiromo (2009), sampling is based on inductive reasoning.

The sample was done by simple random sampling using the hat system and representatives of schools were chosen from the researcher's school. Random sampling was chosen because it

allows the population to have equal opportunity for being selected as a subject. Kumar (2008) describes simple random sampling as, a sampling technique that guarantees that all the members in a population have a probability of being selected. Best and Khan (2000) describes sampling as a small part of the population that can be examined and analyzed in an effort to find out how the population as a whole looks like. Hence sampling is ensuring that findings from the selected subset from the population can be generalized to the entire population.

3.4. RESEARCH INSTRUMENTS

These are tools used to collect data. According to Creswell (2014) research instruments are tools or means for collecting data from respondents. Morrison (2009) defines research instruments as tools employed to gather data which is vital in finding responses to the phenomenon under study. They are means used to collect data from participants in order to address the problem under study. They include tests, interviews, observations, questionnaires, survey checklists. The researcher used interviews and questionnaires for the study as a way to counter the shortcomings of using one method. As such questionnaires and interviews had to complement each other since some people are uncomfortable with interviews for fear of fluency issues. The instruments also allowed the researcher to gather information from respondents within a short space of time which is ideal for the time frame available for this research.

3.4.1. QUESTIONNAIRES

Questionnaire is a tool for data gathering and research that consist of a set of questions in different form type that is used to collect information from the respondents for the purpose of either survey or statistical analysis study. Gwambi (2005) defines a questionnaire as a data gathering instrument which is in the form of questions which respondents are expected to answer usually through writing. Cohen (2013) views a questionnaire as, an instrument for collecting primary data that would not exist if it were not for the research process. This implies that it is a document tailored to elicit information from subjects which will not be found if research is not done. On the same note O’Leary (2014) says administering a questionnaire allows the researcher to generate data specific to their own research and offers insights that might otherwise be unavailable. The questionnaire can be designed with open ended and closed questions.

For this study the researcher designed the questionnaire to have 2 sections, where section A have demographic information on gender, qualifications teaching experience and section B which addresses 3research questions by a likert of ticking yes/no statements together with open ended questions. The researcher used questionnaires which were hand delivered considering the time frame for this study. Bell and Waters (2014) highlights the advantage of administering a questionnaire personally as it enables the researcher to explain the purpose of the study and increases the probability of receiving completed questionnaires in return.

The validity and reliability of questionnaire will not be affected even if many people use it as respondents do this individually. Its results can be used to compare quantitative and qualitative data and be used to develop new theories. Cohen and Manion (1989) says, the questionnaire is generally convenient and economical to administer. O’Leary (2014) concurs with Cohen and Manion 1989 that, questionnaires reach a large number of respondents, allows for comparisons and generates standardized, quantifiable empirical data. O’Leary further says, a questionnaire

allows the researcher to generate data specific to their own research and insights that might otherwise be unavailable. However they are demerits of questionnaires which include lack of validation if not well crafted. Some questionnaires cannot fully capture some forms of information without the support of open ended questions like those concerning feelings and opinions of respondents on the phenomenon under study. It is also difficult to evaluate whether the respondent is being honest in answering. Moreover the respondents might understand differently and answers will depend on interpretation of questions.

3.4.2. INTERVIEWS

These may be conducted face to face or by telephone, in groups or individually. This is whereby researcher asks one or more people structured or unstructured questions and records answers. Creswell (2012) says usually open-ended questions are asked during interviews in hopes of obtaining impartial answers while closed ended questions may force participants to answer in a particular way. Morrison (2009) views interviews as, a session where oral questions are asked and answers given. Creswell (2012) defines an interview as, a face to face conversation between a researcher and a participant involving a transfer of information to the interviewer. This implies that interview is when a person or people are asked oral questions designed to elicit specific information.

Harves (2008) says the interview method is strengthened by its flexibility to alter the questions when necessary and the opportunity to seek further clarifications on grey areas. Similarly Creswell (2012) observed that during interviews one may use probes to obtain additional information. This implies that when using interviews the interviewer can further ask interviewees for further information or elaborations rather than sticking to the main questions as done on

questionnaires. By so doing the researcher has better control over the type of information that they will get as answers received are most likely to be truthful. Singh (2007) emphasizes that, face to face interviews gather information that cannot be from questionnaires.

The researcher conducted face to face interviews with teachers in charge concerning factors influencing parenting styles in the cluster. By so doing the researcher got an insight of prevailing parenting styles and the key influences. Interviewees were able to voice their opinions, attitudes and experiences about these factors and even suggest how they can be utilized for maximum benefits. Responses were written down and recorded for reference purposes on analysis stage. However the disadvantage of interview method is that respondents are prone to tell the researcher what he or she wants to hear or align themselves to socially desirable responses which are also termed as social desirability (Chiromo 2009). Creswell (2012) concurs that, interview answers may be deceptive because the interviewee tries to respond in a way that will please the interviewer. There is a possibility that respondents may respond in a manner they think is in line with what the researcher expects.

3.5. VALIDITY AND RELIABILITY

Validity refers to the degree to which a measuring device is truly measuring what it intends to measure. Merriam 2009 views research validity as the extent to which the final results can be regarded as accurately describing the real world. Denzin and Lincoln (2003) define research validity as, a measure determining how truthful the research findings are. This means research validity is the certainty on accuracy of research results. It involves ability of researcher to guard against influential factors which may affect the results such as sampling error, inappropriate data

instruments or even bias. The researcher used simple random sampling to enhance validity and reliability. To achieve this the researcher also had individual respondents to questionnaires and interviews which ensured that there was research validity since responses given were not influenced by other participants in the research.

According to Denzin and Lincoln (2003) reliability concerns the ability of a research to provide consistent results. This implies that research reliability is whereby the research reproduces consistent results if the study was carried out again in a similar setting. To achieve this the researcher advised questionnaire respondents that they were not supposed to discuss their responses. Also on doing interviews the researcher had to guard self against probing suggestive questions, so that the interviewees will not give biased responses which can be influential on results of the study

3.6 ETHICAL CONSIDERATIONS

Ethics are rules that govern code of conduct. Chiromo (2009) says ethical considerations refers to the extent to which the researcher took into account all research factors which must be considered when doing a research. According to Marshall (1998) ethics involved the application of moral rules and professional codes of conduct to the collection, analysis, reporting and publication of findings. Therefore ethical considerations are concerned moral stipulations on how organization information and client's relationships should be managed.

3.6.1 Confidentiality

This refers to spoken or written statement which ensures secret. Oliver (2003) says, in the ethics literature confidentiality is viewed as akin to the principle of privacy. This principle is integral to our societal beliefs that individuals have the right for their affairs to be private. To assure someone of confidentiality means that, what has been discussed will not be repeated or shared without permission. In research the notion of confidentiality is discussed with participants prior to participation. Wiles, Crow, Heath and Charles (2006) suggests that, confidentiality of data can be seen by not discussing the issues arising from an individual interview with others in ways that might identify an individual. Whenever an interview is done information discussed should not be disclosed in any way that makes the source of that information identifiable. O'Leary (2014) says a questionnaire to include a cover letter that describes who you are, the aim of the project and assurance of confidentiality but no names should be written to ensure confidentiality. The researcher was to abide by this principle by not sharing details of the interviews which were conducted and not to have names on questionnaires.

3.6.2 Informed consent

This is where by research participants are clearly informed what the study intends to find out. Further explanation on how findings are to be used have to be communicated to study respondents also how their anonymity will be guarded. Participants need to take part in the study from an informed position as everything needs to be clearly communicated including risks involved if any. In the event that the researcher needs to disclose any shared confidential information, permission to disclose has to be sought first especially on abuse cases. It is usually done when the researcher feels that participant is prone to danger. This was communicated with

the help of teachers in charge and by availing the letter of consent from the Provincial Education Director.

3.6.3 Anonymity

Anonymity can be viewed as of unknown source or name. Regarding the issue of anonymity on research it is whereby researcher protects the identity of research participants through various processes designed to keep them unknown. The Social Research Association 2003 in Wiles et al (2006) found out that, social researchers need to remove the opportunities for others to infer identities from their data. They may decide to group data in such a way as to disguise identities or to employ a variety of available measures that seek to impede the detection of identities without inflicting very serious damage to the aggregate dataset. Wiles et al (2006) observed that, the desire to use data in cases where distinctive stories might make individuals identifiable led some researchers to change the identity of participants in various ways. Lee (1993) says, literature notes a number of harms that might arise from people being identified ranging from embarrassment to violence. Hence protecting participants' identity being so important. For this study, the researcher observed anonymity principle by not including a name section on the questionnaires.

3.7. DATA COLLECTION PROCEDURES.

The researcher requested for an introductory letter from Midlands State University to sought research permission from the Provincial Education Director. Researcher then asked for permission by calling the heads of schools selected in the cluster and request an appointment with teachers concerned. Cohen et al (2013) says, gaining permission to conduct the research is a special consideration for administering questionnaires within an educational setting. Granted

permission researcher went with a consent letter for data collection from the Provincial Education Director to introduce her to schools concerned. The researcher then distributed the questionnaires to randomly selected teachers and made interviews with teachers in charge. For ethical reasons no names were written on the data instruments. Information gathered was treated with confidentiality and participants were encouraged to answer truthfully. Collection of questionnaires was done on following day as most teachers said they were busy on the day they were distributed.

3.8. DATA ANALYSIS AND PRESENTATION

Data analysis is a process when collected data is shown in simpler terms. Gibbs (2002) views data analysis as, process where data is organized with the intentions of identifying and assessing trends that exist, that are meaningfulness and significance therein. Data analyses involved the approaches and methods used to analyse data regardless to methods used to collect data (Hiddle 2004). Data analysis is examining and structuring of what has been collected to make inferences. The researcher analyzed the data collected through interviews and questionnaires on factors influencing parenting styles. It was then presented in percentages on frequency tables as shown in chapter 4. Descriptive analysis was employed to describe data which was collected.

3.9. SUMMARY

The chapter was based on research methodology to be used in the study elaborating the research design, population and sample, sampling technique, research instruments, data collection procedures and data analysis plan and presentation. A descriptive survey research design was proposed for this study, questionnaires and interviews were selected as research instruments. An

introductory letter was sought from Midlands State University and an application made for permission to gather data from the Provincial Education Director of Bulawayo Metropolitan province. Tables and discussions were proposed for data presentations. The next chapter will focus on data presentation, analysis and discussions.

4.0 CHAPTER 4: DATA ANALYSIS, PRESENTATION DISCUSSIONS

4.1. Introduction

This chapter focused on data analysis, presentation, followed by discussions on research findings from research instruments of this study. Data collected will be analysed, presented using tables and graphs to identify factors influencing parenting styles in Early Childhood Education, further suggesting how positive factors can be maintained while eradicating negative factors. Participants were ECE teachers and teachers in charge from selected three schools and data was collected through questionnaires and interviews.

4.2. DATA ANALYSIS AND PRESENTATION

Questionnaires were administered to 15 teachers of ECD- A up to grade 2 from the 3 schools physically. This was done to ensure that participants are from across the ECE department and hand delivering of questionnaires ensured that data was collected on the same day considering time frame left to complete the study. Demographic information indicates that most participants manning ECE classes are females, see table 1 below.

Table 1

	Number of respondents	Percentages
Females	13	86.6%
Males	02	13.6%
Total	15	100%

It was also observed that 33, 33% of the teachers have an experience below 5years on identified area while 26, 66% have teaching experience between 6-10years and 10-15years respectively as shown on table 2 below. Only 13, 33% had experience above 15years in the infant department. This shows that the majority of the teachers on this department were likely to have enough experience and knowledge of factors influencing parenting styles which are dominant in their classes.

Table2

Years in ECE department	Number of teachers	Percentages
0-5 years	5	33.33%
6-10years	4	26.66%

10-15years	4	26.66%
15 +	2	13.33%

Table 3

Information on work qualifications of respondents was collected and presented as shown on the table below.

Qualifications	Number of teachers	Percentages
Diploma	13	86.66%
Bachelor's degree	02	13.33%
Masters	00	00
Total	15	100%

The results above reveal that most respondents are suitably qualified to be in the said department. This is in line with the Statutory Instrument 106 of 2005 which emphasizes on use of qualified personnel who knows exactly what should be done. Ozgan (2009) concurs that, early childhood teachers should be qualified and the children should be taught with qualified personnel. On the same note Muguwe, Taruvinga, Manyumwa and Shoko (2011) say, those who work with children be adequately trained both at college and within the institution (Crosson-Tower 1998). From the results above it can be generalized that all teachers on the ECE department have relevant qualifications. Statistics above indicate that teachers in ECE have Diplomas in Early Childhood Development while some specialized on Infant Education and 2 with masters which make them relevantly qualified for teaching ECE classes.

4.3. Factors influencing parenting styles.

Table 4

	Agree		Disagree	
	Number	%	Number	%
Parenting styles are shaped by economic factors that incentivize one strategy over others	11	73	04	27
Helicopter parenting is a version of authoritative parenting which uses persuasion and close monitoring.	10	66.6	05	33.33
Cultural models of individualism and collectivism can bring direct as well as indirect impacts on parenting.	12	80	03	20
The absence of one parent means a deficit in terms of parental time available to do work of parenting	12	80	03	20

Table 4 above indicates respondent's responses. The sample responses indicate that most parents are being influenced by cultural background on the choice of parenting they use. It is noted that whether the parent prefers to raise the child solely by themselves or they involve the extended family, this will have an effect on parenting whether positively or negatively. Results also show that the absence of one parent in the family limits the time on parenting thereby being an influential factor. This can be a result of marital status or employment. However study results show that economic factors and single parenting are the dominant factors influencing parenting styles.

4.4. Positive factors influencing parenting styles.

Table 5

	Agree		Disagree	
	Number	%	Number	%
Lower socioeconomic status increases employed mothers.	12	80	03	20
Employed mothers tend to compensate for their absence in the proportion of direct interaction during nonworking days.	12	80	03	20
Human knowledge is rooted in culture like cooking and behaving properly in public.	14	93.3	01	6.6
Values and ideals of culture are transmitted to the next generation through child rearing practices.	12	80	03	20

Table 5 above shows that socioeconomic status tend to increase the number of employment of mothers, this is a result of trying to improve family lifestyle on prevailing economic situation. Though this might affect family bonds as such mothers spend time at work, mothers also compensate for their absence by showering their children whenever they are available as indicated by 80% of the responses. On the other hand culture impart good morals and skills to the children through these parenting styles thus having these factors influencing parenting styles positively as indicated by 93%.

4.5. Negative factors influencing parenting styles

Table 6

	Agree		Disagree	
	number	%	number	%
Maternal employment develops fathers sharing social roles traditionally viewed female tasks and child care.	11	73,4	04	26,6
Parents need to be lenient with the rules to a certain degree and allow children to be emotionally open	15	100	00	00
Punishment is more likely to lead to behavioural problems	10	66,6	05	33,33
Fathers in dual wage families interact with sons and daughters equally	09	60	06	40

From results shown on table 6 it is observed that all participants were of the idea that being lenient with rules can negatively affect the way of parenting as this can be a total shift from other parenting styles to permissive. In such cases children tend to question all rules given with the idea of saying out their emotions about those rules thereby influencing prevailing parenting style. On maternal employment 73, 4% of the respondents believed that this may lead to most fathers sharing social roles traditionally viewed females like child care. Although it is a good aspect on family bonds, it might also lead to family disharmony especially on African societies as the extended family might not approve of such practices on the part of the father. On the other hand punishment is likely to lead to behaviour problems as indicated by 66, 6% responses which agree with the said statement which is one indicator of authoritative parenting. However there is still

hope beyond the said negative factors as responses indicate that parents may make use of the community and other family members on parenting thus easing the weight by single parents and those of distance location due to employment.

4.6. INTERVIEWS DATA

The researcher also used an interview on Teachers In Charge of the ECE department to find out on factors influencing parenting styles in Magwegwe Cluster in Mzilikazi District. Three research questions from the study were used with some clarifications sort in some instances.

4.6.1. Question 1: what are the factors that influence parenting styles in Early Childhood Education level?

TIC 1: *“One’s culture, social status and employment”*.

TIC 2: *“Type of employment, economy of the country, cultural background of an individual”*.

TIC 3: *“Absence of a parent, economy and cultural practices”*.

Qtn 1(b) What is the common factor that influence parenting in your community?

Responses:

1. *Economy*
2. *employment*
3. *economy.*

The responses from the TIC’s above show that socioeconomic factor and culture are the main factors that influence the use of any parenting style of Magwegwe cluster learners. This leads to a duplication of parenting style which was used before by the previous generation, however economic status cannot be ignored as it affects the rate of responsiveness and warmth shared

with the family. If a family is of low economic status, this may lead to parents migrating for greener pastures as a result leaving children to helicopter parenting. On seeking clarity on the dominant influence, all the respondents pointed out the economic factor though one had named employment. On further asking for an explanation how economy influence parenting, it was explained that due to economic challenges parents are forced to accept any employment that will improve their family life regardless of location. Mokomane (2014) observed that, socioeconomic change in Africa make it difficult for pants to provide the attention that their children need. Thus returning to economic status being influential.

However some other factors of concern which influence parenting were brought up, like the issue of child headed families which results in children living under neglectful parenting. Since these children will be having no one to show any sensitivity, warmth or responsiveness they develop an avoidant attachment/ behaviour. It is also noted that there will be no one to set rules and to monitor that they are followed. In the same vein those children with parents on diaspora are left to live under permissive parenting. The guardian of such children might feel the need to be liked by them hence allowing the kids to live in autonomy without any restrictions since the parent will be the breadwinner of the entire household, thus determining the way of parenting.

4.6.2. Question 2: How can positive factors that influence Early Childhood Education be maintained?

TIC 1: *“Families to remain united and assist each other on child rearing”*.

TIC 2: *“By awarding children rights like the right to be loved and cared for from the Convention of Children’s rights. Build secure attachments”*.

TIC 3: *“Migrating parents to move with their children, parents need to be with their children for proper development”*.

Responses showed that family plays a pivotal role in child rearing practices. This is evident on proposed solutions to make sure that family ties are not broken like migrating with children and trying by all means to keep unity among families for the benefit of the child. By showing love and care to these children also promotes development.

4.6.3. Question 3. How can negative factors be eradicated to ensure proper development at ECE?

TIC 1: *“Families to be encouraged to stay together to solve the issue of single parenting and its negative effects on parenting”*.

TIC 2: *“Parents need to be educated on good parenting styles and ways of curbing indiscipline”*.

TIC 3: *“Raising awareness on effects of different parenting styles on children and by involving other members of the community”*.

From the above responses, it can be noted that parents are not aware of the negative impacts of parenting styles thereby not choosing wisely. Respondents suggested that, if awareness is raised then proper development may be achieved. Further on probing participants on strategies of eradicating negative factors, respondents emphasised on use of extended family on raising children as this may go a long way in monitoring proper development. As advocated by Bronfenbrenner’s ecological systems that the outer circles have greater effect on the child’s life. Bronfenbrenner (2004) postulates that, we should foster societal attitudes that value work done

on behalf of children at all levels parents, teachers, extended family, and mentors. Furthermore Marlow, Trace and Flores (2014) concur that, another way to show the mesosystem works in shaping development of the child is by family-neighbourhood connections.

4.7. DISCUSSION

4.7.1. What are the factors that influence parenting styles in Early Childhood Education?

From the responses gathered from questionnaires with teachers, it is noted that socioeconomic factors and cultural practices are the most factors that influence parenting styles. However some respondents felt single parenting had an upper hand in that those parents available spent time on matters that help in the upkeep of their children, hence affecting the way they parent. Sun (2001) notes that, families that divorce are more likely to exhibit poor parenting practices, high levels of marital conflict or suffer from persistent economic stress (Furstenberg and Teitler 1994). From this study, the researcher observed that parents' value material provisions against emotional attachment and sensitivity, therefore focus is shifted to providing such than parenting. This mindset has influenced many parents to use permissive parenting which is characterized by material support thus doing away with more attention or affection compared to other styles which value responsiveness and close monitoring like authoritative. These findings echoed the same sentiments obtained from interviews with TIC's on factors influencing parenting styles. The interviewees were of the idea that due to the economic situation most parents were leaving for other countries leaving children with maids or older siblings just to provide material support, thus having economy determining parenting style. Eighty percent of the respondents believed

that the issue of single parenting resulted in limited time for parenting. In the same vein cultural models were equally influential as indicated on table 4.

4.7.2. How can positive factors that influence Early Childhood Education (ECE) be maintained?

From the data collected respondents hold the same notion that human knowledge is obtained from culture. This implies that so much of what children know is obtained from families; that is behavior, values, language or even customs. As such research indicate that 93.3% of respondents support the idea that culture is the best factor of maintaining ECE. By culture, ideals and values can be passed to the next generation through socialization. This is advocated by Vygotsky (1978) Social Learning Theory which recognizes that learning always occurs and cannot be separated from social context. Further interviews revealed that, family is the cornerstone of child development therefore suggesting use of extended family in the event of absence of the biological parents. Suggestions given are that in the event of changing location parents need to move with their children in order to maintain family ties and proper development. It was also maintained that, those living in single parenting may involve the entire family and community in child rearing thereby being assured to get the utmost intended development of their children.

4.7.3 How can negative factors be eradicated to ensure proper development at ECE?

Responses from questionnaires suggests that awareness of good parenting styles needs to be communicated to parents. Further responses emphasise use of extended family and the community on child rearing, to ensure to groom socially acceptable members in society. Sun

(2001) found out that, compared with parents married, parents who later divorce are more likely to have personal, psychological or financial problems which will continue to affect children negatively. As such single parents need to involve other support systems which will ensure proper development.

4.8. SUMMARY

This chapter focused on data presentation, analysis and discussion from the teacher's questionnaires and TIC's interviews on factors influencing parenting styles. The researcher found out that the dominant factors were the socioeconomic status and cultural background of parents. The next chapter will look at research summary, conclusions and recommendations made by the researched.

5.0. CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter focused on a summary of the study of factors that influence parenting styles in Magwegwe cluster. It provides the summary of the whole study, conclusions that reveal the

major findings drawn from the previous chapter, giving recommendations of the study as well as recommendations for further study.

5.2. SUMMARY

A study was carried out to find factors influencing parenting styles in Magwegwe cluster in Mzilikazi District of Bulawayo Metropolitan province in an effort to find out how to maintain positive factors influencing ECE and find ways to eradicate negative factors to ensure proper development. A sample of 18 participants was used to represent a population of 84 ECE participants under study. Simple random sampling was used as a sampling technique. The researcher used questionnaires and interviews as data collection instruments. Gathered data was presented in tables and as a discussion. Researcher faced resistance to participate from fellow teachers who were supposed to answer questionnaires as some gave excuses that they were very busy. Teachers In Charge helped the researcher to address respondents so that they could understand the intentions of the study and its importance. Questionnaires were distributed to willing participants and respondents allowed to have a day with it. Upon collection all questionnaires were completed except for a few with one question left unattended, which was the open ended question on ways of eradicating negative factors that influence parenting.

The researcher found out from interviews done with TIC's that the most influential factor on parenting was the socioeconomic factor and cultural background. It is observed that if a family is of low socioeconomic status parents try by all means possible to improve their lifestyle even by migrating to other countries or accepting employment that may be distant from family, by so doing affecting the rate of warmth, sensitivity and responsiveness given to children which are the characteristics of parenting. Due to the economic situation in this country most households

cannot afford a basic lifestyle hence most parents have moved out of the country living children with extended families and some in care of housemaids to provide material support thus having economic factor determining parenting style. Similarly culture cannot be overlooked, it is every family's dream to groom a socially respectable member in society they live in. As such family share values and morals they consider appropriate through socialization. They even adopt strategies of transmitting such values for instance ways of instilling discipline such as punishment, thus slowly having culture influencing the parenting style for that particular family.

The teachers who responded to questionnaires also gave the same sentiments on the socioeconomic factor. Respondents pointed out that due to socio economic status most families find themselves not spending much time with their children as they engage in income generating projects or on distant employment. Since parenting is determined by the degree of warmth, responsiveness and attachment such parents tend to opt for the less demanding styles like permissive parenting. Permissive parenting is a style that is characterized by high responsiveness, low demands and less expectations from children. However they still maintain that culture is the most influential factor directly or indirectly. Also absence of a parent for any reason be it employment or marital status as it limits the time available for the lone parent in parenting. The study also looked on positive influences of these factors such as strengthening family bonds when parents try to compensate for time spent on their absence. Another issue is on cultural influence which is found to be fruitful on imparting good morals and sharing family values.

5.3. CONCLUSIONS

From the study findings it is clear that the choice of parenting styles have some influential factors among families. From this study the researcher learnt that cultural models and single parenting were the most influential factors of parenting styles. Respondents maintained that despite the family structure culture had an influence directly or indirectly. This is notable when

families socialize their offspring to values and morals viewed most important in life. Although other research found no significance on marital status and parenting this study indicates that single parenting influence parenting style used when the available parent diverts parenting time to issues that help on the upkeep of the family. It can be concluded that family ties are very crucial in child development hence when parents find the need to migrate they have to take their children along or make use of extended family for child rearing as it will help in monitoring proper development. Extended family comes handy on the issue of child headed families who usually live under neglectful parenting which might not be helping at all in terms of moral building as there would be no one to set and enforce rules. Researcher also learnt that teachers should raise awareness to parents on effects of these parenting styles so that they choose wisely. On the other hand it was discovered that all the said factors have a positive influence which need to be maintained and the negative which have to be eradicated. In this regard if parents are sensitized they can maintain the positive influences and avoid the negative influences.

5.4. RECOMMENDATIONS

In light of the above findings and conclusions the research makes the following recommendations.

5.4.1 Teachers to educate parents on effects of different parenting styles with a view of equipping them with knowledge of choosing the best style when different influences emerge.

5.4.2. Parents to relocate with their children in the event of employment changes as parents' availability is crucial to child proper development.

5.4.3. Single parents to engage extended family in child rearing as they are found to be very caring and supportive in such cases.

5.4.4. Taking culture in cognisance in maintaining positive factors influencing development.

5.5.5. Parents, guardians and teachers to be good role models for children to imitate good behavior.

5.5. RECOMMENDATIONS FOR FURTHER STUDY

It was revealed during the study that teachers lack some ideas in ways of eradicating negative influences of parenting to ensure proper development. Therefore further study should be taken on strategies which can be used to eradicate negative influences of parenting.