

**THE INFLUENCE OF THE PARENT-CHILD RELATIONSHIP
ON THE SELF-CONCEPT OF THE
SOUTHERN SOTHO LEARNER**

by

APHIAH KEKELETSO CHOKO

submitted in part fulfilment of the requirements for the degree of

**MASTER OF EDUCATION - WITH SPECIALISATION IN
GUIDANCE AND COUNSELLING**

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF JG LE ROUX

JUNE 2004

DECLARATION

Student number: 694-818-9

I declare that: “THE INFLUENCE OF THE PARENT-CHILD RELATIONSHIP ON THE SELF-CONCEPT OF THE SOUTHERN SOTHO LEARNER” is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....
(MRS AK CHOKO)

.....
DATE

ACKNOWLEDGEMENTS

This work would not have been possible without the help of the following people:

- My supervisor, Prof JG le Roux, whose constant and unwavering encouragement, expert guidance and patience helped me through thick and thin.
- Prof G Bester who did the computer analysis of the data.
- The teachers and learners of Mmadikete Middle School and Motshwane High School for taking part in the study.
- My parents for teaching me never to give up even in the face of difficulties. I am proud of you.
- My late husband whose passing during my prime made me grow up fast.
- My two sons to whom I was constantly unavailable. Thank you for not giving up on me. I love you guys.
- My entire family who always supported and encouraged me.

It is to my Lord God Almighty that I give thanks. You gave me strength, courage and ability to persevere. You carried me through difficult times.

(ii)

SUMMARY

THE INFLUENCE OF THE PARENT-CHILD RELATIONSHIP ON THE SELF-CONCEPT OF THE SOUTHERN SOTHO LEARNER

by

APHIAH KEKELETSO CHOKO

Degree : Master of Education (Guidance and Counselling)
Department : Educational Studies
Supervisor : Prof JG le Roux
Date submitted : June 2004

Those learners who generally struggle to relate to their teachers and peers, also appear to struggle with their parents. This research study is thus an investigation into the influence of the parent-child relationship on the self-concept of the Southern Sotho child.

A literature study was done and the major dimensions of the self-concept were identified, namely, the physical self, the academic self, the social self, the value self, the family self and the psychic self. A questionnaire was developed to measure the self-concept of the child. Another questionnaire was used to measure the parent-child relationship.

The results of the empirical investigation indicated that the parent-child relationship does have an influence on the self-concept of the Southern Sotho child, although certain contradictions to other research findings emerged. Problematic aspects of the research were discussed and recommendations for further research were made.

KEY WORDS

Self; Self-concept; Self-esteem; Identity; Parent-child relationship.

TABLE OF CONTENTS

CHAPTER 1	
PROBLEM FORMULATION AND THE RESEARCH PROGRAMME	1
1.1 INTRODUCTION	1
1.2 ANALYSIS AND FORMULATION OF THE PROBLEM	1
1.3 AIMS OF THE STUDY	4
1.3.1 General aim	4
1.3.2 Specific aims	4
1.4 RESEARCH METHODOLOGY	5
1.5 DEMARCATION OF THE RESEARCH	5
1.6 CLARIFICATION OF CONCEPTS	5
1.6.1 The self	5
1.6.2 The self-concept	6
1.6.3 Self-esteem	6
1.6.4 Identity	7
1.6.5 The parent-child relationship	7
1.7 RESEARCH PROGRAMME	7
CHAPTER 2	
THE SELF-CONCEPT - A PSYCHO-EDUCATIONAL PERSPECTIVE	9
2.1 INTRODUCTION	9
2.2 THE SELF	9

2.3	THE SELF-CONCEPT	10
------------	-------------------------	-----------

(iv)

2.3.1	What is the self-concept?	10
--------------	----------------------------------	-----------

2.3.2	Self-esteem	11
--------------	--------------------	-----------

2.3.3	Self-efficacy	12
--------------	----------------------	-----------

2.4	THE NATURE OF THE SELF-CONCEPT	13
------------	---------------------------------------	-----------

2.5	IDENTITY	16
------------	-----------------	-----------

2.6	THE ROLE OF THE SELF-CONCEPT IN BEHAVIOUR AND LEARNING	18
------------	---	-----------

2.7	SUMMARY	23
------------	----------------	-----------

CHAPTER 3

	THE INFLUENCE OF THE PARENT-CHILD RELATIONSHIP ON THE SELF-CONCEPT OF THE CHILD	24
--	--	-----------

3.1	INTRODUCTION	24
------------	---------------------	-----------

3.2	THE PARENT-CHILD RELATIONSHIP	24
------------	--------------------------------------	-----------

3.3	DEVELOPMENT OF THE SELF-CONCEPT	25
------------	--	-----------

3.3.1	Elements important in self-concept development	28
--------------	---	-----------

<i>3.3.1.1</i>	<i>A need for positive regard</i>	28
----------------	-----------------------------------	-----------

<i>3.3.1.2</i>	<i>Acceptance</i>	29
----------------	-------------------	-----------

<i>3.3.1.3</i>	<i>Relationships</i>	30
----------------	----------------------	-----------

3.4	PARENTING	31
------------	------------------	-----------

3.4.1	Specific parenting styles and self-concept development	34
--------------	---	-----------

<i>3.4.1.1</i>	<i>Authoritative parenting</i>	34
----------------	--------------------------------	-----------

<i>3.4.1.2</i>	<i>Authoritarian parenting</i>	35
----------------	--------------------------------	-----------

<i>3.4.1.3</i>	<i>Permissive parenting</i>	35
----------------	-----------------------------	-----------

3.5	SUMMARY	36
------------	----------------	-----------

(v)

CHAPTER 4		
THE EMPIRICAL INVESTIGATION		37
4.1	INTRODUCTION	37
4.2	HYPOTHESES	37
4.2.1	Hypothesis 1	37
4.2.2	Hypothesis 2	38
4.2.3	Hypothesis 3	38
4.2.4	Hypothesis 4	38
4.3	SELECTION OF THE SAMPLE	39
4.3.1	Defining the population	39
4.3.2	Composition of the sample	39
4.4	MEASURING INSTRUMENTS USED IN THE INVESTIGATION	40
4.4.1	The Self-Concept Questionnaire (see Appendix A)	40
<i>4.4.1.1</i>	<i>The structure of the Self-Concept Questionnaire</i>	41
<i>4.4.1.2</i>	<i>The dimensions of the Self-Concept Questionnaire</i>	41
4.4.2	The Parent-Child Relationship Questionnaire (see Appendix B)	43
<i>4.4.2.1</i>	<i>The structure of the Parent-Child Relationship Questionnaire</i>	43
<i>4.4.2.2</i>	<i>The dimensions of the Parent-Child Relationship Questionnaire</i>	44
4.4.3	Key to the measuring instruments	45
<i>4.4.3.1</i>	<i>The Self-Concept Questionnaire</i>	45
<i>4.4.3.2</i>	<i>The Parent-Child Relationship Questionnaire</i>	45
4.5	PROCEDURE FOLLOWED DURING THE EMPIRICAL INVESTIGATION	45
4.6	PROCESSING THE RESULTS	46

4.6.1	The Self-Concept Questionnaire	46
4.6.2	Testing the hypotheses	46

(vi)

CHAPTER 5

A STATISTICAL ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE EMPIRICAL INVESTIGATION	47
--	-----------

5.1	ITEM ANALYSIS OF THE SELF-CONCEPT QUESTIONNAIRE	47
------------	--	-----------

5.2	RELIABILITY OF THE SELF-CONCEPT QUESTIONNAIRE	52
------------	--	-----------

5.3	VALIDITY OF THE SELF-CONCEPT QUESTIONNAIRE	53
------------	---	-----------

5.4	DETERMINING THE NORMS OF THE SELF-CONCEPT QUESTIONNAIRE	54
------------	--	-----------

5.5	TESTING THE HYPOTHESES	65
------------	-------------------------------	-----------

5.5.1	Hypothesis 1	65
--------------	---------------------	-----------

5.5.2	Hypothesis 2	68
--------------	---------------------	-----------

5.5.3	Hypothesis 3	71
--------------	---------------------	-----------

5.5.4	Hypothesis 4	72
--------------	---------------------	-----------

5.6	CONCLUSION	73
------------	-------------------	-----------

CHAPTER 6

SUMMARY	75
----------------	-----------

6.1	INTRODUCTION	75
------------	---------------------	-----------

6.2	THE FINDINGS OF THE LITERATURE STUDY REGARDING THE INFLUENCE OF THE PARENT-CHILD RELATIONSHIP ON THE SELF-CONCEPT OF THE CHILD	76
------------	---	-----------

6.3	THE EMPIRICAL INVESTIGATION	77
6.3.1	The findings of the empirical investigation	78
6.4	EVALUATION OF THE RESEARCH	78
6.4.1	What is the influence of the parent-child relationship on the self-concept of the Southern Sotho child?	79
(vii)		
6.4.2	Problematic aspects of the research	79
6.4.3	Recommendations for further research	80
	BIBLIOGRAPHY	81
	APPENDICES	
	Appendix A: The Self-Concept Questionnaire	88
	Appendix B: The Parent-Child Relationship Questionnaire	99
	LIST OF TABLES	
TABLE 4.1:	Composition of the sample	39
TABLE 4.2:	Item numbers for each of the self-concept dimensions	43
TABLE 4.3:	Cronbach coefficient alpha for the Parent-Child Relationship Questionnaire	43
TABLE 4.4:	Item numbers for each of the parent-child relationship dimensions	44
TABLE 5.1:	Item analysis of the dimension - physical self	47
TABLE 5.2:	Item analysis of the dimension - social self	48
TABLE 5.3:	Item analysis of the dimension - academic self	48
TABLE 5.4:	Item analysis of the dimension - family self	49
TABLE 5.5:	Item analysis of the dimension - value self	49
TABLE 5.6:	Item analysis of the section - psychic self	50
TABLE 5.7:	Item analysis of the Self-Concept Questionnaire	50
TABLE 5.8:	Reliability of the Self-Concept Questionnaire	52
TABLE 5.9:	Pearson correlation coefficients between the different constructs and between each construct and the total construct	53
TABLE 5.10:	Limits and areas of stanines	55
TABLE 5.11:	Transformation of raw scores into stanines for the dimension -	

	physical self	55
TABLE 5.12:	Transformation of raw scores into stanines for the dimension - social self	56
TABLE 5.13:	Transformation of raw scores into stanines for the dimension - academic self	57
TABLE 5.14:	Transformation of raw scores into stanines for the dimension - family self	59

(viii)

TABLE 5.15:	Transformation of raw scores into stanines for the dimension - value self	60
TABLE 5.16:	Transformation of raw scores into stanines for the dimension - psychic self	61
TABLE 5.17:	Transformation of raw scores into stanines for the Total Self-Concept Questionnaire	62
TABLE 5.18:	Classification of the Self-Concept Questionnaire scores into categories	65
TABLE 5.19:	Correlation coefficients between the parent-child relation of authority and the dimensions of the self-concept	66
TABLE 5.20:	Correlation coefficients between the parent-child relation of knowing and the dimensions of the self-concept	66
TABLE 5.21:	Correlation coefficients between the parent-child relation of trust and the dimensions of the self-concept	66
TABLE 5.22:	Correlation coefficients between the total parent-child relationship and the dimensions of the self-concept	66
TABLE 5.23:	Results of the analysis of variance for the physical self	69
TABLE 5.24:	Results of the analysis of variance for the social self	69
TABLE 5.25:	Results of the analysis of variance for the academic self	69
TABLE 5.26:	Results of the analysis of variance for the family self	69
TABLE 5.27:	Results of the analysis of variance for the value self	70
TABLE 5.28:	Results of the analysis of variance for the psychic self	70
TABLE 5.29:	Results of the analysis of variance for the total self-concept	70
TABLE 5.30:	Comparison of the self-concepts of grade eight and grade ten learners	71
TABLE 5.31:	Comparison of the self-concepts of boys and girls	73