

THE ROLE OF PARENTING STYLES IN THE ACQUISITION OF
RESPONSIBILITY IN ADOLESCENTS

BY

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I declare that the THE ROLE OF PARENTING STYLES IN THE ACQUISITION
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used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

(Ms L D Preston)

DATE

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SUMMARY

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Degree : Master of Education (Specialisation in guidance and
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The aim of this study was to ascertain the role of parental influence and, in particular, the parenting style on the development of academic responsibility in adolescence. The measurement instrument used to gauge the level of responsibility an adolescent attains was the evaluation of the individual's academic results in relation to a specific parenting style. Academic achievements were seen as a reflection of the individual's positive or negative behaviour towards his/her academic responsibilities and requirements. The research was done by means of a literature study and empirical research.

The initial sample of participants consisted of adolescents between the age of fifteen and seventeen years. These individuals completed a questionnaire, which required their biographic details, their perceptions of their parents' parenting styles and their academic results. Two

learners were selected to participate in an in-depth study. One of the learners achieved academically, the other was a poor academic achiever. These individual's parenting styles to which they had been subjected, as well as their academic performances were evaluated.

KEY TERMS

Responsibility

Parenting styles

Adolescent

Academic achievement

Locus of control

Triangulation

Research design

Developmental phases

Perceptions

Attitudes

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Chapter 1

AIM OF THE STUDY AND THE PROBLEM STATEMENT

1.1 INTRODUCTION

The differentiation between humans and animals is seen clearly in the human's capability to evaluate and appropriately adjust his/her thoughts, emotions and behaviour to moral and situational requirements in his/her life world. This evaluation and adjustment imply taking cognisance of, and responsibility for the consequences of his/her thoughts, emotions and behaviour. Adolescents are no different - they too need to adjust and redefine their life world to adapt and function. The main difference is that they are inexperienced and need guidance in this process.

Adjustments are important because they play a major role in optimal development and the functioning of the individual in his/her life-world. Successful attainment of adjustment by an individual could be seen as an indication of the level of perception the individual has of a situation and the extent to which the individual has taken responsibility for his/her part/actions within that situation. This can usually be observed in the behaviours the individual reveals. Personal responsibility in an individual is associated with mature positive behaviours in human beings.

These positive behaviours mean different things to different people in an adolescent's life world. For example, an educationalist could perceive responsible behaviour as being reflected in the adjustment a learner shows in his/her responsible performance and functioning in an academic environment. Even before birth, parents were the primary source of influence and responsible adjustment of the child could be measured in the relationships the child has with him/herself and with others. As these areas are important factors to consider in the adolescent's acquisition of responsibility, they will be the focus of this study, in other words the parenting influences and, in particular, parenting styles and academic achievement of the adolescent.

Parenting can be described as the influence adults exert on their offspring while adjusting to situations and experiencing responsibility. Parenthood does not come with an instruction manual.

If parents are going to shape the behaviour of their children and influence them to behave in socially acceptable ways, they have to eliminate unacceptable behaviour while promoting and

reinforcing positive, acceptable behaviour. Socially acceptable behaviour touches on all aspects of an adolescent's life world (academic/school, social/peers and family) to enable the individual to exist in harmony with others. This task is not easy and it never was, as Kuczynski (2003: ix) states:

Among the process of myths of parent-child relations is the idea that at one time, long ago, parenting was a simpler process. Parents parented, children obeyed and were socialized, and that was all there was to it. It is doubtful that there was ever a time when parent-child relationships were ever that simple.

This study will attempt to ascertain perceptions of adolescents with regard to personal responsibility and their parents' parenting styles. Secondly, these perceptions will be evaluated in conjunction with the adolescents' academic results in order to ascertain if any of these aspects influence each other. The academic performance of the adolescents will be considered an indication of the level of acceptance of responsibility they take in their lives. This investigation will be repeated with two individuals in the form of two in-depth case studies, in an attempt to establish if the general tendencies identified in the sample group are also evident in the particular individuals.

1.2 BACKGROUND

Bacon (1991:397) comments that the real key to being responsible is that the impetus for learning comes from the student. If we consider this statement, we can deduce that the individual also plays an important role in the acquisition of responsible behaviour. A few factors should be considered namely, the individual, the parent and the environment in which he/she functions.

With this in mind the question is posed: Do present day learners demonstrate this sense of responsibility by showing the impetus for learning which Bacon cites? Are South African parents socialising their children, and imparting the essence of their culture, in order to produce responsible adults? Are South African parents relinquishing this task to the civil and social institutions?

One can therefore say that the issue concerning personal responsibility of the adolescent is important. It can be influenced by many factors such as the individual him/herself, the parents and their parenting style and the educational environment.

It is therefore of primary importance to examine how parenting styles are associated with the responsibility levels acquired by the adolescent in his/her academic functioning as well as considering other influences such as family and peers. This chapter presents the awareness and nature of the problem, the aims and conceptual definitions of the current study.

1.3 AWARENESS OF THE PROBLEM

The researcher first became aware of the problem of responsibility in adolescents when Linda, an experienced remedial teacher, complained bitterly about the situation in her very small and personal remedial class.

She said that no matter how hard she tried, or whatever she did, it never seemed to be effective. The learners in her class did little to improve themselves or the situation. Parents seemed to demand continually that their adolescents receive help but when it came to taking decisive steps to implement the suggested strategy, there was usually little or no response from either parents or learners. When learners were faced with challenges, they either blatantly refused to comply, or became apathetic. In some instances, parents also “jumped in and protected” the adolescent against the so-called “unfair” or “unreasonable” requirements or stress the educator was perceived to be imposing. In doing so, the parents sheltered the adolescent from the consequences. Everything seemed to be too much of an effort and the responsibility a learner had to shoulder seemed to be taken away by the actions and reactions of so-called “involved parents”.

After further discussion of this problem, Linda was asked what she thought was the core of the problem. Without hesitation, she said, “Responsibility”. When asked how she understood responsibility in learners, she answered:

“Aspects I see with regard to a child’s functioning when it comes to a lack of a sense of responsibility are seen when he/she:

- does not complete homework in time;
- does not hand in assignments;
- needs to be supervised all the time;
- lacks the desire to achieve or do well;
- forgets;
- lacks interest;
- needs continual prompting;
- lacks pride;
- lacks initiative and tends to follow peers;
- does not carry out instructions.”

During the researcher’s few years in the teaching profession, the remedial teacher’s words rang true. It was realised that many learners, without specific remedial needs, were also presenting the same problems. A lack of personal responsibility on behalf of the learner seemed to be the key factor, which caused concern.

The researcher has frequently encountered many adolescents who do not take responsibility for their own functioning and/or actions. These adolescents always seem to rely on their parents, or any available external source, to justify their shortcomings, condone their behaviour or rationalise their unacceptable actions. In short, some learners have become so used to using others to ‘bail them out’ of problem situations, that they take no form of responsibility for any aspect of their own lives. Excuses are also used to justify their inability to function in social and personal situations.

Some parents tend to protect their adolescents from consequences by supporting the adolescent’s excuses. These actions can be seen providing ‘safety nets’ for the child to shelter the child from the consequences and to reduce the seriousness and/or limit the implications of the adolescent’s actions. ‘Safety nets’ cushion the adolescent’s experience of consequences in his/her academic and personal life-world.

1.3.1 Nature of the problem

On closer examination, the problem of adolescent responsibility, or the lack thereof, has become evident in the everyday functioning of adolescents in their life-world as mentioned in sub-section

1.3 of this chapter. Firstly, learners are not exhibiting the necessary responsible behaviour required of them to function in the present Outcomes-based Education (OBE) system. This aspect seems to be a contemporary concern for many laypeople, as the publication of an article in the household magazine *YOU* reflected. The following article was published eliciting an intense response from academics and laypeople alike.

In *YOU* (19 February 2004: 25), Professor Kobus Maree reported that:

School kids today are not as intelligent as they were 10 years ago. It is shocking but that is what the experts are saying. They also say learners often can't read, spell or

write properly – and they can't do mental arithmetic at all. Their vocabulary is also so much poorer they battle to express their thoughts, read critically and think logically.

It seems evident that the acquisition of knowledge and academic skills needed for the individual to function within his/her adolescent life world, which is within a school, family and social context are being adversely affected. The influence of the environment will be discussed in chapter 3. The OBE system aims to promote responsibility in a learner as in the system, learners share the responsibility for seeking and acquiring knowledge actively. However, in spite of this aim, the intellectual functioning of learners is deteriorating. According to Prof Maree this has been prominently evident since the implementation of the OBE system during the last ten years. Prof Maree (in *YOU* 2004:20) continues:

The IQ of kids who're exposed only to OBE is lower than that of learners a few years ago. Children's basic skills are deteriorating. This influences how they do in aptitude and IQ tests and could also handicap them when it comes to university entrance exams.

This emerging trend elicits pertinent questions with regard to the acquisition of responsibility by the adolescent. Are these issues of such concern that even a household magazine can consider it important and newsworthy? How serious are the issues concerning responsibility in a learner's functioning and the school system? Are the learners not actively taking responsibility for their role in the learning process? (Bacon 1991:397).

The aspect of the adolescent's personal role in the acquisition of responsibility is one of the areas that one must examine. The other aspect of concern is that of the parents and their influence. The third area is that of the adolescent's social relationships or social functioning.

By looking at headlines taken randomly from local newspapers, one sees the emergence of serious interpersonal problems among adolescents. The adolescent seems to be encountering increasing problems with regard to inter- and intra-personal functioning. They do not seem to be functioning effectively in their personal lives, which are reflected in the serious nature of these problems. This is reflected daily in various newspaper headlines as follows:

- Mom killed: son (16) held: Row over girl turns violent. (Pretoria News 21 April 2004)
- Rapist (11) in court. (Pretoria News 22 April 2004)
- Seun (14) in hof oor hy glo drie verkrag. (Boy (14) in court suspected of rape of three) (Beeld 26 Februarie 2004)
- Die provinsies met die hoogste skool-uitvalsyfer. (The provinces with the highest school failure rate) (Beeld 26 Februarie 2004)
- Afrikaner se kinders gee onnies grys hare. (Afrikaans children give educators grey hair) (Beeld 27 Februarie 2004)

From the above-mentioned, adolescent responsibility seems to be sadly lacking in the major areas of the adolescent's life world, namely, his/her school or academic environment and in his/her personal relationships with himself/herself and others.

1.4 EXPLANATION OF CONCEPTS

1.4.1 Responsibility

Various authors define the concept of responsibility differently. Generally, one can say that it is an ambiguous term. The main problem seems to be the value-laden nature of the concept, which is further clouded by an individual's perceptions and personal ethics.

Responsibility can be defined in several ways:

Morally answerable for the discharge of a duty or trust: that for which one is answerable: the ability to meet obligations or to act without superior authority or guidance (Van Rensburg, Landman & Bodenstein 1994 :518).

Marek Järvik (2003:147) states in his article, *How to understand moral responsibility*:

Generally speaking, responsibility is a phenomena closely connected with man's behaviour or its consequences. It is difficult to give a comprehensive definition of responsibility since this notion comprises several specific shades of meaning.

Anderson and Prawat (1983:62) refer to responsibility as:

..... a complex concept involving a number of related issues, such as accountability and control. In the classroom, responsible behaviour involves self-regulation and self control by students. Students behave appropriately in large part because they have internalised standards of conduct and know how to meet those standards

Bacon (1991:396) states:

The concept of being responsible is somewhat less easily articulated. Students are being responsible when they take the initiative to do the work based on their interest or desire to learn and not because a teacher, or anyone else, has instructed them to do so. In other words, students who are being responsible are not necessarily concerned with the specific expectations of the teacher, nor are they even immediately successful in their efforts. Students may be construed as being responsible if they have made the effort to do what needs to be done in order to learn the subject matter, with or without the teacher's requests.

The problems reflected in section 1.2 of this chapter, are concisely highlighted in the above-mentioned quotation. From this it can be seen that the main concept required for responsibility in student behaviour, namely personal impetus for learning, is lacking in the present day functioning of learners. Secondly, parent and educator input (see section 1.3) are also highlighted in the

above- mentioned extract, as the ability of the individual to function independently without sanctions or continual encouragement from the educator is stressed.

Therefore, if we can produce students who can act responsibly, we are giving them power over their own learning experiences (Bacon 1991:397). It may seem, however, that a more personalised approach by parents to providing opportunities to experience responsibility, will effect greater internalisation by the adolescent of this particular skill. Therefore, the study will focus on the parental influences on adolescents with respect to the development of one aspect of responsibility that is, academic responsibility.

1.4.2 Parental style

Parents are regarded as the main agents of delivery of children's rights. Parents are the main source of care and nurturance for a child. The 'service' which parents are expected to deliver is one of care, protection and support of the minor.

Parenting styles can change the nature of the parent-child interaction and can influence the personality of the child. One must therefore consider both nature and nurture to be independently implicated in the growth of infants into effective citizens (Hoghughi & Long 2004:1).

In short, parenting can be defined as purposive activities aimed at ensuring the survival and development of children (Hoghughi & Long 2004:5). The task of parenting is to rear a rapidly changing organism; therefore adaptation to change rather than stability is an essential element of successful parenting (Kuczynski 2003:7).

Once again to refer to the general themes discussed throughout this chapter, a major concern of the educator ascribed in 1.3 of this chapter, was that of parents who did not support the learner correctly. Parents were either too lenient, or tended to shelter the child from the consequences of situations, or they were negligent of their parenting responsibilities. It seems that balance is needed in parenting. Many factors such as poverty, parent life/work balance, peer influence, culture and religion, to name just a few, may affect the quality and the style of parenting.

The main parenting styles that are discussed in this study are as follows (Baumrind 1991:62):

- Authoritative;
- Authoritarian;
- Permissive;
- Rejecting/neglecting.

This study only refers to three of the four parenting styles and has omitted a discussion of the last category. This was done as the rejecting/neglecting style was not very prominent in the sample group. It was felt that incorporating the last two groups would accommodate the majority of characteristics of permissive and rejecting parents sufficiently (see chapter 4).

1.4.3 Adolescence

The period of life called youth (adolescence) extends from early or mid-teens through early or mid-twenties, roughly a ten-year span. There is no definite time frame. The onset age and completion time varies, with the phase beginning somewhat earlier or later in certain individuals. Youth (adolescence) is a peak period where the individual endeavours to discover and evaluate ideas and roles concerning their own relationships with peers and how to cope in adult roles. Concisely put, adolescence begins in biology and ends in culture (Berryman 2002:293). This is to say that what is rooted in a biological change or maturation process culminates in cultural status.

The feature that makes adolescence stand out in the entire life-span development of an individual is the radical change and growth which place during this phase. These changes are primarily physical, cognitive and emotional by nature. Hormones drastically change children into adults, primarily influencing the physical functioning and appearance. Secondly, the environmental factors, which include cultural influences and aspects, challenge the individual on all levels. Lastly, the individual has to come to terms with relationships and roles emotionally. Thus the adolescent has to find himself/herself and their own identity.

1.5 PROBLEM STATEMENT

From the previous discussion (see section 1.4.2 and 1.4.4 if this chapter) and quotations from Juang, Silbersien (2002:16), Hoghughi and Long (2004:5), the researcher has identified two areas which are considered in this research study. These are parental control/involvement (the parenting style the individual has been subjected to) and the acquisition of responsibility during the adolescent developmental phase which will be explored by considering the individual's academic performance. These relationships play a role in the learner's educational sphere, as well as in the general life-world of the individual on his/her path to adulthood.

The problem statement of this study is as follows:

Do parenting styles play a role in the development of academic responsibility in adolescents?

1.6 RESEARCH AIMS

The aim of this empirical research is to ascertain if parenting styles influence the adolescents' sense of academic responsibility. In an attempt to achieve this aim the following objectives will be followed:

- ascertain the perception of a group of adolescents of their parents' parenting style;
- ascertain the perceptions of responsibility of a group of adolescents;
- ascertain the academic performance of a group of adolescents;
- to explore the role (if any) parenting styles play in the academic responsibility achieved by the adolescent, according to the adolescents' perceptions.

The level of responsibility an adolescent perceives him/herself to have attained is considered in conjunction with the individual's academic results and his/her perceptions of the concept of academic responsibility. Academic achievements will therefore be seen as a reflection of the individual's positive or negative behaviour towards his/her school (academic) responsibilities and requirements. Parenting styles are also considered when exploring this relationship. The research is done by means of a literature study and empirical research.

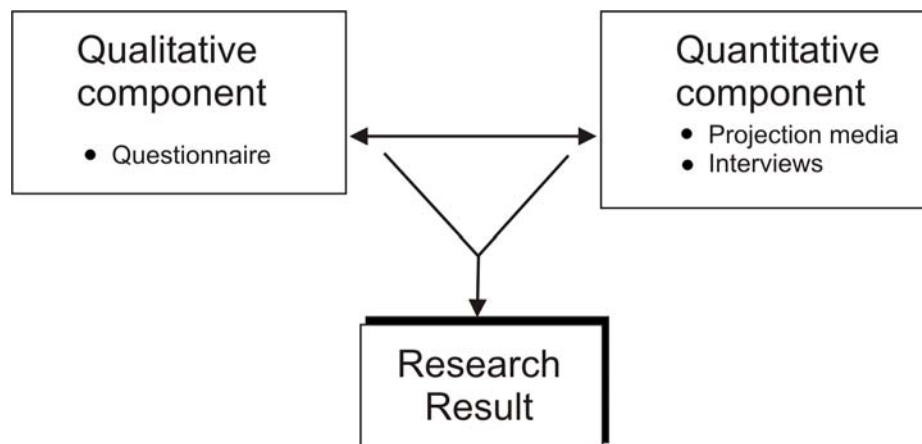
1.6.1 Literature study

The literature study serves as a basis for ascertaining the relationship of parental influence during the developmental stages of an individual. The definitions of responsibility and parental influences are researched in depth. Development of a sense of responsibility is also examined during the various phases of development in an individual's life, including physiological and psychological aspects.

1.6.2 Empirical study

Discussion of the research design and the delineation of the qualitative and quantitative aspects of the study revolve around the explorative, descriptive and contextual strategies used in this study to investigate the issues arising. These methods will be explored by using both qualitative and quantitative research methods in an attempt to investigate the problem statement. This method is defined as triangulation (See section 5.3 of chapter 5).

Figure 1.1 Research design



1.6.2.1 Quantitative research

In order to obtain the viewpoints of adolescents regarding the taking of academic responsibility, as well as their experience of their parents' disciplinary styles, a questionnaire was designed.

1.6.2.1.1 Design of the questionnaire

The questionnaire consists of the following aspects:

- Parenting styles: This aspect explores and reflects specific parenting styles, namely authoritarian (section A), permissive (section B) and authoritative (section C) parenting styles.
- Academic results: Exploration of this aspect will be done by acquiring each participant's most recent academic result.
- Locus of control: This aspect consists of two sections, namely internal locus of control (section D) and external locus of control (section E).

Scales used in the questionnaire will reflect choices or responses to statements concerning the above mentioned aspects. Each of the sections, A,B,C,D and E will entail ten statements. Answers to each statement will be graded according to a five point scale, 1 reflecting the choice of never and 5 always. A comprehensive discussion of the design of the questionnaire will follow in chapter 5.

1.6.2.1.2 Application of the questionnaire

The questionnaire will be distributed via educators to a group of 150 randomly selected adolescents from four high schools in the area of research. From this group, all the questionnaires, which are correct and fully completed, will be considered.

1.6.2.1.3 Data analysis

As already explained, sections A,B,C,D and E each consists of ten statements in which the answers to each statement will be graded according to a five point scale (1 reflecting the choice of never and 5 always). When calculated, the maximum score that can be obtained in each section

is 50. The higher the score, the more indicative the result would be of a stronger positive alliance with that particular construct.

1.6.2.2 Qualitative research

Two in-depth case studies will comprise the qualitative component to obtain an in-depth perspective of the life world of an adolescent who is a high achiever and one who is a poor achiever. These studies may help to ascertain these individuals' levels of responsibility and the parenting influences to which they were subjected.

1.6.2.2.1 Selection of the respondents

Two adolescents from the sample group will be selected, one who is a high academic achiever, and one who is a poor academic achiever. Willingness to be interviewed and complete the projective tests will be a factor which may influence the participants' selection.

1.6.2.2.2 Selection of the media

The following media were selected in order to obtain an in-depth view into the life world of the selected adolescents.

⇒ In-depth interview

Interviews provide a qualitative source of data. The main aim of in-depth interviews is to obtain and delve into the opinions and reasons given in the questionnaire and to explore the personal experiences of the case study participants.

- Design: The interview will be designed in a semi-structured manner in order to facilitate responses concerning academic responsibility and to explore the life world of the adolescent. Unstructured and open-ended questions will be asked to afford the individual the opportunity to share their feelings and attitudes.
- Application: During interviews, process notes will be taken which will support audio tapes.
- Data analysis: Background and factual data will be evaluated as well as emerging patterns and themes identified. These patterns will be assessed and evaluated in an effort to support or refute the data obtained by other methods.

⇒ **Sacks incomplete sentences**

The Sacks is a test consisting of a number of incomplete sentences which are used to explore significant areas of an individual's adjustment and attitudes to his/her life world (Sacks 1965: 833). This test will enable the researcher to gain information and insight into the respondents' relationships and attitudes.

- Design: The test is found to be effective in determining the content of the subjects' attitudes in various areas. The general areas that are explored are family attitudes, sex attitudes, interpersonal attitudes and self-attitudes (Sacks 1965: 827). Each general area consists of sub-sections. Each sub-section is represented by four incomplete sentences. This will be discussed in detail in chapter 5.
- Application: Each respondent will receive a questionnaire consisting of 60 incomplete sentences which they will complete.
- Data analysis: Responses are rated on a scale consisting of four categories, namely, unknown or insufficient evidence (X); No significant disturbance noted in this area (0); Mildly disturbed (1); Severely disturbed (2). Every sub-section obtains a rating which is globally evaluated. These ratings are considered in an effort to gain insight into the general functioning of the individual. The general areas of functioning will be discussed in chapter 5.

⇒ **Kinetic family drawing**

The family drawing provides a valuable aid for gaining knowledge and understanding of the dynamics of the family unit in which the adolescent functions. In an effort to provide insight and understanding with regard to the respondents' level of adjustment or functioning within the environment and especially the family this test will be used.

- Design: By drawing their family aspects of the family life are projected into the drawing. The kinetic component implies movement and positioning in relation to family members. This aspect of the test can be valuable in understanding the individual's own position in relationship to the family.
- Application: A blank piece of paper is placed in front of the respondent. The respondent is then requested to draw everyone in their family, including themselves, busy doing something. Pencils and erasers are provided.
- Data analysis: An overall impression is obtained to decide on the cohesion of the family, and the general mood of the group. Specific indicators which will be

considered are omission or addition of figures, placement and size of figures, similar or differential treatment of figures, base or borderlines and separation lines as well as activities and actions done by figures.

⇒ **Draw a person**

The draw a person test is considered a useful way of assessing personality, being based on the assumption that the drawing of a person represents the expression of self and of the body in the environment (Machover 1949:35). This technique will be used to assess the two respondents' relationship to themselves, objects, the environment and others.

- Design: It is generally believed that a human figure drawing is an expression of the self or body- image. This “self-drawing” relates intimately to the self or the individuals' own needs, conflicts and personal characteristics. It can be valuable in understanding the individual's position in relationship to his/her life world.
- Application: A blank piece of paper is given to the respondent with a request to draw a person. The sex and age of the first figure drawn is ascertained and a second figure of the other sex is then requested to be drawn on the reverse side of the page. Pencils and erasers are provided.
- Data analysis: Overall impression is considered to obtain an overall effect of the drawing. Specific indicators which will be considered are size, emphasis and exaggeration of any part of the figure, baseline placement and position on the page.

1.7 CHAPTER INTRODUCTION

The chapter division of this dissertation is as follows:

In chapter 2 the concept of development of responsibility in children is discussed at different developmental stages in the individual's life. The discussion also examines the dynamics of responsibility and serves as an introduction to the in-depth study of responsibility in adolescence, which follows in chapter three.

In chapter 3 a literature study is conducted concerning responsibility with specific reference to definition and the essence of the concept responsibility in adolescence. The acquisition of a sense of responsibility during the adolescent phase of development is highlighted, culminating in the

level of responsibility, which should have been acquired by the age of 15-18. Definitions with respect to age, needs and nature of an individual in the adolescent phase of development is highlighted, and the level of cognitive development with respect to responsibility is discussed.

Parental styles and the needs of the developing individual are discussed in chapter 4. Definitions, positive and negative influences of parents and parenting styles and the effect this has on the developing adolescent and his/her sense of responsibility are emphasized.

The research design is described in chapter 5. It consists of a questionnaire, which is distributed to thirty high school learners, followed by two in-depth interviews with selected adolescents. Incorporated in these interviews is a draw-a-person, kinetic family drawing evaluation as well as an incomplete sentence test. The media used is discussed and explained and the research results expounded.

Interpretations of the results of the empirical research are presented in chapter 6.

A summary of the study, with conclusions and recommendations with respect to the findings, is presented in chapter 7. Further possible research is suggested.

1.8 CONCLUSION

If one evaluates the life-world of an adolescent, one can conclude that there are two major areas of functioning in which the adolescent must cope; these are school and family life. One can consider the school environment a greater sphere of influence, as the adolescent spends a large portion of his time there preparing him/herself for the future. Any individual experiencing problems affecting academic responsibility could have a negative impact on the coping and optimal development of the individual.

In chapter 2 the discussion will concern the process and dynamics of responding and exploration of development of the adolescent.

Chapter 2

THE PROCESS OF RESPONDING AND THE DEVELOPMENTAL PHASES

To fully comprehend the behaviour of an individual at any particular point in time, some consideration must be given to the experiences that the individual has received up to that time (Hepper 2003:91).

2.1 INTRODUCTION

Experiences in an individual's life are important, as these are the essences of the individual's existence, being and development. How an individual experiences his/her life are firstly influenced by his/her developmental progress (cognitive, emotional and physiological) and secondly, by the individual's perceptions of and responses to his/her life world. Simply put, perception is the initial stage of responding. The ability the individual has to respond is usually triggered by an initial experience or perception. Any individual usually has the ability to respond but each individual must take the personal responsibility to respond appropriately and positively in a situation.

Personal development and responsibility are therefore of paramount importance if one is to evaluate an adolescent's functioning in two of the main spheres of his/her life world, namely school and family, which will be discussed in more detail in chapter 3.

This chapter will initially discuss the process and dynamics of responding and then continue to examine how individuals relate to this responding process during their developmental phases. Hormone and neuro-behavioural processes are also considered as well as the adolescent's perceptions of situations.

2.2 THE ATTRIBUTION THEORY

The concept of responsible behaviour can be evaluated in terms of an attribution theory where inferences of responsibility play a major role (Weiner 2000:163). There is, however, no universal,

all encompassing body of knowledge that fits into one specific attribution theory or one reason why humans react or are motivated to behave in a certain manner.

Generally, attribution theorists are concerned with perceptions of causality or the perceived reasons for a particular event. Thus, we can evaluate the adolescent's behaviour as being responsible or not, by evaluating the causes of the actions. The underlying principle of attribution is that a particular situation or event, which a person experiences, will lead to a cognitive evaluation, which will have causal attributions attached to it (Weiner 2000:9). Causal attributions can be defined as conscious or sub-conscious evaluations (Steins & Weiner 1999: 487-488). This will finally lead to the individual behaving in a particular manner. In other words, a positive behaviour pattern would be, for example, learners actively taking responsibility for academic tasks, by consciously doing homework and actively studying and being aware of the consequences and acting accordingly. On the other hand, learners whose behaviour may be one of 'opting out' and getting their parents to provide excuses would reflect behaviour patterns which are marked by excuses, undone homework and minimal studying.

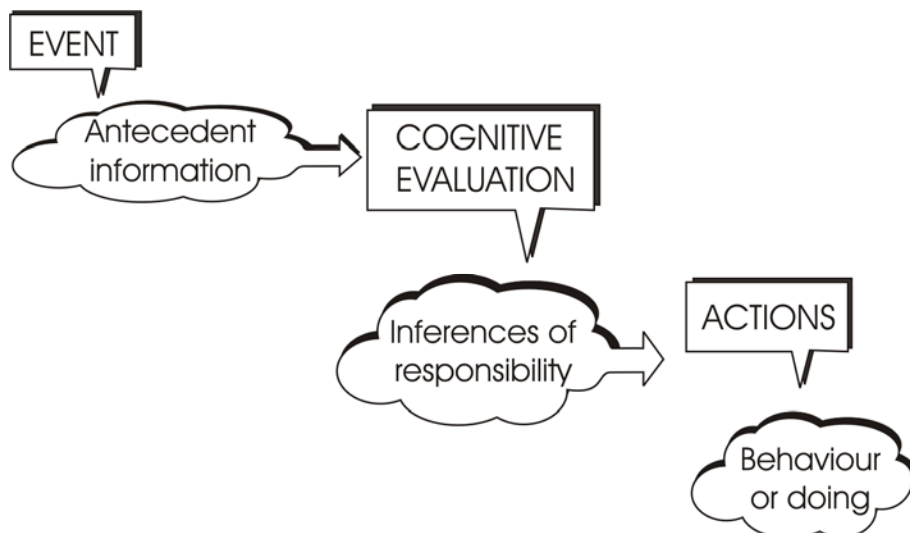
Weiner (1986:180) states that causal attribution (for example, perceptions of poor mathematical ability by an individual) influences achievement strivings (gaining good marks). If these perceptions can be influenced, then a change in attributions would produce a change in behaviour. Therefore, if we had to represent this in a general motivational sequence, we could depict it as follows:

Causal ascription → Affective reactions → Behaviour

(Caprara, Pastorelli & Weiner 1997:154).

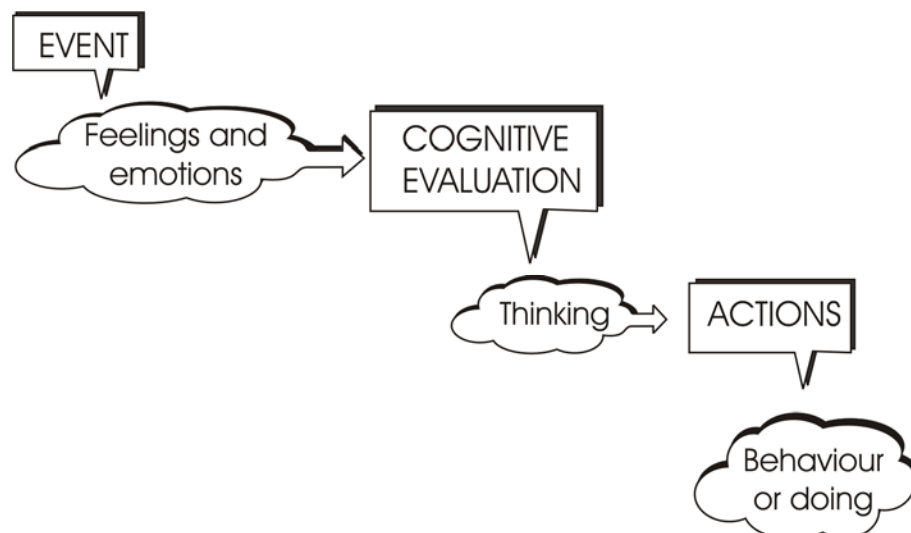
Perceptions of an event that occurs in an individual's life are usually influenced by prior information. Cognitive evaluation occurs within the frame of the antecedent information. Inferences of responsibility are then made which lead to choices with respect to actions and behavioural patterns. See Fig 2.1.

Figure 2.1: Cognitive evaluation of antecedent information



The antecedent information, which is used to cognitively evaluate the event, is usually feelings and emotions the individual has experienced prior to the event. These feelings are recalled from the individual's experiential frame of reference. Cognitive evaluations are the link between feelings and actions. See Fig 2.2.

Figure 2.2: Cognitive evaluation of feelings



If one considers this very simple cause-response diagram, one would see that an individual goes through a process of firstly feeling, or having some internal desire to respond to some external event or incident. Secondly, the individual thinks, or has some mental evaluation concerning the

internal emotional feeling or “trigger”. Thirdly, he/she will go over to action or show some behavioural response. This feeling/experiencing– thinking – doing process can be seen in the everyday functioning of adolescents.

Sandra Graham (1989:139) in the article *Social motivation and perceived responsibility in others*, describes this attribution theory phenomena. She states that causal attribution (discovering the reasons for occurrences) is the answer to the ‘why’ questions. They usually describe the negative outcomes, as most individuals ask ‘why’ when something goes wrong or there is failure. Causal search is therefore functional, as it imposes order in an uncertain environment. This sequence captures the essence of the general principle, relating emotion to causal thinking, and action or responding. Responding can be responsible or irresponsible actions depending on the level of development, or heightened sense of responsibility which an adolescent has internalised.

One could propose that if parents truly support their children, they will encourage all phases of this process. A child will learn to recognise his/her emotions (experience feelings) and then think about or consider the consequences of the internal processes, and evaluate the outcomes. This will impact on behaviour.

If the child is denied the thinking phase, or this phase is shortened, that is to say if the parents jump in and take control of the outcomes, then the child could show tendencies to respond impulsively, or be passive. The reason is that the child will not be given the opportunity to experience, think and evaluate his/her feelings. With this lack of personal insight the child may tend to lack first-hand ‘situational experiences’ to decide on appropriate or applicable responses. This could result in inappropriate or irresponsible behaviour. By supporting the child within the situation he/she created for himself, in other words, not solving his/her problems, but allowing the child time to function within the situation and face the consequences, one would enhance the child’s self-esteem and enable him to develop his/her own sense of responsibility. Bearing this in mind, it is suggested that if one lengthens or shortens the affective reactions (see 2.2) phase of the attribution theorist’s motivational sequence (Weiner 1977:154) one could negatively or positively influence the child’s sense of behaving responsibly.

2.3 THE ABILITY TO RESPOND

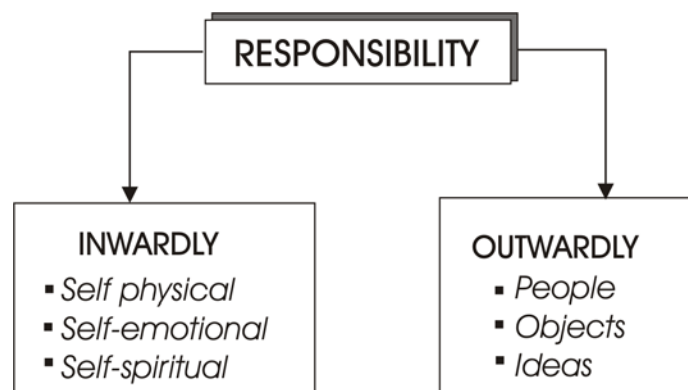
As mentioned in section 2.2, the concept of responsibility is a very vague, moral/value-laden idea, unique to every individual who contemplates its implications. To achieve some foundation on which to base the discussion of the development of this concept in children and adolescents, one can initially define responsibility as a pledge or promise given back in return. The origin of the word can be seen as follows:

- The first section of the word – respond - is to act in accordance with an intensified pledge.
- The second section – ability - is the power to act.

It can therefore be seen as the powerful action with the aim to encounter and present something significant (Van Rensburg, Landman & Bodenstein 1994:518).

To further examine the word responsibility, one can identify two separate ideas. The first part of the word, ‘response’, can be seen as a reaction evoked from an individual and secondly, ‘ability’ will be used with the idea that the individual has the ability or capability to carry out the first section, namely to respond. Therefore responsibility is seen as the ability of an individual to respond to himself or his environment. In figure 2.3, responsibility is seen as a reaction, which takes place inwardly, toward the individual himself/herself and externally toward the environment and elements in the environment.

Figure 2.3: Responding



The basic action of responding can be positive or negative. A positive response is one which would produce a desired result. A positive result would be seen as any actions, which lead to pro-social actions and behaviours, which are self-fulfilling or enhancing. All behaviours,

which promote the well being of the individual, can be considered responsible. Negative responses are actions that are directly detrimental to the individual's social, psychological or physical well being. Irresponsible behaviour could also be seen as harmful or have the potential to harm the individual, the environment or other people.

Positive social conduct and responsibility go hand in hand as society tends to encourage the individual who abides with, and takes the responsibility of, the social and cultural norms of that particular society. This individual seems to get accepted and his/her path to adulthood is easier. The individual who 'bucks the system' seems to be on the outside looking in. Society does not tend to accept the irresponsible individual readily. He/she has to make a place in society for him/herself, which usually reflects a more difficult path to adulthood. Adolescents generally try to identify a secure place for themselves in society and in order to achieve this aim they must take responsibility for their participation.

Figure 2.4: The ability to respond

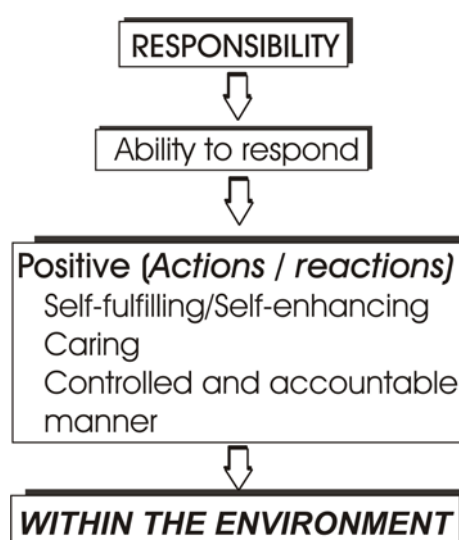


Figure 2.4 graphically reflects the innate tendency of an individual of having the ability to respond in a given situation. If responses tend to be more positive, functioning within the environment should reflect a pro-social behavioural result from the individual within the environment. As this sequence in figure 2.4 is orientated towards more positive objectives, like positive actions, self-fulfilment and control, the individual should experience a better 'fit' into the specific society in which he/she functions. In other words, a positive adjustment and adaptation to

the environmental requirements by the individual, results in an harmonious relationship between individual and environment.

Social cognitive development includes moral judgement and appears to be parallel to cognitive development in individuals (Lerner 2002:390). In other words, as the individual matures and his cognitive capabilities become more developed, he/she is capable of more abstract thinking which facilitates the individual's decision making processes. This usually leads to more responsible behaviour by the individual, that is, behaviour, which is inclined towards more pro-social actions required by society (Lerner 2002:390-391). These pro-social actions can be observed in an individual's relationships with peers, within social situations and with him/herself. Apart from the individual him/herself, culture and parental relationships would also be factors influencing the development and perpetuation of responsible behaviour.

In conclusion, it seems evident that adolescents have the cognitive ability to respond inwardly or outwardly to the environment (See fig 2.4). The level of responsibility is judged by the reactions or behaviour that a particular individual shows. These behaviours can be positive actions, which are self-fulfilling and enhance the individual or situation or negative actions, which would not promote these qualities in an individual.

2.4 LOCUS OF CONTROL

A discussion concerning attribution would not be complete without considering the individual's perceptions of control (responsibility). With the ability to respond that all individuals have, comes the aspect of personal perception an individual has of acceptance or avoidance of responsibility, this is known as the locus of control.

An individual's locus of control orientation is the feeling that he/she has about the control of the outcomes of circumstances (Galejs & Pease 2001:502). Individuals who believe that they are largely responsible for their own destiny are thought to have an internal locus of control whereas people who are described as having more external characteristics tend to believe that events in their lives are determined by external factors such as luck or chance (Burgess & Hamblett 1993: 699).

The ability of the individual to respond and causality for events must therefore be evaluated in conjunction with the individual's personal perception of responsibility or by considering his/her locus of control. This can therefore reflect an adolescent's sense of responsibility, as there seems to be a relationship between locus of control and academic achievement (Bradley & Gaa 1977: 18). An adolescent with an internal locus of control tends to produce better academic results than an individual tending to have an external sense of control (Bradley & Gaa 1977:19). This tendency can be seen to reflect a personal acceptance of responsibility.

2.5 DEVELOPMENT

Development can be seen as a process, which is continuous, beginning at the moment of conception and continuing throughout one's lifespan until the moment of death. Development can be seen and identified across a time span as change which the individual or organism undergoes. It is anchored in the past and the direction of change is usually the projected future, which is an ideal or desired state (Valsiner & Connolly 2003:ix-x).

Development in an individual is the change of that individual with respect to his/her thoughts, feelings and behaviour across his/her lifespan. Elements which must be considered when considering the development of an organism, are the environment, the organism itself (predisposition or innate qualities) and the interrelationship of these elements. Organisms are not only reactive; they are active in relation to their environment (Valsiner & Connolly 2003:x).

When an organism receives input or stimulus, it is transformed into behaviour, in other words the organism acts upon the environment and some reaction is produced. When this occurs, the organism moves towards an internal coherence with the environment (Valsiner & Connolly 2003: x). This interaction facilitates development as the organism reorganizes and adapts its functioning. In other words, the ability to respond to the external environment facilitates the development of the organism, and because the organism takes this responsibility it adapts, develops and optimally functions.

This concept is emphasised by Valsiner and Connolly (2003:xi) when they state that development entails the unity of evolution and involution. This facilitates the developing organism to become flexible so that it may operate at whatever level necessary to meet the environmental conditions.

This process can be referred to as a natural and normal developmental process all individuals should experience on the path to maturity and adulthood, but ‘normal’ development of an individual cannot entirely be connected to age related norms, as age may not necessarily be a helpful guideline. Many other factors must also be considered when one refers to ‘normal’ development. Factors such as social conditions, economic conditions, culture and unique individual characteristics are also important factors. This renders “normal” an arbitrary concept. To eliminate this, one can rather say that development results in the age-related changes that occur in an individual interacting with external factors from the environment and internal factors emanating from the self.

2.6 DEVELOPMENT OF CAUSALITY DURING INFANCY

Most research done with infants has focused on the mechanical phenomena of causal action. According to Langer et al (2003:157), the onset age of discriminating between the impossible versus the possible of intentionally caused phenomena is about nine months. At nine months infants are already constructing fairly advanced, intentional, indirect causal functions, at six months this was not possible. This can be compared with Piaget’s sensorimotor developmental stage (Lerner 2002:384). During this stage a child will purposefully vary the ends he/she is trying to achieve, while keeping her/his means constant. For example, a child will continually try to hit or touch an object placed in its view.

This implies that there is a developing sense of intentional causality, which leads to behaviour and actions arising from perception. At this age the child is able to organise a sequence of actions as a means to an end and is no longer restricted to dealing with the consequences of only one action at a time (Harris & Butterworth 2002:95). Furthermore, a twelve month-old baby can also differentiate between the possible and impossible, as goal directed sequences of co-ordinated actions (Harris & Butterworth 2002:95).

To substitute the concept of ‘causal’ in infants for the concept of ‘responsible’ in older children, suggests that an infant has the ability to construct an idea of being able to cause or ‘be responsible’ for an event or action. Causal behaviour in infants could thus be seen as the rudimentary elements of the individual taking responsibility as it is the first systematic attempt to

acquire order, identify goals and seek solutions to situations, in short to ‘make decisions’ (responses) and evaluate consequences.

Consequences of actions can be seen in the fifth sub-stage of Piaget’s hierarchical theory of sensorimotor development, namely, tertiary circular reactions (Harris & Butterworth 2002:96). This stage follows on from the previous one, as the infant would purposefully alter its actions in trial error experimentations. Succinctly put, it comprises “application of established means to new ends” (Harris & Butterworth 2002:9).

Piaget’s fifth sub stage of cognitive development lasts up to about 18 months and initiates the final stage, the symbolic representation stage, where there are more mental processes encountered with the child representing reality with imitation and pretend play. This concludes the infancy stage with the child acquiring the capacity for representation. Symbolic representation arises as a consequence of the ability to represent reality (Harris & Butterworth 2002:9).

Harris and Butterworth (2002:200) are of the opinion that perception puts children in direct contact with the real world. This forces a child to function within that world and respond to that world. The ability to respond is evident from a very early age.

2.7 THE ENDING OF CAUSALITY AND THE BEGINNING OF RESPONSIBILITY

As a child masters his/her environment and realises that his/her actions cause change, the child soon realizes that he/she can control aspects of the environment. The child is now faced with the responsibility of making choices and solving problems. Lerner (2002: 380) refers to Piaget’s concrete operational stage of reasoning and states:

Thus the emergence of the operational cognitive ability extends the child’s capacity to deal with the world, because thought is now reversible, the child can now appreciate the reciprocity. Operations are internalised actions.

Operational reasoning, which spans a period from about the age of six years to 11 or 12 years, cognitively enables the child to experience a situation, think about the situation, evaluate the consequences and react. The ability to respond in an effective, positive way is cognitively

supported in this developmental phase but unfortunately it is bound in a concrete or physical reality. This limitation will influence the 'level of responsibility' a child is equipped with. Berryman (2002:113) reinforces this idea by stating that the child's world becomes more predictable because the child realises that objects remain the same even when their appearance changes. Furthermore, social behaviour can also change as the child becomes more skilled in interpreting other people's intentions; this in turn transforms their social relations (Berryman 2002:1114).

2.8 SYSTEMATIC THINKING ABOUT LOGICAL RELATIONS

Adolescence is linked to the last stage of Piaget's theory of development. During this period in a child's life the ability to discriminate between thoughts about personal reality and actual reality is evident Lerner (2002:381) states:

The child's thoughts about reality take on a hypothetical "if, then" characteristic. *"If something were the case, then something else would follow."*

This reflects an individual's ability to formulate hypotheses about the life world and it can be seen as reflecting formal, scientific, logical thinking – deductive rather than inductive reasoning.

In conclusion, this era of a child's life heralds a capability, which was previously not present. This new way of reasoning allows the individual to reason about hypothetical situations and to evaluate possible solutions taking into account variables and combinations of variables. The ability to use abstract thinking profoundly impacts on the concept of responsibility. The ability to respond is now directly linked to consequences and outcomes, and responding is subjected to evaluation and cognitive decisions.

By this stage in the developmental process, the individual has or should have acquired the higher powers of abstract thinking, which provide the 'ability' elements of responsibility, for the individual to respond in an appropriate manner. Responsible actions, thoughts and words can and should therefore be expected. During the stages of development of an individual the acquisition of responsibility cannot, with any certainty, be quantified or verified, it can only be inferred by observation. Cognitive ability also tends to be regarded as a major role player in the process of

development. If the organism has the potential (physiological ability, ie, 'brain development/capacity') we can thus infer that the individual has the potential to react in a responsible manner, which is positive and to the general advantage of the individual.

2.9 CONCLUSION

In this chapter responsibility and development were discussed with respect to the relationship between the stages of development of an individual during his/her life phases and the acquisition of the ability to respond. The process of responding to external stimuli was examined and this was related to the developmental phases in an individual's life.

In conclusion, development can be seen as the physical, mental and behavioural changes that occur in an organism, which are permanent and irreversible, which occur over a period of time and are influenced by external and internal factors. Evidence of this ability, however, is still no guarantee for an individual to show responsible behaviour as the individual himself, his environment and interrelationships are still to be taken into account. This will be the main theme in chapter 3, in which the adolescent and responsibility will be discussed.

Chapter 3

ADOLESCENCE AND ADOLESCENT PERCEPTIONS OF RESPONSIBILITY

3.1 INTRODUCTION

What some call turmoil and chaos can be redefined in a more positive light as a period of complex biological, cognitive and social growth that makes possible the development of individual potential (Whitmire, 2000:2). This is a period called adolescence – a bridge between childhood and adulthood vastly unique and different from the two life stages that it joins as seen in section 2.7.

In this chapter the essence of adolescence will be examined, this will include the developmental stages through which an individual moves to attain adulthood, the physiological changes he/she undergoes and the perceptions, which he/she has of the concept of responsibility.

3.2 DEFINITION OF ADOLESCENCE

Adolescence precludes precise characterization of its ontogenic time course, with no single event signalling its onset or termination. It is a period between childhood and adulthood in which the developing organism, the individual, experiences change in every sphere of his/her being (Spear, 2000:419).

According to Spear (2000:419) adolescence is a period from 12 to 18 years but one that can continue up to 25 years of age. This can be considered late adolescence. Boundaries of adolescence are not definite but vary according to individual transition and experiences as well as gender.

Whitmire (2000:2) states that the phase of development referred to as adolescence is a time of rapid physiological and psychological changes occurring within the context of socio-cultural factors. The theme of transition of the individual between life stages is also reinforced by Spear, as he states that the essence of the concept of adolescence is a period of transitions rather than a

moment of attainment. Puberty, for instance, is one of the transitions of biological change during the adolescent phase (Spear 2001: 417).

In conclusion, entering the ‘teens’ or adolescent phase in an individual’s life, represents the acquisition of a new status and social identity as an adolescent. This can be pleasing or stressful depending on the responses of the individual with respect to new behaviours, standards and role models (Germain & Bloom 1999:280).

3.3 STAGES OF ADOLESCENCE

Adolescence can be roughly grouped into three stages, early, middle and late (Green, Wheatley, & Aldava 1992: 347). These stages are seen as central issues of adolescent development and can be signalled by both biological and cultural markers.

Biological markers are the physical or reproductive changes an individual undergoes. These are reached by the majority of children between nine and 16 years of age (Glover 1999:62). This marks the physical maturity of an individual and is sometimes related to rites of passage in certain cultures.

Cultural markers can be considered rites of passage. Many people practise puberty rites or equivalent rites of passage; a rite sometimes forms part of religious rituals. Rites of passage symbolically represent the passing of childhood and the entering of adulthood (Rice 1996: 80). These rites are usually initiation, often involving tests of courage, physical pain and periods of uncertainty (Larson 2000:224). In our society similar situations presenting strenuous challenges are often sought after. Larson (2000:225) maintains:

Rites that call for a demonstration of what is deemed critical to prestigious adult roles in our society – probably not physical mettle as much as personal independence and a capacity to think and work on one’s own.

The stages of adolescent development should also be considered within a larger context, that is to say, within the many institutions and settings in the child’s life. This would give a more

comprehensive explanation of adolescent development (Trawick-Smith 2003:56). With this in mind the three stages of the adolescent phase will be examined.

3.3.1 The early stage of adolescent development

If one considers the early stage of adolescent development one looks at the ages of between 10 and 13 for girls and 12 and 15 years for boys. Whitmire (2000:3) notes that this is an awkward stage marked by concrete problem solving and a yearning for approval of peers and emotional liability.

The majority of individuals experience biological transitions during this period. Biological markers, which are also evident, are 'growth spurts' that are typically correlated to the onset of puberty. This is reflected in increased height and weight and physical appearance that changes (Brinthaup & Lipka 2002:5). Along with these physical aspects emotional development is also important. This is evident in an individual's need to find him/herself and to relate to the environment. The individual's search for identity becomes of prime importance, creating an expanded self-concept along with the new body image which incorporates feelings of pride, increasing self-direction, independence and values (Germain & Bloom 1999:282).

Cognitive transitions that occur during this period are observed as a shift from a more concrete form of thinking to more formal operational thinking. Object and thought are disconnected and conclusions are drawn from possible truth (Glover 1999:64).

The ability to respond is ever present, but the cognitive impact and consequences of the decisions are clouded by many unique physiological factors, such as hormones and brain development, psychological factors such as emotions and cultural factors such as identity and role expectations. These many different external and internal stressors are being experienced by the individual for the first time and they will have a very obvious impact and far reaching implications on a child's behaviour and responses.

Adolescents start to query their purpose in life, explore values, investigate beliefs and attitudes; in short they test an array of behaviours (Germain & Bloom 1999:282). Glover (1999:65) sums

up this process of the adolescent's quest for finding his/her own place in the society into which he/she was born by stating that social transitions needed by the adolescent within a society are facilitated by the cognitive transitions of the individual as the identity seeking adolescent probes into the inner abstract world of thoughts and feelings. While inwardly adjusting, the individual outwardly fits into the world in which he/she will have to function. Early adolescence is the initial starting point of these adjustments by which individuals align themselves in their world.

The establishment of the self and a personal identity sometimes is in conflict with the desire to conform to the group. Barrett (1996:334) states that a child will go against his/her better judgement to avoid anxiety associated with not going along with the group. Thus, the ability to respond by an individual is not affected. This tends always to be evident (see section 2.3) but the actual responses are tainted by the individual's quest to find a personal identity within a peer group or in a larger society.

During this initial stage of adolescence other changes involve relationships with peers and family. Peers become important as the individual tries to conform and find their identity. Opposite sex friendships also become evident in this identity struggle and are characterized by feelings of awkwardness, misunderstanding and anguish (Brinthaupt & Lipka 2002:5). A struggle for independence usually gives rise to parental conflict. With maturity, adolescents question their parents' authority over them and they realise that their parents do not know everything and are not perfect (Harris & Liebert 1991:473).

As this initial stage of adolescent development in an individual's life unfolds, first order events such as acquiring greater intellectual capacity, emotional range and depth, behaviour skills along with the physiological changes occur. This requires adaptation and understanding by the parents, other family members and by the adolescents themselves (Germain & Bloom 1999:316).

3.3.2 The middle stage of adolescent development

The middle stage of adolescence tends to occur during the ages of 13 to 16 years for girls and 14 to 17 years for boys (Whitmire 2000:3). It is noted that during this stage individuals are intensely interested in their physical appearance and bodies. Adolescents become concerned about physical

attractiveness, body type, body weight, and timing of their own development (Rice 1996: 119). These physical aspects are seen as important influences affecting the individual's personality development, social relationships and social behaviour (Rice 1996: 119).

The second area to consider is that of an adolescent's cognitive growth and change, which becomes more abstract and more idealistic. Feelings of rebellion are expressed in dress, music, speech and hairstyles (Whitmire 2000:3). Barrett (1996:334) labels this period as the identity development phase with rebelliousness being the manner in which the adolescent tests or tries on new identities. Adult roles are assumed and adolescents begin to consider themselves equal to adults. As the individual becomes more orientated towards the adult world, the adolescent develops his powers of reflective thinking, enabling the adolescent to evaluate what they learned and experienced, thus facilitating their moral reasoning capabilities (Rice 1996:149).

An individual will attempt to identify his/her own distinguishing characteristics. With this self-knowledge, he/she reorganizes his/her own life world. Adolescents must also reconcile inconsistencies within themselves and attain a level of acceptance with respect to aspects of their own personality. This is the beginning of a continuous process, which will continue throughout their life span. Realistic acceptance of the self enhances the individual's self-esteem and facilitates the individual's social activities and future intimate relationships.

Cognitive transitions include a decline of egocentrism and an enhancement of the moral self. The ability to work in relationships with others becomes more evident (Glover 1999:66). These newfound abilities affect both peer and family relationships. Glover (1999:66) states that most adolescents desire and benefit from a close, warm relationship with their families. Family, especially parent relationships, are crucial at this stage of development as it gives the adolescent a relatively safe environment to test social roles and cultural requirements.

3.3.3. The late stage of adolescent development

Whitmire (2000:3) states:

Later adolescence from ages 16-17 to the early to mid 20's brings increased comfort with body maturity, greater reliance on friends than family for social contacts, sexual intimacy and increased ability to deal with interpersonal complexities and the ability to make mature and independent judgements.

The individual tends to strive towards personal standards of morality and judgement. This personal pressure is compounded by external pressure of trying to succeed academically, socially and financially. Dilemmas with respect to personal standards and situational requirements cause concern. The striving for worthiness is a major motivation during this period.

A marked social awareness is also evident. This is often seen in salient political activism, which reflects a social consciousness and concern for others' rights, freedom and responsibilities (Barrett 1996:337). This reflects the individual's effort to be individualistic, unique and worthy.

3.4 PHYSIOLOGICAL INFLUENCES ON THE DEVELOPING ADOLESCENT

Given the large number of changes faced by the adolescent, one must consider that the process is stressful to the organism. By definition adolescence could be considered to be a stressful life stage. Spear (2000:428) suggests that the adolescent is in a chronic state of threatened homeostasis and that the adaptive processes experienced during this period are crucial. These adaptive processes take the form of neuro-behavioural and hormonal responses to external social and interpersonal expectations.

3.4.1 Neuro-behavioural responses

With recent developments in the field of brain imaging, magnetic resonance imaging (MRI) has been used to follow maturing brain patterns in adolescents. Dr Jay Giedd, of the National Institute of Mental Health Clinical Centre in Bethesda, Maryland, states that the best estimate for

when the brain is truly mature is at the age of 25 years. He continues to comment that it is debatable as to how much conscious control teenagers have, as there is scientific evidence that the adolescent brain is “not up to scratch” (Wallis 2004:53). By this Giedd implies that for social and biological reasons adolescents have increased difficulty in making mature decisions and

understanding the consequences of their actions. This is apparently due to the very nature of the adolescent phase of brain development.

Spear (2000:439) reinforces this biological concept of continued brain development in the adolescent phase: Globally speaking, there is a massive loss of synapses in neocortical brain regions during adolescence. The functional significance of this ‘pruning’ or synaptic downsizing is not fully known or understood but it does suggest that the downsizing could be due to the development of plasticity whereby the brain is ontogenetically sculptured on the basis of experience to accommodate the environmental needs effectively. Put succinctly, pruning is guided genetically and by using the ‘use-it-or lose-it principle’ suggested by Wallis (2004:49). If an individual uses specific neurological pathways, these pathways become strengthened and are not lost in the pruning process. In contrast, if pathways are not used or ‘exercised,’ they will degenerate and be lost. Other aspects that must be considered with respect to this process are that during adolescence the brain becomes more efficient but the trade off is that an individual loses some of the initial potential for learning. Wallis (2004:49) states that an individual gets fewer but faster connections. This process is also influenced by hormones and chemicals associated with adolescent development making the very nature of the development of responsible behaviour in adolescents, questionable.

The physiological development of the brain is also a factor to be examined. The brain develops in stages and from the back to the front so that some of the regions that mature first, through the process of proliferation and pruning, are those in the back of the brain. These areas are in control of the sensory functions, hearing, vision, touch and spatial processing, environmental stimulus gathering and processing. The very last part that develops is the prefrontal cortex, which is referred to as the home of executive functioning, planning, setting priorities, organizing thoughts, suppressing impulses and weighing consequences (Wallis 2004:49). The theory of immature brain physiology could be an explanation for the emotional reactions of teenagers, risky

behaviour evident in much teenage functioning and errors in decision-making and judgement, all aspects related to responsible functioning.

When one evaluates this, one can say that the part of the adolescent brain that makes teenagers more responsible has not yet matured or caught up with the part that is gathering information

from the environment. The brain is mature enough to process the information but not make sound responsible judgements with the information it has received.

In essence, the maturational changes in the brain contribute to age-specific behaviour (Spear 2000:417). These age related behaviours seem to be common in most adolescents and they reflect the need for the individual to attain independence. Behaviours such as increased risk-taking, increased socialisation and restorative behaviours, such as eating and sleeping are very common in adolescents and can be seen as normative characteristics of adolescent development.

Deborah Yurgelun-Todd, at McLean Hospital in Belmont Massachusetts (Wallis 2004:52) believes that immature brain physiology is one of the main reasons why adolescents have poor judgement especially with respect to emotional signals from others.

3.4.2 Hormonal responses

It is suggested by investigators that adolescence may be a period when individuals are more responsive hormonally and physiologically to stressors and therefore one must consider this factor when examining adolescent behaviour. Problem behaviour has been related to responses to certain hormone levels (Spear 2000).

Spear (2000:434) sites two main characteristic types of hormones, which relate to changes associated with adolescence. These are adrenarche (adrenal hormones) and gonadarche. Adrenarche is a hormone, which is associated with the acquisition of pubic and auxiliary hair, acceleration of bone maturation and skeletal growth and seems to be linked to the adjustment and behaviour problems. Gonadarche is the gonadal hormone released at puberty. It is associated with the release of other hormones with respect to sexual maturity and growth spurts.

Spear (2000:447) states that there are likely to be complex multidirectional influences among environmental context, behaviour, hormones and brain function during the transitions of adolescence, making this developmental phase in an individual's life one of extreme change and adaptation.

3.5 SOCIAL AND ENVIRONMENTAL INFLUENCES ON THE DEVELOPING ADOLESCENT

Adolescence and puberty are major transitions in an individual's life that call for moderate and usually non-conflicted changes in a family's organisation. As mentioned earlier, entering into the 'teen' or adolescent world gives the individual a new social status or identity, the status of an adolescent (Germain & Bloom 1999:280). Many new experiences reach down into the junior high school and confront the emerging individual. Among others, drinking, drugs, sex, exert 'new' pressures on the teenager (Germain & Bloom 1999:280).

One major social environment in which the adolescent has to function is that of the school system. This environment puts academic pressures on the individual emphasising achievement. Other social pressures include relationships with peers and parents, sexual pressures, financial demands and future educational requirements. In short, the world for an adolescent is filled with innumerable sources of curiosities to be sampled but this leads to the individual having to make responsible decisions concerning his/her choices, which could be life altering (Germain & Bloom 1999:294).

3.6 ADOLESCENT PERCEPTIONS OF RESPONSIBILITY

This is the first stage of an individual's life in which he/she is in a position to make personal decisions and independent choices that have far reaching consequences for the future. Adolescent responsibility-taking and life satisfaction are found to be strongly related and generally adolescents view responsibility-taking positively (Taylor et al 1997:970).

Berk (1998:422) found:

Because they (adolescents) think about possibilities and not practicalities and because their egocentric nature makes it hard to plan ahead and then choose the current path that will make the plans reality, few adolescents actually decide such matters in a rational, explore-all-the-options manner.

Ortman (1988) pertinently researched the concepts of responsibility and control in an adolescent's life. Results showed that teenagers agreed that having control and being responsible are desirable traits (Ortman 1988:921). The exact concept of responsibility varied amongst the candidates but their main feeling was that if one has these traits, it leads to satisfaction in life and more positive feelings.

From the above research one can see that most adolescents do have fairly realistic ideas concerning the concept of responsibility but because they do not have to make many major decisions on their own until adulthood, they are more than likely to be moved, influenced or coerced into appropriate behaviour by parents, educators or cultural values. The idea of being responsible is acknowledged by an adolescent as positive and noteworthy but the actual actions and behaviours are sometimes lacking.

3.7 CONCLUSION

In this chapter adolescence and the developmental stages during adolescence were discussed. The impact of physiological factors such as brain structure and development as well as hormonal influences were evaluated. Social factors were briefly examined and the adolescents' perceptions of responsibility considered.

To conclude, we can thus say that it is irrelevant which adolescent developmental theory one uses to define and explain the adolescent phase in a child's life. However, the individual who is in this life stage of adolescence is in a transitional period of his/her being. The transitions that occur entail change and adaptation on all levels: physiological, psychological and social, which include

environmental aspects as well. The adolescent brain is in a transitional phase and differs anatomically and neuro-chemically from that of an adult brain.

In the following chapter parenting styles will be delineated and parental influences examined. Specific attention will be given to the parenting of the adolescent and the effect parenting has on the developing adolescent in his/her social and academic spheres.

Chapter 4

INFLUENCES OF PARENTS AND PARENTING STYLES

4.1 INTRODUCTION

Procreation is the core of survival of any species. However, if the offspring do not survive, procreation will not be worthwhile and the species will become extinct. To ensure the survival of offspring care, protection and support of the young must be ensured. This task falls on the shoulders of parents or care-givers. The human infant is a particularly vulnerable creature and in complex modern societies, the need for parenting to ensure the survival of the species extends beyond middle childhood and at times well into adolescence. (See chapter 3).

Initially this chapter will define the concepts of parenting and parenting styles and follow on with a discussion of the dynamics of parenting styles. To conclude, the influence of parents and parenting styles on the developing adolescent will be expounded.

4.2 PARENTING: DEFINITION AND CONCEPT

Hoghugh and Long (2004:5) state that parenting is a purposive activity aimed to ensure the survival and development of children. Hoghugh and Long (2004:7) further define the concept as:

Activities concerning parenting are those specifically directed at promoting the welfare of the child and to enhance the child's functioning. These activities fall into three groups: care, control and development.

Care is aimed at meeting the survival needs of the child, which include physical, emotional and social needs. Control relates to the setting and enforcing of boundaries and is generally aimed at behavioural 'shaping' and controlling or directing a child's behaviour or responses. Lastly, developmental aspects are activities that are usually driven by the parents' desire for children to fulfil their potential. This includes areas of cultural awareness, educational opportunities and physical sport development.

4.3 FUNCTIONAL AREAS OF PARENTING

Parenting is not a single generic activity but one made up of numerous elements involving every aspect of a child's functioning (Hoghughi & Long 2004:9). These areas of functioning incorporate physical health, intellectual and educational functioning, behaviour and mental health and form the base of the parent-child relationship. This relationship starts before birth and continues throughout life (see section 2.4 , the developmental stages).

It is paramount for parents to be able to recognise and assess the child's needs throughout their lifespan. As Hoghughi and Long (2004:10) state:

Knowledge and understanding are the essential starting points of active parenting. This entails the parent recognising the child's actual functioning state and interpreting the child's actions, behaviours and emotions and responding appropriately and adequately to these.

The assessment of needs of the child or adolescent at a particular moment in time is also linked to a risk assessment where child-specific and culture-specific factors are considered and appropriate decisions taken. Environmental and social requirements as well as the child's needs must be considered with respect to the functional area of parenting.

Along with this parental assessment of the individual's needs, another critical element that must be considered is the 'assessment of impact' cited by Hoghughi and Long (2004:11). This is the evaluation of the intervention by the adult in response to the child's need, that is, the question whether the parent's response had the desired effect on the child's need.

One must always bear in mind that the complexity of the situation increases with condition, age and maturation of the child. This and a wide range of 'external influences' such as social, environmental and situational factors all have bearing on parenting outcomes. If this is so, then with regard to the adolescence phase of development, which was discussed in chapter 3, parental functioning will require dynamic, unique and individualized styles to keep abreast of the rapidly changing individual in a complex stage of development.

4.4 PARENTING STYLES

Baumrind (1991: 61-62) refers to a parenting style as the extent to which a parent responds to the demands or needs of a child. It is an intentionally fostered individuality, self-regulation or self-assertion.

There are four types or patterns of parenting, namely, indulgent, authoritarian, authoritative and uninvolved. These different patterns reflect a degree of responsiveness or 'demandingness' within the parent/child relationship and can be considered on a spectrum. Total lack of control on the one hand reflects extreme responsiveness and total control on the other reflects 'demandingness' or extreme compliance. 'Demandingness' and responsiveness can be seen to reflect the balance between societal demands and the individual needs (Smetana 1994:24). In other words, 'demandingness' can be seen in the parent's willingness to make and enforce moral and conventional rules. Responsiveness is the willingness of parents to recognise their children's individuality and autonomy (Smetana 1994:24).

Briefly, the styles can be defined as follows (Baumrind 199:61-62):

- a. Indulgent parents (permissive or non-directive) tend to be more responsive than demanding. They are lenient and do not require high levels of self-regulation and maturity from the child. Avoidance of conflict and confrontation is evident.
- b. Authoritarian parents tend to be highly demanding and directive but not responsive. They demand a high level of obedience and provide well-ordered and structured environments. Authoritarian directive parents are highly intrusive.
- c. Authoritative parents are both demanding and responsive. They provide clear standards for the child's conduct and expect compliance. They are assertive and they usually show supportive disciplinary methods, which are not restrictive or intrusive. Self-regulation and responsibility are highly prized by these parents.
- d. Uninvolved parents are low in both responsiveness and 'demandingness' aspects. This style borders on neglect and rejection by the parents.

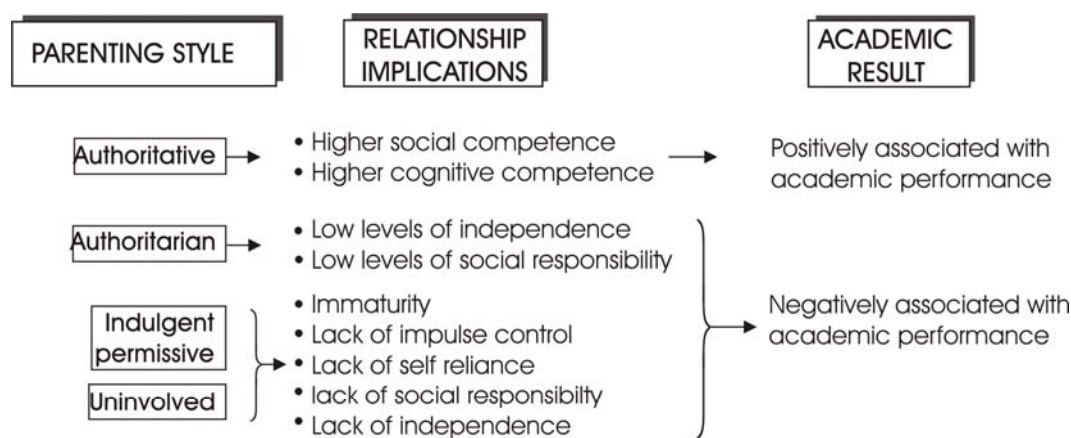
An individual's well-being, with respect to social acceptance and functioning, academic performance and appropriate responsible behaviour can be influenced by parenting styles.

Authoritative parenting styles tend to promote more socially competent children. Harris and Liebert (1991:323) state that authoritative parents produce the most successful children who tended to be responsible, assertive, self-reliant and friendly. Authoritarian, permissive and uninvolved parenting styles usually lead to children who were unmotivated, less independent and tend to be discontented, distrustful, self-centred and show tendencies towards hostility (Harris & Liebert 1991:323). The difference between the above mentioned styles can be seen in terms of how parents draw boundaries between moral, conventional and personal issues (Smetana 1994:24).

4.4.1 The influence of parenting styles on adolescent academic achievement

Parents' behaviour towards adolescents is an important factor in an adolescent's belief in his/her capability and can be referred to as capability belief, in other words what the individual actually believes he/she is capable of (Juang & Silbersein 2002:3-4). Nurturing parents have been positively linked to positive adolescent beliefs in him/herself. In contrast, rejecting or punitive parenting techniques are associated with negative adolescent beliefs. Sensitive and supportive parents result in high levels of academic self-efficacy by adolescents (Juang & Silbersein 2002:4). See fig 4.1.

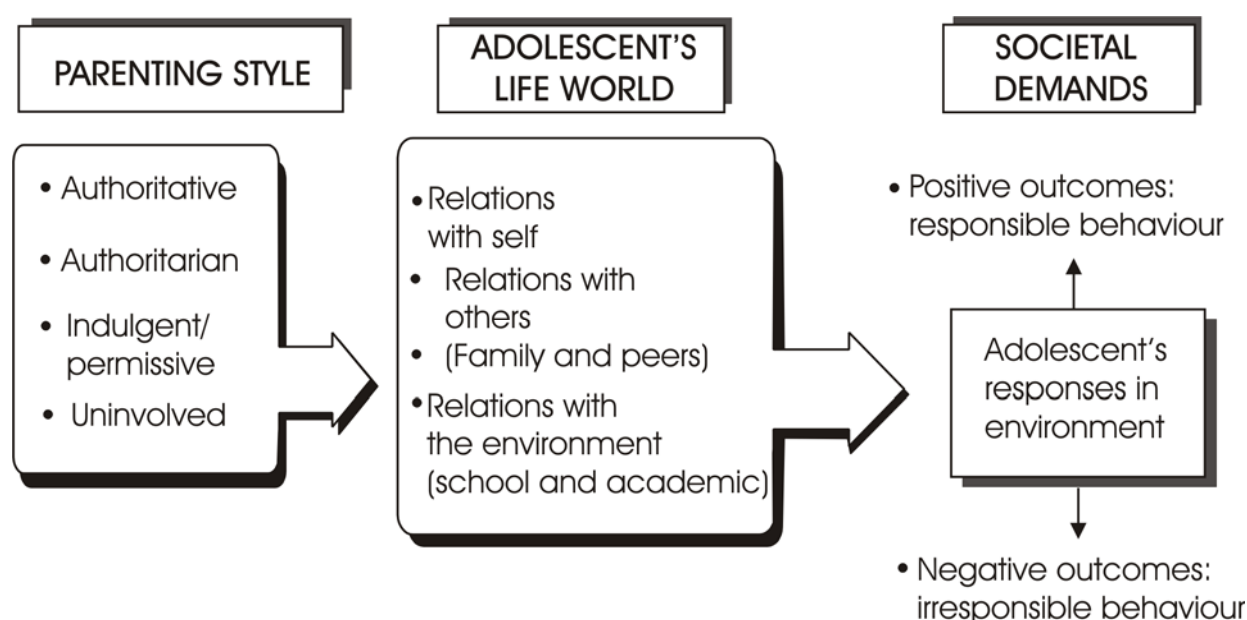
Figure 4.1: Relationship between parenting styles and academic results (Adapted from Lam 1997: 23-25)



4.4.2 The influence of parenting styles on adolescents' societal responses

The majority of parents view parenting as having both the legitimate authority and obligation to make rules about issues concerning their children (Smetana 1994:25). Parental approaches or styles will thus influence the child's life world as each style has definite levels of control ('demandingness') and responsiveness as discussed in section 4.4. This influences the child's sense of autonomy and individuality as well as the individual's initiative to respond. Parental practices adopted are usually done in such a way that parents think it will serve their child's future social adaptations (Smetana 1994:25). See fig 4.2.

Figure 4.2: Parenting style, the adolescent's life world and societal demands



4.5 PARENTING ADOLESCENTS

Coleman and Roker (2001:23) stress that teenagers need their parents for many different reasons. Most of these needs are common sense, for example providing love, setting boundaries and support in every day life. The most critical thing a teenager needs is some awareness and understanding of the process of growing up.

Normatively relationships between parents and adolescents continue to be significant and positive in the development of most adolescents, but at time problems do occur (Collins & Luebker 1996: 66). According to Collins and Madsen (2003:49), it is evident that 20% of families encounter serious difficulties during this period, included are rebelliousness, defiance, non-compliance to norms and values and self-centred and irresponsible behaviour and actions. In most cases emotional bonds between parent and child survive the problems. Interactions reveal significant changes in content, quantity, meanings and perceptions. One must not examine the situation from one side only, namely that of the adolescent in isolation. Consideration must be given to the bilateral processes that occur in the parent/child relationship, that is, the continual and mutual influences of the parent and child and vice versa.

In most instances changes to parent/child relationships during adolescence can be attributed to maturational, social and contextual changes. Collins and Luebker (1996:70) state that the individual changes associated with autonomy are significant to parent-adolescent relationships because this implies that parent-adolescent difficulties are particularly significant in connection with issues pertaining to the psychosocial development of the adolescent. Collins and Madsen (2003:60) found :

When parents' and adolescents' expectancies diverge, the results are emotional perturbations and conflicts which in turn are strongly affected by parents' and adolescents' inferences, attributions and responses.

These expectancies on the part of all individuals in the parent/child relationship are also influenced by each person's self attributions to the situation and could lead to parent-child interactions marked by greater negative affect, communication difficulties and reduced closeness leading to tension and conflict. In contrast, when positive self-attributions within relationships occur, it tends to lead to increased closeness, greater communication and greater, more positive adaptation by the child to social situations and with personal adjustment. (See section 1.1).

Finally, one must not omit the influences of culture and the environment on the relationship between adolescent and parent. Trommsdorff and Kornadt (2003:278) state:

In the investigation of parent-child relations within a cultural context, we must assume that parent-child relations are based on an inter-generational chain of relationships, including several generations of a family. The parent-child relations in one generation are affected by parent-child relationships of the previous generation and they will affect the child's development of parent-child relationships of the next generation.

In conclusion, authoritative parenting seems to be consistently associated with better developmental outcomes in children and adolescents (Lam 1997:102). This parenting style includes a high degree of monitoring, support and involvement by parents. This tends to fulfil the requirements adolescents need during their developmental phase as discussed in chapter 3.

4.6 CONCLUSION

When reflecting on this chapter, we can conclude by saying that an adolescent's responses can be positively or negatively affected by his/her parents' unique parenting style. The adolescents' choices, behaviour and responses will be directly influenced by many external and internal influences, but one of the most fundamental is that of the parents.

This chapter defined the global concept of parenting and parenting styles as well as delineating the functional areas of parenting and in particular, the different parenting styles. A brief survey of the influences of parenting styles on the academic and social world of the adolescent was highlighted, culminating in the nature of adolescent parenting.

In the following chapter the empirical study is presented and the theoretical themes are applied in present day situations. Parenting styles will be examined with respect to the academic results of adolescents.

Chapter 5

RESEARCH DESIGN

5.1 INTRODUCTION

In this chapter the design of the empirical research is explained. The aim of the research and the objectives that are outlined in section 1.5 of chapter 1, serve as guidelines for the procedures that were applied in the empirical research. The research design makes use of both qualitative and quantitative approaches in an effort to establish whether parenting styles play a role in the acquisition of academic responsibility in adolescents.

The strength of this study lies in the research design which is based on empirical evidence collected “on the ground” by a questionnaire, which is subsequently then bilaterally supported by the two in-depth case studies. The point of contact that occurs between these two types of research creates a cyclic qualification of the results obtained.

5.2 OBJECTIVES OF THE EMPIRICAL STUDY

Empirical research is the idea that knowledge comes from experience (Johnson & Christensen 2004:12). Learning by observing with our senses is the main thrust behind empirical research. Empirical research can be verified or refuted by observation, experimentation or experience (Johnson & Christensen 2004:12).

The aim of this empirical research is to ascertain if parenting styles influence the adolescent's sense of academic responsibility. The level of academic responsibility the adolescent has achieved is considered and evaluated by the academic performance of the individual. The individual's personal perception of responsibility is also considered. The concept ‘responsibility’ includes aspects of the adolescent's perception of the sense of control he/she feels in a situation. This can be seen in attitudes and perceptions the adolescent has with regard to the academic result he/she achieved. Parenting styles are considered in conjunction with these observations.

The specific objectives of the empirical study are as follows:

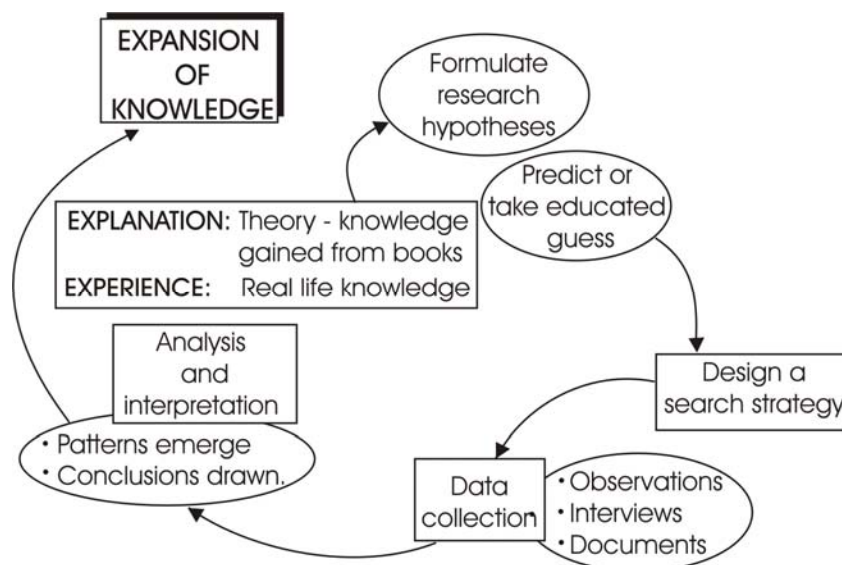
- to determine the parenting style of the parents as perceived by the adolescents;
- to evaluate the adolescents' perceptions of responsibility;
- to ascertain the academic performance of the adolescents;
- to explore the academic performance of the adolescents in relations to the adolescents' perceptions of responsibility and parents' parenting style.

These objectives serve as guidelines to the research design.

5.3 RESEARCH DESIGN

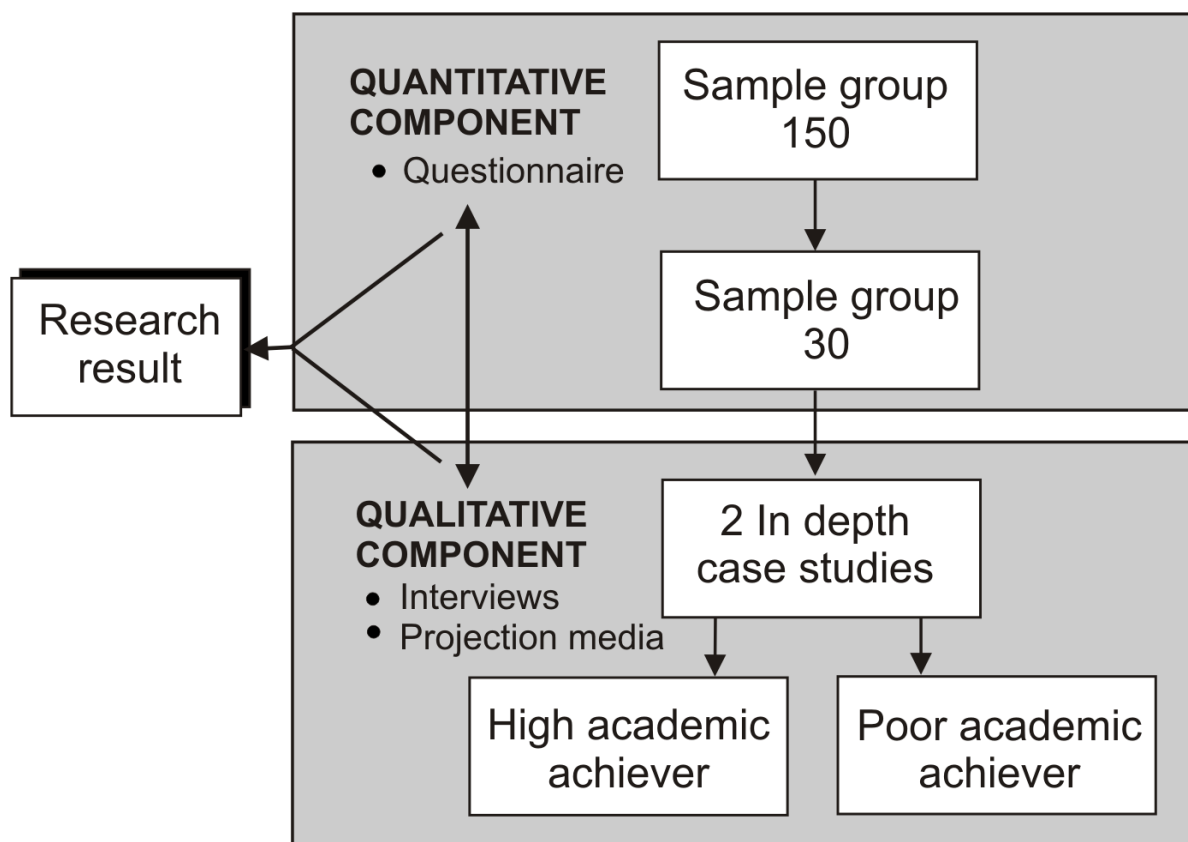
Johnson and Christensen (2004:275) see research design as the outline, plan or strategy used to seek an answer to the research question. This includes the proposed operationalisation of variables and the involvement of the research participants. This process can be seen as a cycle spiralling upwards, to the ultimate acquisition of scientific knowledge. See figure 5.1.

Figure 5.1: The acquisition of scientific knowledge



For the purpose of this study triangulation is used. Triangulation can be defined as the use of multiple methods to bear on the same research question (Hall & Hall 2004:98). It is argued that triangulation gives researchers greater confidence in their findings if these are supported by the use of different methods which result in the same conclusion (Hall & Hall 2004:99). Hall and Hall (2004:99) further state that triangulation also means that quantitative and qualitative research methods do not need to be seen as uniquely distinct. In the current study, qualitative investigation was conducted by means of a questionnaire with both open-ended as well as closed questions. The qualitative component of the current study consists of in-depth interviews with selected individuals.

Figure 5.2: Diagrammatic representation of the current study's research design



5.3.1 The quantitative component

Quantitative research can be described as a numerical descriptive trend of attitudes or opinions of a population (Creswell 2003:152). This is accomplished by studying a sample of that population and from the results obtained, the researcher generalizes or makes claims about the population.

Two quantitative strategies of enquiry are:

- Experiments, which include true experiments and quasi-experiments;
- Surveys, which include cross-sectional and longitudinal studies using questionnaires or structured interviews.

The quantitative aspect of the current research study is reflected in the questionnaire, which was designed for this research (see appendix A).

5.3.1.1 Motivation for the use of the questionnaire

The strength of a questionnaire lies in assessing in a standardized format, high on reliability, a large number of respondents in a short period of time (Hall & Hall 2004:99).

The questionnaire provided an initial broad base of quantifiable data which enabled the researcher to investigate the variables from a wider perspective than the two in-depth case studies which would eventually be selected. Qualitative data which was included in the questions was also considered from this perspective.

5.3.1.2 Design of the questionnaire

The questionnaire provided quantitative data. In developing the content of each section, the aim was to limit the responses to quick user-friendly answers in order to facilitate participation by respondents. This was achieved by using a measurement scale whereby respondents indicated their responses by means of a mark on a scale. Measurement scales are instruments that are used to collect data, which is not directly observable. Measurement scales are applied when phenomena that we believe exist, because of our theoretical understanding of the world, needs to be measured, but we cannot assess it directly (DeVellis 1991: 9).

The questionnaire is divided into three major categories (aspects) these are:

- ⇒ Aspect 1. Parenting styles: This aspect explored and reflected three specific parenting styles. Section A, reflecting authoritarian parenting styles, section B permissive parenting styles and section C, authoritative parenting styles.
- ⇒ Aspect 2. Academic results: Exploration of this aspect was done by acquiring each participant's most recent academic result. Participants were required to give their most recent academic results and comment, if they felt it was necessary, to qualify or explain the result.
- ⇒ Aspect 3. Locus of control: This aspect consists of two sections. Section D, which reflected an internal locus of control and section E, which reflected an external locus of control.

Aspect 1 and 3 were further sub divided into sections. Each section (Sections A, B, C, D, and E) consisted of 10 statements. Answers to each of these statements were graded according to a five point scale, 1 reflected the choice of never and 5, always. When calculated, the maximum score that could be obtained in these sections was 50 points. If a participant obtained 50 points, this would indicate either total agreement or identification with the particular construct. In other words, the higher the score, the more indicative the result would be of a stronger positive alliance with that particular construct.

Mention must be made with regard to aspect 3, perceptions of academic responsibility. The following information qualifies the concept of allocation of locus of control.

Type of locus of control	Comment
Internal	Individual recognises the power within him/herself to control and take responsibility in situations.
External	Individual does not recognise the power within him/herself to control and take responsibility in situations and tends to blame others or the situation.
High internal	Significant differences in scores obtained from the questionnaires with respect to internal and external locus control (See aspect 3, section D and E of the questionnaire) In other words, overall results in section D are significantly higher. That is at least 7 points higher than section E.
External/internal	No significant differences are evident. Scores from each section (aspect 3 section D and E) did not differ more than three points.

5.3.1.3 Application of the questionnaire

Four schools in Pretoria were chosen. These schools were all government schools (old model “C” schools) and had learners from all cultures, race and gender. Age was the only factor considered when distributing the questionnaire. As was explained in section 1.4.3, the period of life called adolescence ranges from 15 to 19 years (Berryman 2002:293) therefore this limit was used as guideline for this research study. The sample group was therefore between the ages of 15 and 19.

The only information that was required to complete the questionnaire was a name (no surname required) age, school and the candidates’ responses. 150 questionnaires were distributed. (This group will be referred to as sample group 150). Out of the questionnaires that were filled in, 30 questionnaires which were correct and fully completed were selected. This smaller group was selected by discarding questionnaires which were:

- Invalid: Age criteria not met. Respondents which did not fall within the 15 to 19 year age group were excluded.
- Incomplete: If any part of the questionnaire was not completed, the questionnaire was rejected.
- Incorrect: Questionnaires that were defaced or had inappropriate multiple responses in sections were rejected.

The class educator distributed the questionnaires and requested the learners to fill them in as openly and honestly as possible.

5.3.1.4 Data analysis

The questionnaire was interpreted as follows:

- ⇒ Aspect 1. Parenting styles: This aspect explored and reflected specific parenting styles through three sections. Section A, reflecting authoritarian parenting styles, section B reflecting permissive parenting styles and section C, reflecting authoritative parenting styles. Out of the ten statements which were provided in the three subsections a complete or full score of 50 would have reflected total alliance with that particular construct. Therefore a candidate obtaining a high score in a particular section would be interpreted as he/she being of the opinion that their parents' parenting style is of that particular parenting style. Low scores are interpreted as negative association with the parenting style.
- ⇒ Aspect 2. Academic results: Exploration of this aspect was done by acquiring each participant's most recent academic result. The academic results were compared to the parenting style information obtained in aspect 1.
- ⇒ Aspect 3. Locus of control: This aspect consists of two sections. For each of these two sections, ten statements were given. In section D, a high score would reflect an internal locus of control and in section E, a high score would reflect an external locus of control. Respondents could once again indicate their choice on a scale of 1 to 5. These scores, in turn were compared to the previous two aspects, namely parenting styles and academic results

All questionnaires were scored manually and evaluations and comparisons were done by the researcher.

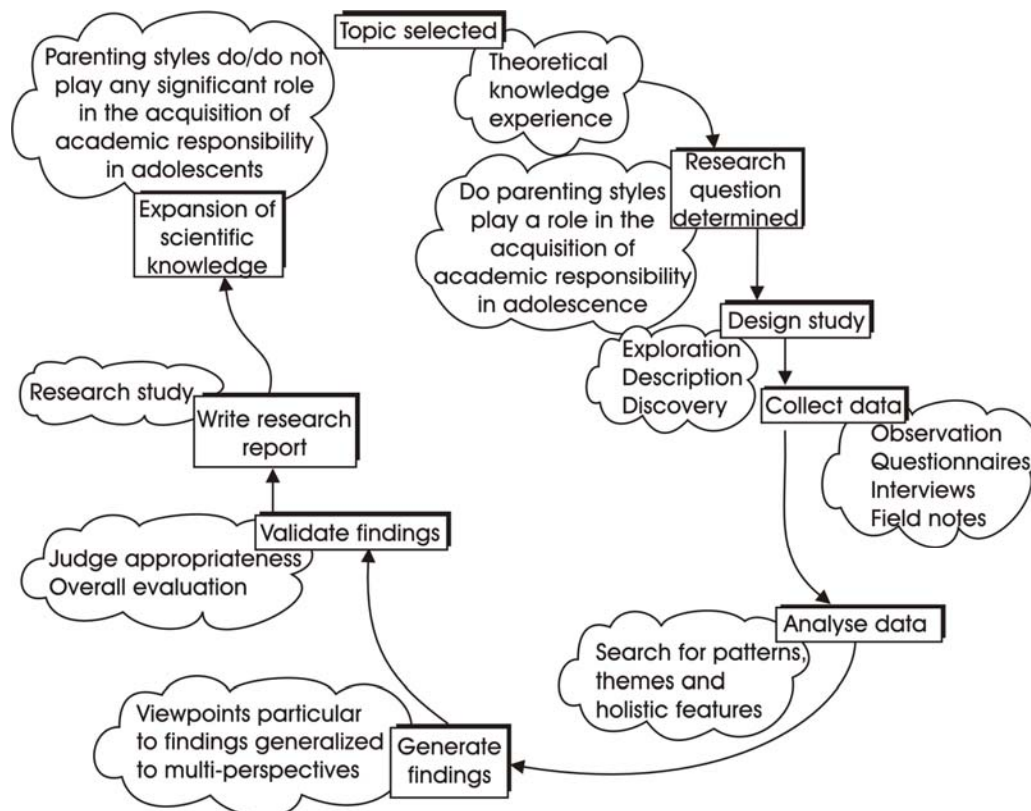
5.3.2 The qualitative component

Qualitative research is defined as research relying primarily on the collection of qualitative data, in other words data that is non-numerical such as words and pictures (Johnson & Christensen 2004:359). Qualitative research relies on the inductive mode of the scientific method and the major objective of this type of research is exploration or discovery.

Hypotheses and theoretical explanations are based on observed interpretations of the world as it naturally occurs (Johnson & Christensen 2004:360). This implies that the inquirer is typically involved in a sustained and intensive experience with participants (Creswell 2003:184). This introduces a unique range of personal, ethical and strategic issues, with which the researcher must contend. The researcher therefore acts as an instrument in the process of describing and interpreting the phenomena, interactions and relationships with the participants in which the researcher is personally involved (Denzin & Lincoln 1994:108). Figure 5.3 diagrammatically highlights the qualitative process which was extensively used in this study. Four of the most important qualitative research aspects cited by Johnson and Christensen (2004:363) are:

- Phenomenology;
- Ethnography;
- Case study;
- Grounded theory.

Figure 5.3: Qualitative process in acquiring scientific knowledge



Adapted from Johnson & Christensen 2004:360

Case study research is nothing new and can be defined as research that provides a detailed account and analysis of one or more cases (Johnson & Christensen 2004:376). A case can be defined as a bounded system in which the researcher explores the complex interrelated elements that form that particular organized whole. Johnson and Christensen (2004:363) use a system metaphor and see cases as holistic entities that have parts and that act or operate in their environments. ‘Bounded’ is added to highlight the boundaries of the system, which determine what is in the case and what is not. Types of case study research designs are categorized into three groups (Johnson & Christensen 2004:377), namely,

- Intrinsic: Interest in understanding a specific case;
- Instrumental: Interest in understanding something more general;
- Collective: Studying multiple cases in one research.

The current study follows the instrumental case study method in which two adolescents are studied in-depth. By using an instrumental case study method, this study endeavours to **qualify** the role played, if any, by parenting styles in the acquisition of academic responsibility in adolescents.

5.3.3 Selection of respondents

Two candidates were selected from the sample group to participate in the in-depth case studies. These individuals respectively came from the high and low academic achiever groups. It was felt that selecting two ‘extremes’ (a high and a poor academic achiever) would produce significantly different results, which could be evaluated. Therefore respondents in the middle or average group of achievers were not considered. Other factors which influenced the selection of the specific participants were their willingness to participate by being interviewed, and complete the projective tests.

5.3.4 Selection of media

The following media were selected to collect the data for the case studies:

- Interviews
- Projective media.
 - Sacks Sentence Completion Test
 - Kinetic family drawing
 - Draw-a-person

5.3.4.1 The interview

For these case studies in-depth interviews were conducted. In-depth interviews have also been called intense interviews, unstructured interviews, conversational ethnographic interviews and focused interviews (Pitout 1995:112). Whatever the name, in-depth interviews' main aim is to obtain and delve into the reasons behind the opinions or emotions given in the questionnaire.

- Motivation for the use of the in-depth interview: The interview provided a source of qualitative data. This data enhanced the quantitative data obtained from the questionnaire. The triangulation method which involves repetition in investigating the same phenomenon allowed for greater depth and qualification of data obtained from the questionnaire during the interviewing process. The interview thus explored the personal experiences of the in-depth case study participants. The phenomena investigated reflected the three aspects sited in the questionnaire, namely, parents' parenting styles, responsibility and academic achievement.

- Design: During the initial stages of the interviews formal structured questions were asked concerning the candidates' factual background information. Unstructured and open-ended questions were then introduced to encourage candidates to qualify aspects of the questionnaire. The semi-structured nature of the interview also afforded the individual

an opportunity to share their feelings, perceptions, opinions and attitudes. Three basic routes of investigation were pursued. These were:

- Their own ideas on the profile/characteristics of a responsible adolescent/person;
- Responsibility and academic performance as perceived by the individual;
- Influences of parents in the acquisition of academic responsibility.

Observation of non-verbal responses and behaviours were also possible. Beliefs and norms were also discussed and the impact this had on the individual and his life world.

- Application: Permission was obtained from the respondents parents and appointments made with the candidates. Interviews were conducted at their homes. Candidates were encouraged to participate freely and openly as possible. Audio tape recordings were done supported by process notes.

- Data analysis: The data that was obtained in the interviews was interpreted by identifying emerging patterns and themes that the candidates revealed. Specific aspects that were focussed on were feelings and perceptions about academic responsibility, general views on responsibility and personal views about their environment, self discipline and parenting styles.

5.3.4.2 Projective tests

Projective techniques are methods used to gain insight into an individual's private world of meanings, significances, patterns and feelings. It is an indirect method used to elicit the pattern of organisation and of composition without disintegrating or distorting the subject (Murstein 1965:13).

The projection tests were used to obtain qualitative data which would have bearing on the quantitative results obtained from the questionnaire. By gathering this data, information

could be investigated regarding specific relationship areas of the respondent's life world. The qualitative data that was considered was the attitudes and beliefs of these two individuals as well as their relationship to themselves and their environment.

5.3.4.3 Sacks Sentence Completion Test

The Sacks sentence completion test is not a standardized test and is not used quantitatively. This test is used to explore significant areas of an individual's adjustment and attitudes. This test will enable the researcher to gain information concerning specific area of functioning in the individual's life word.

- Motivation for the use of the Sacks completion test: As the inherent projective qualities in this test are considerable it was decided to explore and gather information concerning specific relationship areas and attitudes of the individual's life world by applying this test. The test is found to be effective in determining the content of the subjects' attitudes in the various areas (Sacks 1965:833).

- Design: The sentence test consists of a number of incomplete sentences presented to the subject for completion. Sentences are grouped in a specific manner in order to reflect certain areas. These areas are family, sex, interpersonal relationships and self-concept (Sacks 1965:827). Questions are designed to elicit feelings and attitudes in various basic areas of interpersonal relationships. This test consists of two parts of sixty items which represent the fifteen attitudes enumerated below.

Section A: General attitudes. This section consists of the following subsections:

- Attitude towards mother
- Attitude towards father
- Attitude towards family unit
- Attitude towards women
- Attitude towards heterosexual relationships
- Attitude towards friends and acquaintances

- Attitude towards superiors at work or at school
- Attitude towards people supervised
- Attitude towards colleagues at work or school
- Fears
- Guilt feelings
- Attitude towards own abilities
- Attitude towards past
- Attitude towards future
- Goals

The statements are structured in such a way that no pattern is presented to the respondent.

The rating scale for each incomplete statement is as follows:

- ❖ Unknown or insufficient evidence (X)
- ❖ No significant disturbance noted in this area (0)
- ❖ Mildly disturbed (1)
- ❖ Severely disturbed (2)

The ratings are globally considered to gain insight of the general attitude of the individual. As this test is not standardized it is not used quantitatively.

Section B: General summary. In this section eight areas of conflict are discussed. Information derived from the results obtained in section A, are used. The eight areas of conflict are as follows:

- Principal areas of conflict and disturbance.
- Interrelationship among the attitudes
- Personality structure
- Emotional adjustment
- Maturity
- Reality level
- Manner in which conflict is expressed
- Conclusions

- Application: Each respondent received a typed copy of the incomplete sentence test. (See appendix C and D) Blank spaces were provided on these test forms for the candidates' responses. The candidates were requested to fill in the spaces as rapidly as possible with the first thought that occurred to them. The forms were collected after completion.

- Data analysis: Responses are rated according to the above mentioned rating scale. The rating sheet was devised to bring together, under each attitude the four stimulus items and the subject's responses. (See appendix C and D). The four responses are considered together and an interpretative summary was made. These global evaluations are used as indicators as to any problems the individual may be experiencing in certain areas.

5.3.4.4 Kinetic family drawing

The family drawing provides a most valuable aid for gaining knowledge and understanding of a child's attitudes and feelings as an individual acts on and reacts to the most powerful forces in his/her environment – the members of his/her family (Di Leo 1970: 179).

- Motivation for the use of the Kinetic family drawing: This technique was used to assess the two selected respondents' level of adjustment, functioning and position within the family environment. Secondly, as unconscious attitudes towards family members become evident in drawings, the use of this projection technique enabled evaluation by the researcher, of the adolescents' perception of their parents' parenting styles. Lastly, assessment of family relationships was possible when considering the drawings.

- Design: The kinetic family drawing is not a test of mental ability. Responses tend to be more emotional. In other words, participants' feelings are expressed towards their family and themselves. The approach of using kinetic or action instructions, that is,

asking the child to produce a drawing where figures are moving or doing something, has been found to produce much more valid dynamic material in the attempt to understand the child in the family setting (Burns & Kaufman 1970: 17-18).

- Application: Respondents were given a blank piece of A4 paper, pencil and eraser were made available. They were requested to draw everyone in their family, including themselves, busy doing something. No time limit was imposed.
- Data analysis: Aspects that were considered are compartmentalisation, dividing lines, actions of the individual figures, additions or omissions of figures, height, size and position of figures and distance between figures.

5.3.4.5 Draw-a-person

Machover's draw-a-person test has been considered a useful way of assessing personality. It is a basic assumption that the human figure drawn by an individual who is directed to draw-a-person relates intimately to the impulses, anxieties, conflicts and compensation characteristics of that individual (Machover 1949:35).

- Motivation for the use of the draw-a-person: As this technique is considered a vehicle which can be used to express self or body image it was used to explore the respondents' relationship to objects, environment and others.
- Design: The figure drawn by the person corresponds to aspects of the individual him/herself and their environment.
- Application: This test was given to the candidates by handing out a blank A4 paper with pencils and an eraser. It was requested that the respondents draw a picture of a whole person. The gender was not specified. After completion of this task another request was given to draw the opposite gender to the first figure that was drawn.

- Data analysis: Aspects of analyses that were focussed on was firstly, the general quality of the drawings. This entailed evaluating features such as size of figure, integration and shading of figure, features of the figure, (including any unusual features), and omissions of any detail of the figure. The gender of the first figure was noted and size differences between the two figures were considered.

5.4 ETHICAL CONSIDERATIONS

The following ethical procedures were taken to ensure the confidentiality of the participants and to facilitate confident participation by the individuals in the study. This was done to ensure, as far as possible, trustworthiness of the data obtained from the participants:

- Respondents were only required to supply their Christian names, their age and their school.
- A total transparency as to the nature and the aims of the study was strived for throughout the study. All aspects of the study were explained to all respondents and all questions answered and discussed.
- Pseudonyms were used for the two in-depth case studies.
- Parental permission was obtained for the participation by the minor respondents in the study.
- Participation was voluntary and withdrawal from the study was possible at any time for any of the participants.
- All information was treated as confidential.

5.5 CONCLUSION

The triangulation method of research has definite characteristics which make it distinctive and unique. Research decisions are based on assumptions which include both qualitative and quantitative data which is used in a complementary manner.

This chapter discussed the qualitative and quantitative nature of the research design and the media used. Chapter 6 reflects the data collected and presents a discussion thereof.

Chapter 6

DATA ANALYSIS AND INTERPRETATION OF RESULTS

6.1 INTRODUCTION

In the previous chapter, the research design was discussed, collection of the qualitative and quantitative data was expounded and the media used highlighted. The empirical study was initiated by a questionnaire, which reflected the participants' perceptual responses to parenting styles, locus of control and their academic result. These quantitative aspects could be coupled to the participants' responses suggesting that high scores reflect an individual's perceptions as being in accordance with the specific construct.

A description of qualitative methods followed. Two individuals were selected with the aim of evaluating their responses to responsibility and responsibility-taking. These individuals were subjected to in-depth interviews and projective media in an effort to answer the research question. In other words to establish if adolescents are influenced by parents and if parenting styles play a role in the development of their academic responsibility.

6.2 BIOGRAPHICAL DATA

To recap, the sample group is as already described, randomly selected individuals from high schools (See appendix B). The following aspects should be considered with regard to the sample group:

- All participants were between 15 and 18 years old;
- Participants were from all racial groups;
- Participants were from both sexes.

The individuals selected for the in-depth interviews were selected by using the following two criteria:

- Willingness to participate;
- Academic achievement. (One individual was a high academic achiever; the other was a poor academic performer).

6.3 TENDENCIES OF THE HIGH ACADEMIC PERFORMANCE GROUP

Table 6.1: Perceptions of responsibility and parenting styles in the high academic performance group

	Name	Age	Academic achievement %	Perception of academic responsibility (Locus of control)	Parenting style
1	Cathryn	15	88	High internal	Authoritative
2	Kerry	15	86	High internal	Authoritative
3	Annie	15	82	Internal	Authoritative
4	Ulisha	15	81	High internal	Authoritative
5	Mansi	16	81	Internal	Authoritative
6	Ferial	15	78	High internal	Authoritative
7	Anè	17	77	High internal	Authoritative
8	Gina	16	72	High internal	Authoritarian
9	Sean	17	71	High internal	Authoritative
10	Sally	16	70	Internal	Authoritative

- All the individuals except one perceive their parents as having an authoritative parenting style. (Gina seems to be exposed to cultural influences, which are more rigid, and therefore she perceives her parents' style as more authoritarian.)
- All individuals tend to have an internal locus of control. Seven out of the ten participants tended to have a very well developed internal locus of control and were allocated to a high internal locus of control group.

6.4 TENDENCIES OF THE AVERAGE ACADEMIC PERFORMANCE GROUP

Table 6.2: Perceptions of responsibility and parenting styles in the average academic performance group

	Name	Age	Academic achievement %	Perception of academic responsibility (Locus of control)	Parenting style
1	Leah	16	68	High internal	Authoritative
2	Theresa	16	66	Internal	Authoritative
3	Jennifer	15	65	Internal/external	Authoritarian
4	Richard	18	64	Internal	Authoritative
5	Leila	17	63	External	Authoritative
6	Malcolm	17	62	High internal	Authoritative
7	Nerissa	17	61	High internal	Authoritarian
8	Vhutali	15	52	High internal	Authoritative
9	Stephanie	15	52	Internal	Authoritative
10	Ayrina	16	51	Internal	Authoritarian

- The average group tended to have a wider range of locus of control results, ranging from indifferent results (see Jennifer's locus of control result: internal/external) to high internal locus of control associations.
- Parenting styles also vary from authoritarian to authoritative. Notably no permissive parenting style occurred but an increase in authoritarian styles was evident.

6.5 TENDENCIES OF LOW ACADEMIC PERFORMANCE GROUP

Table 6.3: Perceptions of responsibility and parenting styles in the low academic performance group

	Name	Age	Academic achievement %	Perception of academic responsibility (Locus of control)	Parenting style
1	Johan	17	49	Internal	Authoritative
2	Jelena	15	49	Internal	Authoritative
3	Cindy	18	46	Internal/External	<i>Permissive</i>
4	Matthew	17	45	External	<i>Permissive</i>
5	Travis	19	45	External/Internal	Authoritative
6	Shaun	18	45	Internal	Authoritarian
7	Esmeralda	17	43	Internal	Authoritative
8	Mayur	18	41	Internal	Authoritative
9	Jenny	15	40	Internal	Authoritative
10	Cornè	17	40	Internal	Authoritarian

- No significant difference is evident with regard to the frequency of internal locus of control occurring. Eight out of the ten participants tended to have a sense of responsibility reflected in their internal locus of control.
- External locus of control (blaming and not accepting responsibility) appeared more frequently in this group.
- This is the first group in which permissive parenting styles were evident.
- Authoritarian parenting styles were also evident.

6.5 DATA COLLECTED WITH REGARD TO THE PARTICIPANTS' LOCUS OF CONTROL

Generally the whole sample adolescent group tended to perceive their locus of control as being internally high. This was reflected in two ways:

- Quantitatively, as most participants had high scores in section D reflecting an internal locus of control. Academic performance did not seem to influence these perceptions.
- Qualitatively, as participants' comments on their own performance tended to have a personal accountability theme when grades were poor. These comments were observed in all three academic groups as all individuals tended to take personal responsibility for their academic results. To illustrate this, some of the explanations that were given by participants were as follows:
 - "I could have studied harder."
 - "I don't understand the work."
 - "I can do better."
 - "I am not interested in the subject but I can do better."

Table 6.4: Perceptions of locus of control in the high academic performance group

	Name	Age	SECTION D Scores /50	SECTION B Scores /50	Locus of Control
1	Cathryn	15	46	37	Internal
2	Kerry	15	44	35	Internal
3	Annie	15	37	32	Internal
4	Ulisha	15	42	34	Internal
5	Mansi	16	48	43	Internal
6	Ferial	15	44	25	Internal
7	Anè	17	43	36	Internal
8	Gina	16	37	27	Internal
9	Sean	17	40	32	Internal
10	Sally	16	23	21	Internal

Table 6.5: Perceptions of locus of control in the average academic performance group

	Name	Age	SECTION D Scores /50	SECTION B Scores /50	Locus of Control
1	Leah	16	44	35	High internal
2	Theresa	16	42	37	Internal
3	Jennifer	15	36	35	Internal/external
4	Richard	18	43	38	Internal
5	Leila	17	38	40	External
6	Malcolm	17	39	28	High internal
7	Nerissa	17	43	31	High internal
8	Vhutali	15	45	33	High internal
9	Stephanie	15	44	39	Internal
10	Ayrina	16	40	36	Internal

Table 6.6: Perceptions of locus of control in the low academic performance group

	Name	Age	SECTION D Scores /50	SECTION B Scores /50	Locus of Control
1	Johan	17	48	36	Internal
2	Jelena	15	45	43	Internal
3	Cindy	18	45	33	Internal/External
4	Matthew	17	26	36	External
5	Travis	19	28	28	External/Internal
6	Shaun	18	44	38	Internal
7	Emelda	17	41	34	Internal
8	Mayur	18	32	24	Internal
9	Jenny	15	31	27	Internal
10	Cornè	17	38	33	Internal

Generally participants tended to rate themselves as having an internal locus of control. This was evident in all three academic performance groups. This therefore denotes that most of the participants see themselves as being in control of their environment, schoolwork and lives. Parenting styles and academic results do not seem to affect these perceptions.

6.7 DATA COLLECTED WITH REGARD TO THE PARTICIPANTS' PARENT'S PARENTING STYLE

The data collected with regard to this aspect reflected the adolescents' perceptions of their parents' parenting style.

Once again the general tendencies were towards an authoritative parenting style. This was reflected throughout the sample group. It can also be noted that the tendency is evident that individuals with a high internal locus of control, which reflects a high personal accountability, do not seem to be significantly influenced by parents or others and tend to follow their own ideas and decisions.

Table 6.7: Perceptions of parenting styles in the high academic performance group

	Name	Age	SECTION A Scores /50	SECTION B Scores /50	SECTION C Scores /50	Parenting style
1	Cathryn	15	29	19	42	Authoritative
2	Kerry	15	29	34	46	Authoritative
3	Annie	15	26	23	36	Authoritative
4	Ulisha	15	40	21	38	Authoritarian
5	Mansi	16	30	28	38	Authoritative
6	Ferial	15	28	14	46	Authoritative
7	Anè	17	32	17	33	Authoritative
8	Gina	16	36	28	34	Authoritarian
9	Sean	17	28	32	34	Authoritative
10	Sally	16	23	21	40	Authoritative

Table 6.8: Perceptions of parenting styles in the average academic performance group

	Name	Age	SECTION A Scores /50	SECTION B Scores /50	SECTION C Scores /50	Parenting style
1	Leah	16	26	20	44	Authoritative
2	Theresa	16	38	23	41	Authoritative
3	Jennifer	15	40	15	34	Authoritarian
4	Richard	18	31	35	37	Authoritative
5	Leila	17	19	26	36	Authoritative
6	Malcolm	17	30	15	33	Authoritative
7	Nerissa	17	37	21	33	Authoritarian
8	Vhutali	15	32	16	39	Authoritative
9	Stephanie	15	28	18	39	Authoritative
10	Ayrina	16	36	34	35	Authoritarian

Table 6.9: Perceptions of parenting styles in the low academic performance group

	Name	Age	SECTION A Scores /50	SECTION B Scores /50	SECTION C Scores /50	Parenting style
1	Johan	17	46	19	50	Authoritative
2	Jelena	15	34	28	45	Authoritative
3	Cindy	18	24	40	22	<i>Permissive</i>
4	Matthew	17	17	34	22	<i>Permissive</i>
5	Travis	19	26	34	32	Permissive
6	Shaun	18	42	31	42	Authoritarian/ Authoritative
7	Emelda	17	31	17	32	Authoritative
8	Mayur	18	18	19	30	Authoritative
9	Jenny	15	37	25	23	Authoritarian
10	Cornè	17	34	32	37	Authoritative

General tendencies that were evident from the sample group are that most adolescents consider themselves to be in control and have an internal locus of control. This tendency is found in all academic groups. Very few participants shifted their academic responsibility or blamed external factors for their academic results. There are many factors that could have influenced the participants' perceptions of locus of control, for example, society in general, OBE education and parenting styles. All of these issues are relevant factors, which could influence the adolescents' perceptions, but further research would be needed to investigate the reasons why such a high percentage of adolescents in the sample group perceived their locus of control to be internal.

Parenting styles were mostly authoritative in the high academic achievement group but as the academic results become poorer, parenting styles changed to authoritarian and eventually permissive parenting styles became evident with lower academic grades. Tendencies seem evident that a relationship between authoritative parenting styles and higher academic results occur. Therefore, authoritative parenting styles could be seen as having a positive influence on the adolescents' sense of academic responsibility. The in-depth studies will now be discussed.

6.8 CASE STUDIES

6.8.1 Annie: Academic achiever

Annie presented as a quietly spoken, shy and reserved child. She is extremely well mannered and is at times withdrawn. Annie has always been a dedicated student and has always done well academically. She is very involved with school activities especially cultural activities. She socializes well and has a close circle of friends who are mostly academic achievers like herself.

6.8.1.1 Biographical information

Annie is the second eldest child in a family of three. Her eldest brother is sixteen and her younger brother is ten. Her eldest brother is physically and cognitively impaired. Both her parents are professional people with a tertiary education and both are employed. The family presents as a very well structured and loving family with strong parental support.

6.8.1.2 Interview

The profile of this adolescent can be summarized as follows:

Name	Age	Academic achievement %	Perception of academic responsibility (Locus of control)	Parenting style
Annie	15	82	Internal	Authoritative

In the beginning Annie was extremely reserved and withdrawn. She did not want to have the conversation taped but later obliged. During the introduction certain initial

questions were asked to engage Annie. This led to her freely commenting and discussing the relevant issues.

One of the first questions asked concerned her feelings and perception about academic responsibility and her role in her education. She was asked to describe the profile of a responsible adolescent.

Annie felt that many aspects within that individual's life influenced her personal and academic responsibility levels. The environment, peers, parents and experiences the person him/herself have dealt with or have to face, were all aspects one must consider. Therefore, the profile of a responsible adolescent could not be pinpointed but generally Annie felt that the characteristics she would consider positive and indicative of responsibility were:

- No 'blaming' behaviour and acceptance of consequences;
- Taking initiative and confident to 'do your own thing';
- Evaluation of situations and making the right decisions.

With regard to achieving high academic results, Annie stressed that the individual must accept responsibility for his/her own learning. Self-discipline was also an important aspect, which goes hand in hand with hard work. Sole responsibility was stressed with respect to all academic results.

The second question that was asked concerned Annie's perception of her parents' parenting style.

Annie stressed that parental influences were important in her life as well as circumstantial and environmental influences. Annie stressed that her parents always gave her clear directives which did and still do influence her decisions and responsibility. These influences were sometimes very direct and at other times rather indirect. Indirect influences made her think and evaluate her own outlook, attitudes and responses. Direct influences were in the form of family rules that she abided by and also direct instructions from her parents. Annie is very close to her mother and

looks up to her. She says that her mother is a role model in her life and influences her to a large extent.

After the first two standard questions the interview took an informal direction and a general discussion concerning some of the issues that appeared on the questionnaire were explored.

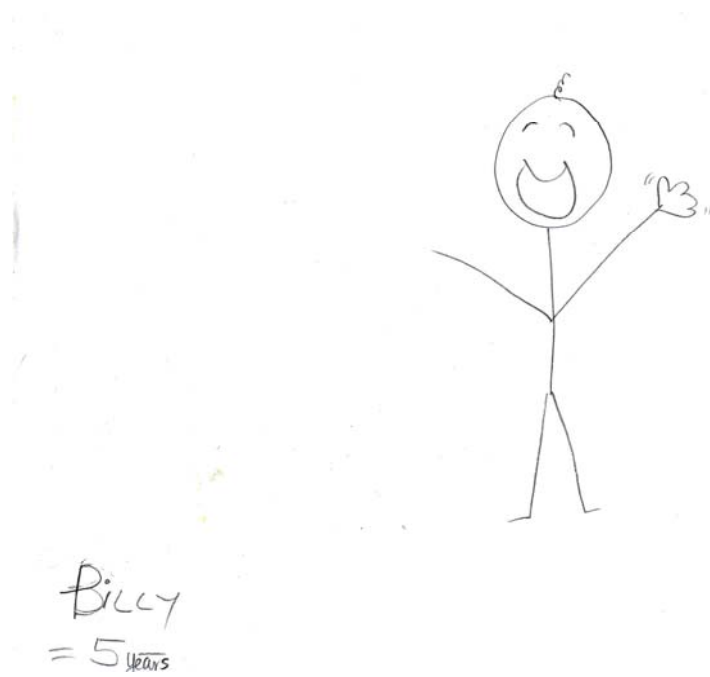
When pressed to answer how she experiences personal responsibility, she always refers to her family and her brother. At times Annie seems to have a higher level of responsibility than her peers and for her chronological age. She thinks and functions in her world on a much more mature level. This is reflected in her discussion concerning her family. She is always aware of the needs of her handicapped brother and the responsibility incurred by her mother. Annie tended to always put other before herself and saw herself as responsible for everyone's well-being, especially her brother's. To Annie it being responsible and noble is equated to always being the least and putting yourself last, for family and friends. Annie is very conscious of this and it is also clearly reflected in her family drawing.

Annie fitted the typical profile of high academic results, authoritative parenting style and high internal locus of control.

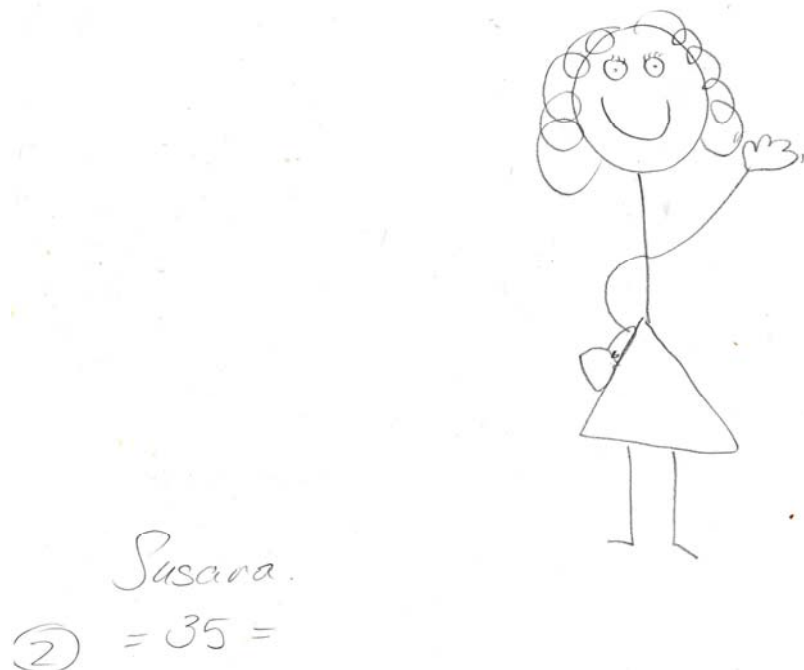
6.8.1.3 Projective media

ANNIE: DRAW A PERSON

	Determinant	Interpretation of response	Comments.
Age, placement, size, composite criteria			
1	Older figure than subject	Identification with parent of same sex	Annie's mother could play an important role; this theme was also evident in her interview.
2	Fingers, grape-like	Immaturity, infantile traits Possible inhibition of aggressive feelings	This seemed to be reflected in her actions and reactions during the interview as Annie joked, laughed and giggled in order to avoid many of the instructions and requests.
3	Hands omitted	Inadequacy	Annie could sometimes feel inferior to her peers. This was also reflected in her comment during the KFD about always putting herself last. (See KFD).
4	Drawing of male first: female subject	Female protest, feminine role rejection. Conflict, dependency or strong attachment to parent or person of opposite sex.	Annie could have a longing to be attached to her father and reject her mother, as her father travels a great deal and then her mother has to take on both parenting roles.
5	Stick man	Evasion of body problem. Evasion or negativism. Insecurity, self-distrustful Perfectionism Uncooperative attitude	Annie is quite 'chubby'. This could be reflected in this manner of drawing her people. Adolescents are usually very concerned about appearance. Annie did not like the idea of the interview or the tests.
6	Hair area significant in female drawing	Striving, virility	Annie is very directed academically and does strive for academic excellence.
7	Hand behind the back	Anxiety	Possibilities could exist that Annie is anxious with respect to her self and peers. She did mention in the interview that she considers herself second to everyone else. (See also KFD).
8.	Centred drawing	Emotional, self-centred	Could be seen reflected in her relationships
Line quality			
9.	Line quality: uninterrupted straight lines.	Decisive	Annie is controlled and quite decisive in her actions and beliefs. She is extremely supportive of her mother and handicapped brother.
10.	Line quality: long strokes.	Controlled behaviour, decisive	Annie is reserved and controlled. She is self-disciplined with respect to her academic responsibilities.

Diagram 1: Annie's draw-a-person

First figure drawn by Annie: Billy aged 5 years



Second figure drawn by Annie: Susara aged 35 years

a. Draw-A-Person: Themes of frustration, aggression, uncertainty, intellectual strivings, anxiety and passivity were evident. These aspects of being unsure and anxious (see previous table) seemed to be in accordance with normal adolescent development where similar experiences and feelings are usually evident. A general atmosphere of happiness was evident in the drawings as all figures smile and wave.

There were definite feelings of aggression towards the therapist, (see section 2 and 5 of the above-mentioned table). This is also reflected in the fact that Annie drew a stick figure that further suggests oppositionalism and evasiveness.

Annie showed tendencies to strive to be like her mother. This can be seen reflected in the female drawing which was technically better than the first male drawing and the age of this drawn figure was 35, nearer to that of her mother's age.

This could also suggest a close relationship between mother and daughter. General anxiety was also a common theme, suggested by hand behind the back, reinforcement of eyes, excessive hair, and can be interpreted as associated anxiety in striving to achieve maturity and control.

Aggression, evasiveness, anxiety and passivity, to name just a few were the themes identified in Annie's drawings. These themes are in accordance with normal adolescent development and are usually evident in adolescents' emotional repertoire, behaviour and reactions. This can be seen in the functioning of the adolescent in his/her life world and Annie is no different.

b. Kinetic Family Drawing: After an initial protest Annie drew her family. The family was drawn as an intact unit with all members present. She did not present with any problems while drawing the family and with great ease she allocated each member a task.

The order of members drawn was significant as the first figure drawn was the handicapped brother around which all family activities revolve. This was reinforced by the mother's actions of feeding him. The mother's attention is not on the rest of the

family, this once again emphasises that family life revolves around the handicapped son.

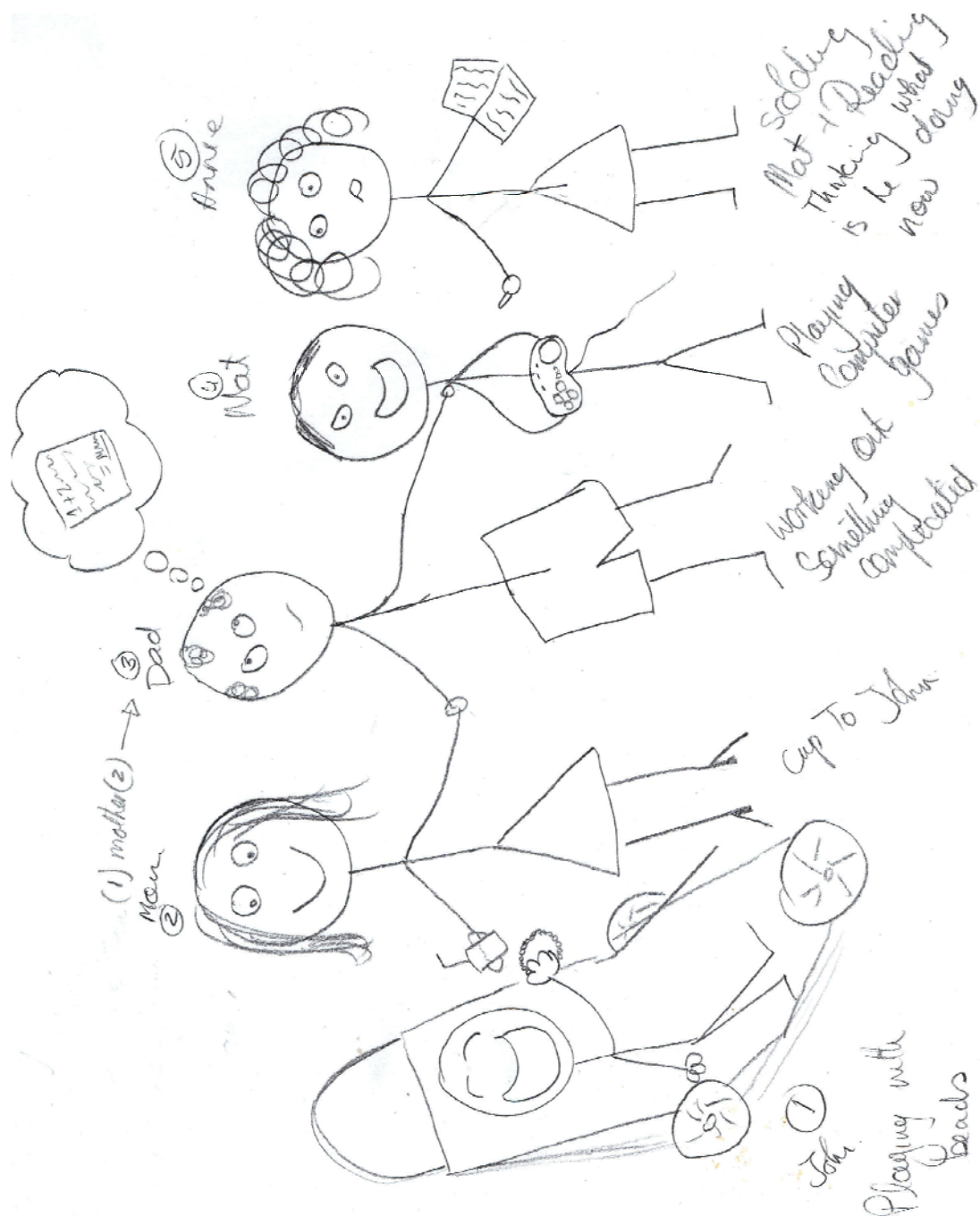
The parents were seen as close and connected but the father seems detached and ‘sub-consciously’ distancing himself from the family even though he remains ‘tied’ to the family.

Annie drew herself last and once again in a role of ‘authority’ as she was nearest to her younger brother and she was scolding him. Matt is far from his mother which could suggest that he is not getting the attention he wants from her. Annie seems to perceive this and steps in to a parenting role to try and compensate.

This can be construed as Annie taking on responsibility within the family situation and acting upon situations that she perceives to be important. Feelings of having to be responsible for her handicapped brother were also evident in the interview.

The family drawing has a general atmosphere of happiness and joy. The members are all smiling and happy, except Annie who is scolding her younger brother, her perceived role of being a responsible family member.

Diagram 2: Annie's kinetic family drawing



- c. Sacks Incomplete Sentences: (For original scored tests see appendix C).

ANNIE

SACKS SENTENCE COMPLETION (SSCT) RATING SHEET

X- *Unknown. Insufficient evidence.*

0- *No significant disturbance noted in this area.*

1- *Mildly disturbed. Has emotional conflicts in this area, but appears able to handle the without therapeutic aid.*

2- *Severely disturbed. Appears to require therapeutic aid in handling emotional conflicts in this area.*

SECTION A: SUB SECTIONS

1. Attitude toward mother:

Question number and participant's response	Rating
14. My mother ...is a very self sacrificing person.	0
29. My mother and I ... have a strong bond.	0
44. I think that most mothers... over/under estimate their child.	x
59. I like my mother but... she steals my clothes and creams and earrings.	0

Interpretative Summary:

Expresses very positive feelings towards mother and has an extremely good relationship with mother. No significant disturbances noted in this area.

2. Attitude towards father:

Question number and participant's response	Rating
1. I feel that my father seldom... allows me to be disrespectful.	<u>1</u>
16. If my father would only ...finish his sentences.	0
31. I wish my father ...didn't crack so many pathetic" jokes".	1
46. I feel that my father is ...still not finishing his sentences.	0

Interpretative Summary:

Some emotional disturbance experienced with regard to the father but nothing so extreme that therapy is needed. Client seems to be able to handle conflicts. Acceptance of father's place/ circumstances/ position seems evident.

3. Attitude towards family unit:

Question number and participant's response	Rating
12. Compared with most families, mine ... <i>is very strange!</i>	1
27. My family treats me like... <i>a human being.</i>	0
42. Most families I know ... <i>are very, very kind.</i>	0
57. When I was a child, my family... <i>were still the same.</i>	0

Interpretative Summary:

No significant indication of any disturbance revealed in this area.

4. Attitude towards women:

Question number and participant's response	Rating
10. My idea of a perfect woman ... <i>is non-existent. Nothing/no one can be perfect.</i>	1
25. I think most girls ... <i>are very different.</i>	X
40. I believe most woman ... <i>are very different as are girls.</i>	X
55. What I like least about women... <i>is nearly non-existent.</i>	1

Interpretative Summary:

Responses range from insufficient evidence to mildly disturbed. No major areas of disturbance which would evoke conflicting emotions.

5. Attitude toward heterosexual relationships:

Question number and participant's response	Rating
11. When I see a man and a woman together ... <i>I don't really care .. ?</i>	x
26. My feeling about married life is... <i>that I have no hope.</i>	2
41. If I had a love affair ... <i>I wouldn't be me.</i>	1
56. My love life ... <i>is really non-existent.</i>	1

Interpretative Summary:

Reflects a no sexual maladjustment. Expresses mild avoidance, with respect to heterosexual relationships. Negative responses to marriage reflect conflict in this area.

6. Attitude toward friends and acquaintances:

Question number and participant's response	Rating
8. I feel that a real friend ... <i>is there for you when you really need him/her.</i>	0
23. I don't like people who ... <i>superficial and double-cross friends.</i>	0
38. The people I like best ... <i>are deep. (Un-superficial)</i>	0
53. When I am not around my friends ... <i>carry on as usual.</i>	0

Interpretative Summary:

No significant negative responses recorded with respect to friends and acquaintances. Individual generally expressed more positive and neutral feelings in this area.

7. Attitude toward superiors at work or school:

Question number and participant's response	Rating
6. The male teachers at our school are ... <i>joke a lot and have more mood swings than female teachers.</i>	1
21. In school my teachers ... <i>my teachers are too "un-strict."</i> ?	0
36. When I see the teacher coming ... <i>I smile.</i>	0
51. People whom I consider my superiors... <i>are usually cleverer than me.</i>	1

Interpretative Summary:

Problems and conflicts are encountered but individual seems able to handle them and cope without any therapeutic assistance.

8. People supervised:

Question number and participant's response	Rating
4. If I were in charge ... <i>I wouldn't know what to do.</i>	1
19. If people work for me ... <i>they will be payed well ?</i>	0
34. The people (children) who do things for me ... <i>do not exist.</i>	2
48. In giving orders to others I ... <i>I tend to be very soft/quiet.</i>	1

Interpretative Summary:

Idealistic ideas concerning authority positions and management responsibilities. Individual seems as if being liked and pleasing other is important. Assertiveness problems may be evident as individual tries to avoid conflict.

9. Attitude toward colleagues at work or school:

Question number and participant's response	Rating
13. At school, I get along best with ... <i>down to earth, unspoiled friends (who are usually very intelligent).</i>	0
28. Those at school with me ... <i>I seem very clever.</i>	0
43. I like working with people who... <i>listen to others</i>	0
58. Other children in my class ... <i>can be too clever.</i>	0

Interpretative Summary:

Work relationships seem to be carefully chosen and these qualities seem important to the individual.

10. Fears:

Question number and participant's response	Rating
7. I know it is silly but I am afraid of ... <i>anything that wiggles.</i>	0
22. Most of my friends don't know I am afraid of ... <i>nothing . I never stop complaining (they don't already know).</i>	1
37. I wish I could loose the fear of... <i>creepy crawlies.</i>	0
52. My fears sometimes force me to ... <i>reverse and run.</i>	0

Interpretative Summary:

No major conflict in this area.

11. Guilt feelings:

Question number and participant's response	Rating
15. I would do anything to forget the time I ... <i>I quit ballet?</i>	1
30. My greatest mistake was ... <i>quitting scouts.</i>	1
45. When I was younger, I felt guilty about... <i>dropping glasses.</i>	0
60. The worst thing I ever did ... <i>was to quit scouts and ballet.</i>	1

Interpretative Summary:

Avoidance of particular events in childhood seems to be perceived as personal failure. Mild disturbance noted.

12. Attitude toward own abilities:

Question number and participant's response	Rating
2. When the odds are against me ... <i>I try to win with what I have.</i>	0
17. I believe I have the ability to ... <i>do anything I want.</i>	0
32. My greatest weakness is... <i>being ignorant at times.</i>	1
47. When luck turns against me ... <i>I carry on.</i>	0

Interpretative Summary:

A good resilient and realistic self-concept. Acknowledges weaknesses and projects a positive feeling about own abilities. A good ego strength.

13. Attitude toward past:

Question number and participant's response	Rating
9. When I was a child (younger)... <i>I was very oblivious /ignorant..</i>	1
24. Before I was a t school ... <i>I was blissfully unaware</i>	0
39. If I were young again... <i>I would be 5 years old.</i>	X
54. My most vivid childhood memory ... <i>is going to a ballet concert after m y grandad's funeral.</i>	0

Interpretative Summary:

No disturbance noted in this area. Memories of the past are realistically handled and positive aspects are easily recalled.

14. Attitude toward future:

Question number and participant's response	Rating
5. To me the future looks ... <i>very foggy.</i>	1
20. I look forward to ... <i>moving into my own house and getting a KITTEN.</i>	0
35. Someday I ... <i>I want to have a kitten.</i>	X
50. When I am older ... <i>I hope I don't have my father's sense of humour (probably too late).</i>	1

Interpretative Summary:

Uncertainty with regard to the future is evident. No undue disturbance evident.

15. Goals:

Question number and participant's response	Rating
3. I always wanted to ... <i>be successful in life.</i>	0
18. I could be perfectly happy if ... <i>I didn't think so much.</i>	1
33. My secret ambition in life ... <i>is to be successful in what I do.</i>	0
49. What I want most out of life ... <i>to be successful.</i>	0

Interpretative Summary:

Realistic and positive future orientated desires coupled with success and a striving for accomplishment strongly evident.

SECTION B: GENERAL SUMMARY**1. Principle areas of conflict and disturbance**

No pronounced areas of disturbances. Attitude toward people supervised (sub-section 8) reflects uncertainty and personal inability.

2. Interrelationship among the attitudes

Relationships do not seem problematic. A positive relationship seems to exist between the mother and daughter.

3. Personality structure

Extent to which subject responds to inner impulses and to outer stimuli. Uncertainty and at times lacks self-confidence.

4. Emotional adjustment

Emotionally it seems that the individual is well balanced and does not encounter problems with relationships. Uncertainty and immaturity become evident at times.

5. Maturity

Individual seems to cope reasonably well and functions at a fairly mature level, although at times immaturity is evident. Humour and frivolity masks her inability to function in some types of relationships, for example in authority roles. She then tends to revert to infantile behaviour.

6. Reality level

The individual is functioning at a realistic reality level. She seems to be aware of her strengths and weaknesses.

7. Manner in which conflict is expressed.

Conflicts are avoided or ignored.

8. Conclusions

Mild disturbances not needing therapeutic intervention were evident in the following areas (therapy is suggested in brackets):

- Attitude towards the father (Perhaps assistance could be given in the form of family therapy);
- Attitude towards heterosexual relationships (Realistic concerns with respect to adolescent development, perhaps assistance could be given in group therapy with other peers);
- Guilt feelings;
- Attitude towards own abilities (Perhaps assistance could be given in life orientation);
- Attitude towards the future (Perhaps assistance could be given in career guidance/life orientation).

The mild disturbances reflected by her seem to be within a realistic parameter if one considers adolescent development. The results tend to reflect a positive evaluation by Annie of her environment and concept of herself. Areas where greater disturbances were encountered were attitudes toward people supervised which proved to be more of a concern. This can be interpreted as the lack of self-confidence and tendencies of self-doubt, also normal with developing adolescents.

6.8.2 Jenny: low academic achiever

Jenny is a very directed and outspoken individual. She was well mannered but very determined to state her point of view. Jenny was a dedicated student in primary school but recently at high school she tends to find school boring and does not show her previous dedication. She is not very involved with school activities and repeatedly voices her negative perceptions of the educators saying that they are boring and that she does not like them. She seems to be passively aggressive and does not overtly rebel against the educators. She often transfers her rebelliousness to her home life and this causes problems between herself and her mother with regard to discipline and boundaries. She has a few close friends who seem to play a very important role in her life. She will push her mother's boundaries to the limit to accommodate her friends even if this is to the detriment of her mother's wishes and ground rules.

6.8.2.1 Biographical information

Jenny is the youngest child in a family of two. She has an elder stepsister of eighteen, whose father lives overseas. He has no direct influence on the family and has very little contact with Jenny. After a brief marriage to Jenny's father, her mother once again divorced. Presently Jenny's father also resides overseas. She might see him once a year. Her mother is a professional person with a tertiary education. The family presents as a close system with tendencies to be disorganized at times. Jenny's mother has a close relationship with her but does tend to be erratic with respect to discipline. Most times her mother will relent and allow Jenny to have her own way if Jenny 'pushes' hard enough.

6.8.2.1 Interview

The profile of this adolescent can be summarized as follows:

Name	Age	Academic achievement %	Perception of academic responsibility (Locus of control)	Parenting style
Jenny	15	40	Internal	Authoritative

This interview was also aimed at exploring the personal experiences of the academic poor achiever. The first questions asked concerned her feelings and perception about academic responsibility and her role in her education. Jenny's overall academic achievement placed her in the poor academic achiever's group

Responsibility for academic achievement was very clearly seen by Jenny as her personal responsibility. In her interview she states: "If I don't do my schoolwork I don't get the marks, I must pull up my socks and do it." She sees consequences as directly the result of her own actions. Included in her perceptions of academic responsibility were many aspects of social responsibility. Jenny included these aspects without any prompting or pertinent inquiry. This tended to reflect her initial response to the question. She stated the following when describing the profile of a responsible adolescent.

- Making sure you are safe. For example, when you go out make sure that everyone knows where you are.

- Academic responsibility only goes as far as passing.
- Accepting consequences is an aspect of responsibility.
- Personal responsibility for academic work is accepted.

Jenny sees herself as being socially responsible and a good decision-maker who is not easily influenced by external factors, for example, peers or parents. Parents' parenting style does not seem to influence her decisions or her academic results.

Her poor academic achievement is due to her non-compliance with academic demands, rather than a lack of ability. If her locus of control were truly internal, she would take more personal responsibility and would make more positive decisions concerning her academic work. This, however, does not occur. She continually states that school is boring, that she does not like the teachers and that she does not like some of the subjects.

This she cites as her main reasons for not wanting to work at school. Her locus of control could be internal but her rebellious nature seems to negatively affect her sense of responsible decision-making.

The second question that was asked concerned Jenny's perception of her parents' parenting style. Jenny is in a single parent situation. Her perceptions of her father are very vague as she avoids the issues surrounding his existence. The picture she paints of her father is rather incomplete with big 'holes' in the factual detail she relays. She tends to see him as a 'holiday parent'. She does not ascribe any authority to his parenting role. He does not take part in any disciplinary aspects or decision-making concerning Jenny. Jenny's stepsister does not play an overt role in her life but tends to influence her with regard to her lifestyle and social aspects.

Her answers to the questionnaire revealed her initial response to her mother's parenting style as authoritative. She always referred to her mother as making the rules as to how and when she is allowed to visit her friends and there seemed to be definite boundaries and ground rules. This seemed to change and more permissive elements of her mother's parenting style were revealed during the interview, which conflicted

with the initial response. Jenny openly admitted that if she ‘nagged’ long enough she would get her way or if she ‘just waited for the right time’.

If one reflects on the content of the interview, it would be more appropriate to consider altering the parenting style of this candidate to one of authoritative/ permissive. Other examples of this are when Jenny initially said that going out during a school week was not permitted. However, during the interview she contradicted this statement and said that if there was a valid excuse, like homework/study she would be allowed to sleep over at friends. Clearly Jenny realised that she could influence her mother’s rules by “stretching” the actual truth with regard to the situation and she would get her way. Jenny’s mother does seem to be permissive at times in order to alleviate the stress of enforcing discipline.

As with the previous interview after the first two standard questions, the interview took an informal direction and a general discussion concerning some of the issues that appeared on the questionnaire were explored.

The interview revealed that Jenny seems to be an intelligent, well-articulated adolescent who should be achieving better academic results. Her views on her academic achievements were very rationally evaluated. She commented on how she hated technology and did not see why she had to work in subjects that she disliked.

She seems very directed and determined to follow her own mind. Her internal locus of control reinforces her determination and drive. Jenny tended to find school and some of the academic subjects she took boring and therefore she did not make any effort in them. To Jenny the main function of school was to give her endless opportunities to socialise. She pertinently explained that she was at school to pass and not to get distinctions. She asked what was the use of getting high marks when passing would do.

As her mother’s parenting style is not too well defined, one can consider it as a factor in Jenny’s acquisition of academic responsibility. Jenny’s rebelliousness does indeed negatively influence her actions and responses.

This could be indicative of parenting styles influencing academic responsibility of the adolescent and playing a role in the acquisition of responsibility in the adolescent. Her mother's lack of congruent discipline could also be due to the pressures of single parenting responsibilities. Jenny clearly voices this. She is fully aware of her father's lack of interest and support, especially with respect to financial aspects.

To sum up this interview, one could say that Jenny has a distinct sense of academic and social responsibility but due to her rebelliousness, negative attitude towards school and defiance, her overt actions do not tend to reflect responsible academic behaviour.

6.8.2.3 Projective media

a. Draw-A-Person:

JENNY: DRAW-A-PERSON

	Determinant	Interpretation of response	Comments
Age, placement, size, composite criteria			
1	Younger figure than subject	Immaturity, wish to return to youth	There was no vast difference in age but Jenny could be seen as immature in certain aspects, which affect her decision-making.
2	Excessive erasures	Indecision, restlessness, conflict areas	Jenny tended to erase excessively when drawing the male figure.
3	Belt emphasised	Sexual conflict	Jenny could be experiencing conflict within herself.
4	Ground line (skateboard in second drawing)	Insecurity	Jenny does not have the constant security of a male (father) figure.
5	Hands behind back or in pockets	Evasion, guilt, lack of confidence,	This could be seen as Jenny's effort in trying to evade the therapist's prying. She could also feel vulnerable and then feel less confident.
6	Toes exposed	Aggressiveness	In the male figure this is evident –could reflect themes in the relationship with the father.
7	Hair emphasised	Virility, anxiety with respect to sexual needs, striving	Anxiety evident with respect to personal appearance.
8	Eyes emphasised	Externalised aggression	Reflected in her rebelliousness.
9	Arms close to the body/pressed to the sides	Tension	Tension with respect to social acceptance and contact.
10	Middle placement	Aggression	Jenny can be passive aggressive in not complying with requests
Line quality			
11	Constricted strokes, jiggered lines, sketchy lines	Tension, withdrawal, hostility, anxiety	Jenny tends to be anxious and tense at times with regard to her social interaction. She worries about appearance and acceptance.

Themes that were evident were as follows:

- concern for physical appearance;
- withdrawal and avoidance;
- stress and uncertainty;
- frustration and inner conflict;
- guilt feelings;
- tendencies towards defiance and manipulation.

The general feeling obtained from the drawing was one of seriousness, defiance and aggression, as the figures were rigid and serious. Conflict and frustration were also evident (feet pointing in opposite directions). The feelings of aggression and not wanting to make contact with the situation were reflected in aspects of the drawing (hands behind back) this also suggests evasiveness.

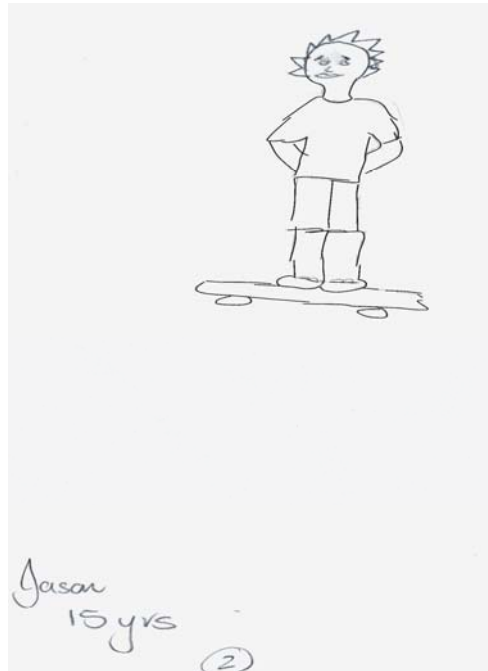
Aggression, evasiveness, anxiety and passivity, to name just a few were some of the themes identified in Jenny's drawings. These themes are usually evident in normal adolescent development and usually, under normal developmental circumstances, make up an adolescents' emotional repertoire, his/her behaviour and reactions. This can be seen in the functioning of the adolescent in his/her life world and Jenny like Annie is no different.

Diagram 3: Jenny's draw-a-person



First figure drawn by Jenny: Emily aged 11 years

Second figure drawn by Jenny: Jason aged 15 years



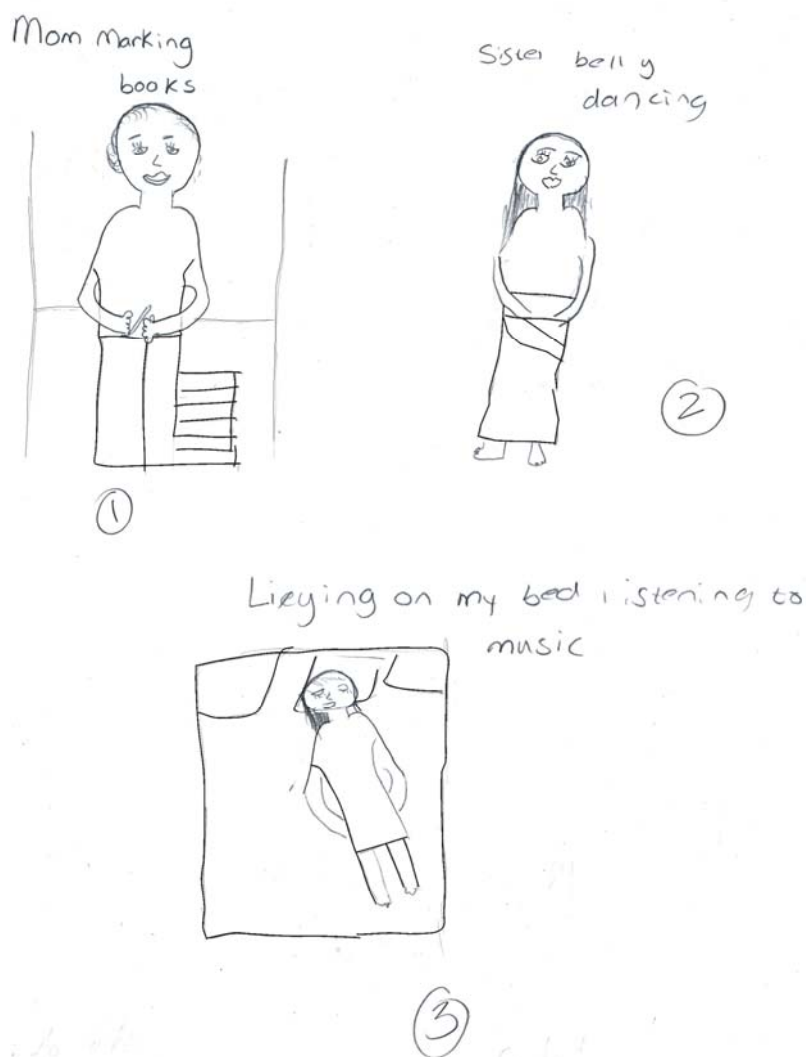
b. Kinetic Family Drawing: Jenny's family drawing was more inclined to suggest a family where communication was lacking and the family members were all present but enclosed in their own "bubbles" or worlds.

The father was absent which can be considered realistic as she comes from a single parent family. The suggestion of negative feelings towards the father is also revealed in the incomplete sentences. Jenny herself is isolated and completely removed from the other members. Physically she isolates herself from the family by closing her eyes and blocking her ears with music and draws a line around herself to show a distinct boundary.

Once again themes of rebelliousness, defiance and withdrawal can be perceived. Jenny drew herself last and her mother first, a realistic order with respect to the composition of the family as all family decisions, activities and discipline originates from the mother. This reflects the primary role the mother plays, which is also reinforced by the fact that she is drawn working at home and is not relaxed. This could also suggest that the mother is too busy to give Jenny the personal attention she wants.

A general feeling of isolation and non-communication within the family is evident, which can suggest rather negative family functioning. All family members are isolated and there is very little, if any, interconnecting actions, communications or relationships.

Diagram 4: Jenny's kinetic family drawing



- c. Sacks Incomplete Sentences: (For original scored tests see appendix D).

JENNY

SACKS SENTENCE COMPLETION (SSCT) RATING SHEET

- X- *Unknown. Insufficient evidence.*
- 0- *No significant disturbance noted in this area.*
1. *Mildly disturbed. Has emotional conflicts in this area, but appears able to handle them without therapeutic aid.*
- 2-. *Severely disturbed. Appears to require therapeutic aid in handling emotional conflicts in this area.*

SECTION A: SUB SECTIONS

1. Attitude toward mother:

Question number and participant's response	Rating
14. My mother ... <i>turning 43 soon.</i>	0
29. My mother and I ... <i>I often argue.</i>	1
44. I think that most mothers ... <i>have a huge job.</i>	0
59. I like my mother but... <i>she gets on my nerves.</i>	1

Interpretative Summary:

Expresses ambivalent feelings towards mother with no significant major disturbances noted in this area.

2. Attitude towards father:

Question number and participant's response	Rating
1. I feel that my father seldom... <i>seldom cares about me.</i>	2
16. If my father would only ... <i>only give my mother money.</i>	1
31. I wish my father ... <i>was a different person.</i>	2
46. I feel that my father is ... <i>is a dumb ass.</i>	2

Interpretative Summary:

Major emotional disturbances are experienced with regard to the father and therapy is suggested. Client seems to be unable to handle conflicts and internalises negative feelings. Aggression, rejection and anger towards the father seems evident. This includes all aspects of the relationship including role, situations, circumstances and father figure perceptions.

3. Attitude towards family unit:

Question number and participant's response	Rating
12. Compared with most families, mine ... <i>is fine and stable.</i>	0
27. My family treats me like ... <i>like a daughter and sister.</i>	0
42. Most families I know... <i>are different.</i>	X
57. When I was a child, my family ... <i>my family was always there for me.</i>	0

Interpretative Summary:

No significant indication of any disturbance revealed in this area.

4. Attitude towards women:

Question number and participant's response	Rating
10. My idea of a perfect woman ... <i>my gran.</i>	0
25. I think most girls ... <i>are bitchy.</i>	1
40. I believe most women ... <i>have a soft spot.</i>	0
55. What I like most about women ... <i>th ...</i>	X

Interpretative Summary:

Responses range from insufficient evidence to mildly disturbed. No major areas of disturbance that one could consider to cause major conflict in the client's life. Rational and realistic grievances were voiced.

5. Attitude toward heterosexual relationships:

Question number and participant's response	Rating
11. When I see a man and a women together ... <i>I know that I am not blind.</i>	X
26. My feeling about married life is ... <i>terrible, a life time with one person – Sis!</i>	2
41. If I had a love affair ... <i>I would enjoy it.</i>	2
56. My love life... <i>is my business.</i>	X

Interpretative Summary:

Reflects disturbed sexual maladjustment. Expresses avoidance of, and negative attitudes to heterosexual relationships. Negative responses to marriage reflect conflict in this area.

6. Attitude toward friends and acquaintances:

Question number and participant's response	Rating
8. I feel that a real friend... <i>will always be there.</i>	0
23. I don't like people who... <i>are two faced.</i>	0
38. The people I like best ... <i>are friends.</i>	0
53. When I am not around my friends... <i>I'm bored</i>	1

Interpretative Summary:

No significant negative responses recorded with respect to friends and acquaintances. Individual generally expressed more positive and neutral feelings in this area.

7. Attitude toward superiors at work or school:

Question number and participant's response	Rating
6. The male teachers at our school ... <i>are easy to get my way with.</i>	1
21. In school my teachers ... <i>dislike my class.</i>	1
36. When I see the teacher coming ... <i>I warn who ever.</i>	0
51. People whom I consider my superiors... <i>people I respect.</i>	0

Interpretative Summary:

Problems and conflicts are encountered but the individual seems able to handle them and cope without any therapeutic assistance. Individual seems to experience a mild difficulty in accepting authority.

8. People supervised:

Question number and participant's response	Rating
4. If I were in charge... <i>I would be very bossy.</i>	1
19. If people work for me ... <i>they will work their ass off.</i>	1
34. The people (children) who do things for me ... <i>do it because they want to.</i>	0
48. In giving orders to others I... <i>feel in charge.</i>	1

Interpretative Summary:

The individual seems to have positive feelings of being capable. However, misgivings are evident as to actually being in an authoritative position.

9. Attitude toward colleagues at work or school:

Question number and participant's response	Rating
13. At school, I get along best with ... <i>my friends in higher grades and in gr 8.</i>	1
28. Those at school with me ... <i>hate Manor.</i>	1
43. I like working with people who... <i>like me.</i>	1
58. Other children in my class ... <i>are managing.</i>	X

Interpretative Summary:

Relationships, school and social, seem to be carefully chosen and important to the individual. Good socialisation. No significant problems evident.

10. Fears:

Question number and participant's response	Rating
7. I know it is silly but I am afraid of ... <i>where I will go when I die.</i>	1
22. Most of my friends don't know that I am afraid of ... <i>rejection.</i>	1
37. I wish I could lose the fear of ... <i>low-self esteem.</i>	1
52. My fears sometimes force me to ... <i>react quickly.</i>	1

Interpretative Summary:

No major conflict in this area, minor conflict and mild anxiety within realistic parameters.

11. Guilt feelings:

Question number and participant's response	Rating
15. I would do anything to forget the time I ... (<i>answer left out</i>)	X
30. My greatest mistake was... <i>getting to close to the wrong people..</i>	1
45. When I was younger, I felt guilty about... <i>Taking my Gran's gum.</i>	1
60. The worst thing I ever did ... <i>I lied over and over to my Mom.</i>	1

Interpretative Summary:

A mild disturbance noted with regard to childhood events and the past. Mildly disturbed fears about failure and the ability to be able to contend with troubles are perceived and thoughts of future personal failure evident.

12. Attitude toward own abilities:

Question number and participant's response	Rating
2. When the odds are against me ... <i>I speak to my best friend.</i>	1
17. I believe that I have the ability to ... <i>to do what ever I want.</i>	0
32. My greatest weakness is ... <i>chocolate.</i>	0
47. When luck turns against me ... <i>I turn my body.</i>	X

Interpretative Summary:

Acknowledges weaknesses and projects a positive feeling about own abilities. A good ego strength and realistic self-concept.

13. Attitude toward past:

Question number and participant's response	Rating
9. When I was a child (younger) ... <i>I was innocent.</i>	1
24. Before I was at school ... <i>I was at home.</i>	X
39. If I were young again ... <i>I would never had been like I was.</i>	1
54. My most vivid childhood memory ... <i>starting school without my Mom.</i>	2

Interpretative Summary:

Generally optimistic, certain elements of uncertainty/regret evident. Realistic about past events and the ability to change them. The individual has some unpleasant memories but she is not unduly affected by them.

14. Attitude toward future:

Question number and participant's response	Rating
5. To me the future looks ... <i>boring if college or work is involved.</i>	1
20. I look forward to ... <i>the weekend.</i>	0
35. Someday I ... <i>I want to get out of school.</i>	1
50. When I am older... <i>I want to be an aunt.</i>	1

Interpretative Summary:

Unsure/uncertain but generally optimistic. No undue disturbance evident.

15. Goals:

Question number and participant's response	Rating
3. I always wanted to ...go bungee jumping.	X
18. I could be perfectly happy... if I had a dog.	0
33. My secret ambition in life ... to never be unhappy.	1
49. What I want most out of life... to be happy.	1

Interpretative Summary:

She identifies happiness with material success. Realistic and goal orientated.

SECTION B: GENERAL SUMMARY**1. Principle areas of conflict and disturbance**

The two areas of pronounced disturbances are attitude to her father and heterosexual relationships. Therapeutic intervention to resolve issues would be beneficial to the individual and the family.

2. Interrelationship among the attitudes

Relationships do not seem problematic. Peer relationships seem very prominent and important. A positive relationship with no significant disturbances seems to exist between mother and daughter, with realistic stress and conflict.

3. Personality structure

Uncertainty and the lack of self-confidence is evident. At times Jenny is determined and has sufficient ego strength to make personal decisions even if these mean going against authority.

4. Emotional adjustment

Emotionally it seems that the individual is well balanced and does not encounter problems with relationships (except her father). Uncertainty and immaturity evident at times.

5. Maturity

Individual seems to be rebellious at times but copes well and functions at a reasonably mature level, which masks her inability to function in some types of relationships for example in authority roles.

6. Reality level

The individual is functioning at a realistic reality level. She seems aware of her strengths and weaknesses.

7. Manner in which conflict is expressed

Conflicts are avoided or ignored.

8. Conclusions

Mild disturbances not needing therapeutic intervention were evident in the following areas (therapy is suggested in the brackets):

- Attitude towards the mother (Family therapy);
- Attitude towards school (Individual or group therapy - with peers);
- Attitude towards work and colleagues and superiors at school (Perhaps career guidance);
- Guilt feelings. (Individual therapy);
- Fears;
- Attitudes towards the past and future;
- Goals.

These mild disturbances reflected here could once again be considered realistic, with regard to adolescent development and reflect an individual who is rather rebellious and self-centred. Tendencies are evident of rather negative evaluation by Jenny towards her environment and the people within her world. This would impact on her perceptions of personal responsibility and behaviour.

Areas that would need therapeutic intervention to resolve issues, are with the father and with heterosexual relations. Tendencies of negativity towards her father are also understandable but could influence her relationship with her mother and other family members. This could impact negatively on her mother's parenting style and Jenny's attitude towards life and her own personal sense of responsibility.

6.9 CONCLUSION

The results of this research indicate that there are certain significant influences, which have a bearing on the sample group and, in particular, the two case studies. These are that academic achievement is influenced by many factors, of which parenting styles and internal motivation of the individual are just two.

Academic achievement, which can be used as an indication of the level of responsibility the adolescent has achieved, seems to be more influenced by external factors such as parental influences than personal dispositions. Annie, the top achiever with an internal locus of control, pertinently expressed that her parent's role (authoritarian parenting style) played an important role in her level of responsibility and daily functioning.

Jenny, although she expresses her acceptance of responsibility and also has an internal locus of control, is subjected to an authoritative, bordering permissive, parenting style which seems to reflect poorer academic results. Once again the following pattern emerges:

High academic results \Leftrightarrow Internal locus of control \Leftrightarrow Authoritative parenting style

It seems that high achievement in the academic sphere is coupled with authoritative parenting styles. As academic results become poorer, other parenting styles such as a permissive and an authoritarian style become more evident.

It must be noted that most adolescents in the study perceive themselves as having a high internal locus of control. This can be interpreted as adolescents being more positive and taking more responsibility. Many factors can be considered with regard to this tendency and further research must be considered.

In the final chapter a general summary of the research study will be presented and final conclusions and recommendations made.

Chapter 7

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

On completion of the empirical research and interpretations of the data presented in the previous chapters, this chapter focuses on the summarising and concluding of this research. Other avenues of study will be suggested and areas, which can be further researched and explored, highlighted.

7.2 CHAPTER 1: AIM OF THE STUDY AND THE PROBLEM STATEMENT

The study was introduced and the awareness of the problem highlighted with regard to the level of responsibility attained and shown by adolescents. This initial stage of awareness led to the notion of the role played by the parenting style of the individual in the acquisition of responsibility of the individual.

The awareness stage was followed by a description of the nature of the problem and the definition of the relevant concepts. The problem statement further defined the problem and posed the following research question:

Do parenting styles play a role in the development of academic responsibility in adolescents?

The research aims were defined and the literature study and empirical research delineated after which all the chapters were introduced.

The chapter concludes with the ideas concerning the evaluation of the life-world of an adolescent and finally mentions the two major areas of functioning, with which the adolescent must cope: school and family life.

7.3 CHAPTER 2: THE PROCESS OF RESPONDING AND THE DEVELOPMENTAL PHASES

The process of responding and the attribution theory were discussed in this chapter and the concept of the locus of control in human functioning was briefly discussed. This discussion emphasised that the process of responding to external stimuli was internalised by the individual in the form of acceptance or rejection of responsibility. If responsibility was accepted and internalised in the individual, the locus of control would be internal. In other words the individual would attribute causal factors of a situation to his/her own doing and the particular individual would claim responsibility for any results. On the other hand, an individual with an external locus of control, attributes causal factors to external factors. Blaming behaviours are noted with these individuals.

Development of the individual was explored and this was related to the act of responding. Responsibility is connected to human development and as the cognitive processes develop, it results in the ability to break away from concrete thinking and move on to a more abstract pattern of thinking. This influences the level of responsibility attained in adolescence as individuals develop more abstract concepts, consequences are realised and higher level thinking patterns are employed.

In conclusion of this chapter, development was seen as the physical, mental and behavioural changes that occur in an organism, which are permanent and irreversible. These changes are influenced by external and internal factors and occur over time. The only certainty one can assume is that change occurs and that it takes time. However, this is no guarantee of responsible behaviour in any individual.

7.4 CHAPTER 3: ADOLESCENCE AND ADOLESCENT PERCEPTIONS OF RESPONSIBILITY

This chapter describes the world of the adolescent with respect to early, middle and late developmental stages. Factors which influence the development of the adolescent are also discussed. These are:

- Physiological influences;
- Neuro-behavioural responses;
- Hormonal responses;
- Social and environmental influences.

All these factors are important and play a vital role in the development of the individual and in particular the adolescent when we examine the level of responsibility he/she has acquired. One cannot look at these factors out of context and a holistic view must be considered to create a complete picture of the individual's level of responsibility (seen in his/her actions) and perceptions (his/her feelings towards 'owning' the issues he/she feels responsible for).

In conclusion, it must always be remembered that adolescence is a time of transition that entails change and adaptation on all levels mentioned above. The physical level is one of the most dramatic as it is influenced by many internal factors such as brain development, hormone and chemical adjustments. External factors such as culture and social interactions, do influence the adolescent but these are sporadic as the individual comes into contact sporadically with these influences as he/she moves in and out of different situations in his/her life world.

The physical factors seem to play a more prominent role as they are internally present within the individual all the time. The final physical factor that must be considered is that of the adolescent brain as it differs anatomically and neuro-chemically from that of an adult brain. This factor seems to impact prominently on the acquiring of responsibility in adolescents as it directly affects the general planning and judgement of adolescents and specifically affects the interpretation of emotional signals from others.

7.5 CHAPTER 4: INFLUENCES OF PARENTS AND PARENTING STYLES

Initially this chapter defined the concepts of parenting and parenting styles and continued with a discussion concerning the dynamics of parenting styles. The influence of parenting styles on adolescent academic achievement was examined as well as the influence of parenting styles on an adolescent's societal responses.

When reflecting on this chapter it can be concluded that an adolescent's responses can be positively or negatively affected by his/her parents' unique parenting style. The acquisition of responsibility can also be affected by the structure provided by the parenting style. A more permissive parenting style seems to provide less structure, which results in an individual failing to accept full responsibility and tending to have an external locus of control. This gives rise to a blaming tendency by individuals when attributing causal factors to situations and behaviours.

7.6 CHAPTER 5: RESEARCH DESIGN

In this chapter the design of the empirical research was explained and the aim of the research and its objectives were outlined and served as guidelines for the procedures that were applied. The research design was viewed from a qualitative and quantitative research perspective. The following research question was asked:

Do parenting styles play a role in the acquisition of responsibility in the adolescent?

The qualitative nature of the research design was emphasised and the components discussed. These were:

- The interview;
- Projective media used;
- Perceptions and opinions requested in the questionnaire.

Quantitative elements of the research design were introduced in the form of a questionnaire and the initial data was explored in detail by qualitative methods introduced in the in-depth case studies.

The use of multiple methods to bear on the same research question can be described as triangulation (See chapter 5). In this research study quantitative and qualitative research methods are used in conjunction with each other to yield data that is amenable to some quantification. Greater confidence in the findings is realised by the use of different methods resulting in the same conclusion.

7.7 CHAPTER 6: DATA ANALYSIS AND INTERPRETATION OF RESULTS

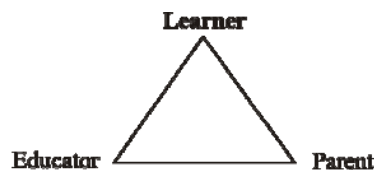
The biographical data of the sample group was discussed and the sub-divisions within the group delineated. The criteria for these divisions were explained. Data collected with regard to the sample group's academic performance, the locus of control and parenting style was examined.

7.7.1 Sample group's perception of their parents' parenting style

With regard to the sample group's perception of their parents' parenting style most sees their parents as reasonable and approachable, in other words, having an authoritative style. This perception could not be linked to the adolescent's level of responsibility as all the participants believed that they were very responsible and had an internal locus of control. The positive factor that must be highlighted is that most adolescents perceived their parents as being involved and available for them. This has positive implications for adolescents with regard to the educational role parents' play, as it completes and reinforces the educational triangle that the OBE system requires.

This is depicted in figure 7.1.

Figure 7.1: Educational triangle



The locus of control perceived by adolescents in the sample group tended to be unrealistically internal, as nearly all participants believed that they were in control and had an internal locus of control. Many of the academic results contradicted these perceptions, as responsible choices with regard to academic issues were not always evident. This could also be ascribed to social and educational pressures that expect adolescents to cope and make decisions from a very early age.

Independence is encouraged and major decisions are expected of all learners, especially adolescents. For example, subject choices in high school can have far-reaching implications in an individual's life with respect to career choices. Choices like these could create a feeling of control and lead to an internal locus of control. But it can be asked if this is so in all other aspects of the adolescent's life.

7.7.2 Academic performance

With regard to the academic performance, most participants were honest and realistic with their results and all had a desire to improve. The striving to improve was demonstrated by all three sub-groups. Most adolescents in the sample group realised that a good education was positive and to attain it one had to work hard and take responsibility. Learner participation was very prominent. This reinforced the OBE principle. (See figure 7.1).

Conclusions show that parenting style plays a major role in the acquisition of academic responsibility in adolescents and cannot directly be related to the individual's locus of control. As previously mentioned, all adolescents perceive their locus of control as internal. In the light of this, parenting style is more of an external factor directing the academic responsibility of the child. It does not change the internal locus of control, which emanates internally from each individual. Only the individual himself/herself has the ability to change his/her locus of control by personally choosing his/her level of responsibility or what he/she feels responsible for.

7.7.3 Case studies

The in-depth interviews and the media used in the interviews described. Comparisons were made with respect to the two interviews and the problem statement.

Annie, the high academic achiever, fitted the typical profile of an individual with a high internal locus of control who had parents who were authoritative in their parenting style. This was also evident among most high academic achievers in the sample group. Annie tended to have a positive attitude towards all academic requirements and took personal responsibility for her

achievements. The level of personal responsibility Annie showed in her academic functioning was higher and more developed than many of the other participants in the sample group as well as those who achieved less academically. The two constructs, namely academic achievement and a high level of personal responsibility taken by the individual seem to be positively related.

Jenny, the poor academic achiever, perceived her parent to be authoritative in her parenting style (Jenny has only one parent, her mother). However, the researcher judged the data to disclose a parenting style bordering on permissiveness. In general, Jenny seems to have the ability to achieve but due to her lack of a positive attitude to her schoolwork and rebelliousness, her academic results are poor. Jenny's sense of responsibility seems to be affected by her rebellious nature and conscious decisions not to conform to academic demands.

Jenny's mother's parenting style could be a factor in this situation, but one must not overlook Jenny's role in the decisions she makes. Therefore the parenting style of the mother cannot be seen as the sole factor contributing to Jenny's poor academic results.

In general, Jenny does not fully fit the profile of an underachiever as she has the ability to achieve but tends to lack the responsibility to make positive decisions concerning the academic demands she is subjected to. Jenny's academic results are below her potential. However, in Jenny's personal life, she does take personal responsibility and shows insight into many situations.

In general, both these individuals see themselves as having a high internal locus of control. Annie is more positive and dedicated with regard to applying her levels of responsibility to her schoolwork. Jenny is more rebellious, and schoolwork does not enjoy high priority in her life. However, she takes responsibility for other aspects in her life.

Annie had a more realistic perception of her parents' parenting style and saw them as supportive, reliable and approachable – authoritative. Jenny perceived her mother as authoritative but after

the interview and evaluation of the media results, it appeared that, at times, her mother is permissive.

In conclusion, both participants were typical adolescents displaying typical adolescent behaviour: immaturity, rebelliousness and uncertainty. This important factor must always be kept in mind when considering responsibility and the individual.

7.8 RECOMMENDATIONS AND POSSIBILITIES FOR RESEARCH

This subject seems to be vast and varied with no definite parameters. The wide area of influence, which one must consider with regard to adolescent functioning, expands the horizons of research to exceptional proportions. The following aspects could be considered for further research, as they are relevant and emerged from the present research study:

- It seems evident that parents are not entirely aware of the adolescent's level of responsibility which he/she has acquired. The trend seems to be evident that parents are either too confident in the adolescent's ability to act or react in a responsible manner or they do not have faith in the adolescent's judgement. Both scenarios could have a detrimental effect on the adolescent therefore parental perceptions could be further evaluated and researched.
- Education plays a major role in preparing the adolescent for adulthood and therefore research can be done into innovative ways this system can assist the adolescent in acquiring a better sense of responsibility.
- To get a better perception of the personal functioning of adolescents in situations educators and professionals could facilitate the acquisition of responsibility in adolescents by creating opportunities for this development.

Recommendations as generated from the research study are as follows:

- Parental guidance should be given to accommodate the developing adolescent and to support parents. This can be initiated through schools by local authorities by providing professional assistance to parents especially when behaviour problems become evident in the school situation.
- Programmes giving advice to adolescents with regard to decision-making should be developed. Once again school could play a bigger role in the supplementing of parental guidance by incorporating decision making and critical thinking in their life orientation programmes.
- Family therapy should be introduced to dysfunctional families as an early intervention strategy. Family therapy could be introduced in the school situation to facilitate the parent, the adolescent and the educator in the process of educating and developing the individual.

7.9 LIMITATIONS OF THE STUDY

Larger number of respondents would have led to more in-depth findings and a greater representative sample, as this was not the case with this research study it would therefore not be possible to generalise the research findings to the greater population.

7.10 CONCLUSION

The aim of the educational psychologist is to support and guide the developing adult to a positive and fulfilled adulthood. Parents being part of this process must be incorporated and assisted in enabling the optimal development of future generations. This study strongly suggested that parenting styles influence the adolescents' perceptions of their role in assuming academic responsibility.

Locus of control is an innate characteristic which can be supported and encouraged by a specific parental style which provides opportunities for the development of this aspect.

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APPENDIX A

Name _____ School _____ Grade _____

Age _____

1. Aspect 1: Parenting Styles**SECTION A**

STATEMENT		1= Never 5= Always				
		1	2	3	4	5
1.	My parents are very strict about my behaviour.					
2.	My parents expect my attitudes to reflect theirs.					
3.	My parents expect me to be obedient.					
4.	My parents have a rigid set of standards at home.					
5.	Tradition and order are very important to my parents.					
6.	My parents often say, "Do not argue with me!"					
7.	I am not allowed to question my parent's decisions.					
8.	When I get poor grades, I am gated.					
9.	My parents get upset when I get poor grades at school.					
10.	When I do well at school my parents expect me to do better.					

SECTION B

STATEMENT		1= Never 5= Always				
		1	2	3	4	5
1.	My parents allow me to watch TV whenever I want to; they feel that the decision is mine as to what and when I watch.					
2.	My parents are too busy to be involved with the school; they always have an excuse for not attending.					
3.	My parents are not very concerned about my education; they say that it is my life and my responsibility.					
4.	My parents are never available to help me with my homework; they say that it is my responsibility.					
5.	If I get poor grades, my parents are not particularly concerned. They accept what I achieve academically.					
6.	My parents allow me to choose my own school subjects and make my own decisions at school; they do not know what subjects I take or what I actually do at school.					
7.	My parents do not expect me to curb my emotions and they tolerate emotional outbursts as they see it as an expression of my feelings.					

8.	My parents will accept any excuse I give them for coming home late from visiting my friends - they are just glad to see me.					
9.	There is no strict routine in our house; my parents say that it is fine to, "Just do your own thing".					
10	My parents say they understand me so I never get punished.					

SECTION C

STATEMENT		1= Never 5= Always				
		1	2	3	4	5
1.	My parents expect mature behaviour from me at all times.					
2.	My parents set clear standards for me at all times.					
3.	My parents firmly place and enforce clear rules in my life.					
4.	My parents encourage me to be independent.					
5.	My parents encourage my individuality.					
6.	My parents encourage verbal communication and a give-and- take-relationship. (I can bargain with my parents).					
7.	My parents recognise my rights and encourage family discussions.					
8.	My parents admit when I am right and know more about a certain topic or situation.					
9.	My parents praise me when I get good grades and give me more freedom to make academic choices.					
10	My parents take away my freedom when I get poor grades but they support, encourage and help me to get back on track.					

2. Aspect 2: Academic results

SUBJECT	ACTUAL RESULT	IS THIS RESULT A TRUE REFLECTION OF YOUR CAPABILITIES? - IF NOT PLEASE EXPLAIN.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

3. Aspect 3: Perceptions of academic responsibility

SECTION D

STATEMENT		1= Never 5= Always				
		1	2	3	4	5
1.	I am responsible for my academic results.					
2.	If I do not receive a good grade, it is usually my fault.					
3.	I am personally accountable for all my decisions and choices.					
4.	I can control my future/destiny.					
5.	I can control my behaviour.					
6.	I am responsible for achieving social success.					
7.	If I achieve a good academic result, it means that I studied hard.					
8.	I am responsible for informing my parents about all my social activities.					
9.	I evaluate a situation before making a choice.					
10.	I live with my choices by trying to accept things I cannot change and change the things I can.					

SECTION E

STATEMENT		1= Never 5= Always				
		1	2	3	4	5
1.	The present day classroom situation affects my academic results.					
2.	Test results depend on external factors like level of difficulty of the test.					
3.	Early sexual activity is the result of extensive and explicit media coverage.					
4.	Big classes are the main cause of student failure.					
5.	My parents should look after me and provide for me. It is their responsibility.					
6.	If I cannot change something, I avoid the situation and rather tell my parents.					
7.	My behaviour is influenced by the situation. It is not my fault if I get frustrated.					
8.	Life cannot be controlled. One must just function the best way you can.					
9.	Any decisions I take with respect to my social life depends on the situation.					
10.	It is the responsibility of educators to teach learners.					

APPENDIX B

The participants

	Name	Age	Parenting style	Academic achievement %	Perception of academic responsibility (Locus of control)
1	Cathryn	15	Authoritative	88	High internal
2	Kerry	15	Authoritative	86	High internal
3	Annie	15	Authoritative	82	Internal
4	Ulisha	15	Authoritative	81	High internal
5	Mansi	16	Authoritative	81	Internal
6	Ferial	15	Authoritative	78	High internal
7	Anè	17	Authoritative	77	High internal
8	Gina	16	Authoritarian	72	High internal
9	Sean	17	Authoritative	71	High internal
10	Sally	16	Authoritative	70	Internal
11	Leah	16	Authoritative	68	High internal
12	Theresa	16	Authoritative	66	Internal
13	Jennifer	15	Authoritarian	65	Internal/external
14	Richard	18	Authoritative	64	Internal
15	Leila	17	Authoritative	63	External
16	Malcolm	17	Authoritative	62	High internal
17	Nerissa	17	Authoritarian	61	High internal
18	Vhutali	15	Authoritative	52	High internal
19	Stephanie	15	Authoritarian	52	Internal
20	Ayrina	16	Authoritarian	51	Internal
21	Johan	17	Authoritative	49	High internal
22	Jelena	15	Authoritative	49	Internal
23	Cindy	18	<i>Permissive</i>	46	Internal
24	Matthew	17	<i>Permissive</i>	45	External
25	Travis	19	Authoritative	45	External/Internal
26	Shaun	18	Authoritarian	45	Internal
27	Esmeralda	17	Authoritative	43	Internal
28	Mayur	18	Authoritative	41	Internal
29	Jenny	15	Authoritarian	40	Internal
30	Cornè	17	Authoritative	40	Internal

APPENDIX C

INCOMPLETE SENTENCES

NAME: Ann Marie DATE:
 AGE: SEX:
 STANDARD: TELEPHONE NUMBER:

INSTRUCTIONS:

Below are sixty partly completed sentences. Read each one and finish it by writing the first thing that comes to your mind. Work as quickly as you can. If you cannot complete an item, circle the number and return to it later.

1. I feel that my father seldom allows me to be disrespectful.
2. When the odds are against me I try to win with what I have.
3. I always wanted to be successful in life.
4. If I were in charge I wouldn't know what to do.
5. To me the future looks very foggy.
6. The male teachers at our school joke a lot and have more moods swings than female teachers.
7. I know it is silly but I am afraid of anything that wiggles.
8. I feel that a real friend is there for you when you need him/her.
9. When I was a child (younger) I was very oblivious/ignorant.
10. My idea of a perfect woman is non-existent. Nothing! No-one can be perfect.

11. When I see a man and a woman together I don't really care...?
12. Compared with most families, mine is very strange!
13. At school, I get along best with down to earth, unsophisticated friends (who are usually intelligent).
14. My mother ~~is a very~~ is a very self-sacrificing person.
15. I would do anything to forget the time I quit ballet?
16. If my father would only finish his sentences.
17. I believe that I have the ability to do anything I want.
18. I could be perfectly happy if I didn't think as much.
19. If people work for me they will be paid well?
20. I look forward to moving into my own house and getting a KITTEN.
21. In school, my teachers are too strict ^{don't they already know}.
22. Most of my friends don't know that I am afraid of nothing I never stop complaining.
23. I don't like people who are superficial and double-cross friends.
24. Before I was at school I was blissfully unaware.
25. I think most girls are very different.
26. My feeling about married life is that I have no hope.
27. My family treats me like I am a beast from the world a human being.

28. Those at school with me seem very clever.....
 29. My mother and I have a strong bond.....
 30. My greatest mistake was growing up. Outhing. scots.....
 31. I wish my father didn't crack so many pathetic "jokes".....
 32. My greatest weakness is being ignorant at times.....
 33. My secret ambition in life is to meet my real parents is to be successful in what I do.....
 34. The people (children) who do things for me do not exist.....
 35. Some day I want to have a KITTEN.....
 36. When I see the teacher coming ~~in~~ because I smile.....
 37. I wish I could lose the fear of sleepy crawlies.....
 38. The people I like best are deep (un superficial).....
 39. If I were young again I would be 5 years old.....
 40. I believe most women are very different as are girls.....
 41. If I had a love affair I wouldn't be me.....
 42. Most families I know are very very kind.....
 43. I like working with people who listen to others.....
 44. I think that most mothers over/under estimate their child.....
45. When I was younger, I felt guilty about dropping glasses.....
 46. I feel that my father is still not finishing sentences.....
 47. When luck turns against me ~~from~~ ~~unlucky~~ I carry on.....
 48. In giving orders to others I tend to be very soft/quiet.....
 49. What I want most out of life is ~~a kitten~~ to be successful.....
 50. When I am older I hope I don't have my father's sense of humour (probably too late).....
 51. People whom I consider my superiors are usually cleverer than me.....
 52. My fears sometimes force me to reverse and run.....
 53. When I'm not around, my friends are happy I don't know ~~it~~ ~~not there~~ carry on as usual.....
 54. My most vivid childhood memory is going to a ballet concert after my granddad's funeral.....
 55. What I like least about women is they are sometimes really pushy.....
 56. My love life is nearly non-existent.....
 57. When I was a child, my family was gangster, were others weis still the same.....
 58. Other children in my class can be too clever.....
 59. I like my mother but she steals my clothes and creams and earrings.....
 60. The worst thing I ever did was write scots and ballet.....

APPENDIX D

INCOMPLETE SENTENCES

NAME: JENNY DATE: _____
 AGE: _____ SEX: _____
 STANDARD: _____ TELEPHONE NUMBER: _____

INSTRUCTIONS:

Below are sixty partly completed sentences. Read each one and finish it by writing the first thing that comes to your mind. Work as quickly as you can. If you cannot complete an item, circle the number and return to it later.

1. I feel that my father seldom cares about me.
2. When the odds are against me I never lose any games.
3. I always wanted to go back to my home.
4. If I were in charge I would be very busy.
5. To me the future looks very bright and hopeful.
6. The male teachers at our school are very old and stupid.
7. I know it is silly but I am afraid of where I will go when I die.
8. I feel that a real friend will always be there.
9. When I was a child (younger) I was in trouble.
10. My idea of a perfect woman may be different.

11. When I see a man and a woman together I think they are loving.
12. Compared with most families, mine is very old and stable.
13. At school, I get along best with my friends in my class.
14. My mother is very kind and loving.
15. I would do anything to forget the time I was in trouble.
16. If my father would only give me some money.
17. I believe that I have the ability to do what ever I wish.
18. I could be perfectly happy if I had a dog.
19. If people work for me they will lose their interest.
20. I look forward to the week end.
21. In school, my teachers are like my uncle.
22. Most of my friends don't know that I am afraid of rejection.
23. I don't like people who are embarrassed.
24. Before I was at school I was very happy.
25. I think most girls are very kind.
26. My feeling about married life is very old and stable.
27. My family treats me like an old daughter and sister.

