

**THE ROLE OF PARENTAL INVOLVEMENT IN  
ADOLESCENTS SPORT PARTICIPATION: THE CASE  
STUDY OF A NON GOVERNMENTAL ORGANISATION  
IN THE WESTERN CAPE PROVINCE.  
SOUTH AFRICA.**

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A Mini Thesis submitted in fulfilment of the requirements for the degree of  
Master of Philosophy in Sport for Development, in the Department of  
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**UNIVERSITY of the  
WESTERN CAPE**

## **DECLARATION**

I hereby declare that, The role of parental involvement in adolescents sport participation: the Case study of a NGO in the Western Cape Province, South Africa is my own work, that it has not been submitted before for any other degree in any other university, and that the sources I have used have been indicated and acknowledged as complete references.

Audrey M. Mahlaela

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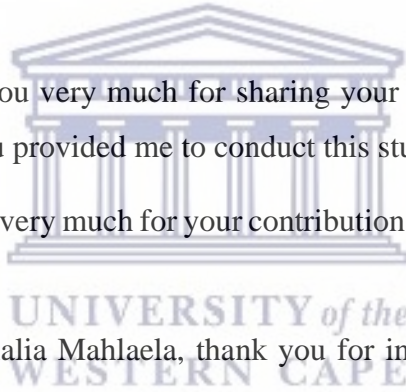
To all the Participants, thank you very much for sharing your personal experiences with me and also for the opportunity you provided me to conduct this study at your organisation.

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To my late Grand Mother, Athalia Mahlaela, thank you for inspiring me to take education seriously and reminding us that education is the key to success.

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## **Abstract**

*The world is home for 1.2 billion individuals aged between 10-19 years who have lived most of their lives under United Nations the Millennium Declaration, which has sought 2000 has sought a better world for all. In this context, parental involvement in sport for development can be looked at as a continuum ranging from not being involved at all, to over involved; from low to high, and from positive to negative. Positive parental involvement includes supporting a child through ways such as verbal encouragement, presence at a game and allowing a child to make his/her own mistakes. Negative behaviour involves directive behaviour and pressure to win and perform up to parent's expectations.*

*Parents play a significant role in the development of physical lifestyles of their children and also their children's development of general beliefs, their own abilities and sports related value system. This applies to all concepts of sport for development as a lens for a plan of action for peoples, planet and prosperity that entails bold transformations which are urgently needed to take the world onto a sustainable path.*

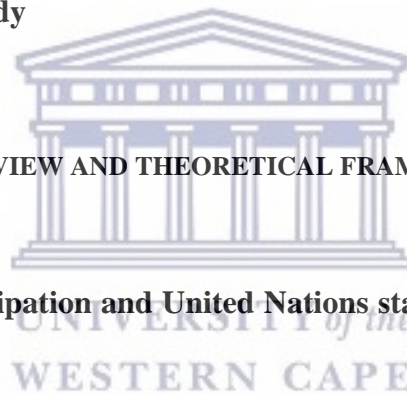
*The aim of this study was to explore parental involvement in adolescent sport at a non-governmental organisation in the Western Cape Province, South Africa. This study used a qualitative approach using semi-structured interviews to gather information about participants. The researcher sampled five boys and five girls between the ages of 10-19, five parents/guardians, one Operations Manager of an organisation were included as the participants in this study. Standard ethical guidelines were followed after ethics clearance was obtained from the Human and Social Sciences Research Ethics committee at the University of the Western Cape. Due to COVID-19, the interviews were conducted via WhatsApp video calls and the researcher used an audio recorder to record the interviews which were later transcribed verbatim and analysed.*

*The theoretical framework used in this study is based on Baumrind's parental styles. The findings of the study indicated that there was parental involvement in adolescent sport activities both emotional and financial.*

**Keywords:** Sport for Development, parenting, sport, children's physical development, adolescence

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

ICCSD	The Interdisciplinary Centre for Sports Science and Development
UNICEF	United Nations' Children's fund
SDG	Sustainable Development Goals
UN	United Nations.
WHO	World Health Organisation
S4D	Sport for Development
SES	Socio Economic Status
NGO	Non-Governmental Organisation.



## DEFINITION OF TERMS

**Parental Involvement:** parental involvement has two constructs within involvement. Level of involvement has been defined as the time, energy and money that parents invest in a child's sport participation and degree of involvement, operationalized as the amount of involvement desired by the athlete/child's perception ranging from too little to too much (Stein et al, 1999).

**Adolescence:** is the phase of life stretching between childhood and adulthood, and its definition has long posed a conundrum (Sawyer et al, 2018). Adolescence encompasses elements of biological growth and major social role transitions both of which have changed in the past century. (Sawyer et al, 2018). Adolescence can also be defined as early puberty which has accelerated the onset of adolescence in nearly all populations, while understanding of continued growth which has lifted its endpoint in the early 20s. Delaying the timing of the role of transition, including completion of education, marriage and parenthood continue to shift popular perception of when adulthood occupies a greater portion of life. An expanded and more inclusive definition of adolescent is essentially for developmentally appropriate framing of laws, social policies and service systems, rather than the age 10-19 years of age.

**Sport:** Provides a forum to learn skills such as discipline, confidence and leadership and it teaches core principles such as tolerance, cooperation and respect. Sport teaches the value of effort and how to manage victory as well as defeat. When these positive aspects of sports are emphasized, sport becomes a powerful vehicle through which the United Nations can work towards achieving its goals (UN, 2003). Sport is a major contributor to economic and social development. Its role is well recognised by the government, including in the Political Declaration of the 2030 Agenda which reflects on the Contribution sport makes to the empowerment of women and young people, individuals and communities as well as to health, education and social inclusion objectives (UN, 2003).

**Children's physical development:** Physical development refers to the physical and biological changes that occur in humans between birth and adolescence. As child grows and changes, he increases his ability to explore and interact with the world around him. There are number of principles involved in child's physical development. The child's physical abilities grow in a directional pattern from large muscle groups to small muscles, from head to toe and from the



center of the body the extremities. General movement develop into more specific movements and are integrated to perform more complex physical activities. Physical abilities will vary at different ages and at different rates, but will be in a sequential order, since a child must be able to stand before he can walk. Developmental milestones indicate a child's physical ability at different stages. These milestones are common guidelines that will vary in timing from child to child. Physical development can be influenced by genetics, size at birth, nutrition, body build, birth, order, temperament, social class, ethnicity and culture. (Brotherson,2005)

## **OUTLINE OF CHAPTERS**

Chapter One of this mini thesis includes the introduction of the study, and explains the importance of the study as well as its significance. It also provides the overall aims and objectives of the study which is to explore parental involvement in adolescent sport at a Non-Governmental Organisation (NGO) in Cape Town, South Africa. The objective of this study is to explore the role parents play in adolescent sport and also to investigate the level of parental involvement in adolescent sport.

Chapter Two provides an overview of relating literature, concept of parental involvement in sport, as well as the theoretical framework that focuses on the role of parental involvement in adolescence sport participation and why sport plays such an important role in children's lives.

Chapter Three outlines the methodology used in this exploratory qualitative study. It concludes with how the data from the semi-structured interviews was obtained, transcribes and analysed using thematic analysis.

In Chapter Four, the findings of the study are presented and in Chapter Five these findings are discussed in relation to the literature review. Recommendations are then made for further research in the area of parental involvement in adolescence sport, and a final conclusion is then provided.

# CHAPTER 1 - INTRODUCTION

## Introduction and Background

Literature will be reviewed on the topic of Parental Involvement in adolescence sport participation with an overview what still needs to be done with the literature and the gaps that still needs to be filled with the aim of the study which is to explore parental involvement in adolescent sport at a Non-Governmental Organisation in Cape Town, South Africa. Research has been conducted in South Africa and internationally about parenting and parental styles, however, in South Africa, a gap has been identified by Roman, Makwakwa and Lacante (2016). Roman et al (2016) state that parenting styles are an area of research in South Africa that still needs to be explored

Parental involvement in the sport participation of adolescents can be diverse in accordance with observed behaviour. Elliot and Drummond (2017) state that parents can also draw a negative impact to their children by means of contributing factors such as stress and anxiety through forms of involvement believed to be supportive and appropriate. Parents are the most significant influence on children's sport and they play multiple roles that include point references, financing and training logistics as well as socio-emotional and unconditional support (Carsten, 2003; Schlaron & Soares, 2015).

The United Nations (UN) 2030 Agenda for Sustainable Development is described as a plan for action for people's planet and prosperity that entails bold and transformative steps which urgently needed to shift into a sustainable and resilient path (Commonwealth Secretariat, 2015). Central to this plan are 17 Sustainable Development Goals (SDGs) and 169 targets that are integrated and indivisible and balance the three dimensions of sustainable development: The Economic, Social and Environmental (Commonwealth Secretariat, 2015).

The researcher concurs with Schlaron et al's, 2015 argument concerning Sustainable Development Goal (SDG) 4 of United Nations (which is to ensure inclusive and equitable education and to promote life-long learning opportunities for all) that integrating opportunities for experiential learning and youth leadership into sport based activities can also contribute to SDG targets which focus on wider personal, skill and knowledge. Positively, sport-based approaches can also be attractive in re-engaging some young people with formal and non-formal education (Lindsey and Chapman, 2017).

Sport continues advancing development and is a powerful enabler of the SDGs concerning the right to education and equal rights of women and girls. Inclusive sport activities have long been used to foster education and have therefore been identified as a tool to advance those rights. Sport can encourage inclusion and equal participation of women and girls, people with disabilities and other vulnerable or under-represented groups and individuals (Beutler, 2008). Sport is a powerful means by which to engage all children in activities for personal and social development and to help them achieve their full potential from an early age. Sport provides children including the most marginalised with the opportunity to develop their physical abilities and health, to socialise, to build leadership skills and to learn as well as have fun. The UN's Convention on the Rights of Child clearly establishes the "right of the child to leisure to engage in play and recreational activities". To harness the power of sport and its role as a champion for children's right to play, United Nations Children's Fund (UNICEF) has long been a proponent of sport and currently supports more than 263 S4D initiatives. UNICEF,2019). This study investigates the role of parents' involvement in adolescents' sport participation and may also develop recommendations and guidelines for parental participation for future parents.

## **1.2. Aim of the study**

The aim of the study was to explore parental involvement in adolescent sport at a NGO in the Western Cape Province, South Africa.

## **1.3 The Objectives of the study**

The Objectives of the study were:

- To explore the role parent's play in adolescent sport participation
- To investigate the level of parental involvement in adolescent sport participation.

## **1.4. Research Question**

The research question in this study was:

What is the role of parental involvement in adolescent sport in an NGO in Western Cape, South Africa?

### **1.5. Statement of the Problem**

Sport is an important contributor to social cohesion, more so in socio-economically challenged communities. Parental involvement is a significant factor in sporting participation; children of active parents participate more in sporting activities than those of passive parents (Anderson & World, 1992). In addition, Sadlik and Kim (2007) emphasise that parents view extracurricular sports activities as an arena for socializing their children to important values and skills that go beyond the benefit of participation in sport activities. Parental involvement in adolescents' sport can however, be influenced by a variety of factors such as talent, infrastructure, cultural traditions, government support, qualifications of the trainers, coach educational, physical training system, support of multidisciplinary teams and family support (Schlaron, 2015).

Parental influences vary with the socio-economic status of families. Parents from different social classes can have quite different attitudes towards their children's physical activities in sport (Coakley, Laakso & Telama, 1996). The socio economic situation of parents which include income, educational and occupational background is probably of importance influence children's sporting activities (Coakley, Laakso & Telama, 1996).

Eime et al. (2013) however, state that psychosocial benefits of sport participation in children and adolescents are many including self-confidence, emotional control, life satisfaction, psychological resilience, teamwork, cooperation, social intelligence or social well-being.

Based on the above discussions, sport has value in integrating individuals into society and the youth/adolescents are the majority of participants in sport. But levels of adolescent involvement in sport, and therefore levels of social integrative benefit vary widely; both levels and nature of parental involvement in their offspring's sporting activities also vary widely.

Based on the above discussions, sport has value in integrating individuals into society and the youth/adolescents are the majority of participants in sport. But levels of adolescent involvement in sport, and therefore levels of social integrative benefit vary widely; both levels and nature of parental involvement in their offspring's sporting activities also vary widely.

The researcher believes that in order to optimise the benefits of youth sport for society, there is a need to understand factors that contribute to parental involvement so that policy interventions can be shaped accordingly.

## 1.6. Significance of the study

Parental involvement in sport will be diverse because children have different needs, parents arrive with different needs and experiences, parents and children will encounter different situations throughout a child's sporting journey. However, several studies have demonstrated that parents want their children to support what they do (Knafo & Schwartz, 2001). On the other hand, children may not be accurate in the perception of their parents' values. Grusec and Goodnow (1994) reiterate that parents play an important role in their children's enjoyment, success and continuation of sport participation. The importance of parents' role in the development of children is also stressed by Singh (2006). Therefore, this study's analysis of the role of parents' involvement in adolescents' sport will contribute to social development.

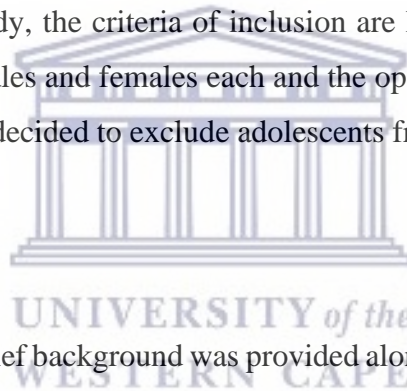
## 1.7. Delimitation of the Study

**Inclusion Criteria:** in this study, the criteria of inclusion are limited only to five males and five females, five parents of males and females each and the operations manager of the NGO.

**Exclusion Criteria:** the study decided to exclude adolescents from other parts of Cape-Town.

## 1.8. Conclusion

In this introductory chapter a brief background was provided along with the aims and objectives of the study, the research problem and a clarification of concepts that will be used in this study were presented. The following chapter will focus on reviewing literature related to the topic of parental involvement in adolescence sport as well as the theoretical framework that underpins the study.



## CHAPTER 2 - LITERATURE REVIEW AND THEORETICAL FRAMEWORK

### 2.1 Introduction

This chapter provides a review of the literature around the topic of parental involvement in sport which it outlines as something that is not new; there have been discussions in a range of literature, which includes books, journal articles both online and hard-copy, and academic thesis. Therefore, in this chapter the role of parental involvement will be discussed extensively and will be linked to the concept of Baumrind's parenting styles (2006) as it is relevant to this study.

### 2.2 Adolescent sport participation and United Nations stance on the right of the child to play

Nicholl (2019) states that Article 31(1) of "The Convention of the Rights of Children" prioritised the best interest of the child as the primary consideration governing all the actions concerning the children. It provides state parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in culture

In South Africa, Section 28 of the South African Constitution provides for the rights of the children and it is underpinned by major principles: The rights for the child to have a voice and be listen to, the best interest of the child should be of primary consideration, the right to freedom from discrimination etc.

Akamatsu (2018, p.42) also states that sport has important power to promote children 'sound growth regardless of their age, gender, place of birth or whether or not they have any disabilities. Akamatsu also states that "All children have the right to participate in sport in a safe and enjoyable environment. At the most fundamental level, play is a child's right as noted in the Article 31 of Convention on the Rights of the Child of the child. The parent-child relationship quality was found to be a relevant predictor of value acceptance (Kremer *et al*, 2007).



### 2.3 Parental involvement and adolescent sport participation

Parents perceive sport activities as an arena for socialising their children to important values and that they value their children in learning sport such as leadership, teamwork and loyalty. Parent-child conversations yielded after either active for example playing football or passive. Participation was significant in the formation of the children's value system. Sports participation provides many benefits for youth including developing lifelong physical activity skills, socialising with peers, building teamwork and leadership skills, improving self-esteem and having fun. (American Academy of Paediatrics, 2000). Parents often assume the role of motivator, facilitator, even coach in the life of their children (Hoyle & Leff, 2017). Hoyle *et al* (1997) further argue that parents can provide financial, emotional and physical support. They can even pressure their children in the interest of excellence and success. Wuerth, Lee, and Alfermann (2004) concur with Hoyle *et al* that there are two types of parents that are emotionally over-involved in youth sport, namely excitable and fanatical. The excitable parent is supportive but tends to get caught in the heat of the moment during practice or competitions; they are typically loud, yelling encouragement or instructions to players, coaches or officials.

The excitable parent also tends to be overly concerned with the physical welfare of their child having a bump or a bruise. Wuerth *et al.* (2004) also argue that children of fanatical parents experience greater parental pressure, argue more frequently with coaches and officials, experience problems with eating and sleeping, show less effort and enjoyment during training sessions and are more likely to drop out of sports. Fanatical parents are controlling, confrontational, preoccupied with winning and losing and believe their child's reasons for playing sports are to win trophies, gain social status and recognition or become a professional sports star.

Parents who have a significant degree of time and money in the athletic development of their child often feel that their children owe it to them to apply and continue to participate in sports. Such parents sometimes use quiet as a motivating factor for their child's continued participation in sport. Sean, Cumming and Wing (2002) state that traditionally it has been believed that fathers in comparison to mothers were more involved in the development of young athletes. However, mothers play an equal role if not more important in the psychological and behavioural development of adolescents. Sean *et al* further state that although fathers are more likely to initiate the child's involvement in sport, it is mothers that are more likely to produce

the long-term support required for the child's continued participation. Adolescent children tend to perceive their mothers as being more positive and supportive than their fathers in their roles as parents. However, Keim (2006) has a different argument, that research has articulated corresponding factors and conditions that must be met if sport has to be enjoyed in a more valuable way.

#### **2.4 National Legislation on Families in South Africa**

The institutional framework that guides the implementation of South Africa's policies and legislation is the Constitution of the Republic of South Africa 1996 (Act No. 108). The main aim of the White Paper on Families, namely promoting family life and strengthening the family, resonates with section 26,27, 28 and 29 of the Constitution. The National Family Policy summarises the family as the core of society and its goals include among others, the protection and support of families through effective and efficient service delivery, the creation of an enabling environment geared towards the self-reliance of families and promotion of inter-sectional collaboration among stakeholders in the provision of services. The White Paper on families for South Africa are guided by three key strategic priorities which are as follows:

- Promotion of healthy family life, it promotes family as an institution and fosters dialogue between younger and older family members.
- Family strengthening, it ensures sufficient minimum income and adequate standard of living for all families especially those who are vulnerable or in extreme economic or social need through protection of policies and programmes.
- Family preservation, improved access to basic income support, psychosocial support and other essential services which increase family capacity to continue to care for children in times of socio-economic distress. In most societies people live in households of one type or another, be it a shanty dwelling, suburb.

#### **2.5 The importance of sports within families**

Sport is widely believed to be especially beneficial for young people. Young people are more likely to play sports than any other older age group. However, the peak age for the sport participation in most countries is twelve to fourteen. Therefore, many young people maintain and some even increase their sport participation. Different sports compete for young people's loyalty and all sports compete with other tastes and places that can act as sources of friends,



identities and reputations. Sport has to compete in the marketplace of leisure activities, styles and identities (Haycock, 2018).

The socio-economic status of families clearly influences young people's sport opportunities. The socio-economic status is typically assessed as a combination of parents' educational level, prestige of parents' education, occupation and household income. Therefore, the role that parents play in young people's sporting activities is a key element motivated by their socio-economic status (Vealey & Chase, 2016). Fredricks and Eccles (2004) suggested that parents fulfil three crucial roles: Provider, interpreter and role model. Parents provide sport experiences by transporting their children to practices and matches, paying registration fees and supporting their children at competitions. Parents act as interpreters of children's sporting involvement by communicating beliefs and values regarding sport development performances and success (Holt & Knight, 2014). Therefore, the national family policy summarises the family as the core of society and its goals include among others, the protection and support of families through effective and efficient service delivery, the creation of an enabling environment geared towards the self-reliance of families and promotion of intersectionality.

## **2.6 National Youth Policy for South Africa**

The National Youth Policy for 2009, 2015 and 2030 defines young people as those aged between 14 and 35 years. Although much has changed for young people since the advent of democracy in 1994, the motivation for the age limit of 35 years has not yet changed due to the need to fully address historical imbalances in the country (Makoae et al, 2021).

The National Youth Policy for 2020-2030 (NYP-2030) is a cross sectoral policy aimed at affecting positive youth development outcomes amongst young people at local, provincial and national levels in South Africa. It is developed collaboratively by multiple stakeholders in consultation with young people for all young people in South Africa with intent to redress the wrong and injustices of the past to deal decisively with the persistent as well as emerging challenges of the country's diverse youth. Currently the policy is being reviewed when the entire world is responding to the Covid-19 pandemic which has negative psycho-socio-economic impacts on everyone including young people. The policy recognises that reprioritization of resources will incorporate youth development taking into consideration some

of the unintended consequences of the pandemic on youth education, economic participation, physical and mental health.

This policy proposes interventions that facilitate positive development for young people as individuals and as members of families, communities, the South African society and the globe. It invests in enhancement of their capabilities to transform the economy and the country. It places the youth as key players in their own development and in advancement of their communities, their native, their continent and the globe. It recognises that the skills, energy, knowledge and expertise, attitudes and capacities that it invested can lift South Africa out of the persisting challenges of the high unemployment, poverty, inequality, negative education and health outcomes as well as consistent underdevelopment (Makoae *et al*, 2017).

The National Youth Policy is very important in this study because it improves the mental and physical health of young people so that they can be empowered in their sporting activities and create an environment that will enable them to fulfil their potential.

### **2.7 Linking Adolescents Sports Participation and Sustainable Development Goal No. 3**

The 2030 Agenda for sustainable development adopted by the United Nations General Assembly in September 2015, sets out a supremely ambitious and transformational vision for global development. The 17 Sustainable Development Goals (SDGs) and their associated targets are comprehensive and far-reaching in scope and balance the three dimensions of sustainable development (Lindsey & Chapman, 2017).

Therefore, Goal No.3 ensures healthy lives and promotes well-being for all, at all ages. (Linsey and Chapman, 2019). They state that regular physical activity reduces the risks of a non-communicable disease and indicates further benefits for psychological and social health. It reduces global significant levels of physical inactivity among adults and children of both sexes is therefore a priority which can in part be addressed through efforts to increase participation in sport utilisation of sport as an attractive and flexible context for health education and empowerment can also contribute to SDG targets.

### **2.8 Theoretical Framework**

Theoretical framework provides a grounding base for the literature review, methods and analysis (Grant & Osanloo, 2014). Therefore, Baumrind's (2006) parenting style framework is being selected since it's relevant to this study. These parenting styles can however show

patterns of potential values, practices, behaviours as well as creating a balance to responsiveness and demandingness presenting different outcomes for children (Roman, 2016). However, Kuppens and Ceulemans (2018) argue that psychological dimensions have been rarely modelled and there is limited insight into joint parenting styles that are characterized by maternal and paternal practices and their impact on child development practices. Meanwhile, Baumrind, in her naturalistic study of interaction between parents and young children described important dimensions of parenting. Baumrind (2006) also found that most parents fell into one of three parenting styles:

- Authoritative parents exercise firm control of the child's behaviour but also emphasize independence and individuality in the child. They are rational, flexible and attentive to the needs and preference of the child. Authoritative parents balance high control with high independence-granting. Their children are self-reliant and self-confident and explore their world with excitement and pleasure. For instance, McKinney and Renk (2008) believe that when both parents adopt an authoritative parenting style, children often have a very positive outcome.
- Authoritarian parents also have firm control over their children, but use it in power orientated ways without regard for their children's individuality. They emphasise control without nurturing or support to achieve it. The authoritarian parent values obedience as a virtue and believes in restricting the child's autonomy.
- Permissive parents set few limits on the child. They are very accepting of the child's impulses, giving as much freedom as possible while still maintaining physical safety. They appear cool and uninvolved. Permissive parents sometimes allow behaviour that angers them, but they do not feel sufficiently comfortable with their own anger to express it. Their children are least independent and self-controlled. These children are sometimes impulsive and aggressive and out of control. For example, Roman et al, (2015), also believes that this approach from children whose parents are permissive often have maladaptive behaviour on their adolescents' children.

Neglecting is a parenting style that is characterized by being neither demanding nor responsive. They do not monitor and are not supportive. Baumrind (2006) believes that many children of this parenting style attempt to provide for themselves depending on the parents to get a feeling of being independent and mature beyond their years.

The above theory is relevant to interventions in parenting as it outlines the behavioral interaction between parents and their children and promotes positive parent-child relationships in order to increase warmth towards their children and decrease their negative control. Miller, Ryan, Keitner, Bishop and Epstein (2000) argue that there are rules, boundaries and actions by members that guide each family member that involve parent intervention.

In South Africa for instance, parenting child behaviour outcomes are inconsistent with international research in terms of parenting styles, gender and ethics (Romans, 2016). She further reiterates that in South Africa, the goals and aspirations among adolescents from single parent families differ from goals and aspirations of adolescents from two parent families (Roman, 2016).

The parental role is important to understand since it is through this role that individuals perceive what parenting involves. When individuals interact with their children, they perform the role of being a parent, therefore Baumrind's parenting style framework refers to a parent-child relationship, their thoughts and feelings about being a parent. In this study, Baumrind's parenting styles will be used as a theoretical lens through which to view and gain insight into the role that parents play in their children's sport participation.

Baumrind's views on parenting styles are also supported by Hall, Lake and Martin (2018) in their policy map about supporting families in South Africa. Their analysis confirms that support for families is a proven vehicle for sustainable development. If families are providing nurturing care, then their children's full potential can be realized and development accelerated and sustained.

## **2.9 Conclusion**

Sport plays a major role in the young people's lives, and it increases their physical and mental health. In this chapter, the stance of young people and their rights to play was linked to the 1959 UN Declaration on the Rights of the Child which states that each and every child must have a voice and be listened to. This chapter also outlines the Policy Framework in South Africa as the core of society and goals which amongst other things includes the protection and support of families through effective and efficient delivery to promote healthy family life and foster dialogue between younger and older family members.

Baumrind's (2006) theoretical framework outlines the behavioural interaction between parents and their children that promotes positive-child relationships in order to increase warmth towards their children. The next chapter will focus on the methodology chosen for this study.



## **CHAPTER 3 RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter focuses on the methodology chosen as a preferred method of data collection, description of the methodology, the recruitment of participants processes and procedures taken during the collection of data, the research design and sampling method, the steps followed during the data analysis, limitations of the study as well as the ethics considerations that the researcher followed during the study.

### **3.2 Research Methodology**

Research methodology is the theorisation of how research is to be carried out. Kothari (2004) indicates that it is essential for researchers to go about the task of describing, explaining and predicting phenomena, called methodology. It is also defined as the study of methods by which knowledge is gained. It is also a concept that encompasses data collection instruments and data analysis (Kothari, 2004).

This study adopted a qualitative research method. The aim of qualitative research in the context of this study was to get truthful and factful conversations by listening to their experiences in the form of an interview and get insight into parental involvement, which could help them to reach their full potential.

### **3.3 Research aim and objectives**

The objectives of the study were to explore the role parents play in adolescents' sport and to explore the level of parental involvement in adolescent sport. Therefore, for these objectives to be met during the interviews, the researcher allowed the participants to feel free and engage freely as there are no right nor wrong answers.

WhatsApp video calls were used as a method to collect the data which lasted about 30-45 minutes using a voice recorder, field notes were also taken by the researcher and the research assistant. The researcher got the permission of the participants to use the English language and the Xhosa language with the help of the Research Assistant who is fluent in the language to



most of the people that the sample has been drawn from. De vos (2005) states that in qualitative research, interviews are the predominant method used in the data collection process.

The researcher ensured that a backup is provided to the supervisor. The data is stored in a secured place by the supervisor for up to a minimum period of five years after which all copies will be destroyed.

### **3.4 Research Design**

The research design used in this research is qualitative exploratory design using semi-structured interviews as data collection method. Semi-structured interviews are a widely used technique in developed research, unlike formal interviews, which follow a rigid format set of questions. Semi-structured interviews focus on a specific theme, but cover them in a conversational style (Adeoye-Olutunde *et al*, 2019).

Interviews are often the best way for learning about the motivation behind people's choices and behaviour, their attitudes and beliefs, and the impacts on their lives of specific policies or events. They often provide valuable information that was not anticipated by the researcher. (Adeoye-Olotunde *et al, ibid*). This approach is ideal for the purpose of this study as this study focuses on the role of parental involvement in adolescents' sport. Zohrabi (2013) define research design as a plan for collecting and analysing evidence that will make it possible for the researcher to answer whatever questions s/he poses to the target population. Therefore, the researcher used exploratory research which is defined as the method used to conduct, gain insight, discover new ideas or increase new knowledge of the phenomenon. The researcher was granted permission to conduct the study by the University of the Western Cape Research Ethics Committee. The researcher received the Ethics Clearance Committee number HS20/6/31 to conduct the study in September 2020.

### **3.5 Sampling Method**

Sampling is the process of selection of a subset from a population of interest so that by studying the subset, we may fairly generalize our results back to the population from which they were chosen (Troachim, 2006). The researcher used purposeful sampling, which is a technique widely used in qualitative research for the identification and selection of information for the most-used effective method (Patton, 2002).

Purposeful sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon or interest.

The researcher sent an E-mail to the Operations manager of the organisation inviting them to participate in the study. However, due to Covid-19 regulations, the researcher opted to invite the participants to meet through Google Meet in order to explain the nature of the study. Initially the researcher wanted to interview the Director of the Organisation, however in her absence the Operations Manager was interviewed. Appointments were made with the operations manager of an NGO in the Gugulethu township selected to be part of the study.

The Operations Manager at the organisation and the Head of Netball assisted with selecting of the participants, and more specifically, those who have engaged with the organisation for one year or more NGO in the Gugulethu township.

The researcher accessed a sample size of five male, five female adolescents between the ages of 10-19 and five parents/legal guardians of each and one operations manager of the organisation. However, the sampling did not go as planned and one participant did not meet the inclusion criteria of the study, and the researcher instead of interviewing the director of the organisation, the researcher interviewed the operation manager of the organisation due to the unavailability of the director of the organisation at the time of the data collection.

### **3.6. Recruitment Process**

The recruitment process of the participants went well, however the researcher experienced challenges such as data collection method which was revised and also experienced the challenge such as inclusion criteria of the director of the organisation not be present during the data collection and the introduction of the study through the Google Meet platform The Operations Manager was interviewed in her absence. The researcher contacted the participants telephonically and also sent emails explaining the nature of the study to the participants. Appointments were made with the operations manager of an NGO in the Gugulethu township selected to be part of the study.

All interviews lasted from 30-45 minutes with the help of the research assistant translating English to IsiXhosa.



### **3.7 Research Setting**

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.

The data collection component of research is common to all fields of study including physical and social sciences, humanities, business, etc. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. The goal for all data collection is to capture quality evidence that then translates to rich data analysis and allows the building of a convincing and credible answer to questions that have been posed (Muhammad & Kabir, 2016).

The researcher conducted interviews in October 2020 and interviewed five male and five females adolescents, five parents/ legal guardian and the operations manager of the organisation. Before the interviews commenced, the researcher sent the Operations manager the information and Assent forms through an E-mail, the Information sheet and the Assent forms contained the name and the contact details of the researcher in case the participants have some enquiries to be made to the researcher and at the institution. Once the forms were signed and confirmed, the researcher introduced herself briefed the participants about the study.

After consent was obtained, the researcher requested permission from the participants to record the interviews. The researcher also explained that their names will be not be recorded and that everything that was said will be held in confidence and their identify will be protected. All the interviews were conducted through WhatsApp video calls in isi-Xhosa and English. The participants were all from NGO in the Gugulethu township in the Western Cape Province. The interviews lasted about 30-45 minutes using guided questions in the interview process (Appendix A).

#### **3.7.1 Research Site, Gugulethu Township**

Gugulethu was one of the first townships in Cape Town to have a community Information Technology Center to provide training in multimedia and youth development (South African History Online,2019).

The name is a contraction of igugu lethu, which is isiXhosa for our pride. Gugulethu, along with Nyanga, was established in the 1960s due to the overcrowding of Langa, which was the only black residential area for Cape Town at the time. During the Apartheid era black South Africans were not permitted to live in the city of Cape Town, and many people were removed from areas such as District Six to Gugulethu, Nyanga, and Langa. The predominant language in Gugulethu is isiXhosa. Gugulethu is passionately called or referred to as "Gugs" by the locals, which is a nickname stemming from the shortening of the name Gugulethu.

Black residents living in Windermere were forcibly moved to Gugulethu when it was declared a black township. Windermere was declared by Apartheid regime to be a coloured area.



**Figure 1: Gugulethu Township. Source :AfriGis 2022 (Pty) Ltd**

### **3.8. Data Analysis**

Data analysis is the central step in qualitative research. Whatever the data are, it is their analysis that, in a decisive way, forms the outcomes of the research. Sometimes, data collection is limited to recording and documenting naturally occurring phenomena, for example by recording interactions. Then qualitative research is concentrated on analysing such recordings. Flick(2014). Therefore, the interviews were conducted through WhatsApp video calls and the researcher used the audio recorder and later transcribed in verbatim.

Several themes were identified by the researcher when data was collected ,analysed to interpret the data for this study. Thematic analysis is a method for identifying, analysing and reporting

patterns within data (Braun & Clarke, 2006). This method is widely used for data analysis in qualitative research.

The researcher listened and transcribed the recordings and themes emerged from the data transcriptions. To ensure that the data taken is credible and transparent. The following steps were followed when analysing data:

The following steps by Braun and Clarke (2006) were followed when analysing data:

- Step 1: become familiar with the data.
- Step 2: Generate initial codes.
- Step 3: Search for themes,
- Step 4: Review themes.
- Step 5: Define themes.
- Step 6: Write-up data analysis (Braun and Clarke, 2006).

Texts were coded according to categories, sub categories and themes. The findings were used as a guideline for future research purposes and the researcher will add some critical comments to determine whether a similar or different study has been conducted before. Confidentiality and anonymity was ensured, no names recorded, only the pseudonyms were used and information given was not shared, as everything is confidential. There was no need for participants to require further interventions as well as counselling. Therefore, the method selected helped the researcher to identify the common themes and also allowed the participants flexibility to share their experiences.

**Step 1: Become familiar with the data:** The researcher read and re-read the transcripts of each participant to become familiar in order to be able to identify the themes and improve the data quality of the research study.

**Step 2: Generate initial codes:** Braun and Clarke (2006) states that this step is used to generate initial codes. Therefore, the researcher coded the data according to text, quotations and single words. The codes that were discovered are the following:

- Parental Role
- Parental Involvement
- Parental Knowledge
- Peers support and Motivation

- Parental support
- Game experiences

Step 3: Search for themes: The researcher utilised this step to identify themes taken from Braun and Clark (2006) which ranged from:

- Parental Involvement
- Parental Role
- Benefits
- Peer support and Motivation
- Parental Knowledge
- Benefits and
- Game Experiences.

Step 4: Review themes: The researcher reviewed the themes according to the data collected and checked if the data goes accordingly.

Step 5: Define themes: The researcher checked the data collected to see if it was going according to the themes mentioned during the data collection and the relevance of the study and categories the data into themes and sub-themes.

Step 6: Write-up Data Analysis: according to Braun and Clarke (2006), the final step is to allow the researcher to read and re-read the transcripts in order to avoid bias, and the data collected has to be accurate and should not include repetition of words.

Therefore, the data analysis involved all transcribing all the interviews and analysing of transcripts. Texts were coded according to categories, sub categories and themes. The findings will be used as guidelines for future research purposes and the researcher will add some critical comments to determine whether a similar or different study has been conducted before.

### **3.9. Limitations of the Study**

The study was limited to only one NGO in the Western Cape Province. The main focus area was adolescents who are involved in sport between the ages of 10-19 years of age. It was not feasible to cover all the adolescents of the Western Cape nor in South Africa as a sample has to be selected, therefore the researcher interviewed five adolescent males and five female adolescents selected in the NGO.

### **3.10. Reflexivity**

Reflexivity is the process of becoming self-aware. Researchers made regular efforts to consider their own thoughts and actions in light of different contexts. Reflexivity, then, is a researchers' ongoing critique and critical reflections of his or her own biases (Mills *et al*, 2010).

The researcher kept a journal to document the thoughts, feelings, experience, observation and challenges during the data collection process and used participant observation through WhatsApp video calls which allowed her objectivity throughout the data collection process.

### **3.11. Trustworthiness**

Trustworthiness includes the questions of transferability which refers to the extent to which the findings can be transferred to other settings or groups (Graneheim & Lundman, 2004). Therefore, the researcher ensured that throughout the study she established: trustworthiness, transferability, dependability, credibility and authenticity by referring to the journal or field notes used during the data collection.

### **3.12. Credibility**

The confidence that can be placed in the truth of the research findings. Credibility establishes whether the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Korstjens & Moser, 2018).

### **3.13. Transferability**

The degree to which the results of qualitative research can be transferred to other contexts or settings with other participants. The researcher facilitates the transferability judgment by a potential user through thick description (Korstjens & Moser, 2018).

### **3.14. Dependability**

Dependability involves participants' evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study (Korstjens & Moser, 2018).

### **3.15. Authenticity**

Authenticity, refers to the ability and the extent which the researcher expresses the feelings and emotions of the participants' experience in a faithful manner (Cope, 2014). The researcher ensured that she avoided assumptions and preconceptions. She was guided by the data she collected and avoided being biased by using the field notes she used during the data collection.

### **3.16. Ethical Considerations**

The researcher was granted ethical clearance from University of the Western Cape Human and Social Sciences Research Ethics Committee to conduct the researcher study at the NGO in Gugulethu, Cape Town South Africa.

The purpose of the study was clearly explained by the researcher to each participant and relevant authorities through a Google Meet introductory meeting. The detailed introduction of the study was clearly explained to the participants and the Operations Manager of the organisation in both English and isiXhosa. Participants were briefed about the aims and objectives of the study and explanation of the meeting.

The participants agreed to participate in the study and the researcher attached the Information Sheet. The Information Sheet was available in English. Signed, written information was accessible to all participants. Informed consent was obtained from the parents/guardians and the assent forms for five adolescents males, five adolescent females and the operations manager of the organisation at the beginning of data collection and the researcher recorded the interview for the Operations Manager of the organisation parents/guardian of the adolescents and five males and five females.

### **3.17. Informed consent forms**

The participants were informed about the nature of the study to be conducted, the researcher sent the information sheet to be studied about when data collection would resume, the nature of the study and its benefits. The information was provided before the study commence so that the parents of the adolescence are familiar with the procedures and also are required to give permission to participate in the study and sign the consent form and the adolescent between the ages of 10-19, their parents have to sign the assent forms on their behalf before the study commences. Alcala, Doyle and Appelbaum (2010) define informed consent as a process in the research context which typically relies heavily on the information provided to potential research participants in a written consent form.

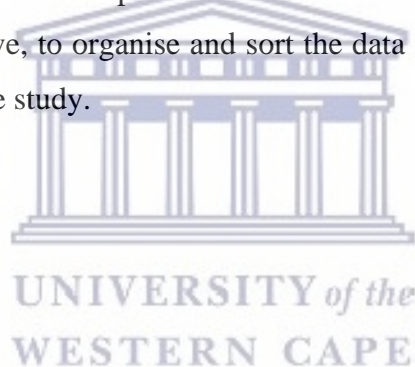


### **3.18. Confidentiality and anonymity**

The researcher ensured that no names were recorded and only pseudonym or cell phone numbers provided by the organisation were used and information given was not be shared, as everything is confidential. The interviews were smooth and no participants required further interventions during the cause of the interviews and thereafter. The researcher identified the common themes and will also allow the researcher to identify the common themes and also allow the participants flexibility to share their experiences.

### **3.19. Conclusion**

This chapter outlined the methodology used in this study which is qualitative to state how the data was collected and analysed. The chapter also selected thematic analysis which is a method that is widely used in qualitative, to organise and sort the data into themes. The next chapter will focus on the findings of the study.



## CHAPTER 4. RESULTS, FINDINGS AND DISCUSSION

### 4.1. Introduction

In this chapter, the findings of the study are presented according to the data collected as described in Chapter 3. This study explore the role of parental involvement in adolescents' sport, using a case study of an NGO in the Western Cape Province. The data was collected using WhatsApp video calls to conduct of semi-structured interviews.

The results and discussions are presented according to the themes and sub-themes found during the data analysis process.(Appendix A for the participants).

Baumrind's parenting styles was selected as a lens to gain more insight in how involved parents are in their children's lives, particularly in sport, and how parents apply different parenting styles to their children. Therefore, the findings of this study reveals that parents are involved in their children's sporting activities and they are supportive both physically and emotionally. And also, the participants mentioned that their parents reward them with incentives when they win the game as a motivating factor.

The researcher grouped the findings into themes and sub-themes from the data analysis. The researcher is influenced by the main research objectives of the study: to explore the role of parents play in adolescents' sport in order to present the themes of the study during the data transcription. The researcher, therefore, will discuss and summarise each theme and sub-theme that emerged during the data transcription and the participants explain the role their parents play in their sport.

The data was collected from five male and five female adolescents ,five parents/ legal guardians each and the Operations Manager of the organisation. During the data collection, there was one staff member who provided guidance for the participants between the ages of 10-19 years of age at the organisation in the Western Cape Province.

The findings of the study are presented according to themes and sub-themes. The current and available literature indicates that parents play an important role in children's sport activity and also Kromerova (2017) indicates that in their sporting activities, performance orientation is related to competitiveness, one's self -elevation, demonstration of power and force and it reinforces the sport participation amongst the children. Mcphaila and Kirk (2006) attest to the



fact that parents are involved in their children’s sporting activities as the findings of the study suggest.

**Background and the Case Study of the Participants Interviews.**

**Table 4.1. Adolescence Participants: Boys and Girls.**

Interview Number	Pseudonym	Gender	Age
1	Xanti	Male	18
2	Jabu	Male	19
3	Mokena	Male	17
4	Vuyoletu	Male	19
5	Lindiwe	Female	14
6	Mbulelo	Male	17
7	Thula	Female	19
8	Zimkitha	Female	18
9	Lebohang	Female	18
10	Noluthando	Female	19

From the above Table 4.1, all the participants are from the same organisation in Gugulethu. They all play sport and their ages vary between 10-19 and the oldest being Noluthando. She is 19 years of age. The participants were purposely and conveniently selected and consisted of five males and five females. All the participants interviewed are active sports players at the organisation in Gugulethu. The interviews were only conducted through Whatsapp video calls and only cell-phones numbers provided by the organisation were used, however, in this case the researcher will only use the pseudonyms to analyse the data and keep the identity of the participants strictly confidential.

**Table 4.2. Parents of adolescent children.**

<b>Interview Number</b>	<b>Pseudonym</b>	<b>Gender</b>
1	Ncebakazi	Female
2	Lerato	Female
3.	Themba	Male
4	Ayanda	Female
5	Refiloe	Female

The table above 4.2, consists of the parents of the adolescents and they are all from Gugulethu and their children play sport at the organisation. All the participants are female except Themba who is male participant.

**Table 4.3. Operations Manager of the Organisation**

<b>Interview Number</b>	<b>Pseudonym</b>	<b>Gender</b>
1	Siyanda	Female

The Operations Manager of the organisation was interviewed instead of the Director of the organisation as stated in the proposal. The Operations Manager who is female gave a full overview of the organisation.

The following section will start with the summary of themes and sub-themes and findings of the study. The findings of the study are from the data collected using the WhatsApp video calls as the method used due to Covid-19 regulations. The Baumrind's parenting styles was also applied to give an overview of how involved parents are in their sporting activities. The pseudonyms are applied to protect the anonymity of the participants.

#### 4.4. Discussion of Themes and sub-themes from Participants Data Collection

This section will discuss the themes and sub-themes that emerged from the data collected/ data transcriptions.

Themes	Sub-themes
Parental Involvement in adolescence sport	1.1.Degrees of Involvement
Emotional and Financial Support	1.2.Incentives
	1.3.Confidence 1.4.Self-Motivation

The first theme that emerged from the study is parental involvement and the sub-theme is degree of involvement and will be discussed.

#### 4.5. Theme 1. Parental Involvement

Parental involvement was key in the findings of this study. It was discovered that most of the participants interviewed in the study mentioned that their parents are involved in their sport activities, even though sometime they don't support them physically, however emotionally they are involved.

This is evident in this study which has found out that most of the adolescent participants interviewed reiterated that as the team that plays netball at the NGO in Gugulethu, their parents are involved in their sporting activities and they have formed a Whatsapp group chat to discuss all their sporting activities. The Operations manager of the organisation also reaffirmed that each class have its own WhatsApp group where parents communicate with their adolescent children. For instance, if the child is sick, the coaches use the Whatsapp as a means of communication to the parents and the children to check if there is any match activity coming up.

Lindiwe, Thula and Zimkitha gave similar answers when asked how involved their parents in their sporting activities. Participants gave similar responses when asked how involved their parents are in their sporting activities. Most of the participants mentioned that their parents are very involved as they even joined the WhatsApp group to track all their sporting activities.

*They are very involved because all the netballers we have a WhatsApp group where we chat every day about our sporting activities and whenever we are free. We also go to the field on Wednesday to train (Lindiwe).*

*All the Netballers have Whatsapp group that we use to chat every single day about sporting activities. And Wednesday when we are all free, we gather in the WhatsApp group (Thula).*

*My mom is involved in the WhatsApp group, so I share with her all the negative experiences of the game with her (Zimkitha).*

#### **4.5.1 Sub-theme: Degree of Involvement**

This study has found that parental involvement is perceived differently by some of the participants. They state that their parents are involved in their sporting activities, however they do not attend all their sporting activities. Referring to degree of involvement, (Gould, Lauer, Rolo, Jannes and Pennisi, 2008) believes that parental involvement in children's sport has increased substantially. However, Singh, Mbokodi and Msila (2004) have a different view; they mention that there is a lack of parental involvement which might be attributed to low income which leads them not to spend time with their children.

Some of the participants narrative below shows that their parents are involved even though they have demonstrated half commitment in their sporting activities.

This is the example given by Lebohang, Mbulelo, Noluthando and Mokena. The adolescent Participants from the organisation when the researcher asked her what is the role of the Organisation to ensure that the parents are involved in their children's sporting activities:

*“They are very involved. On a scale of 1/10, they are 50% involved. They are not fully, but they are involved (Lebohang).*

*My dad comes and follows the game and most of the time I would say it's 6/10 (Mbulelo).*

*My Mom is involved and supportive but she does not know the sport and only my dad who understand and follow the game (Noluthando).*

*They make sure that they attend, sometimes they are not available to watch, they make sure they wish me luck and after, they make sure they ask me questions (Mokena).*

#### **4.6. Theme 2. Emotional and Financial Support**

It has emerged that some of the parents are more involved financially than emotionally during the win/loss of the game. Financially the parents offer rewards such as data bundles or McDonalds; they take their children for massages and cook their favourite meals as a motivating factor and encourage them to do better in their sporting activities.

These findings from the participants substantiate Coelho and Malina's (2004) point that parents who offer emotional and financial support are more successful athletes who receive emotional support from their parents which consists of presence at the training sessions, competition and tournaments, contact between parents and coaches and whether parents attached importance to being a pleasant atmosphere for their child's sport training. Wylleman, and Lavallee (2004) agree with Coelho *et al* (2004)' that to reach and remain at the level of elite level in competitive sport requires athletes and those around them to invest in different levels (e.g. physical, social, financial) during a long period of time.

Lindiwe, Noluthando, Vuyolethu and are some of the participants in this study shared similar responses in regard to how supportive their parents are during the loss of a game. The reiterated that their parents offer emotional support by reminding them to stay positive because every game is not going to be a win, and also not to give up.

*My father also offers emotional support by hugging me and reassures me that losing a game it's not for me and I must not give up (Lindiwe).*

*She tells me to stay positive because not every game it's going to be a win and life does not always go according to how they have planned it. So, basically she tells me to learn from my loss and if there is another match, I tell myself to just improve certain faults (Noluthando).*

*They try to motivate us, telling us that it is not the end of the world. They tell us to focus and work harder and put more focus on the next game. They are usually optimistic and give us positive words (Vuyolethu).*

#### 4.6.1. Sub-theme. Incentives

Collins, Bronte-Tinkew & Burkhauser (2008) define incentives as various methods used to motivate or reward children and youth to participate in out-of-school time programs. Incentives may be in the form of activities such as special field trips, food, or recreation or in the form of rewards such as gift certificates. Therefore, in this study material rewards strongly emerged in the sense that some of the parents offer benefits such as data bundles, McDonald's etc. Similar sentiments shared by Lindiwe and Zimkitha that their parents offer them incentives such as McDonald's when they have won game. Proper nutrition was also mentioned as a benefit.

*My father buys me data and McDonalds (Zimkitha).*

*If I win a game, he buys me something like for example data bundles and McDonald's (Lindiwe).*

*It depends, they buy me data or take me out (Mokena).*

*My mom would cook my favourite meal and say well done on the achievement (Vuyolethu).*

*My parents cook me healthy food at home and that makes me gain self-confidence." "And also when I win, they praise me that my hard work has paid off and that I am going to be a good soccer player (Jabu).*

Le Roux (2007) states that there are strategies that are applied to motivate the athletes such as rewards. He emphasised on winning, cognitive technique and building of self-confidence.

#### 4.7.1. Sub- theme: Self-Motivation

Motivation remains one of the central concerns of modern life. In everyday life, we continue to hear of the importance of motivation and ways in which to foster it for desired outcomes (Robert & Tressure, 2012). Therefore, self-motivation brings change amongst young people. This is evident in the emergence of this theme that some of the adolescence self-motivate themselves by trying to stay positive during the loss of the game of the field.

For instance, when asked how do they feel during the loss of the game:

*I put my head up no matter what happens on the sports field (Mokena).*

According to the study findings, it is quite evident that parents offer self-motivation to their children during the loss of a game.

#### **4.7.2. Sub-theme. Confidence**

Eime, Young, Harvey, Charity and Payne (2013) state that there are psychosocial benefits of children that are involved in sport participation including improvements in self-confidence, emotional control, life satisfaction, psychological resilience, teamwork, cooperation, social

This finding indicates self-confidence is very important in ensuring that athletes receive adequate confidence from their parents and coaches to ensure good results and good team spirit.

#### **4.8. Summary and Theoretical Context- Baumrind Parenting Styles**

Analysis of the findings of the study was approached from Baumrind's (2006) parenting styles framework which detailed four parenting styles. Studies have produced similar literature; according to (Darling and Steinberg's (1993) integrative model, parenting styles affect adolescents' outcomes by changing the degree to which adolescents accept their parents' attempts to socialise them. When parents use specific styles to rear children, adolescents are not just passive social beings, but play an active role in shaping the parent-adolescent relationship and in interpreting parenting behaviour, in ways that influence their own outcomes.

The findings by (Darling and Steinberg's (1993) are similar to Baumrind's on parenting styles and how involved parents are with the children and it's evident as how each parent is different and how involved they are in their children's sporting activities. According to Lerato and Themba some of the parent's participants of the adolescence shared similar responses, they stated that they are involved in their children's sporting activities in the sense that and offer them support by counselling them to not always expect the positive outcomes of the results but also expect the negative results.

*I offer support before they go to the game because I tell them, they must expect the negative results, so if they are losing, I tell them, they must not worry, they will be the next day. I give them counselling before they play the game (Lerato).*

*As parents we are always there to support and motivate them. It is important to tell them that this is just a game. Even though it is important to win, if they lose it is part of the game. As parents it is our role to support them win or lose. We speak*



*with them after the game and motivate them, and coaches speak with them after the game (Themba).*

This is quite clear that most parents are involved in their children's sporting activities. For example, when the participants were asked what role they play in their children sporting activities, this is how they responded:

*We support her to eat healthy, there is an extra class that she attends and there are students that assist her when she needs assistance. So, I will take her to class on Thursdays and Fridays and pick her up. I always tell her and encourage that she should be active in sport in order to be a healthy kind of a person. I tell her to be fit and healthy at both times so that you don't easily get these sicknesses like asthma etc. And it's hard for any kind of sickness to get into your body, so she has to eat healthy (Refiloe).*

This is the example given by Siyanda (operations manager of the organisation) when the researcher asked her what is the role of the Organisation to ensure that the parents are involved in their children's sporting activities:

*The child is the actual pot that we put all the nutrients in, so if one of the parts is missing, then the pot collapses. We are trying to be the whole picture of the child as well as their parents. We ask if the parents are working, are they single parents etc. So, at the beginning of the year, we establish the relationship, so throughout the year we have parent's meetings, so each class will have a meeting, and the coach will sit with the parents for an hour and share with them the challenges he/she is facing (Siyanda).*

*The success of the month, the achievement and any upcoming announcements on a monthly basis. And also, we are trying to upskill the parents, what other knowledge they need to discipline their children etc. And then, at the end of the year or throughout the year we keep our records of the attendance, parents as well as the matches on weekends, tournaments etc. We also keep records of which parents attend those sporting activities. We also give them incentives like early birds to register their children before other parents (Siyanda).*



Baumrind also states that children and adolescents whose parents are authoritative rate themselves and are more socially and instrumentally competent than those rated by objective measures as more socially and instrumentally competent than those whose parents are more non-authoritative.

Baumrind's parenting style framework reinforces the findings of the study by another participant who explains that he never offered financial support to the child, but she is there physically when they play the game.

*No, I never support them with finances because money doesn't buy love. I just offer support physically when they are playing (Lerato).*

She is also the parent that "cheers loudly by clapping hands." She is also the kind of a parent who was not a sports fanatic when she grew up.

*I am clapping my hands, cheering loudly that she can do it, then we are singing as supporters of their team in the stadium (Lerato).*

Darling and Steinberg's (1993) also states that parenting style provides a robust indicator of parenting functioning that predicts child well-being across a wide spectrum of environment and across diverse communities of children. This is quite evident in the findings of the study that children whose parents cheer and clap loudly often are more competitive and confident as compared to permissive parenting style in Baumrind parenting theory.

The findings also suggest that some of the adolescents from authoritative parents are more involved in sports than the adolescence from neglectful families. The adolescence from neglectful parents showed less engagement in sport.

For instance, Xanti – Boy responded when asked how does he deal with the loss of the game: "I just switch off and do not talk to anyone." The finding might suggest that his parents might be neglectful emotionally.

The findings further suggest that parenting styles between boys and girls differ in the sense that most girls are showered with incentives such as massages, McDonald's food and data bundles.

However, amongst the boy participants(Jabu) it's not always the case because as one, Jabu explains that when he wins, they “*praise him that his hard work has paid off*” and say “*he is going to be a good soccer player*”

Some of these findings also reinforce Rick, Hoyle and Stephen (1997) that parents often assume the role of motivator, facilitator, even coach in the life of the young athlete. They further state that parents can provide financial, emotional and physical support, they apply pressure to the young athletes in the interest of excellence and success. However, this is not always the case for example, three of the adolescent parent respondent offer financial support rather than emotional when asked:

What kind of support do you offer your child, is it financial or emotional support?

*If they need something, I would go for an outing with them. I also offer some financial something, like if they need something in the sports club (Ncebakazi).*

*I offer some financial support if there is an outing with the team and also if they want something from the club (Ayanda).*

*I always make sure I have finances so that she will not feel down emotionally (Refiloe).*

#### **4.9. The Operations Manager of the Organisation**

The input by the Operations Manager of the organisation appears to be guided by a similar understanding to that of Baumrind's(2006) about types of parenting and also linked up well with Wiersman, (2000) who states that parents are usually the first decision makers about the level of involvement their children will have in sport.

Therefore, the findings also indicate that the organisation reinforces those parental engagements with their children's identities and encourage positive styles of parenting; for instance, Baumrind's authoritative parenting style is preferred to authoritarian parenting and this finding indicates that parents are involved in their children's sporting activities.

The Operations Manager's response below indicates how important sporting activities are at the organisation:

*“It's extremely important, especially soccer for boys. The main thing is that we attract children to our programs. I mean, you know we tell parents that one of our*

*objectives is to have self-esteem. I don't know what necessarily that means but we tell them we are soccer and know exactly what that means and they come and register their children. But we know what we are actually about, what we are actually about is to build self-esteem, helping parents to ensure that children will attend our programs, and have the whole good situation. We have to see how the parents are doing, and try to support them and try to get the children off the streets.*(Siyanda).

The operations manager of the organisation explained that parental involvement is one of the successes of the organisation to ensure academic success, sport success and anything that they do in their spare time and their development which is linked to Schlaron et al, 2015 that parental involvement in adolescents' sport can however, be influenced by variety of factors such as talent, infrastructure, cultural traditions, qualifications of the trainers, coach educational, physical training system, support of multidisciplinary team and family support and government support including policy .

Siyanda states that to ensure that the parents are involved, they follow a very rigorous registration process. For example, when she was asked what kind of strategy do you apply to ensure that the undesirable people do not get involved in children's sport?

*"I mean, we have developed a very rigorous recruitment process. It's a three step, I mean like three interviews with different kinds of people. We do like an extensive background on everyone, your police clearance, your sexual offenders to make sure members of the staff are not sexual offenders and they do not have a criminal record"* (Siyanda).

The researcher asked the Operations Manager of the organisation what kind of emotional support they offer children when they lose the game. Siyanda responded by saying:

She emphasised that they always encourage the children to get involved in sporting activities they love and enjoy and keep fit. They also encourage the children to improve their social skills with team mates and also be relatable with others when they go to trials and tournaments because any hiccups is not their main objective. The Operations Manager of the organisation explains that the sporting activity is important especially soccer for the boys because it's the main thing that they attract children to their programs as its part of building self-esteem to the children and keeping them off the streets.

*So, first kind of emotional support we offer is mindset, we are trying to instil on parents and the kids is that sport is no about something that you love, it's about keeping fit, enjoying yourself, improving social skills with team mates and also be relatable with other people and possibly getting opportunities such as going to trials, tournaments. Any matches hiccups it's not our objectives (Siyanda).*

She further explains that they have a code of conduct that each member of the organisation or a player adhere to when asked how do you ensure that as an operations manager of the organisation, there is no inappropriate behaviour on the sports field amongst the athletes.

*So, it starts here at the centre before we go to the field. We have a code of conduct that applies to the children and we give certain warnings depending on the degree of misbehaviour. So, I mean from the minor misbehaviour to major ones (Siyanda).*

*There are consequences that are attached to those warnings. So, we have yellow warnings and orange warnings. I mean that applies to the field as well. I mean managing children misbehaviour in general is a system that requires strategy. It requires disciplining the children and knowing how to entice them so that should they misbehave, they will have a warning attached to them and the consequences (Siyanda).*

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#### **4.10. Conclusion**

This chapter presented the findings of the study which were grouped into themes from the data analysis. The researcher is influenced by the main research objectives of the study, namely the roles of the parental involvement in adolescent's sport in order to present the themes of the study during the data transcription and also the findings were also outline using Baumrind's (2006) parenting styles theory which detailed four parenting styles, the findings reinforces Baumrind's authoritative parenting style is preferred to authoritarian parenting and this finding indicates that parents are involved in their children's sporting activities The study found that some parents were involved in their adolescence sporting activities and most were more financially involved than the emotional aspects of their children. The next chapter will present the conclusions and recommendations of the study.

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

This chapter discussed the conclusions and recommendations of the study. The conclusions of this study are presented from the aims, objectives and the findings and also the limitations are also discussed. The recommendations of the study are also discussed for future research of Parental Involvement in adolescence sport.

### **5.1 Overview of the study**

The aim of the study was to explore parental involvement in adolescent sport at a NGO in the Western Cape Province, South Africa. The study used the exploratory which is qualitative research and also purposeful sampling. Due to Covid-19, the researcher decided to change the methodology of the study and the researcher used the WhatsApp video calls as the preferred method of data collection due to Covid-19 regulations and also to avoid face-to face interactions with the participants.

The interviews were conducted in English and IsiXhosa language with the help of the Research Assistant who is fluent with the language. The interviews were tape recorded, transcribed and thematically analysed. After the researcher transcribed and analysed the data, themes emerged from the data. The researcher also ensured that the trustworthiness and accuracy of the data was maintained (Braun & Clarke, 2006).

The findings of the study are based on the sample of five boys, five girls and five parents/guardians of each and the Operations Manager of the organisation. They also answered the main research question which was: What is the role of Parental involvement in adolescent sport in an NGO in Cape-Town, South Africa?

### **5.3 The Summary of the Findings**

The discussion will start with the summary of themes and the findings of the study. The findings of the study are from the data collected using the WhatsApp video calls as the method used due to Covid-19 regulations. Baumrind's (2006) theory of parenting styles was also applied to give an overview of how involved parents are in their sporting activities. The pseudonyms are applied to protect the anonymity of the participants.

The findings of the study suggest that there is parental involvement in adolescent sport. The most contributing factors are financial and emotional support they give their children both on

the sports field and at home. The findings of the study were discussed according to Baumrind's (2006) parenting styles from Chapter 4 and also from the themes that were emerged from this study. The findings that emerged from this study are also evident in Baumrind's (2006) parental theory that influences the behavioural interaction between parents and their children and also promotes parent-child relationship in order to increase parents and children positive parent-child warmth towards their children and decrease their negative control as mentioned in the Literature review of this study. For instance, the findings of the study states that there is parental involvement in adolescence sport in an NGO in Gugulethu, however, as much as parents are involved in their children's sporting activities, they found themselves not attending all the matches. They also offer financial support to their children as compared to emotional support.

Therefore, the findings of the study indicate that parents are involved in adolescents' sports and also parents are very supportive both emotionally and financially. The greatest contributing factors are financial and emotional support they give their children both on the sport field and at home, Support and Benefits are offered.

However, this study suggests that the study of this nature about parenting and parenting styles is an area of research in South Africa that still needs to be explored. Therefore in most cases, parents are often biased in terms of gender roles as was discussed in Baumrind' parenting styles; however the findings of this study seem to suggest that all gender roles are fulfilling.

#### **5.4 The Limitations of the study**

The study was without challenges, the University of the Western Cape Human and Social Sciences Research Ethics Committee approved the sample which included the Director of the organisation. However, the researcher experienced problems in the recruitment of the Director of the organisation. At the time of the introduction of the study as well as during the data collection of the study, the director of the organisation was not in the country since its head office is based in Sweden and due to Covid-19 regulations she was not in the country and unable to travel.

However, the researcher instead interviewed the operations Manager of the organisation who is more acquainted with the organisation's programs and was able to step up and introduce themselves and the organisation in a more detailed form and was able to help the researcher during the data collection.



The other challenge that the researcher faced was, she wanted to use the semi structured interviews as a method for data collection, however due to Covid-19 regulations she was unable to use the data collection method and instead she collected the data using the WhatsApp video calls in order to limit the face- to- face interactions between the researcher and the participants. And also, the other challenge was, some of the participants were shy and was not able to relate and be more confident when the researcher posed more questions to them no matter how the researcher probed the questions to the participants.

### **5.5 Recommendations for future research**

As stated in the abstract of this study, there is a need for further research on the role of parental involvement in adolescent sport which is the case study of an NGO in the Western Cape Province. Based on the findings of the study, it is quite evident that the adolescence where the sample has been drawn from the NGO in Gugulethu, which is based in the township and majority of people from Gugulethu are from the disadvantaged background.

The findings indicates that the adolescence children are from the middle- class background and future recruitment should be expanded and the adolescence from the low- income background should also be included in the sample The study also recommends future fundraising to assist the adolescents from the poor background whose parents cannot afford the luxuries as compared to the adolescence from the middle- class background.

### **5.6 Conclusion**

The conclusions of this study shows that the objectives and the main aim of this study has also been met after the researcher studied the finding of the study. Baumrind's parental theory was more relevant to this study as stated in Chapter 4 of this study. The findings from the study showed that adolescents from authoritative parents are more involved in their children's sporting activities than adolescence from neglectful families. The adolescence from neglectful parents showed less engagements in sport.



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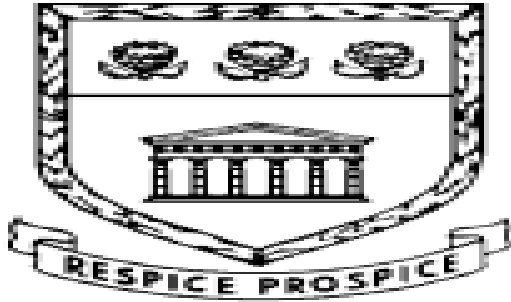


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## Appendix A: Research Questions:



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### Questions to the Director/Operations Manager

#### 1. What are the main positives /impact of parental involvement in their children growth in sport?

- What is the organisation's role in making sure that parents are involved?
- How do you offer emotional support to children during the loss of the game?
- How important is the sporting game to you as the Director of the Organisation?
- How do you ensure that as a Director of the organisation, there is no inappropriate behaviour on the sport field amongst the athletes?
- What will be the overall objective to ensure that the parents understand the sport activities that takes place?
- What kind of strategy do you apply to ensure that the undesirable people do not involve in children's sport?
- How do you investigate the role of parents in adolescence sport?
- How do you investigate the level of parental involvement in adolescents?

### Questions to the Parents

#### 2. What role do you play in your child sporting activities?

- What kind of support do you offer during the loss of the game?
- What kind of support do you offer your child, is it financial or emotional support?
- How often do you attend the matches' activities?
- What role do you as a parent play to ensure that your child enjoy the game?
- What kind of role do you play to ensure your child is not used as a means to achieve your end goals?

### **3. Questions to (Adolescence) Participants**

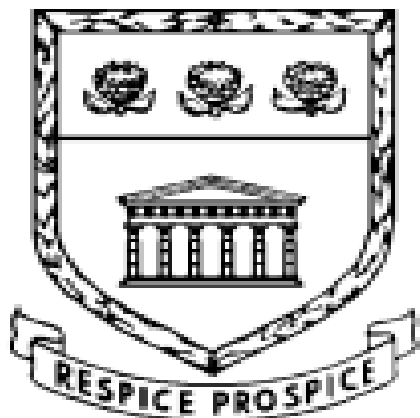
#### **What role does our parents play in your sporting activities?**

- What kind of role does your parents play in adolescence sport?
- What kind of emotional support does your parents offer during game loss?
- What kind of benefits does your parent give you when you won the game?
- What kind of involvement does your parents take in your sport?
- How do you deal with loss of a game?
- How involved is your parent in your sport activities?
- How often do you share the positive experiences of the game with your parents?

**By: Audrey.Mahlaela@gmail.com**



## APPENDIX C2: ASSENT FORM



### UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa  
Tel: +27 21-959 2350, E-mail: [dbowers@uwc.ac.za](mailto:dbowers@uwc.ac.za)

### ASSENT FORM

**Title of Research Project: The Role Parental Involvement in Adolescents Sport Participation: The Cases Study of a Non-Governmental Organisation in the Western Cape Province, South Africa.**

I, \_\_\_\_\_ (Full Name) understand that my parents/guardian have/has given permission for me to participate in the above study under the direction of Audrey Mahlaela. My participation in this project is voluntary and I have been told that I may stop my participation in this study at any time without penalty and loss of benefit to myself.

Participant's name: \_\_\_\_\_

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardians Name: \_\_\_\_\_

Parent/Guardians Signature: \_\_\_\_\_ Date: \_\_\_\_\_

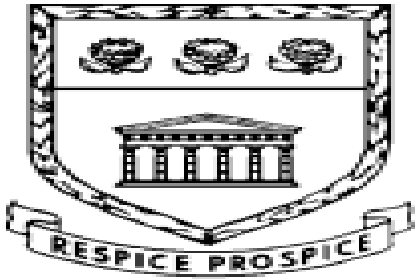
Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Prof. Simone Titus

Telephone: (021) 959- 2609 Fax: (021) 959- 3688

Email: [stitus@uwc.ac.za](mailto:stitus@uwc.ac.za)

## Appendix B: Consent Form



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa  
Tel: +27 21-959 2409. E-mail: [dbowers@uwc.ac.za](mailto:dbowers@uwc.ac.za)

### CONSENT FORM

**Title of Research Project: The Role Parental Involvement in Adolescents Sport Participation: The Cases Study of a Non-Governmental Organisation in the Western Cape Province, South Africa.**

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name: .....

Participant's signature: ..... Date: ...../...../201...

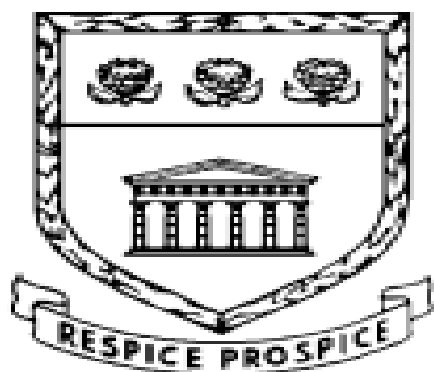
Witness Name: .....

Witness Signature: ..... Date: ...../...../201... \_\_\_\_

I agree to be audio-taped during my participation in this study. \_\_\_\_

I do not agree to be audio-taped during my participation in this study.

**Appendix A2: Information Sheet: Parents/Guardians. Semi-structured Interview/WhatsApp Video calls.**



**UNIVERSITY OF THE WESTERN CAPE**

Private Bag X 17, Bellville 7535, South Africa Tel:  
+27 21-959 2350 .E-mail:[dbowers@uwc.ac.za](mailto:dbowers@uwc.ac.za)

**INFORMATION SHEET**

**Title of Research Project: The Role Parental Involvement in Adolescents Sport Participation: The Cases Study of a Non-Governmental Organisation in the Western Cape Province, South Africa.**

**What is this study about?**

This is a research study will be conducted by Audrey Motlanatso Mahlaela (student number: 3774711) at the University of the Western Cape. The aim of the study was to explore parental involvement in adolescent sport at a NGO in the Western Cape Province, South Africa. We are inviting you as young people to participate in this research study, because you could provide us with meaningful information related to the role of parents/guardian in adolescents sport participation in Cape Town

**What will I be asked to do if I agree to participate?**

You will be asked to participate in an interview to discuss the topic researched. The interviews will be recorded with your permission and will take approximately 45-60 minutes of your time. All data obtained, transcriptions and recordings will be protected and your identity will remain anonymous. Your participation in the study will be highly appreciated. The interviews will take place at a convenient place suggested by yourselves during a time period that is suitable to you.

**Would my participation in this study be kept confidential?**

As the researcher, I undertake to protect your identity and the nature of your contribution. To ensure your anonymity, no names or team information will be reported in the findings of this study. Therefore, pseudonyms and in the case of Covid19 regulations, telephone numbers will be used to protect the identities of the participants. Your personal information will be kept confidential and everything you share will be treated as confidential. To ensure your

confidentiality, your name will not be used in the data collection procedures. Once the data is being analysed, it will be kept in the store cabinet for 5 years, using identification codes only on data forms, and using password – protected computer files. After five years has elapse the data files will be deleted and formatted.

### **What are the risks of this research?**

There may be some risks from participating in this research study. The study may consist of the questions that the participants may feel uncomfortable answering and should the question trigger a psychological distress, the participant may abstain from answering and have the opportunity to withdraw from the study without penalty. In the case of experiencing psychological distress, the participants can be referred to a psychologist. In addition, should participants be uncomfortable with a question, but opt to remain in the study they may skip questions and are allowed to ask to move to another question or withdraw from the study without penalty.

### **What are the benefits of this research?**

This research is not designed to help you personally, but the results may help the investigator learn more about the role of parents/guardians involvement in their children's participation in sport. The researcher will provide guidelines and recommendations on parental involvement and sport participation.

### **Do I have to be in this research and may I stop participating e.g. at any time?**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. Should you feel distressed as a result of participating; counselling services will be offered to you.

### **What if I have questions?**

This research is being conducted by Audrey Motlanatso Mahlaela of the Interdisciplinary Centre for Sport Science and Development at the University of the Western Cape. If you have any questions about the research study itself, please contact:

Audrey M. Mahlaela Cell: 078 475 8295



Address: Unit 15, Tivoli Gardens, Redcliff Rd, Sunningdale, Table View.

Email: 3774711@myuwc.ac.za; [Audrey.Mahlaela@gmail.com](mailto:Audrey.Mahlaela@gmail.com)

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact: Director of the Interdisciplinary Centre for Sport Science and Development:

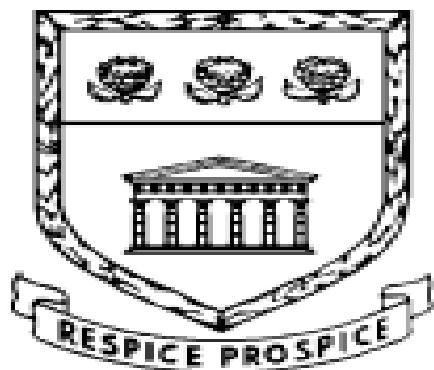
Prof. Marion Keim University of the Western Cape, Private Bag X17, Bellville 7535 mkeim@uwc.ac.za Head of Department:

Head of Department: Dr Marie Young Department of Sport, Recreation & exercise Science, University of the Western Cape, Private Bag X17, Bellville 7535 myoung@uwc.ac.za

Dean CHS: Prof Anthea Rhoda Faculty of Community and Health Sciences, University of the Western Cape, Private Bag X17, Bellville 7535 chs-deansoffice@uwc.ac.za



**Appendix A2: Information Sheet: Director of the Organisation. Semi-structured Interview/WhatsApp Video calls.**



**UNIVERSITY OF THE WESTERN CAPE**

Private Bag X 17, Bellville 7535, South Africa Tel:  
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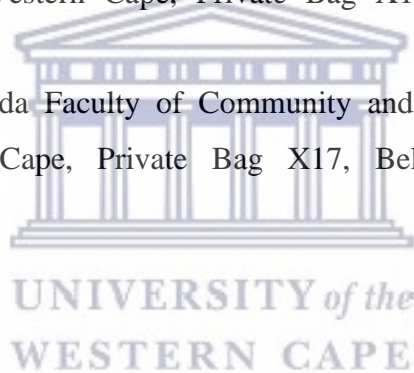
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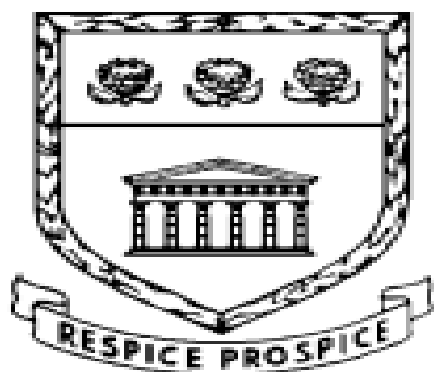
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Dean CHS: Prof Anthea Rhoda Faculty of Community and Health Sciences, University of the Western Cape, Private Bag X17, Bellville 7535 chs-deansoffice@uwc.ac.za



**Appendix A2: Information Sheet: Young People. Semi-structured Interview/WhatsApp Video calls.**



**UNIVERSITY OF THE WESTERN CAPE**

Private Bag X 17, Bellville 7535, South Africa Tel:  
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