



Parenting Styles and Learners' Performance: Evidence from Junior Secondary Schools in Botswana

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Abstract

Education is a lifetime achievement that contributes towards the socio-economic development of the society particularly youth. Parenting style plays an important role in education of their children and thus, shaping their career. The study analysed the influence of different parenting styles on the academic performance of students in Junior Secondary Schools in Botswana. Quantitative data was collected using a valid and reliable questionnaire through a survey of randomly sampled 130 students (n = 130) in Junior Secondary Schools. One way Analysis of Variance revealed that none of the parenting styles: authoritative, authoritarian, permissive and neglectful style had significant influence on students' academic performance. It implied that parents are not the only factors that can affect the children's academic performance. As parenting styles shown insignificant influence on student academic performance, a similar study can be conducted by including some other parental factors which might have influence on students' performance. In order to gain deeper understanding on the influence of parenting styles on student's academic achievement, a qualitative study can be conducted using perceptions of students and parents.

Keywords: Academic Achievement, Authoritarian, Authoritative, Neglectful, Parenting Styles, Performance, Permissive, Secondary Schools

Introduction

Education is an achievement that contributes towards the socio-economic welfare of citizens. Education contributes towards the social, cultural, political and economic development of Botswana (RNPE, 1994). Botswana Vision 2016 identified education as a major component of the social pillar of Botswana's economic development. Botswana government provides education to its citizens to fulfil vision 2016 pillars- "an educated and informed nation" that is reinforced by Vision 2036 - which intends to transform Botswana into a "society that will be knowledgeable with quality education that is outcome based, with emphasis on technical and vocational skills as well as academic competencies..." (p. 20). These two visions of Botswana Government assume the commitment of resources are to earnestly achieve it targets. The allocation of the national

budget reinforces the government's commitment to provide quality education to its citizens. The National Development Plan has for the past 20 years allocated 25% of the national budget for quality education (NDP11, 2017) as P9.2 billion has been allocated to education in 2019 which is more than any ministry. There have been several challenges in tackling the consistent poor performance of students in junior schools in Botswana (Mphale, & Mhlauli, 2014). However, to meet the hurdles, even though the government is investing heavily in education However, the efforts of government may not be fruitful in addressing the dynamics between parents, students, and teachers which may have influence on the quality of education in general and, performance of students in particular.

A consistent decline in the performance of students in secondary schools in Botswana has been evidenced and, the situation is worrisome (Moswela, 2014). The declining performance of students in junior secondary schools has been a concern for both the government and the public in the country. This situation has raised doubt in the education system; the public gets tempted to blame the teachers for it and on the other hand, teachers also accuse parents for not doing much to support their children at home (Mphale & Mhlauli, 2014). Several factors have influence on students' performance in Botswana such as gender of students, location of schools, lack of resources (Baliyan, Kagiso, Keregero, & Mabusa, 2021); distance to school and study hours after school (Baliyan & Khama, 2020) and; educational and income status of parents (Baliyan, Rao, & Baliyan, 2012; Kwarteng, Asiamah, Twumasi, Nkansah, Issaka, & Afetorgbor, 2022). The stakeholders of academic performance of students are the people involved in leading and directing them towards their development. These stakeholders include parents, teachers and the government (Moswela, 2014). Teachers and schools provide a suitable learning environment for all learners (Chukwuere, Mavetera, & Mnkandla, 2016) but schools alone cannot perfectly do the job of educating children without parents' support (Moswela, 2014). The parents serves as the first point of contact for the child and, thus serves as the primary socialising agent of children in the society. Parents are the pillar in the family that develops personality traits, social competence, psychological, emotional, physical, and educational development of children occur which reinforce the role parents have in the education of their children. Parental care in particular, is related with adolescent academic performance (Yan-Li, Roslan, Abdullah, & Abdullah, 2020). As education of the child begins in the family as a form of socialisation mechanism (Midgley, 2014; Urhahne, 2019) that integrates the child into the larger society. Therefore, parents should be held responsible in education of their children as they are critical stake holders as much as the teachers.

Parenting styles are the factor that are critical in enhancing or inhibiting student performance. Parenting styles have significantly positive effects of positive parenting styles on academic achievement as perceived by middle school students (Kim, & Kim, 2021). Nwune, Okwuduba and Anidi, (2021) investigated parenting styles in relation with

academic achievement of primary school pupils and, determined that parenting styles is related to pupils' academic achievement. The educational attainment of adolescents and children is influenced by parents differently according to the style parents use consciously or unconsciously (Wilder 2014; Hill et al., 2004). Parenting styles are different types: authoritative, authoritarian, neglectful and permissive (Mphale & Mhlauli, 2014; Masud et al., 2016; Checa et al., 2019). A number of studies have been conducted on the relationship between parenting style and student academic performance (Kösterelioğlu, 2018). Studies conducted in Botswana have identified the role of the parents that could boost student performance but have not focused on the influence of parental styles on academic achievement (Macheng & Phinias-Bingana, 2014; Baidoo-Anu, Abiaw, & Kaedebi-Donkor, 2019). Therefore, it becomes important to shed light into influence of different parenting styles on the children's performance. The findings of such study may be helpful for educational institution, educational practitioners, parents, students and enable institutions and policy makers to develop strategies for better performance.

Aim and Objectives of the Study

This study analysed the influence of different parenting styles on academic performance of students in Junior Secondary Schools in Botswana. The specific objectives were:

- i) To determine the influence of authoritative parenting style on the performance of students
- ii) To determine the influence of authoritarian parenting style on the performance of students
- iii) To determine the influence of permissive parenting style on the performance of students
- iv) To determine the influence of neglectful parenting style on the performance of students

The objectives of this study were achieved by answering the following research questions:

- i) To what extent authoritative parenting style influences the performance of students
- ii) To what extent authoritarian parenting style influence the performance of students
- iii) To what extent permissive parenting style influence the performance of students
- iv) To what extent neglectful parenting style influence the performance of students

The following research hypotheses were formed to answer the research questions:

- H₁: Authoritative parenting style has influence on the performance of students
H₂: Authoritarian parenting style has influence on the performance of students
H₃: Permissive parenting style has influence on the performance of students
H₄: Neglectful parenting style has influence on the performance of students

Literature Review Theoretical Framework

Parenting styles act as a form of socialisation for children within families. Parenting styles are defined "... as the attitudes of the parents toward the child that are communicated to him/her and creates an emotional environment in which the behaviours of the parents are expressed. There are various frameworks to clarify parental involvement in children's education to ensure that the children would be successful members of their societies in the future. There are two major theories: Ecological Theory and Social Development Theory. Bronfenbrenner (1989) ecological theory also sheds light into the involvement of parents in their children's education. It recognises the family as the crucial component as the microsystem which the child is socialised up to adolescence. Other systems are also needed to complete what started within the family, the school, and the peer system. Therefore, parental involvement and student roles could affect the success of the student positively or negatively. His model predicts that if parents are fully involved in the education of their children it leads to successful child outcomes (Kocayoruk, 2016). The Social Development Theory (Midgeley, 2014) guided this study. Social Development Theory has been defined "as a process of planned social change designed to promote the wellbeing of the whole population... within the context of a dynamic multifaceted development process" (Midgeley 2014; p.13). This theory is all encompassing as it goes beyond the economic part.

Types of Parenting Styles

This study determined the influence of parenting styles on academic achievement of students based on Baumrind's typology of parenting styles (1991). Baumrind (1991) identified four different parenting styles: authoritarian, permissive, authoritative, and neglectful parenting.

Authoritarian Parenting Style

Baumrind (1991) authoritarian parenting focuses on an absolute standard of conduct where the parents do not explain or listen, and they do not provide the needed emotional support for their children. Although training requires a set conduct from the parents, it is not to dictate to the child, but rather to try and create an awareness of the family values and goals. The authoritarian parent views their role as a stern trainer constantly guiding their child in the right direction through coercive authority. Their discipline is strict and consistent focussing on rules and obedience rather than acceptance and affection. Authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth. Parents who adopt

such styles expect strong obedience from their children and favour punitive discipline in response to acts of rebellion (Steinberg et al., 1994). They are usually found setting strict rules to abide by and monitoring their child's time as well as their activities during the day and night. Moreover, the use of this authoritarian style rules out effective discussion, of any sort, between parents and children, which places more pressure on the children than any other, parenting style.

Authoritative Parenting Style

Parents practicing the authoritative parenting style exercise too much control over the lives of their children. The focus of these parents is to help their children do well in school as they foster a strong desire to see their children achieve academic success in life and school. They accomplish this through extensive academic intervention at home through a supportive, highly involved close-knit relationship with the parents. In contrast therefore, the role of the parent is dominant and essential. The authoritative style, parents set rules like the authoritarian style, but gives room for questions. Their laws are not strictly enforced and there is a balance between parents and children choice of action. Discipline is minimal and the reasons for actions are explained. The authoritative parenting style as shown by research is most effective in producing better performance of students showing that when parents take an active role in assisting their children, they could achieve better results. Teachers therefore are justified when they insist that education of students should not be left solely to them and students, provision of education to the students could be described as a triple alliance of teachers, students, and parents.

Permissive Parenting Style

The permissive parenting style rarely exert discipline. Freedom of choice is given to the child. Parents are less demanding warm and weak in law enforcement and unavailable for their children. Child's decision dominates parent's decision. Some of the parents spoil their children with material things and freedom. Permissive parenting style can be due to busy, tight schedule of their parents. Parents with permissive style allow their children to have free control of their behaviours and actions. Parents are more passive and give little input in many important decisions made by students. Therefore, it is likely that students from highly permissive environment do not have clear rules and expectations for high achievement, which consequently may lead to low achievement motivation and poor academic performance among students. On the other hand, students from permissive parenting styles could achieve high motivation through the means of media or role models this will encourage them for taking their schoolwork seriously, so that at the end they can achieve their goals hence they do well at school. In permissive students make their decisions about their lives there is no voices of the parents so student can decide not to go

to school or not to do their school assignment this can lead to poor performance and the students raised from this parenting style are irresponsible citizen.

Neglectful Parenting Style

The neglectful parenting style is also known as uninvolved, these types of parents are not concerned about the welfare and the activities of their child. They do not set rules and regulations neither do they have emotions nor expect the same. *Neglectful parenting* is a style of parenting where parents don't respond to their child's needs or desires beyond the basics of food, clothing, and shelter. Neglectful parenting style is characterised by few demands, low responsiveness, and little communication. While these parents fulfil the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children (Baumrind, 1991). These children receive little guidance, discipline, and nurturing from their parents.

Parenting Styles and Academic Performance of Students

It is undeniable that the provision of education involves several stake holders: the government, private sector, teachers, parents, and students. Though parents and teachers are not the centre of education, but without their input children and adolescents would be greatly negatively impacted (Urhahne, 2019). The relationship between the student and the parent is critical to determine the performance of the student. Parenting style is a determining and effective factor that plays an important role in children's psychopathology and growth. The role of parents in the education of their children's education is well documented in research and show that parental role contributes effectively to performance of children (Macheng & Phinias-Bingana 2014; Mphale & Mhlauli, 2014).

Authoritarian, permissive, and neglectful parenting promotes lower achievement outcomes (Steinberg et al 1994). However, authoritarian parenting styles should not be viewed negatively for they have shown to be effective in a study conducted by Chao and Sue (1996) in Asian students due to cultural norms of obedience that is demanded from children.

Another study by Radhika and Joseph (2013) to assess the parenting styles and academic performance of school children showed that children of authoritative parents had better academic outcomes than children in authoritarian and neglectful parents. It was concluded that authoritative parenting has a positive impact on the academic outcome of the children. The study recommended that parents should practice the authoritative parenting styles so that the performance of their children could be enhanced.

Nel (2013) conducted a study to determine the influence of parenting styles on academic achievement in early years (second year, kindergarten of 4- and 5-year-olds)

education in Hong Kong and reported that the authoritative parenting style offered parents a level of involvement to help the children create a balance between freedom and responsibility whereas the authoritarian parenting style attempted to “control” pupils through domination by making decisions for their children. However, the authoritarian parenting style cannot be disregarded because it also plays a vital role particularly for young children (kindergarten going pupils) when discipline and obedience has to be taught first (Nel, 2013).

Masud et al. (2016) conducted study using literature review and reported that parenting styles affect the academic achievement of adolescents positively; authoritative parenting style is the most effective parenting style in enhancing the academic performance of young children. Masud et al. (2019) reported that parenting styles contribute positively to enhanced academic performance of children and adolescents. It was also determined that negligent parents had a negative influence on the performance of children and adolescents (Osorio Gonzalez-Camara 2016; Parasirat et al., 2013).

Parenting styles that have been identified as influencing factor on academic performance of children and adolescents and, authoritative style is the most effective when contrasted with authoritarian and permissive style that produce negative performance (Chaca & Abundis-Gutierrez 2018; Chaca et al., 2019).

Research also shows that culture plays a role academic performance and parenting styles (Checa & Abundis-Gutierrez 2018; Masud et al., 2019). Children in western cultures were shown to better perform academically from authoritative (Fletcher et al 1995, Weiss & Schwarz 1996) while those from Asian cultures benefit from authoritarian parenting style (Dwairy & Menshar 2006). Chao and Sue (1996) also found that authoritarian parenting contributed to higher achievement outcomes among Asian students due to an emphasis on obedience and cultural inflexibility. However, studies carried out in some African countries focused on parenting support not parenting styles showed that parents must support their children to enhance academic performance (Macheng & Uandii, 2014). Obiunu, (2018) investigated the influence of parenting styles on academic performance of students in Nigeria. The findings indicated that there is no significant relationship between authoritarian parenting style and academic performance of secondary school students. Secondly, that there is no significant relationship between permissive parenting style and academic performance of secondary school students. Finally, that there is a significant relationship between authoritative parenting style and academic performance of secondary school students

Most recently, Seet, Rabbani, Hosseinian, Latha, & Mohan, (2022) determined relationship between parenting styles and academic success see how parental participation affects the relationship between parenting styles and academic success in primary school students. A quantitative technique was applied whereby families are divided into four groups by the Parenting Style Index: authoritative, authoritarian, permissive, and indulgent.

It was discovered that it completely mediates the relationship between authoritative and authoritarian parenting styles and student academic attainment. Hayek, Schneider, Lahoud, Tueni, & de Vries, (2022) examined how parenting style relates to academic achievement of adolescents aged between 15 and 18 and, reported that authoritative parenting had influenced towards a better academic achievement. Moradian, Alipour, & Shehni (2021) tested a model on causal relationship between parenting styles and academic performance and, determined that the authoritative parenting style had a positive direct effect and the authoritarian parenting style had a negative direct effect on academic achievement. The permissive parenting style had a negative direct effect on academic achievement. In addition, the indirect total effects of authoritarian, authoritative and permissive parenting styles with academic performance was significant. Boateng, Ampofo, Sefah, Baah, & Azewara, (2021) analysed the relationship between parenting styles and academic performance of senior high school students. The study found that authoritative parenting style had greatest significant positive impact on academic performance of the students, followed by authoritarian style. However, permissive style had no significant impact on students' academic performance. Neglecting style had significant negative impact on students' academic performance. Rahman, Begum, & Nahar, (2021) investigated the relationship among parenting and academic performance of adolescents of age ranging between 13 to 18 years whereby a significant correlation between parenting style and academic performance was determined. Chibuike, (2021) investigated parenting styles as a correlate of academic achievement of 200 primary school pupils and, determined that parenting styles is related to primary pupils' academic achievement. Sumanasekera, Abd Hamid, Khatibi and Azam, (2021) investigated the relationship between parenting styles and academic performance of secondary school students. The findings revealed that there is a non-significant weak negative relationship between authoritarian parenting style, authoritative parenting style and academic performance of secondary school students. The study further established a negative significant relationship between permissive and uninvolved parenting styles and academic performance.

The review of literature indicates that several studies have been conducted in various countries regarding parenting styles and student's performance. The literature also reflected that each parenting style have different type of influence on academic performance, some had lower academic performance and others had high performance. Parental styles are linked to the academic performance of students which can be achieved through parenting styles adopted by parents and support structures within the home environment. Unfortunately, no study of such nature has been reported in Botswana. As, the provision of education has been dogged by decline in performance in Botswana since 2010, such studies could reveal insights and knowledge that could be used to alleviate the situation (BEC 2013). If this trend could be allowed to continue without any research, the country would not be able to realise its 2036 Vision into a

transformative and knowledge-based economy. Therefore, this study aimed to determine the influence of different parenting styles on student's academic performance in Junior Secondary Schools in Botswana.

Methodology

This quantitative study adopted a survey research design whereby a questionnaire was used for data collection. A questionnaire was constructed to collect data as it allows large amount of data to be collected over a short period of time (Gay et al., 2011). The questionnaire contained the items on student's perspectives on parenting styles and influence of four different parenting styles: authoritative, authoritarian, permissive and neglectful on the performance of students. The items were measured on a 4-point Likert scale ranged from 1 to 4: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree. Validity of the questionnaire was ensured by a panel of academic staff at the Junior secondary schools and Botswana University of Agriculture and Natural Resources. Cronbach Reliability Coefficient was calculated to be .78 and, thus rendering the questionnaire reliable as the coefficients were greater than the acceptable minimum level of .70 (Taber, 2018).

It is important to consider adolescents' perception of parental support and their developmental needs in order to increase adolescents' academic engagement and decrease students' academic burnout (Zhu, Cheong, Wang, C., & Tong, 2021). Therefore, the population of this study was the Form three students in the Government Junior Secondary schools in Botswana. A random sample method was used to sample 130 students ($n=130$) from the junior secondary schools located in the two purposively selected districts of Botswana. The performance of students was treated as strata. The students were grouped into three levels of performance (% of marks obtained): high performers (marks 70% and above), medium performers (marks 60% to 69% marks) and low performers (marks 59% and below). Data was collected through a survey as it was considered as cost effective for gathering data using a questionnaire (Saunders Lewis, & Thornhill, 2016). The questionnaire was distributed to the sampled students with the help of guidance and counselling teachers in the selected schools. The questionnaires were collected immediately after the completion. Data was analyzed using SPSS version 23 whereby a One-way Analysis of Variance (ANOVA) was performed to test the four hypothesis in their null form as stated below.

H_{01} : Authoritative parenting style has no influence on the performance of students

H_{02} : Authoritarian parenting style has no influence on the performance of students

H₀₃: Permissive parenting style has no influence on the performance of students

H₀₄: Neglectful parenting style has no influence on the performance of students

Results and Discussion

Demographic Information of the Respondents

Descriptive statistical tools were used to analyse the demographic information of the participating students and, is presented in Table 1. Out of a total 130 sampled students, there were 56.9% female and 43.1% were male students. The lowest percentage of about 17% belong to the high performing students followed by the low performing students of about 37% (Table 1).

Table 1: Demographic Information of the respondents

	n	f
Gender		
Male	56	43.1
Female	74	56.9
Performance		
High performers	22	16.9
Medium performers	60	46.2
Low performers	48	36.9

Influence of Parenting Styles on Performance of Students

This section presents findings on the influence of authoritative, authoritarian, permissive and neglectful parenting styles on the performance of students. The objectives of the study were to determine the influence of four parenting style on the performance of the students which were achieved by testing four hypothesis using a One-way Analysis of Variance (ANOVA). Findings are presented as follows.

Authoritative Parenting Style and Students' Performance

First objective of the study was to determine the influence of authoritative parenting style on the performance of students and, was achieved by testing the null Hypothesis: Authoritative parenting style do not significantly influence the performance of students. One way Analysis of Variance was used to test the hypothesis and the results are presented in Table 2. Table 2 shows that the null hypothesis is accepted ($F(2, 139) = 2.46$, $p = .089$). It indicated that authoritative parenting style has no significant influence on performance of students. This finding is supported by Sumanasekera, Abd Hamid, Khatibi

and Azam, (2021) who determined no significant influence of authoritative parenting on the academic performance of the students.

Table 2: Influence of authoritative parenting style on academic performance of students

	SS	DF	MS	F	Sig.
Between Groups	1357.531	2	678.675	2.468	.089
Within Groups	34931.269	127	275.049		
Total	36288.800	129			

One reason for the findings may be that parenting styles may be arbitrated by other individual factors that may strengthen or contribute to its explanation of academic achievement (Grolnick & Ryan, 1989). This also highlight the fact that authoritative parenting style differ country to country as difference between the socio-economic structure and family life styles. Contrarily researchers have proposed that authoritative parenting contributes to better academic achievement of children (Yang, & Zhao, 2020; Hayek, Schneider, Lahoud, Tueni, & de Vries, 2022). Despite the world spread hypothesis that authoritative parenting leads to higher academic achievement, Chao and Sue (1996) found that authoritarian parenting contributed to higher achievement outcomes among Asian students due to an emphasis on obedience and strictness in culture.

Authoritarian Parenting Style and Students' Performance

Second objective of the study was to determine the influence of authoritarian parenting style on the performance of students and, was achieved by testing the null hypothesis: Authoritarian parenting style do not significantly influence on performance of students. One way Analysis of Variance was used to test the hypothesis and the results are presented in Table 3. Table 3 shows that the null hypothesis is accepted ($F(2, 129) = .35, p = .705$). It indicated that authoritarian parenting style has no significant influence on performance of students. Obiunu, (2018) reported the similar findings that there is no significant relationship between authoritarian parenting style and academic performance of secondary school students. Contrarily, a significant relationship between authoritarian parenting style and educational performance was determined by Zahed, Rezaee, Yazdani, Bagheri, & Nabeiei, (2016). Regardless of this coercive behaviour parents portray to their children, according to the findings in the present study authoritarian parenting style is not significantly associated with student performance. This could be that students are exposed to different environments in schools. Interacting with their peers helps to have that eager

to learn and this helps them improve their results at school.

Table 3: Influence of authoritarian parenting style on academic performance of students

	SS	DF	MS	F	Sig.
Between Groups	200.619	2	100.309	0.35	0.705
Within Groups	36084.92	127	286.388		
Total	36285.54	129			

Permissive Parenting Style and Students' Performance

Third of the study was to determine the influence of permissive parenting style on the performance of students and, was achieved by testing the null hypothesis: Permissive parenting style do not significantly influence on performance of students. One way Analysis of Variance was used to test the hypothesis and the results are presented in Table 4.

Table 4: Influence of permissive parenting style on academic performance of students

	SS	DF	MS	F	Sig.
Between Groups	850.838	2	425.419	1.525	0.222
Within Groups	35437.96	127	279.039		
Total	36288.8	129			

Table 4 shows that the null hypothesis is accepted ($F(2, 129) = 1.525, p = .222$). It indicated that permissive parenting style has no significant influence on performance of students. Obiunu, (2018) supported these finding reporting that there is no significant relationship between permissive parenting style and academic performance of secondary school students. On the other hand, Bada and Pwajok (2020) found that the permissive parenting style has a positive influence on students' performance in schools. This contradiction may be difference in the social and cultural structure.

Neglectful Parenting Style and Students' Performance

The last and the fourth objective of the study was to determine the influence of neglectful parenting style on the performance of students and, was achieved by testing the null hypothesis: Neglectful parenting style do not significantly influence on performance of students. One way Analysis of Variance was used to test the hypothesis and the results are presented in Table 5.

Table 5: Influence of neglectful parenting style on academic performance of students

	SS	DF	MS	F	Sig.
Between Groups	931.522	2	465.761	1.673	0.192
Within Groups	35357.28	127	278.404		
Total	36288.8	129			

Table 5 shows that the null hypothesis is accepted ($F(2, 129) = 1.673, p = .192$). It indicated that neglectful parenting style has no significant influence on performance of students. Students from neglectful parenting style experience high academic performance and others experienced low academic performance. Despite how these children are treated at home, some even become top achievers and hold higher positions in society and some of them learn or work hard so that they can improve the situation at home. Some have the access to the internet, so they learn online, hence increasing their performance. Those students from neglectful styles can be able to create a better life and environment for themselves in future Kassahun (2010).

Conclusions and Recommendations

The purpose of the study was to determine the influence of different parenting styles on the academic performance of students in Junior Secondary Schools in Botswana. Findings of the study have revealed that none of the parenting styles: authoritative, authoritarian, permissive and neglectful had significant influence on the performance of students. Findings of this study are supported by Candelanza, Buot and Merin, (2021) who determined a weak positive correlation or an insignificant relationship between the parenting style and children's academic performance. It implied that parents are not the only factors that can affect the children's academic performance. As parenting styles shown insignificant influence on student academic performance, a similar study can be conducted by including some other factors which might have influence on performance. Such factor may be parents' economic status, location of schools, qualifications and experience of parents, income level and employment status of the parents.

Limitations of the Study

The data in this study was collected from the students in the Junior secondary schools located only in the two districts of Botswana. Thus, the findings may not be generalized to all the schools in the country. Therefore, a further study is recommended which consider better representation of the schools in the country.

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