



The Correlation of Scholastic Performance of Learners to their Exposed Parenting Style: A Case of Africa

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Abstract

The purpose of this paper is to examine the impact of parenting style on the scholastic performance of secondary school learners in Africa. The paper results from the discourse on secondary school learners in Africa being unruly and caring less about schooling due to dubious parenting styles exposed to. The paper is both conceptual and empirical in nature. Interviewing techniques and documents review were employed to generate data from six parents and six of their public secondary school learners sampled from the population of twelve secondary schools across the continent of Africa. The research question guiding the paper is: *why is the correlation between parenting and scholastic learner performance in Africa not always taken seriously in schooling?* Research findings reveal that firstly, proper parenting is a bedrock for scholastic learner performance. Secondly, parenting style is never in and out of fashion. Thirdly, learners exposed to stable parenting outperform their counterparts. Fourthly, modernisation of parenting style compromises its value. Fifthly, the absence of parents at home and learner under-achievement correlate. Lastly, parenting triggering scholastic learner performance cannot be outsourced. The researcher recommends for the prioritisation of self-parenting owing to its inherent scholastic benefits to their children. Furthermore, the researcher proposes for the creation of parenting clubs for the exchange of parenting ideas with like-minded parents. Lastly, the researcher recommends for the deployment of technology for the mitigation of parenting gaps.

Keywords

Bedrock, Correlate, Outsource, Parenting, Performance

INTRODUCTION

In the continent of Africa just like in other continents, scholastic performance of secondary school learners is imperative and protects the wastage of meagre schooling resources (Moses, 2024). The antithesis of scholastic performance is scholastic under-achievement which has to be obstructed by all means possible due to its debilitating effects to every sector of a society and its economy. This is a societal threat that unfortunately could become too legendary to overcome (Hadebe, 2022). As per the context of this paper, the nucleus of scholastic performance of secondary school learners in Africa is praiseworthy and foundational parenting (Lee, 2024). That being the state of affairs, parenting deserves more attention than it has been receiving all along. Knowing that scholastic performance of secondary school learners could be attributable to the type and calibre of parenting which learners have gone through is somewhat a blessing.

This is so because upon fixing parenting, things begin to take the required shape. This issue of scholastic performance and parenting is worth putting under the surveillance because secondary school learners who are conditioned to performing as a result of enabling parenting received, become a less burden to schooling. In the same vein, where secondary school learners have been conditioned to mediocre performance either owing to dubious parenting received or any other schooling variables there, tend to require instant attention before scholastic underachievement could become too legendary to uproot in those schooling institutions (Molala, 2022). Perpetual scholastic performance of secondary school pupils has to be encouraged in society and schooling due to its benefit of inculcating the value of meritocracy and achievement in every sector of a society. Every secondary school in Africa needs to sow a culture of scholastic performance within the ranks of its pupils. This is imperative considering that it overcomes an ugly habit and practice of uncontrollable grade repetition in the continent's public secondary schools. In addition, there is a need at all times to place apex priority to the accentuation of the phrase one learner underachieving in the continent of Africa's secondary

schools, is one pupil too many. All learners entrusted to a secondary school could learn and perform without any creative accounting performed to assist them to qualify to the next level (Titi, 2021). Admitting that there is a correlation between scholastic performance and parenting has to lead to the deduction that the perception of great parenting anywhere stands to trigger great scholastic performance everywhere (Bongwe, 2010). This is the case because great parenting is known to possess the potential of learner self-efficacy which is so vital for the scholastic achievement of every pupil in secondary schools of the continent of Africa. Great parenting prepares a secondary school learner to remain teachable in a schooling epoch where countless secondary schools in the continent of Africa are concerned of the sizeable number of learners that have turned difficult to teach due to a host of factors (Lee, 2024). This leads to secondary school learners failing to pull in one direction with regard to producing brilliant learner results that will make every secondary school to be proud (Hadebe, 2022). More than fifty years into democracy and independence is a long time enough by the bulk of countries in Africa to be still lamenting scholastic underachievement by secondary school pupils which is traceable to dubious parenting in the African continent. This predicament of scholastic underachievement amongst others is created by secondary schools in Africa lacking the capacity of self-rehabilitation when distressed by underperformance (Lee, 2024).

Considering the number of years in which secondary schools in Africa have been in operation since the dismantling of colonialism, they were supposed to be possessing proactive proclivity which would have stand them in good stead to circumvent the occurrence of scholastic underachievement traceable to shoddy parenting. Demonstrably, this implies that Africa requires secondary schools that have learnt the art and tactic of picking themselves and pulling themselves together after experiencing and witnessing any form of scholastic underachievement. Brilliant learner results is what every secondary school in Africa was supposed to be priding itself of in the 21st century (Chabalala, 2022). That would have served as a conspicuous indicator that no normalisation of scholastic underachievement by any of the secondary school in the continent of Africa. The thesis of this paper is that parenting that affords a child royal treatment and engagement prepares him or her for royal scholastic results that are synonymous to magnificent learner results (Bongwe, 2010). Alternatively, where royal engagement between parents and their children is missing it may not be astonishing when scholastic underperformance is commonly witnessed. To sum up, efficaciously parented learners are likely to display to their secondary schools in Africa that they are extra-ordinary learners basing everything on the calibre and quality of learner results from their chosen secondary schools (Mosupyoe, 2021). In the interest of arresting scholastic underachievement from the continent's secondary schools, an inducing parenting style has to be embraced by every parent growing up a secondary school learner.

LITERATURE REVIEW

The review of literature abounds with evidence confirming that adequate parenting and scholastic performance of secondary school learners in Africa resonate (Olivier, 2012). For instance, findings in this paper attest what literature contains to the effect that consistent magnificent learner achievement in secondary schools could serve as an indicator of a pupil having being exposed to inspiring parenting (Chabalala, 2022). Literature study advises that where secondary schooling builds on a solid learner foundation perpetuated through flawless parenting, the produced schooling results would bear testimony to the nature of parenting running through the veins of a secondary school learner. Considering that there are life knocks in everyone's growth, including in a secondary school learner's schooling journey, parenting that mends a broken pupil psychologically and spiritually has to be treasured. This is the requisite parenting pattern that obviates a secondary school learner from growing up in a crisis-riddled atmosphere that could meddle with his awaited scholastic performance (Molala, 2022).

The review of literature is not mute on the point that having some secondary school pupils being studious somewhat results from the quality parenting and style they were fortunate to be part of in their earlier growth stage. A goal-directed parenting amongst others infuses in a child who later becomes a secondary school learner the self-preservation attitude of ascertaining that in terms of building an excellent future that solely rests in her hands with others offering only a helping hand. Literature review puts it straight that a viable parenting is a vital investment to a secondary school learner who at an early age learns the value of self-determination and independent-mindedness to the surprise of her peers and age-mates (Kupe, 2021). The other interpretation to be attached to such secondary school learners is their capability to identify problems prematurely and attempt to have it resolved. This is one skill which ill-bred secondary school learners basing everything on the manner of their poor parenting, are likely to lack to adulthood when appropriately parented secondary school learners have had that at the tender age. The review of literature is open in divulging that current secondary schooling especially in Africa amongst other skills requires problem-solving skills and conflict resolution skills considering that Africa as a continent is a conflict-riddled region whose resolution has to emanate from the African soil and by the residents of the African continent themselves (Gillis & Munford, 2003; Krollokke & Sorensen, 2006). The review of literature reminds that where secondary school learners have been properly parented being not bereft of social ethics, solidarity and empathy, sufficient determination is to be demonstrated by those learners in any life endeavour they are faced with, be it a schooling enterprise or whatever. Briefly, excellently parented secondary school learners are an asset in any space they occupy (Mann & Huffman, 2005; Krollokke & Sorensen, 2006; Mota, Fominaya, Eschle & Cox 2011 & Carter, 2013). Literature review abundantly cautions the danger of allowing poor parenting to occur to some secondary school learners being that that decimates the calibre of secondary school pupils the continent of Africa so much requires to take this continent out of the leadership and socio-economic morass it is currently in (Ngcobo, 2021 & Jacobs, 2022).

Well-parented secondary school learners unlike their unfortunate counterparts are capable of being involved in cooperative learning through displaying empathy and solidarity to their fellow pupils who may be less gifted than them in scholastic issues. When still at the secondary school level pupils are able to display such a wonderful caring together spirit, there will then be a hope that Africa as a continent has a bright future ahead not a dark continent as doomsayers perpetually remind. The review of literature does not conceal the reality that perfectly parented secondary school learners possess the competency and expertise of overcoming a perpetually dysfunction secondary school's scholastic performance into an exquisite scholastic performance everyone has a reason to be proud of (Titi, 2021). The study of literature emphasises that where possible every secondary school learner needs to grow up with a positive identity and image originating from the parenting process received given that an image and an identity enable a holder to view herself differently and indeed produce brilliant results which without that identity and image would have been difficult to produce. A good image and a nice identity defining a particular secondary school learner become more efficacious where a secondary schooling sector is completely divested of any form of biases and prejudices when having to service secondary school learners so that they grow up to serve and service their continent Africa with distinction and aplomb (Titi, 2021 & Westman, 2021).

The review of literature shares that to manage and eradicate poor parenting to secondary school learners as it serves as one of the determinants of scholastic success of learners in future, there is a need for the secondary schooling sector to inculcate in learners under their tutelage the restorative power and attitude of being game changers in any venture they involve themselves in (Carter, 2013 & Mosupyo, 2021).

Literature survey is littered with evidence of proper parenting being the bedrock of scholastic learner performance for myriad secondary school learners in the continent of Africa. This relates to the point that in the African context, parenting is never in and out of fashion, it is perennially relevant, necessary and irreplaceable in the life of every secondary school learner aspiring to create a shining future for herself (Jackson & O'Callaghan, 2009; Hoyt, 2010; Bombuwela & De Alwis, 2013; Angelovska, 2014:7 & Grover, 2015). The review of literature findings are demonstrating that whenever secondary school pupils are exposed to stable parenting from their homes, they are likely to outperform their peers or age-mates with magnificent scholastic performance. This relates to one practice especially by youthful parents who due to inexperience attempt to modernise their parenting style and end up making their parenting efforts very worthless basing everything on the worse misconduct displayed by their offsprings,

That is why, there is a strong argument from the literature that poor parenting anywhere at home correlates with scholastic learner underachievement much as sufficient and proper parenting correlates with brilliant scholastic learner performance by secondary school pupils (Cotter, Heinsen, Ovidia & Vanneman, 2001; Ragusa & Groves, 2012). Admittedly, this is a historical societal conditioning of viewing a stable family environment in the form of responsible parenting as being the precursor to the successful scholastic learner performance of every secondary school pupil in the continent of Africa (Moran, 1992; Elmuti, Jia & Davis, 2009; Kiamba, 2008; Piterman, 2008 & Hoyt, 2010). In conclusion, any sensible and goal-directed parenting that has proven to be triggering scintillating scholastic learner performance especially for secondary school learners in the continent of Africa, it is not worth outsourcing because its efficacy is simply demonstrable (Madonsela, 2021 & Hadebe, 2022).

THE THEORETICAL FRAMEWORK

The review of literature came handy in directing that this paper be anchored on the Learning Organisation Philosophy. This is the theoretical framework that puts more emphasis on the correlation of variables involved prior to having effects. In other words, the Learning Organisation Philosophy acknowledges and recognises that yes indeed there could be a correlation between the nature of parenting, children are exposed to and their scholastic achievement especially in the secondary schooling sector of the continent of Africa (Chabalala, 2022). This theoretical perspective was selected for this paper precisely due to the nature of the research question guiding the paper, *namely, why is the correlation between parenting and scholastic learner performance not always taken seriously in schooling?* The Learning Organisation Philosophy enabled the researcher to frame the paper and to make in-depth meaning from the whole notion of scholastic learner performance in secondary schools of Africa being interdependent from the kind of parenting pupils were exposed to in their formative years (Lee, 2024). The advantage of utilising the Learning Organisation Philosophy is that it enables all the participants to become life-long learners in questioning in greater details the existing interdependence between parenting and scholastic performance of secondary school learners in Africa. This theoretical perspective was selected to undergird this paper in view of the title of the paper which comprises two variables namely, scholastic performance and parenting. Logically and sensibly it could only be the Learning Organisation Philosophy which is better placed to assist in the understanding of the functional correlation between the two mentioned variables (Titi, 2021).

The selected theoretical perspective accentuates the significance of comprehending and validating interpretations in their own contextual terms, instead of emphasising the need to verify interpretations against an 'objective' reality (Mueller, 2011). Khanare (2008) asserts that these days teaching is about touching the souls of learners. This signifies that whoever teaches without touching out the souls of pupils could be said to be doing a shoddy teaching job. It is secondary school learners who have had a sufficient parenting whom teaching is likely to touch their souls. And it is the Learning Organisation Philosophy that can better assist in making a determination as to whether indeed parenting and teaching that touches the souls of learners and scholastic performance of secondary school learners correlate or not. With regard to the relevance of the selected theoretical framework for this paper, Lehlaha (2011) reminds that the essence of the

Learning Organisation Philosophy is its capability in creating an enabling teaching and learning environment that propels all learners to voluntarily want to learn and prosper with their studies. Such a gesture by secondary school learners is possible with adequately parented secondary school learners. The elected theoretical perspective in this paper is known to help teachers to get into the world of learners to strengthen the dubious parenting practice they have had to enable them to make a cut towards brilliant scholastic learner performance. Vital about the Learning Organisation Philosophy is that it persistently advises secondary schools to remain agents of change so that they better service all learners entrusted to them especially those whose parenting remains incredibly questionable. According to Holub (n.d:4), as a result of the shared social order, any application of the Learning Organisation Philosophy in schooling with variables of parenting and scholastic learner performance being at play, it becomes the long missing link between the two mentioned variables (Westman, 2021). The elected theoretical perspective has the potential of repositioning and transforming the entire teaching and learning spaces characterised by dysfunctional secondary school learners owing to poor parenting at home into divine and exemplary learner conduct worth parading to others to copy and emulate (Bongwe, 2010 & Ngcobo, 2021). The review of literature is sharing that of the existing theoretical perspectives, the Learning Organisation Philosophy is one of the few emphatic about creating secondary schools of consequences and substance. Those are the secondary schools who upon noticing that there are learners under their tutelage whose parenting level is at its lowest ebb, attempt to expose such pupils to remedial classes in order to get them to the required schooling level of the rest (Chabalala, 2022). The theoretical framework undergirding this paper is against the subjugation of any secondary school learner who has been deprived of quality parenting due to diverse family backgrounds where learners are sourced from.

At all times the Learning Organisation Philosophy harmonises conditions of equity between well-parented secondary school learners and their counterparts to facilitate the success of their studies (Eagly & Karau, 2002, Crespi, 2003, Kambarami, 2006, Wallace, 2007, Marks, Bun & Mchale, 2009, Stanford Encyclopaedia of Philosophy, 2010, Hamieh & Usta, 2011, Sultana, 2011 & Titi, 2021). There is a parenting model that elevates a boy child above a girl child, which the elected theoretical perspective advises against due to its bad socialisation effect to children. This kind of socialisation emphasises the promotion of autonomy for boys and dependency for girls (Eagly & Karau, 2002; Crespi, 2003; Kambarami, 2006; Wallace, 2007; Marks, Bun & McHale, 2009). On the basis of above, it could be contended that when girls are parented to be dependent on boys, they never sufficiently develop and perfect their own individual capabilities and thus cannot always participate in a “male dominated” schooling climate and outcompete the males. In most cultures, it is seen as a taboo for girls to outperform and outtalk boys, even leading boys because culturally girls are perceived to be weak (Moran, 1992; Mathipa & Tsoka, 2001 & Chipunza, 2003). The Learning Organisation Philosophy needs to be given a space for wider advocacy since it attempts to contribute to the understanding of correlation between parenting and scholastic performance of secondary school learners in the continent of Africa.

PROBLEM STATEMENT

Hofstee (2010) advises that there is a distinction between the research topic and research problem. The stated author warns that the researcher risks wasting the reader’s time, when failing to distinguish between a topic to read about and a research problem to overcome. The above explication implies that with a research topic, the researcher gathers data about it, while with the research problem, the researcher strives to have it ultimately solved. The pre-requisite for a researcher to solve a research problem is to understand all its dimensions. Hofstee (2010) submits that no skill is more useful than the capability to recognise and articulate a problem clearly and concisely. On the basis of the above, the problem of this paper centres around the persisting under-development of the continent of Africa owing to questionable parenting which struggles to resurrect scholastic performance of secondary school learners. The articulated problem, implies that this is the time for secondary schooling in Africa to divest itself of the predicament of poor scholastic learner performance which is triggered by dubious parenting (Mdekazi, 2017). The research question guiding this paper is: *why is the correlation between parenting and scholastic learner performance in Africa not always taken seriously?* Statement of the problem and the research question are essential and help in clarifying the purpose of the paper (Trom, 2017 & Ngcobo, 2021). By implication the better understanding of this paper rests on clearly stated problem together with the vividly articulated research question (Green, Moore, Easton, Heggie, 2004, Piterman, 2008, Elmuti et al. 2009, Hewlett, Peraino, Sherbin & Johns, 2013, Hoyt, 2010 & Sumberg, 2010).

RESEARCH METHODOLOGY

This is a qualitative paper utilising the case study design. There are many reasons that necessitated that the paper follows a qualitative research approach as against the quantitative line of thinking. The problem which this paper pursued, centred around the persisting under-development of the continent of Africa owing to questionable parenting which struggles to resurrect the scholastic performance of secondary school learners. The nature of the problem was found to be researchable along the qualitative school of thought as against the quantitative line of thinking (Sultana, 2011 & Shafiq, 2014). The choice of the qualitative research methodology was also triggered by the fact that the paper is being underscored by the Learning Organisation Philosophy. The researcher saw a need to create a synergy between the Learning Organisation Philosophy as the theoretical perspective undergirding the paper, as well as the qualitative approach as the overarching research methodology (Hofstee, 2010). It has to be emphasised that the combination of the two helped immensely in terms of illuminating issues of how proper parenting triggers scholastic learner performance in the secondary schooling sector in Africa. Where proper parenting is missing, that could paint the secondary schooling sector as a destroyer of the

fate and future of myriad learners in Africa. A good case in point is when some secondary schools keep on experiencing unabated scholastic underperformance due to dubious parenting. Yielding of unpleasant scholastic learner outcomes, could be a vivid confirmation that something is not moving on well with regard to the parenting in Africa (Masina, 2015). With the Learning Organisation Philosophy underscoring this paper, the researcher utilised it to examine the correlation of parenting to the scholastic performance of secondary school learners in the continent of Africa. Since this paper is qualitative in nature, there was a need to amalgamate both the Learning Organisation Philosophy and the qualitative research approach. That aimed at maximising the capability and the strength of the Learning Organisation Philosophy towards the exposure of how failing to manage the occurrence of improper parenting could rob African secondary school learners of an opportunity to compete with their counterparts on a levelled schooling field. In addition, the Learning Organisation Philosophy also helped in revealing to the perpetrators, namely, the irresponsible parents of unleashing poor and unsustainable parenting practices to their own children (Sultana, 2011).

Partnering the Learning Organisation Philosophy with the qualitative research approach, enabled the researcher to make an in-depth examination of how despite many years since the attainment of independence in Africa, there is still wide spread scholastic underachievement in the secondary schooling sector within the continent of Africa. Such a comprehension was necessary in order to operate from an informed position with regard to the way forward, regarding the unpalatable and disastrous predicament of poor scholastic learner performance in secondary schooling within the continent of Africa (Trom, 2017). To conclude this item on research methodology, there is a need to divulge that documents review and interviewing techniques were utilised to construct data relevant for this paper. To be precise, all documents primary and secondary containing information about the correlation of scholastic learner performance and parenting in secondary schools of Africa were reviewed. To corroborate and triangulate the gleaned data, interviewing was conducted with six parents and six learners across the continent of Africa's secondary schools. Altogether, a total of twelve research participants were interviewed to hear their views and perspectives regarding the researched about issue of the correlation of parenting and scholastic learner performance in the secondary schooling sector in the continent of Africa. During the interviewing process, responses were audiotaped for transcription purposes later-on. The mentioned data collection tools emerged very helpful in terms of accessing data germane to the correlation of parenting and scholastic learner performance (Shafiq, 2014). Content analysis and constant comparative methods were utilised to analyse the generated qualitative data. Analysis of data commenced when data generation started and was concluded immediately there were indications that the stage of data saturation was reached and that the generated data were answering the research questions guiding the paper and also talking to the aim of the paper, which is to examine the impact of the parenting style to the scholastic performance of secondary school learners in Africa. Again the analysis of data was done in relation to the problem which the paper attempts to illuminate, namely, the persisting under-development of the continent of Africa owing to questionable parenting which struggles to resurrect scholastic performance of secondary school learners (Elimuti et al 2009, Hewlett, Peraino, Sherbind & Johns, 2013, Hoyt, 2010 & Sumberg, 2010).

FINDINGS

Findings arrived at in this paper are in relation to the research topic whose focus is: examining the impact of parenting style on the scholastic performance of secondary school learners in Africa. The basis of the findings is the analysed data which were generated through documents review and interviewing technique. Responses of the twelve research participants were examined as regards ways and means of maintaining proper parenting that triggers scholastic learner performance with secondary schools in Africa (Jakes, 2023). As part of sharing and discussing findings in a clear and free from ambiguity fashion, the twelve research participants interviewed in the paper, are being referred to as Respondent A up to F referring to parents, and Respondents G to L referring to secondary school learners. That was done to protect the actual identities of those research participants. The researcher sampled those research participants for interviewing in the areas of parenting on the part of parents and scholastic learner performance on the part of secondary school pupils (Lee, 2024). Furthermore, paying attention only to those sampled research participants, ought-not create an impression that they were worse off as regards their dubious parenting styles or poor scholastic achievement recorded. Suffice to disclose that the choice of those twelve research participants, was on the basis of the researcher having familiarised himself with issues of parenting and scholastic performance in their secondary schools. The researcher acquainted himself with such issues during his interaction with the research participants, when carrying out his other research projects in the communities where research participants were members. On the basis of the intimacy already developed, it was easy for the researcher to have a knowledge of participants who fitted so well to the issue under discussion (Moran, 1992, Grove & Montgomery, 1999, Kiamba, 2008, Piterman, 2008, & Elimuti et al 2009). The Learning Organisation Philosophy and the qualitative research approach have been sufficiently instrumental in assisting in the analysis of data to ultimately emerge with these findings. Findings and discussions on this paper are the following: parenting being the bedrock of scholastic performance, parenting style resists fashion, stable parenting leads to performance, no modernisation to parenting, parental absence triggers underachievement and no to outsourcing of parenting (Molala, 2022).

DISCUSSION

Parenting as bedrock of scholastic performance

Madonsela (2021) and Westman (2021) remark that pupils populating secondary schools, originate from the community comprising various families. The manner in which pupils conduct themselves in and out of the school terrain, somehow,

mirror their community and largely how they have been parented. It is unlikely for a learner who was brought up in a stable family with trust and mutual respect between all genders, to showcase signs of despising others when at school especially teachers. Where such happens, it could maybe be ascribed to peer pressure or the puberty or adolescence stage of a learner (Jacobs, 2021 & Moses, 2024). This attests to the point that in the main, pupils come to schools with parenting values and learned acceptable behaviours from their own houses. Learners who are fortunate enough to be brought up by order-cherishing and discipline-pursuing parents, are likely to imitate and emulate that exemplary behaviour when at school. The above argument, confirms that a family is the first institution that socialises the little one with regard to how he or she should react in the midst of others particularly at school (Grove & Montgonery, 1999). Respondent F who is a parent avows that *“recommendable parenting techniques enable a child to shine with her scholastic activities anywhere in the world”*. Respondent G who is a learner comments that *“as learners we can only demonstrate respect to fellow pupils in secondary schools and to our teaches provided we were professionally parented from our different homes and this will bear testimony to the kind of scholastic results we produce”*. Utterances of the research participants are emphatic that good parenting is a bedrock of good learner performance (Grove & Montgomery, 1999; Piterman, 2008; Elmuti *et al*, 2009 & Mzileni, 2022).

Parenting style resists fashion

Bongwe (2010) reminds that ancient wisdom violated leads to disaster. This applies to attempting to side-line the practice of good parenting especially by youthful parents of this century. It is evident on a daily basis where current generation of parents put aside some of the foundations of parenting that include children subjecting themselves unconditionally to the authority of parents for them to grow up righteously, obedient and disciplined to cope with schooling activities presented to them (Tit, 2021 & Hadebe, 2022). On the above matter, Respondent A who is a parent advises that *“children whose parenting is flawless are likely to shine with their schooling tasks due to operating from a firm foundation of being loyal to their superiors”*. Respondent K who is a learner states that *“it will take the miracle of the Almighty to get today’s secondary school learners in Africa back to normal when at school due to the shaky parenting backgrounds they have had for long in their own dysfunctional families”*. Utterances of research respondents confirm that secondary school learners in Africa are in deep crisis which is traceable to the absence of trying to regard parenting of rules and values at homes to be out of fashion and no longer in step with today’s way of living as required by the present generation (Mathipa & Tsoka, 2001; Kiamba, 2008; Elmuti *et al*, 2009 & Johns, 2013).

Stable parenting leads to scholastic performance

Lee (2024) narrates that removal of poor parenting for the benefit of good performance in secondary schooling of Africa cannot occur by only wishing it away with no efforts exerted. This implies that, it takes the commitment of resources such as time, finance and others for the elimination of dubious parenting which is not contributory to the exquisite scholastic learner performance required in secondary schools of Africa. Hence Alan (2014) and Titi (2021) remind that as long as the commitment of adequate resources to the efficacious parenting debates are not taken as a priority by countries of Africa, then secondary schooling in totality could continue to struggle to make a dent to the threat of under-development of the continent. The shrinking economies of Africa and the world could be a sequel to the currently witnessed unresponsive secondary schooling education (Westman, 2021). On the said matter, Respondent C who is a parent admits that *“we are letting the development of our countries down by the manner in which we irresponsibly parent our children where they end up creating dysfunctional secondary schooling which helps less to develop the continent of Africa”*. Respondent H who is a learner suggests that *“any parent who neglects her parenting role to the level of negatively affecting the quality of secondary schooling has to be expected to account in the form of maybe paying a fine for producing a child whose parenting behaviour is at loggerheads with expected quality scholastic learner performance at secondary school level”*. Evidently, research respondents are unanimous that perfect parenting is a solution to poor scholastic learner performance at secondary schools of the continent of Africa (Omano, 2005, Kouzes & Poster, 2007, Thornhill & Van Dijk, 2010, Sebola, 2012, Qwabe, 2013 & Tisdall, 2005:15 & Mosupyoe, 2021).

No to outsourcing of parenting

Jacobs (2022) observes that since proper parenting is embedded in a nation’s culture and traditions, dealing with it requires patience, strategies and well-calculated techniques. The impact of poor parenting to quality scholastic learner performance in the secondary schooling sector signifies that the era of parents outsourcing their legitimate parenting role is not now. Admittedly, one of the ways and means of making secondary schooling to contribute to the unravelling of the scourge of under-development in the continent of Africa is converting the parenting style to make it more aligned to good behaviour required by secondary schools to train learners to contribute to the development of their continent (Macha, 2015 & Tromp, 2017). On the expressed matter, Respondent D who is a parent shares that *“there is truly speaking parenting crisis in Africa, where the majority of parents outsource the parenting responsibilities something which leads to children becoming social misfits when receiving secondary school education which is critical for the preparation of those children to develop their communities, economy and their continent of Africa”*. Respondent I who is a learner discloses that *“most of us became uncontrollable delinquents at the secondary schools of Africa something that started long time ago when badly parented because our own blood parents outsource our parenting to others with no welfare of good parenting in their hearts”*. Briefly, getting our parenting right could enable fixing riotous behaviour by learners

which is disturbingly pervasive in Africa's secondary schools. That is the rebellious conduct by learners which hinders the presentation of quality and effective secondary schooling education for the reconstruction and development of the continent of Africa (Ngcobo, 2021). Responses of the research participants vividly point out that there is no future in the outsourcing of parenting. Until this is stopped at a drop of a hat, it may continue to cripple excellent scholastic learner performance by the continent's secondary schools (Bongwe, 2010, Kupe, 2021 & Molala, 2022).

CONCLUSION

Active citizenry in an African continent could be a panacea to the inconvenience of dissatisfactory scholastic learner performance in secondary schools which is fermented by questionable parenting styles. Involved and active citizenry could fast-track the removal and elimination of parental negligence which spills over to secondary schooling to the disservice of learners failing to unravel the under-development of the continent. Capacitation of parents to desist the outsourcing of their children could become handy in promoting and encouraging parental accountability towards their children. This will benefit their secondary schooling years. Whether parenting hurdles visible in secondary schools of Africa, are internally generated or externally imposed, that is immaterial. What matters is getting a remedy for them to enable the secondary schooling sector in Africa to thrive and contribute to the reversal of the continent's under-development. It could be in the interest of every member of a continent to frown upon dubious and questionable parenting which becomes a huge disservice to the secondary schooling sector in Africa. As the review of literature has demonstrated together with research responses of the research participants, there is undoubtedly a correlation between the scholastic learner performance in Africa's secondary schools and the parenting of learners prior and during their schooling ages. Clearly, proper parenting serves as a reliable bedrock for scholastic learner performance for secondary schools in Africa.

RECOMMENDATIONS

The basis of these recommendations is the discussed findings which are as follow: there is a need to over-emphasise proper parenting as a bedrock of scholastic learner performance for the secondary schooling sector in Africa. This stands to assist in enabling secondary schools in Africa to prepare learners to contribute to the eradication of under-development of the continent. There is a need to stress that parenting can never be out of fashion by virtue of serving as a mentoring process by a parent to the child as part of preparing her to become a secondary school learner of decency who will ultimately be of immense service to the removal of under-development of the continent. Furthermore, there is a need for parents in Africa to create parents' clubs that will serve as a platform of exchanging parental ideas and practices. Finally, there is a need for the application of technology to mitigate the existing child-parent gap orchestrated by technology evolution of the 21st century.

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