

According to Antonovsky and Sourani (1988) families can be helped to gain a sense of coherence by recasting a crisis as a shared challenge that is comprehensible, manageable, and meaningful to tackle. Normalizing and contextualizing members' distress as natural or understandable in their crisis situation can soften their reactions and reduce blame, shame, and guilt. Drawing out and affirming family strengths in the midst of difficulties helps to counter a sense of helplessness, failure, and despair as it reinforces pride, confidence, and a "can-do" spirit. The encouragement of family members bolsters efforts to take initiative and persevere in efforts to overcome barriers. Although spiritual resources have been largely neglected in clinical practice, they can be tapped as wellsprings for resilience (Walsh, 1999).

6.2.6 Ability to Make Meaning of Adversity (AMMA)

In the subscale of AMMA, the most prevalent items were: *'The things we do for each other make us feel a part of the family'* and *'We accept that problems which we do not expect, can happen.'* The least prevalent item was: *'We accept stressful events as part of life.'*

Landau (2007) states that strong families are able to maintain relative equilibrium as they manage both the more common day-to-day challenges with those that are more unique to the typical family's experience. According to what researchers have found, Bermudez (2013) highlights a number of family characteristics that promote resilience to change. These resilience-promoting characteristics can be seen throughout the family system. Healthy couples are able to be flexible and adapt as a team to new circumstances in the event of transitions or change (Gottman, 2011). Within the parent-child relationship, healthy parents encourage children's adaptive responses to change, are responsive to children's distress, and access needed social and economic resources that enable the family to maintain equilibrium (Mikulincer & Shaver, 2007). Resilience is vital for individuals and families to be able to deal

with inevitable changes that will happen. Strong families will strive to be resilient in adapting to everyday changes and not just when extreme situations or traumas occur.

6.3 The relationship between family resilience and academic performance of learners in the phase of middle childhood

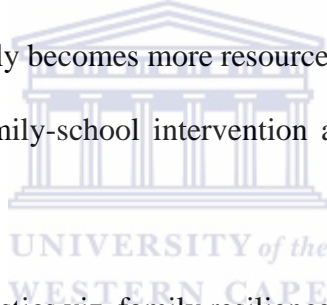
The skills, attitudes and behaviours of the middle childhood learner factor into their academic success. Other contributing resources are cognitive abilities, beliefs and motivation, with IQ being one of the most powerful predictors of success. Academic competence is also influenced by beliefs and attitudes about school (Stevenson et al. 1993) and motivations to succeed (Henderson & Dweck, 1990).

South African students score at low levels in mathematics and language tests even when compared with students in other African countries (van der Berg and Louw, 2006). Whilst there is widespread agreement that the main challenge in South Africa is the quality of education, there is little empirical analysis that helps policy makers understand the low level of student performance in South African schools or how to improve it.

“A healthy family is neither average nor merely lacking in negative characteristics. Rather, it has described, positive features” (Epstein, Ryan, Bishop, Miller, & Keitner (2003, p. 581). A child’s home and school represent distinct microsystems that shape important developmental outcomes. Each microsystem presents its own set of potential risks, or threats to development, as well as protective and promotive factors that counteract those threats and facilitate wellbeing (Masten, Herbers, Cutuli, & Lafavor, 2008). The nature of the relationship between home and school microsystems has been examined for decades using a unidirectional model, wherein home-environment characteristics are analysed for their effects on school-related outcomes. Because of the abundance of work in this area, scholars of economics, sociology, education,

and psychology now largely agree that parental education, socioeconomic status, and family structure have main effects on the academic performance of youth (Coleman et al., 1966; Reardon, 2011).

A family resilience perspective considers each interaction between home and school as an opportunity to strengthen a family's capacity to overcome adversity and successfully rear its children (Walsh, 1998, 2003). Two basic premises guide this resilience theory approach. The first premise is that while stressful crises and persistent economic, physical, and social challenges influence the whole family, key family processes mediate the impact of these crises. A second premise is that while family processes mediate how children are prepared to participate in school, these key family processes can be strengthened by the way the school responds to families. As the family becomes more resourceful, its ability to rear its children is enhanced. As a result, each family-school intervention also can be a preventive measure (Amatea et al., 2006).



The home-environment characteristics viz. family resilience, is essential for positive effects on school-related outcomes. Students who experience more family related advantages and resources at home tend to perform better academically, and schools that enrol higher proportions of these students tend to be deemed successful by state accountability standards.

The results of this study indicated that the highest scores in the relationship between family resilience and academic performance were: Maintaining a Positive Outlook (MPO) and Family Connectedness (FC). This was followed by Ability to Make Meaning of Adversity (AMMA) and Family Communication and Problem Solving (FCPS). The lowest scores were found in Utilising Social and Economic Resources (USER) and Family Spirituality (FS).

6.3.1 Maintaining a Positive Outlook (MPO)

Maintaining a positive outlook does not mean that negative behaviours are ignored, but rather that various viewpoints and each member's opinions are examined to identify underlying problems, always augmenting positive aspects (Leon, 2003). A sense of hope, purpose, and meaning in life are vital to emotional well-being, evasion of risk behaviours, and goal-directed behaviours and cognitions (Duke, Borowsky, Pettingell, & McMorris, 2011). There is evidence that children who hold a positive outlook for their future manage stress better than those with less optimism, an indication that hopefulness, as a personal attribute, promotes healthy adaptation and resilience in the face of risk (Wyman, Cowen, Work, & Kerley, 1993). This positive outlook, coupled with a sense of security in the knowledge that their families are able to rebound from challenging situations, are necessary to assist learners to cope with challenges and gear them up for positive academic performance.

6.3.2 Family connectedness (FC)

Resilience research has taken many different forms, used many means of assessment throughout, and shown many different key concepts to be of importance. Despite flaws in early resilience studies, recent studies continue to corroborate the importance of similar factors such as connections to competent and caring adults in the family and community, cognitive and self-regulation skills, positive views of self, and motivation to be effective in the environment (Masten, 2001).

Because of the abundance of work in this area of family connectedness, scholars of economics, sociology, education, and psychology now largely agree that parental education, socioeconomic status, and family structure have main effects on the academic performance of youth (Reardon, 2011) and an aggregated effect on system-level school performance indicators,

such as state-mandated standardized test scores (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). In other words, students who experience more family related advantages and resources at home tend to perform better academically. Family support and involvement in schools have also been correlated with high student academic performance (Benard 2004; Christenson and Havsy 2004; Rumberger 1995). Displays of affection and a sense of feeling valued creates a safe space for a child to live in. Because of this connectedness, the child is able to thrive in other areas of development as well.

6.3.3 Ability to Make Meaning of Adversity (AMMA)

In the field of education, resilience studies provide evidence that many students succeed academically despite adverse economic conditions (Gamerzy, Masten, and Tellegen 1984; Rutter 1987; Benard 2004; Gizir and Aydin 2009), homelessness and transitory situations (Masten et al. 2008), violence and conflict-affected settings (Boyden 2003; Ungar 2005 and 2012), and social exclusion (Borma and Overman 2004). Resilience matters in education because learning and school success are not only possible in spite of adversity, education can also be the vehicle to overcome it. Individuals facing adversity seek to make sense of the situation they are experiencing and find a purpose that in turn will allow them to make meaningful and positive decisions. Since the 1970s many children who were raised in deprived, adverse environments actually went on to become successful and loving individuals (Luthar et al., 2000).

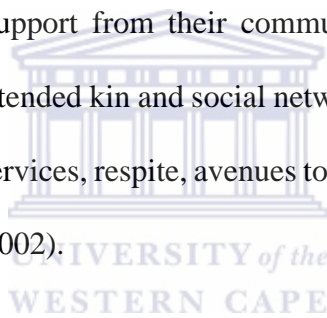
6.3.4 Family Communication and Problem Solving (FCPS)

Educators have recognized for many years that students' academic, social, and behavioural competence is associated with strong home support for learning. Recent research confirms that learning at home and outside of school differentiates high and low achievers in many schools

(Alexander, Entwisle, & Olson, 2001). Families that have learnt and applied the skills of effective communication in confronting issues that arise, and who find effective ways to solve problems, are able to create a climate conducive to learning and enhancing academic performance for learners within the household. Learners will thrive on the secure sense that he/she may pursue schoolwork, with the full knowledge the problems will be taken care of.

6.3.5 Utilising Social and Economic Resources (USER)

According to Luthar et al. (2000) a family's community and social support system can offer a rich, protective sense of belonging and cohesion. There is a growing appreciation for the broader view of resiliency as a complex interaction with community networks. Resilient families not only attain social support from their communities, but also give back to the community (Patterson, 2002). Extended kin and social networks can interact reciprocally with families to provide information, services, respite, avenues to contribute to the welfare of others, and companionship (Seccombe, 2002).



6.3.6 Family spirituality

Family resilience is fostered by shared beliefs that help members make meaning of crisis situations; facilitate a positive, hopeful outlook; and provide transcendent or spiritual values and purpose. Although religious coping is often depicted as passive, fatalistic, and acquiescent in recent research, Pargament (1997) has identified several types of religious coping strategies that are associated with different emotional sequelae. Religious coping functions in a variety of ways, such as through anxiety reduction, search for meaning, and social cohesiveness (Koenig et al., 2001). Further, religious scripture and belief provide behavioural guidelines for coping with problematic family relationships. Religious settings themselves provide models for religious coping behaviours as well as informal and formal sources of assistance, such as

clergy (Taylor, Ellison, Chatters, Levin, & Lincoln, 2000). Church-sponsored activities, such as family life education workshops and classes (e.g., marriage and parenting classes), provide novel information that individuals may use to evaluate problem events and resources for developing new coping skills and strategies to deal with problematic family interactions.

Recent research examining the nature of prayer and its role in individuals' coping with adversity indicates that prayer is a transformative personal experience that changes individuals in fundamental ways (e.g., forgiveness, stress reduction) and helps them to manage problems, whether the problems are life crises or daily hassles (Krause et al., 2000b; Taylor et al., 2004). As a religious coping behaviour, requesting prayer from others unambiguously signals the need for assistance from coreligionists and facilitates the provision of social support. Further, prayer from others reinforces social bonds and enhances group cohesion (Taylor et al., 2004). Finally, family prayer provides a model of coping behaviours and orientations, reinforces family cohesion and connectedness, and provides opportunities for the exchange of social support (e.g., emotional and spiritual support). Family prayer during stressful circumstances is an important ritual that provides information about the nature of the event (i.e., primary and secondary appraisals) and reinforces existing and emergent family role expectations (Howe, 2002).

Research shows that parental teaching, example, and dialogue about religious matters are important predictors of student academic performance. Religion plays a part in the coping process with respect to specific coping behaviours and strategies (e.g., spiritual support from others, prayer) as well as the enhancement and use of coping resources (Chatters, & Levin, 2004).

6.4 How children may compensate for difficulties they experience in the academic domain

What happens when children cannot claim that they feel academically competent? On the one hand, the findings of Roeser and his colleagues (Roeser & Eccles, in press; Roeser et al., 1995) suggest this is likely to lead to diminished self-esteem and social-emotional experience for many children. On the other hand, Roeser et al. (1995) also provides evidence of at least one mechanism of compensation: Youth who feel less academically competent and who receive lower marks also come to devalue academics the most. Another mechanism of compensation children can use is to change their valuing of, and engagement in achievement-related activities in other relevant life domains. Although there are several ‘culturally mandated’ dimensions of self that are likely central to esteem, including academics (eg. Stein, Markus & Roeser, 1995), some children may be able to compensate for difficulties in one area by achievement in another. For instance, in her expectancy-value formulation of achievement motivation, Eccles et al. (1983) suggests that competence and valuing of any number of achievement domains, including the performing and fine arts, sports, and the social sphere, can serve as relevant sources of esteem. Furthermore, in this model, self-perceptions of relative incompetence in one area are assumed to relate to children’s feelings of competence and value in some other domain: those children with very low academic competence beliefs may develop other strengths and competencies to compensate for their relative lack of success at school. If successful, this strategy can provide the children with another ecological niche in which to develop a sense of self efficacy.

6.5 Limitations

No study is without its limitations. For this study the limitations were as follows:

- The study was conducted using self-reported questionnaires that might have indicated a measure of truth but not the actual truth as middle childhood participants were required to indicate *their own perceptions* of family resilience as *they* understood it. Other role players were not involved to compare these findings in a holistic manner.
- The study sample used, did not allow for generalization of these finding across all racial groups, as the majority of the study population identified themselves as ‘coloured’ and only a few participants identified themselves as ‘other’. A convenient sampling method was employed, and this included only participants who are readily available and who agreed to participate in the study.

The original Family Resilience Assessment Scale was developed for adults. Although a pilot study (which was basically cognitive testing to check understanding of the questionnaire) was administered, one cannot be completely sure of the depth of understanding of the children.

6.6 Recommendations

Clinicians and practitioners have been ahead of researchers in conceptualizing family resilience (Compton & Hoffman, 2012). It would behove family scholars to consult some of the clinical literature on family resilience (see *Family Relations*, April 2002 for a Special Collection of more applied articles on family resilience). Family prevention science has documented the important role of parenting and family processes for child well-being and has identified specific family-level interactions as mediators of children’s ability to adapt and thrive in the context of adversity. Interventions that include specific developmental guidance and psycho-education, as well as the opportunity to build and practice skills that support positive parenting practices,

parent–child relationships, and individual and family coping have been shown to enhance behavioural and emotional regulation in children (O'Connell et al., 2009). Moreover, family and relationships researchers have the benefit of learning from years of pioneering work on resilience conducted by psychiatrists and developmental psychologists. Often this work has clear relational and familial components (Masten, 2001). Family resilience is a natural extension of child resilience. This is an important aspect in the life of the middle childhood learner and knowledge of available literature will be a guide to whichever stakeholders are involved in the life of a child, resulting in a positive outcome.

Although a problem orientation predominates in family research, researchers facilitate developing a much more complex picture of family life. Families need assistance in accessing resources as well. Not all families deliberately isolate themselves, sometimes they are not sure of where to turn. There is no magic bullet for helping families overcome the effects either of major risks or minor daily risks but a better understanding of (a strengths orientation) resilience can help (Ganong, 2002).

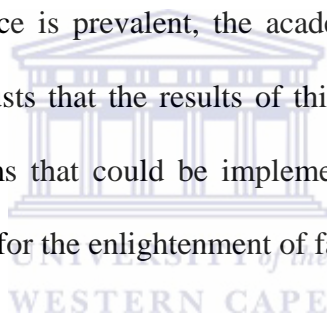
The study focused on the relationship between family resilience and academic performance of learners in the phase of middle childhood. A healthy family environment sets a positive foundation for adulthood. As the results of this study suggest, when the process of family resilience is enhanced, the academic performance of learners is boosted. The study does highlight the need for further research particularly into family research.

A school learning community puts a laser-like focus on student learning and success (Epstein et al., 2002). School principals may start by introducing the topic in school assemblies, at school functions and in parent meetings, as well as educators promoting the concept within the classroom, which may then filter through as possible lessons. Although younger learners may not be able to comprehend the concept as such, and as it is gradually implemented into Life

Skills lessons at a basic level, and further expanded upon, the concept may become clearer. This may lead to family discussions and enlightenment for whole families.

6.7 Conclusion

During middle childhood children have a need to develop competency, particularly in domains that are societally valued such as academic achievement. Students who experience more family related advantages and resources at home tend to perform better academically, and schools that enrol higher proportions of these students tend to be deemed successful by state accountability standards. Family strengths or resiliencies can be employed to resolve a child's problem. Findings of this study indicate that even in the midst of economical, physical and social challenges, when family resilience is prevalent, the academic development of the child is strengthened. The researcher trusts that the results of this study would act as a guide and framework for effective programs that could be implemented for the academic benefit of learners in middle childhood and for the enlightenment of families, specifically with regard to implementing family resilience.



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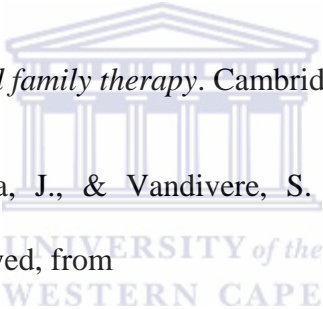
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APPENDIX I

FAMILY RESILIENCE ASSESSMENT SCALE

Please read each statement carefully. Decide how well you believe it describes your family now from your viewpoint. Your family may include any individuals you wish.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Our family structure is flexible to deal with the unexpected				
2. Our friends value us and who we are				
3. The things we do for each other make us feel a part of the family				
4. We accept stressful events as a part of life				
5. We accept that problems occur unexpectedly				
6. We all have input into major family decisions				
7. We are able to work through pain and come to an understanding				
8. We are adaptable to demands placed on us as a family				
9. We are open to new ways of doing things in our family				
10. We are understood by other family members				
11. We ask neighbors for help and assistance				
12. We attend church/synagogue/mosque services				
13. We believe we can handle our problems				
14. We can ask for clarification if we do not understand each other				
15. We can be honest and direct with each other in our family				
16. We can blow off steam at home without upsetting someone				
17. We can compromise when problems come up				
18. We can deal with family differences in accepting a loss				
19. We can depend upon people in this community				
20. We can question the meaning behind messages in our family				
21. We can solve major problems				
22. We can survive if another problem comes up				
23. We can talk about the way we communicate in our family				

24. We can work through difficulties as a family				
25. We consult with each other about decisions				
26. We define problems positively to solve them				
27. We discuss problems and feel good about the solutions				
28. We discuss things until we reach a resolution				
29. We feel free to express our opinions				
30. We feel good giving time and energy to our family				
31. We feel people in this community are willing to help in an emergency				
32. We feel secure living in this community				
33. We feel taken for granted by family members				
34. We feel we are strong in facing big problems				
35. We have faith in a supreme being				
36. We have the strength to solve our problems				
37. We keep our feelings to ourselves				
38. We know there is community help if there is trouble				
39. We know we are important to our friends				
40. We learn from each other's mistakes				
41. We mean what we say to each other in our family				
42. We participate in church activities				
43. We receive gifts and favors from neighbors				
44. We seek advice from religious advisors				
45. We seldom listen to family members' concerns or problems				
46. We share responsibility in the family				
47. We show love and affection for family members				
48. We tell each other how much we care for one another				
49. We think this is a good community to raise children				
50. We think we should not get too involved with people in this community				
51. We trust things will work out even in difficult times				
52. We try new ways of working with problems				

53. We understand communication from other family members				
54. We work to make sure family members are not emotionally or physically hurt				



APPENDIX II

FAMILY RESILIENCE ASSESSMENT SCALE (REVISED)

Please read each statement carefully. Decide how well you believe it describes your family now from your viewpoint. Your family may include any individuals you wish.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Our family is flexible to deal with unexpected events eg. moving home.				
2. Our friends value us and who we are				
3. The things we do for each other make us feel a part of the family				
4. We accept stressful events as a part of life				
5. We accept that problems which we do not expect, can happen.				
6. We all have input into major family decisions				
7. We are able to work through pain and come to an understanding				
8. We are flexible to cope with demands placed on us as a family				
9. We are open to new ways of doing things in our family				
10. We are understood by other family members				
11. We ask neighbors for help and assistance				
12. We attend church/synagogue/mosque services				
13. We believe we can handle our problems				
14. We can ask for an explanation if we do not understand each other				
15. We can be honest and direct with each other in our family				
16. We can show our feelings at home without upsetting someone				
17. We can 'make a deal' with each other when problems come up				
18. We can deal with family differences in accepting a loss				
19. We can depend upon people in this community				
20. We can question the meaning behind messages in our family				
21. We can solve major problems				
22. We can survive if another problem comes up				
23. We can talk about the way we communicate in our family				

24. We can work through difficulties as a family				
25. We talk to each other about decisions we need to make				
26. We define problems positively to solve them				
27. We discuss problems and feel good about the solutions				
28. We discuss things until we reach a resolution				
29. We feel free to express our opinions				
30. We feel good giving time and energy to our family				
31. We feel people in this community are willing to help in an emergency				
32. We feel secure living in this community				
33. We feel taken advantage of by family members				
34. We feel we are strong in facing big problems				
35. We have faith in a supreme being				
36. We have the strength to solve our problems				
37. We keep our feelings to ourselves				
38. We know there is community help if there is trouble				
39. We know we are important to our friends				
40. We learn from each other's mistakes				
41. We mean what we say to each other in our family				
42. We take part in church/mosque activities				
43. We receive gifts and favors from neighbors				
44. We seek advice from religious advisors, such as priests, imams etc.				
45. We seldom listen to family members' concerns or problems				
46. We share responsibility in the family				
47. We show love and affection for family members				
48. We tell each other how much we care for one another				
49. We think this is a good community to raise children				
50. We think we should not get too involved with people in this community				
51. We trust things will work out even in difficult times				

52. We try new ways of working with problems				
53. We understand how other family members talk to each other				
54. We work to make sure family members are not emotionally or physically hurt				



APPENDIX III



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INFORMATION SHEET FOR PARTICIPANTS



Project Title: The relationship between family resilience and academic performance of learners in the phase of middle childhood.

This is a research project being conducted by Esther Alard (a master's student) at the University of the Western Cape. We are inviting you to participate in this research project because you are involved in the academic performance of the student who will be answering the questionnaire. The purpose of this research project is to examine the relationship between perceived family resilience (how families cope with problems) and the academic performance of children in the phase of middle childhood. The reason this knowledge is being sought is that families will be made aware of how to overcome certain barriers and motivate each other and thereby aid the academic performance of middle childhood learners.

You will be asked to complete a questionnaire in this study. Questions range from how families talk to one another to how they deal with problems. These questions will be answered by ticking one of the appropriate boxes: Strongly agree, agree, disagree and strongly disagree. The procedure will take place at the school and the duration of it will be approximately 30 minutes.

Would my participation in this study be kept confidential?

We will do our best to keep your personal information confidential. To help protect your confidentiality, participation in the questionnaire will be anonymous. The surveys will not contain information that may personally identify you. Completed questionnaires will be kept in secure storage areas and only the researcher will have access to them. If we write a report or article about this research project, your identity will be protected to the maximum extent possible.

There are no known risks associated with participating in this research project.

What are the benefits of this research?

We hope that, in future, other people might benefit from this study through improved understanding of family resilience.

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)

If you have any questions about the research study itself, please contact Esther Alard at: 076 826 9742, e-mail address: rehtse30@hotmail.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:

Head of Department: Professor R. Schenk

Dean of the Faculty of Community and Health Sciences: Professor Joze Frantz

University of the Western Cape

Private Bag X17

Bellville 7535

This research has been approved by the University of the Western Cape's Senate Research
Committee and Ethics Commit



APPENDIX IV



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INFORMATION SHEET FOR PARENTS



Project Title: The relationship between family resilience and academic performance of learners in the phase of middle childhood.

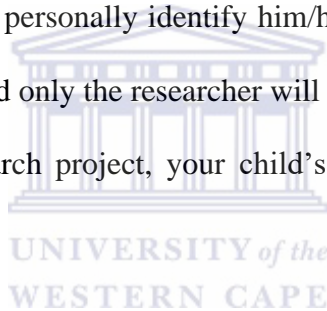
This is a research project being conducted by Esther Alard (a master's student) at the University of the Western Cape. We are inviting you to participate in this research project because you are involved in the academic performance of the student who will be answering the questionnaire. The purpose of this research project is to examine the relationship between perceived family resilience and the academic performance of children in the phase of middle childhood. The reason this knowledge is being sought is that families will be made aware of how to overcome certain barriers and motivate each other and thereby aid the academic performance of middle childhood learners.

You will be asked to consent to your child's participation in the study. The study will take the form of a questionnaire, which consists of 54 questions.

Questions pertain to how families collaborate with each other and how they deal with problems. These questions will be answered by ticking one of the appropriate boxes: Strongly agree, agree, disagree and strongly disagree. The procedure will take place at the school and the duration of it will be approximately 30 minutes.

Would my child's participation in this study be kept confidential?

We will do our best to keep your child's personal information confidential. To help protect his/her confidentiality, participation in the questionnaire will be anonymous. The surveys will not contain information that may personally identify him/her. Completed questionnaires will be kept in secure storage areas and only the researcher will have access to them. If we write a report or article about this research project, your child's identity will be protected to the maximum extent possible.



There are no known risks associated with participating in this research project.

What are the benefits of this research?

We hope to contribute to the knowledge base of family psychology and, in future, other people might benefit from this study through improved understanding of family resilience.

Your child's participation in this research is completely voluntary. (He/She may choose not to take part at all. If your child decides to participate in this research, he/she may stop participating at any time. If your child decides not to participate in this study or if he/she stops participating at any time, your child will not be penalized or lose any benefits to which he/she otherwise qualifies).

If you have any questions about the research study itself, please contact Esther Alard at: 076 826 9742, e-mail address: rehtse30@hotmail.com.

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APPENDIX V



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CONSENT FORM FOR PARTICIPANTS

Title of Research Project:

The relationship between family resilience and academic performance of learners in the phase of middle childhood

The study has been described to me in a language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

Participant's name

Participant's 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: Dr N Roman

Private Bag X 17, Bellville 7535, South Africa

Tel: (021) 959-3095

E-mail:nroman@uwc.ac.za



APPENDIX VI



UNIVERSITY OF THE WESTERN CAPE

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CONSENT FORM FOR PARENTS



Title of Research Project:

The relationship between family resilience and academic performance of learners in the phase of middle childhood

The study has been described to me in a language that I understand and I freely and voluntarily allow my child to participate. My questions about the study have been answered. I understand that my child's identity will not be disclosed and that he/she may withdraw from the study without giving a reason at any time and this will not negatively affect him/her in any way.

Parent's name

Parent's 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: Dr N Roman

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APPENDIX VII

DEMOGRAPHIC INFORMATION

Please complete the following by marking the correct response with an X.

Gender	Male		Female			
Age						
Grade						
Race	Coloured	Black/ African	White	Indian / Asian		
Home language	Afrikaans	English	IsiXhosa	Other		
I live with my...(tick as many as you have in your house)	Mother	Father	Grandparent	Uncle/Aunt	Sibling	Child
Is there a child with a disability living in your home?	Yes			No		

FAMILY RESILIENCE QUESTIONNAIRE

This questionnaire contains a number of statements related to opinions and feelings about you and life in general. Read each statement carefully, then indicate the extent to which you agree or disagree by indicating one of the alternative categories provided. For example, if you **Strongly Agree**, indicate **SA**. If you are **Agree**, indicate **A**. If you **Strongly Disagree**, indicate **SD**. If you **Disagree**, indicate **D**.



1. Our past achievements have given our life meaning and purpose _____

2. In our life we have very clear goals and aims _____

3. We have discovered a satisfying life purpose _____