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## **6.2 Demographic Variables**

This study was conducted in low socio economic communities across the Western Cape. While a strong effort was made to include participants from a variety of neighbourhoods and family forms, only four communities were assessable. Interestingly, the sample reported their family form as one parent (37.5%), two parent (37.5%) and extended family (23.1%). More than half of the sample reported not completing secondary schooling (70.6%) and nearly all participants indicated Afrikaans as their first language (90.6%). The number of participants who obtained a grade 12 certificate (matric) was 12.5% with at least one tertiary schooling participant (.6%). Conversely, the majority of the sample (76.3%) identified themselves as being unemployed. This sample was consistent and similar to other studies in this area of literature.

Most studies reviewed previously included predominantly English speakers (see Hoven, 2012; Nelson, 201) unless the intention of the research investigation was to look at low income families specifically (for example, Winkworth, McArthur, Layton & Thompson, 2010; Umaña-Taylor et al., 2013; Huang et al., 2014). Those samples often included mothers who have not completed schooling; are unemployed; not married/cohabitating or single and rely on their own family for support, similar to the present study.

In an attempt to probe the sample's childcare management, 74.38% of single teen mothers reported to take care of their child/children on a full time basis. When

they are unable to care for their child/children, single teen mothers' own mother (40%) assume the responsibility of childcare. The above-mentioned responses by the participants highlight the impact of being a single teen mother, which are similarly discussed in other studies (Sibanda & Mudhovozi, 2012; Willan, 2013; Schrag & Schmidt-Tieszen, 2014). The current sample did not include a large number of single teen mothers' different family forms, this homogeneity between groups may be expected.

### **6.3 Parental Efficacy**

Parental efficacy generally refers to individuals' beliefs about their competence as a parent and specifically, their ability to positively influence the behaviour and development of their children (Coleman & Karraker, 2000). Since it is known to have positive associations with the mother's parenting competence (see Jones & Prinz, 2005, for a review) and appears to be a noteworthy indication of the level of parenting quality (see Raikes & Thompson, 2005), it is worthy of study. As a parents' level of parental efficacy increases, it is more likely, that he or she will demonstrate positive attitudes, outlooks and beliefs (Ardelt & Eccles, 2001) and ultimately exhibit interest in parenting and commitment to the role (Bandura, 1993). This study is the first in the Western Cape which has taken parental efficacy as an item of investigation with a sample of single teen mothers into specific consideration.

The results of the current study suggest that single teen mothers own characteristics which is found at the microsystem was her optimistic behaviours, pattern of activities, social roles and the interpersonal relations experienced by the single teen

mother. This contributed to a high level of parental efficacy, which in turn saw single teen mothers reporting satisfaction in their parenting role. Participants felt that, they were in control of parenting their child and not easily manipulated. This response could be looked at as a response to criticism that many teen mothers may endure as they engage as a first time parent. A study contrary to the results of the participants, found low competency and lack of control a great concern for teen mothers.

Teen mothers reported being criticised about their parenting skills and receiving unwanted advice on how to raise their children (Pasley, Langfield, & Kreutzer, 1993). The majority of the participants agreed, that they had the necessary skills to be a good mother and when it came to troubling situations with their child/ children they were able to find solutions on their own. The results of the current study are similar to those conducted by Reiner Hess, Papas and Black, (2002). In particular, teen mothers possess specific beliefs and strategies for parenting their infants and do not deviate from their approaches, regardless of how their infants behave. This ability to successfully accomplish difficult parenting tasks, for example, further increased the level of parental efficacy for these single teen mothers. So much so, that most of the participants felt that they would make a fine role model for a new mother to follow.

Resilient behaviours enabled single teen mothers to see themselves as confident, nurturing and possibly satisfied, with their parenting abilities. Previous work found that parents' perception of competence is important, because it may influence not only parenting, but also family dynamics and parental health (Chronis et al., 2007).

This declares what Bronfenbrenners' bio-ecological systems theory, discussed in Chapter 2, states. Many factors contribute to the development of becoming a competent parent and the interrelation of systems contributes to this development (Bronfenbrenner, 1979). For example, the interaction between factors in the single teen mother's maturing biology, her immediate family and child (microsystem); the community environment (macrosystem), and the societal cultural beliefs and certain values (mesosystem), fuel and steer single teen mothers' development as a parent and changes or conflicts in any one system will flow throughout other systems. Bronfenbrenner (1979) further motivated, that whether parents can perform effectively in their child-rearing roles within the family depends on the role demands, stresses and support emanating from other settings.

Understanding single teen mothers' beliefs is valuable when grasping the impact of parental efficacy. Worthy to note, are the comparisons between this study and previous studies as it confirms that parental efficacy of single teen mothers was not accurately defined and examined in detail in preceding studies. However, it is beneficial to explore the influences on parental efficacy to comprehend parenting further. The following section aims to explore one such influence with specific focus on social support.

#### **6.4 Social Support**

This study, as well as previous studies, has not clearly recognised a distinguishable difference between the levels and types of social support among Coloured single teen mothers. Social support is defined as a multidimensional construct that includes cognitions and functions as well as supporting-mobilizing and support-

giving behaviours. Ell's (1984) description of social support, implies that information leading to a person's belief that he or she is (a) cared for and loved, (b) esteemed and valued and (c) belongs to a network of mutual obligation in which others can be counted on should the need arise is accepted within this study, and is discussed in detail in chapter 3. Importantly to note, is that the form in which social support can present itself, as well as the size of the system, may play a role in the quality of parenting (Van Den Berg, 2012). It is the opinion of the researcher that social support could be dependent on the length of habitation status and the family form and should, therefore, be examined further for a deeper understanding.

The results of this study suggest that majority of the participants agreed to having at least one trustworthy person within their family that they can turn to for advice when faced with a problem. In addition, this connection was further established when all of the participants agreed that they had a strong emotional bond with at least one person within the family. This finding was similar to Baumeister and Leary's (1995), who found that the presence of stable bonds is responsible for an abundance of positive effects (e.g., feeling good). Further analysis of the results of this current study, exposed a positive response from participants who collectively agreed in finding comfort with someone they could talk to about important decisions in their lives. The majority of participants in the current study, verbally identified their own mothers as their leading source of comfort.

Support from the family of origin is particularly important in the context of teen parenting, as results from the Reiner Hess, et al., (2002) study affirms. In particular African American teen mothers reported that support from their mother is the most

important source of support during their transition to parenthood (2002). It is without question, that the highest reported perceived social support fell within the subscales; Reliable Alliance and Attachment. The provision Reliable Alliance can be seen as dependable, consistent and trustworthy unions amongst groups. Interpersonal relationships has demonstrated to be a powerful factor in shaping human thought. For example, this similarity of findings can be seen in a study by Watson, (2004), who reported that individuals tend to interpret others with whom they have a relationship as more favourable. In addition, interpersonal relationships have also been reported to produce strong emotional responses. This saw an adding to a high score under the subscale Attachment, which is seen as a connection and or being attached or a part of something. This association was also noted in the Baumeister and Leary (1995) study, which suggested that being accepted and included leads to a variety of positive emotions and this is related to enhance psychological well-being through its effects on positive affect and self-esteem.

### **6.5 The association between parental efficacy and social support**

Pearson correlation coefficients indicated that there was a positive and significant correlation between parental efficacy and social support, with  $p$  values falling far below .05. The correlation between parental efficacy and social support was .631\*\* which indicated a statistically significant relationship between parental efficacy and social support. Further correlations reported positive relationships across all subscales (guidance .545\*\*, reassurance of worth .621\*\*, social integration .596\*\*, attachment .598\*\*, opportunity for nurturance .584\*\*, and reliable alliance .521\*\*). Correlations was significant at the 0.01 level (2-tailed). As a result, the decision is to accept Ho3, and declare that a relationship between parental efficacy and social

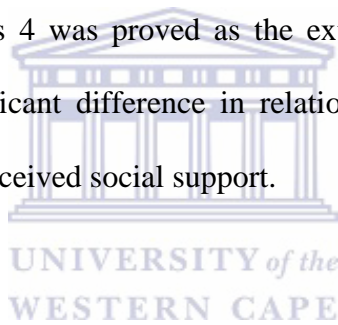
support of single teen mothers does exist. In contrast to this results, a study by Young (2011) featuring Caucasian and Hispanic mothers proved a correlation between social support and parental efficacy,  $p$  value = 0.450 falling far below .05. In addition, a study by Hoven, (2012) investigating 77 parents of children 2 to 5 years who had not yet started kindergarten, reported a significant positive relationship between social support and parental efficacy. Perhaps having social support leads to greater satisfaction in the parenting role for single teen mothers.

## **6.6 Comparing different family forms**

An independent samples T-test was performed to compare parental efficacy and social support of single teen mothers across different family forms. Past research has proven that the two constructs influence each other (Teti & Gelfand, 1991; Ontai & Sano, 2008; Cutrona, 1984). Additionally, Raikes and Thompson (2005) explained that when social support systems are weakened, parental efficacy diminishes as well. Chapter 3 of this study showed social support working as a mediator for parental efficacy. However, no studies attempted to look at parental efficacy and social support across different family forms, thus making comparisons between previous findings challenging. Nevertheless, the following results within the study showed that parental efficacy and social support was higher in extended family forms when compared to other family forms. The following results was reported for the subscales; (1) *guidance* - was highest within one parent, (2) *reassurance of worth*, (3) *social integration*, (4) *attachment* and (5) *opportunity for nurturance* - was stronger within extended family form, and (6) *reliable alliance* – was reported to be strongest amongst two parent family forms. However, when

computing for guardian-skip generation, there was no relationship between parental efficacy and social support.

Furthermore, the results also indicated no correlation across subscales of social support. One study, did report findings on extended family. Johnson, (2005) in particular, suggests that attachment to another parental figure, other than the biological mother or father, such as a grandmother or another relative, saw these parental roles of extended family members as a surrogate parent and role model. This is very common within the Coloured communities, perhaps serving as a possible explanation to the majority of significant difference found within this family form. Hypothesis 4 was proved as the extended family form having on average the most significant difference in relationship of single teen mothers' parental efficacy and perceived social support.



## **6.7 Limitations**

The results of the study should be understood with caution as the following limitations were documented:

1. This study only focused on single teen mothers, residing in low socio-economic Coloured communities. Thus, the findings should not be generalized to a larger sample of single teen mothers, but only transferable to mothers who present similar characteristics and resides in comparable communities.
2. The racial indication for the study was; Coloured 98.8%. The sample, therefore, could possibly suggest culture as a confounding variable.



3. Access to single teen mothers was challenging, as parental consent was not always possible. Family embarrassment, gossip and repeated victimisation was a concern. This contributed to the small sample size.

4. The study was conducted by means of self-reporting questionnaires. Participant's responses could be influenced by a fear of being judge or having their identities revealed, although confidentiality and anonymity was explained and affirmed through the data collection process.

## **6.8 Conclusion**

The current study revealed, that a relationship between parental efficacy and social support of single teen mothers do exist and for most, it was statistically significant. This means that any changes observed in the two variables may affect each other and, therefore, may influence the performance of single teen mothers. The extended family form, reported higher levels of correlations across the scales and there was no significant difference for guardian-skip generation family form, in parental efficacy and social support. Findings in this study are consistent with earlier research findings that there is a correlation between parental efficacy and social support. Single teen mothers who reported high levels of parental efficacy, may have the confidence and beliefs within themselves that they are able to handle and successfully parent their child/children. Furthermore, it was established that should teen mothers find themselves faced with difficult decisions and or parenting tasks, social support within their own families would be available to them. As teen parents and especially single teen mothers straddle the adolescent and the adult worlds, it

is vital that we meet them where they are at in adolescent development and support them in their adult role of being a parent.

## **6.9 Recommendations**

Based from the results of this study proposes the following recommendations for future research.

1. Align the study to the present activities of the country to yield more current and supportive outcomes for the society.
2. Health care facilities, such as the MOU's or counsellors, should consider a brief form of intervention in the form of creating a "PLAN" for expected teen mothers. This could help look at the confusion, challenges and changes that the teen mother may be experiencing.
3. Develop and sustain NGO's and agencies that can provide child care assistance for teen mothers who are working or going to school in relation to the child care grant. Perhaps create possibilities where help is offered in placing children of teen mothers in programs themselves.
4. Seek out possible options to help teen mothers and their families to realize that the pregnancy can be okay, as long as decisions are thought out and coping mechanisms are established and practiced. For example, foster support groups for teen mothers and their families.
5. Find improved methods of sourcing even younger age ranges of teen mothers to deliver new information to future researchers.
6. Future researchers would benefit by including longitudinal and observational data investigating social support and parental efficacy to deepen the understanding of the association between the two constructs, but more importantly their influence on teen mothers parenting development.

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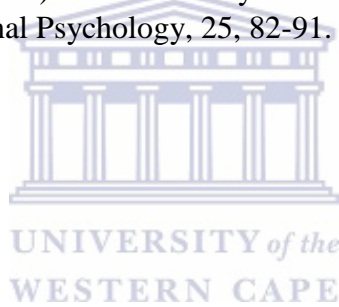
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## APPENDICES

### Appendix A: INFORMATION SHEET TO PARTICIPANTS



UNIVERSITY OF THE WESTERN CAPE

Private Bag x17, Bellville 7535, South Africa

*Tel: +27 21-9592970*

### PARTICIPANT INFORMATION SHEET

**Project Title: A comparison of the relationship between parental efficacy and social support systems of single teen mothers across different family forms**

#### **What is this study about?**

This is a research study being conducted by Samantha Linn Coert at the University of the Western Cape. We are inviting you to voluntarily participate in this research study to provide us an understanding of support single teen mothers receive from their family influences their parental efficacy (the parent's belief and expectations of competence in the role as parent). The purpose of this research study is to compare social support of different family forms and establish whether a relationship between single teen mothers' parental efficacy and social support exists across the different family forms.

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

You will be asked to complete a questionnaire. This questionnaire will ask you questions about your family and how your family support systems relate to parenting and how you see your satisfaction with parenting and beliefs in your parenting role. Completion of the questionnaire will be 35 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, the information you provide will be totally private; no names will be used so there is no way that you can be identified as a participant in this study. The information will be treated with anonymity and confidentiality. Your name will not be reflected on the questionnaire. The information obtained from the survey will be collated with the information from other completed surveys. Therefore there will be no way to connect you to the survey questionnaire.

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

Any research has risks but in this research study we will try to minimise the risk of being harmed in any way. If there are any painful memories of experiences or experiences which may evolve during the research process, we will refer you for the necessary support. If at any time there is disclosure of any incidents of risks or harm to the teen mothers, we are legally compelled to report the information.

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

Information about this topic is limited. The results of this study could have implications for (1) teen mothers, (2) parents, (3) families, (4) communities. (1) Teen mothers will be able to know their parenting level and psychological needs. They will also know how they can overcome certain barriers and motivate themselves by understanding in depth their efficacy; (2) The implication that parental practices could have a domino-effect on the future quality of life and relationships of their children could help parents to realise that they need to acquire a more favourable parenting approach regardless of circumstances towards their children. (3) This study could provide important information for families because the spill over of family support and teen mothers parental efficacy could have positive implications as they will be able to know what risks and challenges their daughter may be encountering thus, enabling them to give a positive intervention and support to their daughter's situation. This information will provide important information regarding the link between teen mothers parental efficacy and family support and interactions with others; (4) Happy families and more specific high level parental efficacy teen mothers could foster positive parenting, minimise child maltreatment and create happy communities; also since community NGO's will retain the results from the study, possible

intervention programmes could be created. Initiatives and activities for building communities and encouraging a sense of participatory citizenship could also be fostered.

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

Your participation in this research is completely voluntary. You may choose not to take part in the study. If you decide to participate in this research study, 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 penalised or lose any benefits to which you otherwise qualify.

**Is any assistance available if I am negatively affected by participating in this study?**

Every effort has been taken to protect you from any harm in this study. If however, you may feel affected you can be referred to your nearest community resource for assistance.

**What if I have questions?**

This research is being conducted by Samantha Coert a registered Master student in the Social Work Department at the University of the Western Cape. If you have any questions about the research study itself, please contact Samantha Coert at: 072 583 1154 or email: [Samantha.coert@gmail.com](mailto:Samantha.coert@gmail.com) or contact the research study supervisor: Prof Roman at: 0219592277/2970 or email: [nroman@uwc.ac.za](mailto:nroman@uwc.ac.za). 

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:

**Professor Jose Frantz – Dean of the Faculty of Community and Health Sciences**

**Tel No: 021 959 2631/2746**

**Email address: [jfrantz@uwc.ac.za](mailto:jfrantz@uwc.ac.za)**

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

## **Appendix B: INFORMATION SHEET TO PARENTS OF PARTICIPANTS**



**UNIVERSITY OF THE WESTERN CAPE**

Private Bag x17, Bellville 7535, South Africa

*Tel: +27 21-9592970*

### **INFORMATION SHEET FOR PARENTS**

**Project Title: A comparison of the relationship between parental efficacy and social support systems of single teen mothers across different family forms**

#### **What is this study about?**

This is a research study being conducted by Samantha Linn Coert at the University of the Western Cape. We are inviting your daughter to voluntarily participate in this research study to provide us an understanding of support single teen mothers receives from their family and how this support influences their parental efficacy (the parent's belief and expectations of competence in the role as parent). The purpose of this research study is to compare social support of different family forms and establish whether a relationship between single teen mothers' parental efficacy and social support exists across the different family forms.

#### **What will my daughter be asked to do if I agree to allow her to participate?**

Your daughter will be asked to complete a questionnaire. This questionnaire will ask her questions about her family and how her family support systems relates to parenting and how does she see her satisfaction with parenting and beliefs in her parenting role. Completion of the questionnaire will be 35 minutes.

#### **Would my daughter's participation in this study be kept confidential?**

We will do our best to keep your daughter's personal information confidential. To help protect her confidentiality, the information she will provide will be totally private; no

names will be used so there is no way that she could be identified as a participant in this study. The information will be treated with anonymity and confidentiality. Her name will not be reflected on the questionnaire. The information obtained from the survey will be collated with the information from other completed surveys. Therefore there will be no way to connect your daughter to the survey questionnaire. If data is to be looked at only the researcher and her supervisor will have access to it.

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

Any research has risks but in this research study we will try to minimise the risk of being harmed in any way. If there are any painful memories of experiences or experiences which may evolve during the research process, we will refer your daughter for the necessary support. If at any time there is disclosure of any incidents of risks or harm to your daughter, we are legally compelled to report the information.

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

Information about this topic is limited. The results of this study could have implications for (1) teen mothers, (2) parents, (3) families, (4) communities. (1) Teen mothers will be able to know their parenting level and psychological needs. They will also know how they can overcome certain barriers and motivate themselves by understanding in depth their efficacy; (2) The implication that parental practices could have a domino-effect on the future quality of life and relationships of their children could help parents to realise that they need to acquire a more favourable parenting approach regardless of circumstances towards their children. (3) This study could provide important information for families because the spill over of family support and teen mothers parental efficacy could have positive implications as they will be able to know what risks and challenges their daughter may be encountering thus, enabling them to give a positive intervention and support to their daughter's situation. This information will provide important information regarding the link between teen mothers parental efficacy and family support and interactions with others; (4) Happy families and more specific high level parental efficacy teen mothers could foster positive parenting, minimise child maltreatment and create happy communities; also since community NGO's will retain the results from the study, possible intervention programmes could be created. Initiatives and activities for building communities and encouraging a sense of participatory citizenship could also be fostered.

**Does my daughter have to be in this research and may she stop participating at any time?**

Your daughter's participation in this research is completely voluntary. She may choose not to take part in the study. If she decides to participate in this research study, she may stop participating at any time. If she decides not to participate in this study or if she stops participating at any time, she will not be penalised.

**Is any assistance available if my daughter is negatively affected by participating in this study?**

Every effort has been taken to protect your daughter from any harm in this study. If however, she may feel affected she can be referred to your nearest community resource for assistance.

**What if I have questions?**

This research is being conducted by Samantha Coert a registered Master student in the Social Work Department at the University of the Western Cape. If you have any questions about the research study itself, please contact Samantha Coert at: 072 583 1154 or email: [Samantha.coert@gmail.com](mailto:Samantha.coert@gmail.com) or contact the research study supervisor: Prof Roman at: 0219592277/2970 or email: [nroman@uwc.ac.za](mailto:nroman@uwc.ac.za).

Should you have any questions regarding this study and your daughter's rights as a research participant or if you wish to report any problems you or your daughter have experienced related to the study, please contact:

**Professor Jose Frantz – Dean of the Faculty of Community and Health Sciences**

**Tel No: 021 959 2631/2746**

**Email address: [jfrantz@uwc.ac.za](mailto:jfrantz@uwc.ac.za)**

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

**Appendix C: CONSENT FORM FOR PARTICIPANTS**

**UNIVERSITY OF THE WESTERN CAPE**

Private Bag x17, Bellville 7535, South Africa

*Tel: +27 21-9592970*



**CONSENT FORM PARTICIPANTS**

**Title of Research Project:** A comparison of the relationship between parental efficacy and social support systems of single teen mothers across different family forms.

The study has been described to me in a language that I understand and I freely and voluntarily agree to participate in this study. 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.....

Witness..... Date.....

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

**Study Coordinator's Name:**

**Prof N Roman**

**University of the Western Cape**

**Private Bag X17, Belville 7535**

**Telephone: 021 959 2277/2970**

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



**Appendix D: Consent form for parents of single teen mother participants**



**UNIVERSITY OF THE WESTERN CAPE**

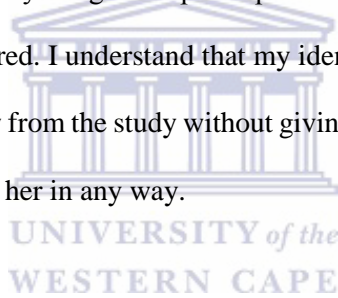
Private Bag x17, Bellville 7535, South Africa

*Tel: +27 21-9592970*

**CONSENT FORM FOR PARENTS OF SINGLE TEEN MOTHER PARTICIPANTS**

**Title of Research Project:** A comparison of the relationship between parental efficacy and social support systems of single teen mothers across different family forms.

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



Participant's name..... Participant's signature.....

Witness..... 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:**

**Prof N Roman**

**University of the Western Cape**

**Private Bag X17, Belville 7535**

**Telephone: 021 959 2277/2970**

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

**Appendix E:**

**Full Questionnaire**



**UNIVERSITY OF THE WESTERN CAPE**

Private Bag x17, Bellville 7535, South Africa

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**FAMILY DEMOGRAPHIC**

Please complete the following by circling  the correct response.

<b>Gender</b>	Male		Female			
<b>Age</b>						
<b>Highest grade completed</b>						
<b>Race</b>	Coloured	Black / African	White	Indian / Asian		
<b>Home language</b>	Afrikaans	English	isiXhosa	Other		
<b>Who do you live with</b>	Both Parents	Mother	Father	Partner	Caregiver / Guardian	Alone
		Only				
<b>Marital Status</b>	Married	Living together, not married	Single, do not live together and are not married			
<b>Are you employed</b>	Yes			No		

- How many children live in your home? \_\_\_\_\_
- What are their ages? \_\_\_\_\_
- What is your relationship to the child (ren) aged 0-5 years?
  - Mother \_\_\_\_\_
  - Stepmother \_\_\_\_\_
  - Guardian (please specify) \_\_\_\_\_
  - Other (please specify) \_\_\_\_\_
- What was your age at the time of your first child's birth? \_\_\_\_\_
- How many adults (18 years or older) live in your home? \_\_\_\_\_

6. How do you describe the family living in your home?

- a) Single parent family \_\_\_\_\_
- b) Two parent family \_\_\_\_\_
- c) Extended family \_\_\_\_\_
- d) Other (please specify) \_\_\_\_\_

7. Please tell us the main language and any additional languages spoken in your home:

Main Language: \_\_\_\_\_

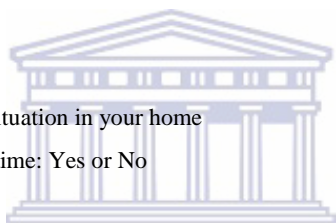
Additional Language(s): \_\_\_\_\_

8. How many adults living in the home are?

- a) Employed full-time \_\_\_\_\_
- b) Employed part-time \_\_\_\_\_
- c) Stay at home parent \_\_\_\_\_
- d) Student \_\_\_\_\_
- f) Not employed \_\_\_\_\_

9. Please describe the childcare situation in your home

a. I take care of the children full time: Yes or No



b. If no, the children are in care:

Fewer than 20 hours per week \_\_\_\_\_

20 hours per week or more \_\_\_\_\_

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WESTERN CAPE

When the children are in care they are:

Cared for by another adult in our home Yes or No

If yes, who cares for them? \_\_\_\_\_

---

## SOCIAL SUPPORT. THE SOCIAL PROVISIONS SCALE (SPS)

**INSTRUCTIONS: In answering the next set of questions I am going to ask you, I want you to think about your current relationship with family members. Please tell me to what extent you agree that each statement describes your current relationships with other people. So, for example, if you feel a statement is very true of your current relationships, you would tell me “strongly agree”. If you feel a statement clearly does not describe your relationships, you would respond “strongly disagree”.**

Strongly Disagree                      Disagree                      Agree                      Strongly Agree

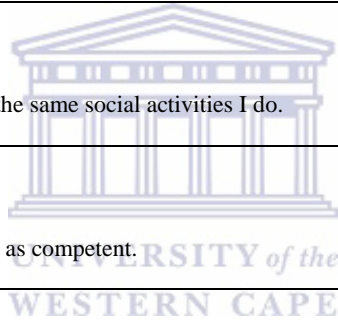
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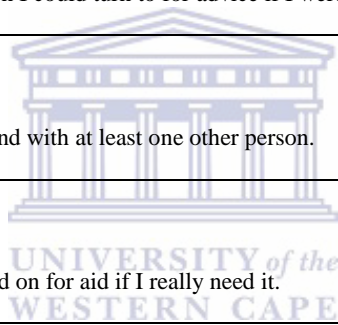
3

4

1. There are people I can depend on to help me if I really need it.	
2. I feel that I do not have close personal relationships with other people.	
3. There is no one I can turn to for guidance in times of stress.	
4. There are people who depend on me for help.	
5. There are people who enjoy the same social activities I do.	
6. Other people do not view me as competent.	
7. I feel personally responsible for the well-being of another person.	
8. I feel part of a group of people who share my attitudes and beliefs.	
9. I do not think other people respect my skills and abilities.	
10. If something went wrong, no one would come to my assistance.	
11. I have close relationships that provide me with a sense of emotional security and well-being.	



12. There is someone I could talk to about important decisions in my life.	
13. I have relationships where my competence and skills are recognized.	
14. There is no one who shares my interests and concerns.	
15. There is no one who really relies on me for their well-being.	
16. There is a trustworthy person I could turn to for advice if I were having problems.	
17. I feel a strong emotional bond with at least one other person.	
18. There is no one I can depend on for aid if I really need it.	
19. There is no one I feel comfortable talking about problems with.	
20. There are people who admire my talents and abilities.	
21. I lack a feeling of intimacy with another person.	
22. There is no one who likes to do the things I do.	
23. There are people I can count on in an emergency.	



24. No one needs me to care for them.	
---------------------------------------	--

**PARENTAL EFFICACY. PARENTING SENSE OF COMPETENCE  
SCALE (GIBAUD-WALLSTON & WANDERSMAN, 1978)**

Please rate the extent to which you agree or disagree with each of the following statements.

Strongly Disagree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Strongly Agree
1	2	3	4	5	6

1. The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired.	1	2	3	4	5	6
2. Even though being a parent could be rewarding, I am frustrated now while my child is at his / her present age.	1	2	3	4	5	6
3. I go to bed the same way I wake up in the morning, feeling I have not accomplished a whole lot.	1	2	3	4	5	6
4. I do not know why it is, but sometimes when I'm supposed to be in control, I feel more like the one being manipulated.	1	2	3	4	5	6
5. My mother was better prepared to be a good mother than I am.	1	2	3	4	5	6
6. I would make a fine model for a new mother to follow in order to learn what she would need to know in order to be a good parent.	1	2	3	4	5	6
7. Being a parent is manageable, and any problems are easily solved.	1	2	3	4	5	6

8. A difficult problem in being a parent is not knowing whether you're doing a good job or a bad one.	1	2	3	4	5	6
9. Sometimes I feel like I'm not getting anything done.	1	2	3	4	5	6
10. I meet by own personal expectations for expertise in caring for my child.	1	2	3	4	5	6
11. If anyone can find the answer to what is troubling my child, I am the one.	1	2	3	4	5	6
12. My talents and interests are in other areas, not being a parent.	1	2	3	4	5	6
13. Considering how long I've been a mother, I feel thoroughly familiar with this role.	1	2	3	4	5	6
14. If being a mother of a child were only more interesting, I would be motivated to do a better job as a parent.	1	2	3	4	5	6
15. I honestly believe I have all the skills necessary to be a good mother to my child	1	2	3	4	5	6
16. Being a parent makes me tense and anxious.	1	2	3	4	5	6
17. Being a good mother is a reward in itself.	1	2	3	4	5	6