

Parenting styles in lesbian parent families

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Parenting styles in lesbian parent families

by

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Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

(Educational Psychology)

at the

**Department of Educational Psychology
Faculty of Education
UNIVERSITY OF PRETORIA**

Supervisor:

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PRETORIA

2014

*Hierdie dissertasie word in liefde en waardering opgedra aan my liefste man,
Hannes baie dankie vir al jou liefde, belangstelling, ondersteuning, geduld, begrip,
leiding en bemoediging.*

Acknowledgements

"I do not know anyone who has gotten to the top without hard work. That is the recipe. It will not always get you to the top, but it will get you pretty near."

- Margaret Thatcher

"Disciplining yourself to do what you know is right and important, although difficult, is the highroad to pride, self-esteem, and personal satisfaction"

- Margaret Thatcher

I wish to acknowledge my gratitude to the following people for aiding me in this process of authorship:

My husband, Hannes for your support, guidance, unconditional love throughout my journey, without you I would not be the person I am today. Thank you for all your hard work with the technical editing.

My mother, Mariëtte for your inspiration, love and support during my studies. Without your guidance and motivation I would not be where I am today. Thank you for all your hard work with the language editing.

Professor Carien Lubbe-De Beer for your knowledge, guidance and patience. Your love and passion for the profession and your students are a true inspiration.

The lecturers at the Department of Educational Psychology, for my training as a psychologist and researcher.

The participants of this study, it was a privilege to have been able to hear your stories.

My heavenly Father for the opportunity, ability and talent. "...for the Lord your God goes with you, He will never leave you nor forsake you". Deuteronomy 31:6



ABSTRACT

PARENTING STYLES IN LESBIAN PARENT FAMILIES

By

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University : University of Pretoria
Department : Educational Psychology
Degree : MEd (Educational Psychology)

The purpose of this study was twofold: firstly to explore the parenting experiences of lesbian parents rearing children and secondly with a specific focus on parenting styles that may be present within lesbian families. The conceptual framework for this study was the ecosystemic model of Urie Bronfenbrenner. During the research I followed a qualitative approach, secured in an interpretative paradigm. A case study research design was utilised to gain a better, richer and deeper understanding. Data collection involved using semi structured questionnaires, parenting style worksheets and vignettes. Participant selection was a combination between snowball and non-probability sampling methods, including four lesbian families with children between the ages of four and twelve years. Data analysis consisted of identifying themes and subthemes. Several main themes emerged subsequent to the thematic data analysis. The first theme was the parenting styles within lesbian families namely; warm, involved and tolerant parenting style as the main styles. The second theme was family rules, values and norms. The third theme was discipline strategies that were used within the lesbian families. The fourth theme was the experiences and lastly a theme on how the participants saw themselves with regards to sameness or being different than other families was identified. Based on the findings I concluded that there are three main parenting styles that emerged within these lesbian families and that there are several experiences, both positive and negative, that have influences on how lesbian mothers rear their children.

KEYWORDS

- Lesbian parenting
- Lesbian families
- Lesbian mothers
- Parenting styles
- Parenting
- Experiences
- Parenting experiences
- Positive experiences
- Negative experiences
- Family



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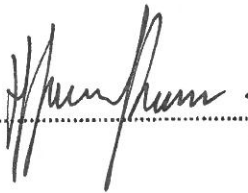
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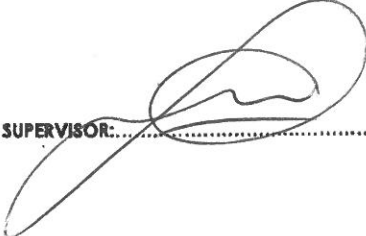
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Chapter One

CHAPTER 1

INTRODUCTION AND OVERVIEW

1.1 Introduction and Rationale

This research project explored the parenting experiences of lesbian parents and the parenting styles that emerged. The study's focal point was the type of parenting styles emerging from the lesbian parents, along with specific experiences lesbian parents experience from day to day in a still very heterosexual society. The aim of this project was twofold: firstly to explore the parenting experiences of lesbian parents rearing children in particular and secondly with a specific focus on parenting styles that might be present within lesbian families. "Limited indigenous research is available, and researchers and practitioners often have to rely on international research" (Lubbe, 2007, p. 261). Therefore, research into lesbian families in the South African context is a field that needs to be expanded.

Numerous research studies had already been conducted on lesbian families and their children from an international perspective. Johnson (2012) refers to all this research as waves. She identified the first wave to be research done on lesbians who became parents during a heterosexual relationship. According to Johnson (2012) the second wave of research mainly focused on lesbians who became mothers during a lesbian relationship. The third wave of research regarding lesbian mothers includes research specific to the numerous challenges lesbian families deal with and how they raise their children (Johnson, 2012). In a globalised world international research can be applied to the South African context to some extent but, there is a lack of research in lesbian families that specifically relates to the cultural and social differences in the South African society. In the South African context research on lesbian families focused on wave one and wave two with very little research in wave three. Therefore this research would hopefully contribute to this third wave of research identified by Johnson (2012). Research on the quality of parenting in same gender families from an international perspective yielded the following: lesbian mothers usually had an improved relationship with their children compared to heterosexual mothers, and

the main findings proved that parental sexual orientation seemed not to have any influence (Patterson 2005; Patterson, 1994; Tasker, 2010). According to Gartrell and Bos (2010) children's wellbeing is mainly determined by the functioning of the family, despite the gender of the parents or their sexual orientation. Children's development is enhanced when their parents are compatible, share responsibilities, provide financial stability and have well established interpersonal connection with each other (Gartrell & Bos, 2010). A small amount of literature exists concerning the parenting styles that emerge when children are reared in gay and lesbian households (Farr, Forsell & Patterson, 2010). According to Farr et al. (2010) lesbian and gay parents displayed parenting styles that were similar to those of heterosexual parents. Contradictory research illustrated differences between parenting styles in heterosexual parents and same gender parents (Tasker, 2010). Based upon this I would like to investigate whether there are certain parenting styles that emerge when lesbian mothers raise children. I would like to elaborate on this research and base it specifically on the South African context along with the specific parenting styles that emerge among lesbian parents. Therefore this research might provide information on the quality of parenting since parenting styles concern attitude, behaviour, responsibility and education towards the child.

For me as researcher parenting and families was a field that I was interested in. I realised through my studies and my gay and lesbian acquaintances that I had very little knowledge of gay and lesbian families. This encouraged me to explore possible topics concerning above-mentioned families. In 2010 I had the opportunity to be one of the guest speakers at Agalia Ministries Church in Silverton, Pretoria where lesbian and gay parents could attend an information session and had the opportunity to ask questions regarding parenting and children in lesbian and gay families. This provided me the opportunity to broaden my vision with regards to gay and lesbian families. It was with this opportunity that I first saw and heard the day to day experiences lesbian and gay individuals as well as parents experience. It saddened me to hear that society still rejected them as individuals, families and parents. According to Wall (2011) there are numerous obstacles and disappointments that lesbian and gay individuals and parents face.

1.2 Statement of purpose

The purpose of the proposed research study was to explore and describe the experiences of lesbian parents and how these experiences might relate to their parenting styles, in the hope of contributing to current literature concerning lesbian studies in South Africa.

1.3 Research questions

1.3.1 Primary research question

What are the parenting experiences of lesbian couples as it relates to their parenting styles?

1.3.2 Secondary research questions

- What specific parenting styles (if any) emerge in same gender parenting?
- How can insight into parenting styles in lesbian families inform the literature on lesbian families and parenting?
- What are the lesbian parents' negative (challenges, if any) and positive experiences (if any)?

1.4 Definition of terms

1.4.1 Parenting style

Pretorius (1998) describes a parenting style as the education that a child receives in a family situation, and every parent has a style of educating his/her child. A parenting style can be defined as a two way process, characterised by mutual parent-child interaction as the central theme (Reder & Lucey, 1995). Le Roux (1992) describes a parenting style as the behaviour, attitude, disciplinary approach or communication mode that parents or caregivers use in a relationship with a child.

1.4.2 Family

According to Say and Kowalewski (1998, p. 5-6 as cited in Morrow, 2001, p. 54) family is “a committed relationship, developed over time, between two persons who participate in each other’s lives emotionally, spiritually, and materially”.

The Oxford Advanced Learner’s Dictionary (2000, p. 420) describes a family as “a group consisting of one or two parents and their children or a group consisting of one or two parents, their children and close relations”. According to the Concise Oxford dictionary a family is “a set of parents and children or of relations, living together or not” (1990, p. 423). According to Le Roux (1992) a family is the smallest, most basic social unit in the society, linked through a blood relationship, marriage or adoption. A family could vary a lot from a childless, single parent to a couple with children of their own or adopted children.

1.4.3 Lesbian families

I have chosen to use the term lesbian in my research study, as the majority of the research articles included in this research study refer to lesbian individuals or lesbian parents. The participants also referred to themselves as lesbians and therefore the term lesbian will be used. According to Brown (1995) the term lesbian is the name held by women to describe their sexual preference of the same gender.

Lesbian families according to Lubbe (2007, p. 275) refers to a “family constituted by two gay

parents of the same gender (two females or two males), who are involved in an intimate and committed relationship”.

1.4.4 Experiences

According to Scott (1991, p. 781) experience is “(i) knowledge gathered from past events, whether by conscious observation or by consideration and reflection; and (ii) a particular kind of consciousness, which can in some contexts be distinguished from reason or knowledge”.

According to the Oxford Advanced Learner’s Dictionary (2000, p. 406) experience is defined “as the knowledge and skill that you have gained through doing an event or activity that affects you in some way. In addition it can also be defined as events or knowledge shared by all the members of a particular group in society, that influences the way they think and behave. That a specific situation affects you or happens to you to have and be aware of a particular emotion or physical feeling including experiencing pain, pleasure and unhappiness”.

1.5 Assumptions

From the literature review, I have come to the following assumptions about the nature of the proposed study:

- Lesbian parents might display different parenting styles than heterosexual parents
- Lesbian parents might display similar parenting styles to heterosexual parents
- Lesbian parents might be aware (or not) of their parenting style
- Society plays a major role in the acceptance and disapproval towards gay and lesbian parents
- The tolerant, democratic parenting style might be the most appropriate for children to develop optimally

1.6 Brief overview of research methodology and design

In the following section the paradigm, research design, selection of participants, data collection techniques and data analysis will briefly be discussed to give a summarised overview of the research project.

1.6.1 Paradigm

Nieuwenhuis (2007, p. 47) defines a paradigm as being “a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world-view”. The covering meta-theoretical paradigm that I have implemented for this research is based on an interpretive perspective to gain the best perspective on the research being planned (Beyer, Du Preez & Eskell-Blokland, 2007). According to Nieuwenhuis (2007, p. 60) an interpretivistic paradigm offers “a perspective of a situation and to analyse the situation under study to provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter”. Thus, this paradigm allows me as researcher to get close to my participants and interact with them in order to gain a deep insight and understanding of the experiences that they have on their parenting styles in raising their children (Hinckley, 2007). Throughout the research process, it is important to view the participants within their context, in an attempt to gain a more significant and practical understanding of the lesbian families and how they engage in parenting styles (Hinckley, 2007).

1.6.2 Research design

According to Terre Blanche and Durrheim (2002) a research design can be perceived as a set of guidelines to guide the research process and therefore confirming that the conclusions deducted from the study are trustworthy. The proposed research study will be conducted qualitatively. One of the most distinguishing characteristics of qualitative research is that the researcher attempts to understand the participants in their own way of seeing and understanding the world they live in. This research project was conducted within the qualitative paradigm (Mouton, 2001). By using a qualitative research inquiry an effort was made to understand and investigate the lesbian parents’ experiences of parenting and their

style of parenting.

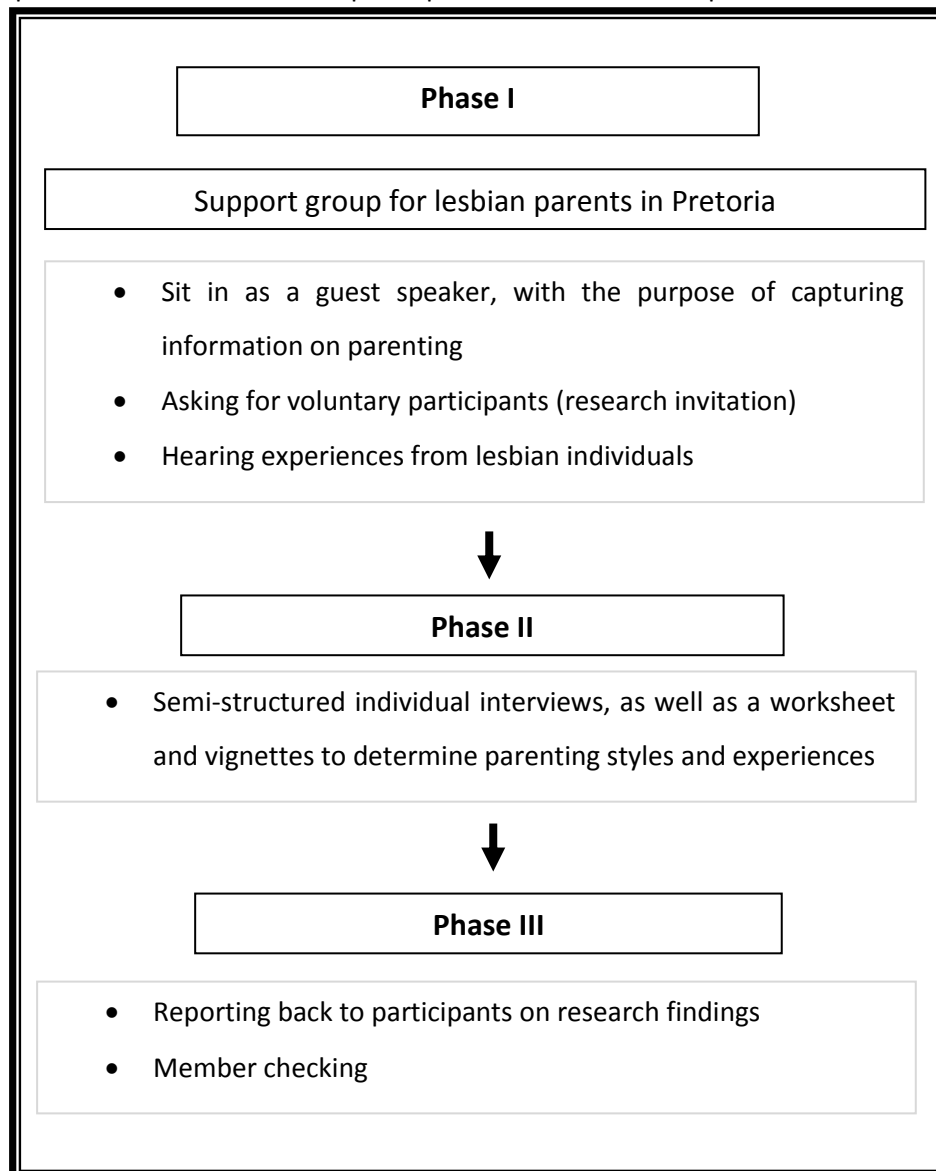
Case studies were used to conduct an inquiry into a phenomenon with the aim to describe and explain the phenomenon of interest. In this research study the phenomenon of interest as mentioned, was the experiences of parenting and parenting styles, specifically in lesbian families. According to Yin (1984, p. 23) “case study research method is an empirical inquiry that investigates a contemporary phenomenon within its real life context”. By using case studies as my mode of inquiry a solid foundation was provided to strive towards a comprehensive and holistic understanding of how my participants engaged in specific parenting styles. Case study research enhanced my data collection techniques since one of the key strengths of case study research method is the use of multiple sources and techniques in the data gathering process (Nieuwenhuis, 2007). According to Merriam (1988) case study research would be ideally carried out when a specific phenomenon could be identified, like a group of people or a bounded system. The advantage of case study research is that it requires no specific data gathering or data analysis techniques. Case study research is referred to as “interpretation in context” (Merriam, 1988, p. 10). By using case study research I was able to concentrate on the experiences and parenting styles in lesbian families, as this enabled me to uncover the interaction and provide a holistic description and explanation (Merriam, 1988).

1.6.3 Selection of participants

The research sample consisted of lesbian parents who were willing to participate in the study. The sampling method was a combination between snowball and non-probability sampling methods as these do not incorporate random selection but facilitate for particular selection which is what I needed for the planned research study. I utilised a purposive sampling method in correlation with snowball and convenience sampling. Purposive sampling implies that sampling is conducted with a purpose in mind and thus is essential to the research study as I specifically interviewed lesbian parents with children. Convenience sampling is based on the availability and easy accessibility of participants (Maree & Pietersen, 2007).

I used eight lesbian parents as my research participants, with children (male and female) aged from four to twelve years. My participants were Afrikaans and English speaking. I chose lesbian parents due to the accessibility created by a supervisor with contacts to lesbian families with children. As mentioned earlier in this chapter, the opportunity I was granted made it possible for me to ask for voluntary participants by means of a research invitation (see annexure A).

Figure 1: Visual presentation of selection of participants & data collection process



1.6.4 Data collection techniques

i. Semi-structured interviews (if possible and convenient for participants)

Semi-structured interviews were chosen to provide the opportunity for the participants to tell their story and experiences. In conjunction with the semi-structured interviews, parenting style worksheets and vignettes were used to determine parenting styles within the lesbian families.

Semi-structured interviews entail a set of pre-determined and open-ended questions, thus allowing the researcher the freedom to expand on and delve deeper into the responses given by the interviewees (Nieuwenhuis, 2007). This ensured that the information that was gathered from the interviews was in-depth, rich in detail and of a personal nature. I also used a worksheet adapted from Pretorius's work of the eight parenting styles, whereby the parents should plot themselves on a diagram. An additional enquiry was conducted by using a vignette in which the parents read a case study and tell me what they would do in that specific situation, how they would react and handle the situation (Massey, 2008).

ii. Research diary

According to Hughes (1996) a research diary should be kept for several reasons in order for the researcher to keep track of the process of the research, jotting down the thoughts of the researcher, recording the researcher's research skills and the research diary will serve as a reflection opportunity. The research diary provided me the opportunity to record and write down my own personal experience during the actual research sessions and data collection periods and provided an opportunity to reflect on the whole process.

The data collection process is further discussed in depth in Chapter 3 (see section 3.6).

1.6.5 Data analysis strategies

According to De Vos (2005) the qualitative data analysis procedures is an ongoing process, it is the constant process of ordering, and bringing structure to data.

I used thematic analysis and hermeneutics, which means that “interpretation is aimed at deciphering the hidden meaning in the apparent meaning” (Nieuwenhuis, 2007, p. 101). Thus the data was analysed with the aim of making sense of the whole. Framework analysis or thematic analysis is the process whereby the data acquired is coded, extracted and examined in depth (Lacey & Luff, 2001). Thematic analysis is frequently used in qualitative research, to identify and analyse data for the meanings that were provided by the research participants, themes are identified by means of reading and re-reading the data. A theme is a patterned response or meaning in the data. Thematic analysis is very flexible and is usually applied in the social sciences as well in physical sciences, medicine and mathematics. According to Floersch, Longhofer, Kranke and Townsend (2010, p. 408) “thematic analysis functions as: (1) a way of seeing; (2) a way of making sense of seemingly unrelated material; (3) a way of analysing qualitative information; (4) a way of systematically observing a person, an interaction, a group, a situation, an organisation or a culture; and, (5) a way of converting qualitative information into quantitative data”.

Cresswell (2009) provides a well-structured way of data analysis and interpretation which I chose to adapt and apply as shown below.

- (i) Organising and preparing the data for analysis
- (ii) Reading and re-reading through all data-making notes
- (iii) Coding the data
- (iv) Creating themes (Cresswell, 2009).

An in-depth discussion of how the above mentioned steps were implemented with the data analysis and interpretation in this research study is discussed in Chapter 3 (see section 3.7).

1.7 Layout of this research project

Chapter 1: Introduction and overview

Chapter one entails an overview of the introduction to the rationale of this research study. The research questions, statement of purpose and definition of terms are all included in this chapter

Chapter 2: Literature Study

Chapter two contains a discussion of all relevant research regarding lesbian parenting, family and parenting styles.

Chapter 3: Research Methodology

Chapter three contains the research design, approach and methodology that were followed during this research project.

Chapter 4: Findings

The findings from the data are presented in Chapter four as well as appropriate raw data.

Chapter 5: Final Conclusions and Recommendations

Chapter five is a summary containing the main findings summarised and the final conclusions drawn from the research study.

1.8 Synopsis

Chapter one provided an overview of what the reader can expect from this research study. The chapter commenced with an overview of the rationale of this research and the research problem. I defined the purpose of this study, the research questions guiding the study and provided definition of the terms used in this research. I stated the research design and methodology as well as the research paradigm by which this research will be carried out. Lastly, ethical considerations and quality criteria were mentioned.

In Chapter 2 all relevant literature pertaining to this research will be discussed.

Chapter Two

CHAPTER 2

LITERATURE STUDY

“Good parenting is one of the greatest gifts you can give the world, to your children and to yourself. As you take the lessons learned from surviving a heterosexist world and empower your children to live differently, you give the gift of rising above bigotry and of celebrating diversity”

(Clunis & Green, 2000, p. 4).

“It’s not only children who grow. Parents do too. As much as we watch to see what our children do with their lives, they are watching us to see what we do with ours. I can’t tell my children to reach for the sun. All I can do is reach for it, myself”.

Joyce Maynard

2.1 Introduction

In this chapter I will explore the main concepts of the research study in existing literature on parenting styles and the experiences of lesbian parents. Firstly I will be discussing the theoretical framework, families as a changing phenomenon, and thereafter I will explore lesbian families. Parenting styles, theories and attachment will be discussed last, as well as how all the facets contribute to this specific research and why it is important to include all of these facets in the literature review.

2.1.1 Theoretical framework

The model that I will be using for my theoretical framework is the family systems perspective from Urie Bronfenbrenner (2005).

Bronfenbrenner (1994, p. 37) described “that in order to understand human development, one must consider the entire ecological system in which growth occurs. This system is composed of five socially organised subsystems that help support and guide human growth.

They range from the microsystem, which refers to the relationship between a developing person and the immediate environment, such as school and family, to the macrosystem, which refers to institutional patterns of culture, such as the economy, customs, and bodies of knowledge” (Bronfenbrenner, 1994, p. 37)

Figure 2: Bronfenbrenner’s (1979) ecosystemic model to illustrate interaction in the lesbian family

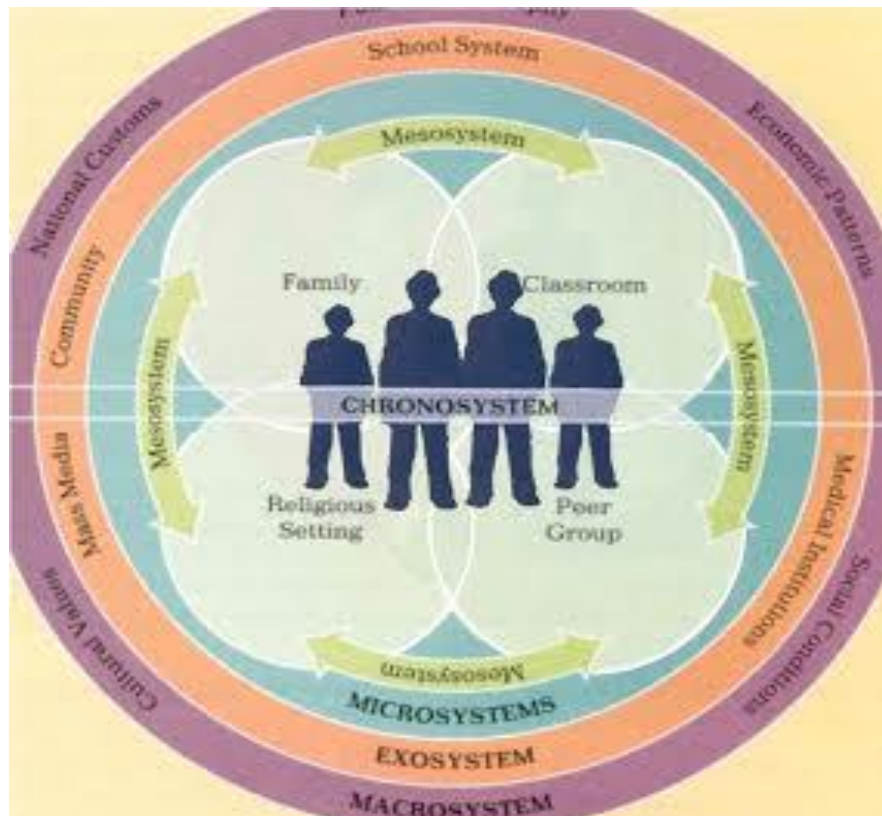


Figure 2 is a diagram in order to represent the ecosystemic model of Urie Bronfenbrenner and to demonstrate the numerous interactions of systems in the lesbian family. The lesbian families and the parents’ parenting styles can be seen as part of various interrelated systems as described by Urie Bronfenbrenner, in that individuals function and grow in the microsystem, mesosystem, exosystem, macrosystem and lastly the chronosystem. The microsystem refers to the individuals’ direct environment such as the workplace, schools and their families. The mesosystem refers to the connections between two places such as the school and the workplace or the school and the family. Bronfenbrenner describes a mesosystem as “a system of microsystems” (Bronfenbrenner, 1994, p. 40). The exosystem refers to the connection between the two places mentioned above but that does not

include the individual, in other words the exosystem refers to specific happenings and events that have a direct influence on the environment in which the individual lives and functions, therefore having an indirect influence on the individual. An example of this can be the effect of the heteronormative society attitude towards lesbian families and the home environment. The macrosystem refers to the “overarching pattern of micro-, meso-, and exosystems characteristic of a given culture or subculture, with particular reference to the belief systems, bodies of knowledge, material resources, customs, lifestyles, opportunity structures, hazards and life course options that are embedded in each of these broader systems” (Bronfenbrenner, 1994, p. 40). Lastly the chronosystems refer to the “change or consistency over time not only in the characteristics of the person but also of the environment in which that person lives” (Bronfenbrenner, 1994, p. 40). An example of the chronosystem may be the changes that an individual goes through such as family structure, economic status and employment.

Throughout the engagement of literature and collecting data, the systems in which people function interact with each other became more visible. These interrelated parts of a system as Bronfenbrenner (1994) describes it continuously interact with one another, for every action from a system another system reacts. A more practical explanation would be to paint the picture of a pond. Whenever the smallest pebble would be thrown in the water, the pebble will cause a ripple effect on the water surface and eventually the whole surface will feel the ripple from this pebble. The systems theory of Bronfenbrenner is much like this, no matter how small the action in one part of a system all the other interrelated systems will eventually be influenced by this action and then in turn react in a certain way to the action (Bronfenbrenner, 1994).

In this research the macrosystem with its laws, constitution and human rights influences the heteronormative society which is the exosystem, which in turn has an influence on the mesosystem, the lesbian family and as a result has an effect on the parenting experiences and styles. The family systems perspective views family as interconnected. Neither individuals nor their problems exist in a vacuum. Whenever a difficulty is experienced at work or church this problem will spill over to the family and therefore have an impact on the rest of the family. Physical, social and emotional functioning of family members are

extremely interdependent, with changes in one part of the system echoing in the other parts. Family can be seen as the primary and most powerful system to which individuals belong (McGoldrick, Gerson & Petry, 2008). According to Bronfenbrenner (2005) any family goes through numerous processes and interaction between persons in the family, extended family, and their immediate environment (workplace, schools and family). If a family should adapt successfully to these interactions between family life, school environment and work environment, the interaction should occur on a regular basis of periods of time. The individual or in this research the lesbian family with their children is the centre of this system. The family affects as well is affected by the system in which the family functions. The family is the most important system due to the fact that the family members spend most of their time in this family system and have an emotional influence on each other. This family system receives multiple interactions from other systems in which they function. These other systems refer to neighbourhoods, playgrounds, schools, religious settings and medical care. The family development and wellbeing are greatly influenced by all of the above mentioned systems. Besides this immediate environment which has an influence on a family, there is still the community and school system which forms part of the exosystem which has an impact on families and then the macrosystem which consists of the cultural values, national belief and custom, economic circumstances and social conditions. Therefore is of vital importance to use the ecosystemic model in order to display family functioning and influences from the environment on the lesbian family (Bronfenbrenner, 2005).

Figure 3: Schematic representation of systemic influences on lesbian families.

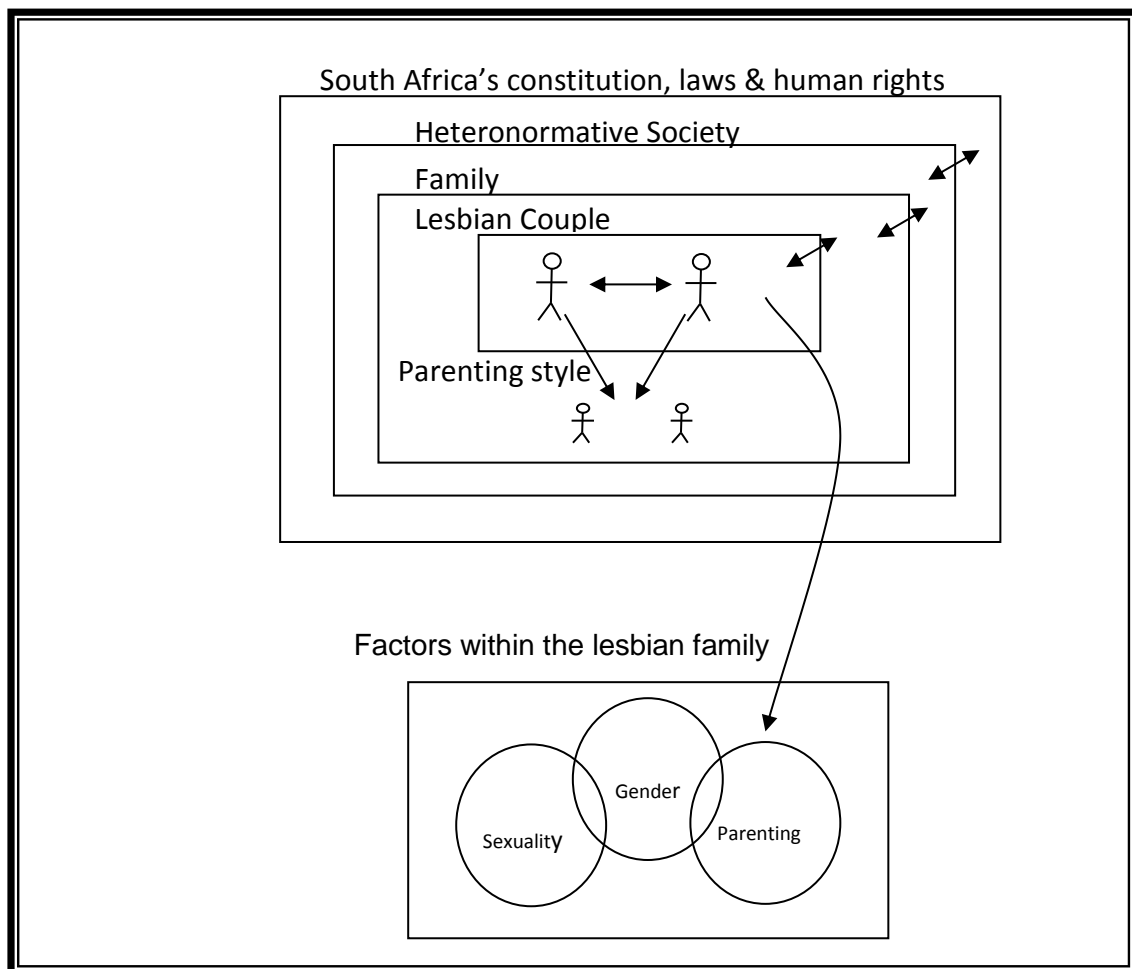


Figure 3 is schematic representation of systemic influences on lesbian families. As discussed in detail in paragraph 2.1.1, all individuals and families are constantly influenced by numerous systems surrounding them (Bronfenbrenner, 2005). The above presentation illustrates the numerous systems and the impact this might have on the lesbian family. Firstly, the family itself is a system on their own which Bronfenbrenner (2005) refers to as the microsystem which includes religious settings, family, the school setting, friends and peer groups. Furthermore, Bronfenbrenner (2005) describes the influences and interaction between these sub-systems as the mesosystem which refers to the interrelated relationships these systems have on each other. For example the type of parenting style that the family exhibits will have a direct influence on the children and how they behave at school. The exosystem refers to the heteronormative society and community, media, and the school system. Lastly, the macrosystem, which includes South Africa's constitutions, laws and

human rights. All of these systems have an influence on the lesbian family. It is of vital importance to use the ecosystemic model of Bronfenbrenner as a theoretical framework to display the numerous parts that affect the lesbian family system (Bronfenbrenner, 2005).

Therefore, the ecosystemic model of Urie Bronfenbrenner is useful as the theoretical framework for this research project in order to explain the numerous influences a family absorbs from their environment. It will not only give structure in explaining the numerous influences from different systems on an individual or family, but guide the enquiry when interviewing the participants.

2.2 Changing Families

2.2.1 Families as a changing phenomenon

“All happy families are alike; every unhappy family is unhappy in its own way”

~Tolstoy~

“All happy families are more or less dissimilar; all unhappy ones are more or less alike”

~Nabokov~

“Fathers and mothers differ, just as males and females differ”

~David Popenoe~

Firstly, I would like to share a paragraph that I read from Lubbe (2005) that broadened my view as an individual and as a researcher regarding lesbian and gay families and society's attitude towards these individuals. It made me realise that I had to see the world through my participants' eyes and that I had to place myself in their shoes. I had to draw a lens to view this new journey that I endeavoured on.

“It was only during the research process that I really started to make sense of the social constructedness of “gayness” – of the way which Western civilisation over the past 1400 years has constructed and maintained polarities, dichotomies and binary modes of thought

as fundamental explanatory categories that claim to be universal and a priori – but which are not. Sexual categories have in fact become a social agreement. People whose sexual orientation makes them prefer partners of the same gender create a consensual reality that enables them to understand the whole phenomenon of being gay as something potentially positive, creative, life-affirming and moral – rather than the opposite. This construction of gayness is a personal and group identity providing the only alternative to the negative construction of same-gender sexual orientations that stigmatise and exclude gay people. But the construction of a gay identity as something healthy, creative, life-affirming, moral and (dare one say it?) normal is a fragile flower upon which the harsh minds of prejudice blow from all directions. Whether it will survive or not only history will tell.” (Lubbe, 2005, xix).

This made me think and rethink society’s decision making, society’s boxes that they like to place individuals in, if we (society) can celebrate our various diverse choices and preferences and not judge and just accept. Lesbian families are just one of the various family types that can be identified, each and every family is unique and differs from each other. One of the quotes that made so much sense to me during this research on families is- *“Don’t think outside the box....Think like there is no box at all” (Author unknown).*

The family as a changing phenomenon will be discussed as it is the foundation of this research. It is from here where all other aspects root from and build upon. It is important to realise that families are constantly changing and that there are all different kinds of families. Golombok (2005) refers to “unusual families” to describe new formation of family types that differ from the old and past stereotypical family formation (Golombok, 2005). According to Lubbe (2009) and Eggebeen (2012) there are some families whose composition is contrasting to the traditional family unit. According to Walsh (2003) over the past two decades, families have become increasingly varied and complex, and in a changing world, families in their rich diversity are more vital than ever. At first the family comprised an intact, two parent family unit headed by a male breadwinner and supported by his full-time homemaker wife, who devoted herself to household management, raising children and elder care. Nowadays families consist of divorcees, unmarried mothers and fathers, widowers and singles (Walsh, 2003). Lesbian and gay families are just one type of family in the rich diversity of Western societies (Lubbe, 2009). According to Lubbe (2007, p. 260)

“advances and changes in globalised culture compel psychologists to take cognisance of the wide variety of ways in which families are formed and in which children grow up”. The motivation underpinning this research project is the reality of the increasing numbers of lesbian and gay families, particularly lesbian parents raising children. Lesbian and gay couples are gradually deciding to become parents and to start their own families. Psychologists should realise that family structures in South Africa are changing and they should be competent to work with diverse families (Lubbe, 2007).

What is a family? Does it really take two parents and a child to be a family? Does a family really need a female and male parent? For a long time, being parents was deliberated to be an exclusive privilege of heterosexual individuals. Still today lesbian and gay individuals remain less probable to have children with regards to heterosexual individuals. However, this phenomenon is shifting slowly but surely and the number of lesbian and gay individuals becoming parents is increasing (Patterson & Riskind, 2010). Today’s family consists of a variety of alternative family combinations and arrangements, which range from children living with their divorced mothers, divorced fathers, single parents and unmarried cohabiting parents. Then with regards to this research, there are children in non-traditional families reared by lesbian mothers including foster care children and adoptive children and children from previous heterosexual marriages (Eggebeen, 2012; Johnson, 2012).

More and more lesbian women are deciding to have children and becoming mothers, whether single or in a committed relationship. This pathway is usually a challenging one with a lot of barriers and sometimes disappointments (Wall, 2011). How lesbian families originated is either through assisted reproductive technology, through adoption, previously married with children or taking care of foster children (Johnson, 2012). Furthermore, many lesbian and gay partners in committed relationships choose to have children and start their own family (Biblarz & Stacey, 2010; Chapman, Wardrop, Zappia, Watkins & Shields, 2012; Patterson & Riskind, 2010; Wall, 2011; Gartell & Bos, 2010).

When looking at topics such as the biological mother and non-biological mother and the division of child care and relationships with the children and family responsibilities research delivered the following. According to Brooks (2008) and Biblarz and Stacey (2010), in lesbian

relationships and family life the biological mother usually takes up the role of the primary caregiver in the earliest months. However the non-biological mother frequently has a good attachment to the child and takes on the larger role as caregiver when the child is older. Lesbian mothers furthermore describe more equal share of child care and a high level of relationship satisfaction. Furthermore, Donaldson (2000) describes that lesbian couples usually negotiate the division of labour such as household responsibilities and money issues. Furthermore, Donaldson's research found that lesbian mothers share the role mother which includes the role and responsibilities of taking care of the children (Brooks, 2008; Biblarz & Stacey, 2010; Wall, 2011; Donaldson, 2000).

According to further studies by Patterson (1994) the formation and maintenance of close and strong relationships with family and friends are high priorities for most gay and lesbian families. Furthermore, research proved in many ways in which lesbian and gay close relationships are similar to those of heterosexual couples and that many of the same variables that are important in heterosexual couple relationships are also significant for lesbian and gay couples (Patterson, 1994).

This is why the next discussion will elaborate on lesbian families and their similarities and differences compared to heterosexual families.

2.3 Lesbian families

2.3.1 Similarities and differences between lesbian, gay and heterosexual couples

Similarities and differences between lesbian, gay and heterosexual couples is an important aspect to include in this research since these similarities and differences would pinpoint and directly relate to the parenting styles and the relationship between parents and their children.

According to various studies there are many similarities among lesbian, gay and heterosexual couple relationships. On the other hand, there are also a number of noted differences. Research done by Biblarz and Stacey (2010) represented the parental

differences between two-parent couples and their children by gender mix of couples in 33 research studies. This research and the differences are presented in Table 1 below.

Table 1: Findings of significant differences between two parent couples and their children by gender mix of couples in 33 studies repeated from Biblarz & Stacey, 2010).

Outcome Variable	Differences between genders of parents
<p>Parental differences Division of labour and relationship between partners.</p> <ul style="list-style-type: none"> -Degree to which partners share employment, child care, family/household labour, decision making, and/or participation in activities with children -Co-parent prefers equal responsibility for child care versus less responsibility for child care -Relationship satisfaction and compatibility with division of labour and/or partner as co-parent 	<p>♀♀ > ♀♂</p> <p>♀♀ > ♀♂</p> <p>♀♀ > ♀♂</p>
<p>Parenting and parent-child relationship</p> <ul style="list-style-type: none"> -Intensity of desire to have a child, time spent reflecting on reasons for having a child -Parenting skills (such as parental awareness, concern, problem solving, availability, respect for children's autonomy, and quality of parent/child interaction) -Time spent in imaginative and domestic play, shared interests, and activities with children -Warmth, affection, attachment -Use of corporal punishment -Frequency of disputes with children -Severity of disputes with children 	<p>♀♀ > ♀♂</p> <p>♀♀ > ♀♂</p> <p>♀♀ > ♀♂</p> <p>♀♀ > ♀♂</p> <p>♀♀ < ♀♂</p> <p>♀♀ < ♀♂</p> <p>♀♀ > ♀♂</p>

Another article done by Biblarz and Savci (2010) included the following differences: heterosexual couples are more likely to assign the majority of household labour to the

female, while lesbian and gay couples are more likely to share household labour evenly (Biblarz & Savci, 2010; Biblarz & Stacey, 2010). Another difference is that in sickness and health, lesbian and gay individuals are more likely than heterosexuals to count close friends and ex-lovers as family members. Especially when an instance of prejudice and discrimination from members of the family of origin, lesbians and gay couples may be more likely to turn to networks of friends for support. Furthermore, lesbians and heterosexual women have been found not to differ remarkably in their approaches to rearing their children or that lesbians' romantic relationships been found to detract from their ability to care for their children. Biblarz and Savci (2010) and Biblarz and Stacey (2010) provide evidence that home situations provided by gay and lesbian parents are as likely as those provided by heterosexual parents in order to support and promote children's physical and psychological growth. In many ways lesbian and gay families experience the same issues as heterosexual families (Patterson, 1994). Furthermore, Donaldson's (2000) research provided evidence that all lesbian mothers felt competent as mothers and there was a good attachment between mother and child. The results from her study proved that lesbian mothers in their midlife were more relaxed, confident, resourceful, had intimate mother-child relationship and were very involved in their children's lives (Donaldson, 2000). All participants from this study showed immense positive attitudes and feelings towards parenting. This research done by Donaldson further sheds light on possible parenting styles that emerge in lesbian families. When applying these research findings of Patterson (1994) and Donaldson (2000) on similarities and differences between lesbian, gay and heterosexual couples to this research project, this might indicate the types of parenting styles lesbian mothers would engage in.

From a feminist constructionist approach Clarke (2002) identifies the following framework to evaluate numerous research findings. She identifies four dimensions on differences and similarities between lesbian and heterosexual parents. The first dimension according to Clarke (i) is no difference; states the similarities between lesbian and heterosexual families. There are no considerable differences with the regard to parenting and the knowledge of parenting and the attitudes. Thus, there were no vital differences between children raised by lesbian or heterosexual parents. Research shows that heterosexual and lesbian mothers are much more alike than different and that their children are impossible to tell apart. Thus,

according to this dimension lesbian and gay parents, along with their children, do not vary considerably from heterosexual parents (Clarke, 2002).

The second dimension which Clarke (2002) identified (ii) different and deviant; this research argues that there are numerous differences between lesbian and heterosexual parents. Some of the differences include that children from gay and lesbian parents are much more at risk to be bullied and harmed especially in school settings. Therefore, stating that there are differences between lesbian and heterosexual mothers (Clarke, 2002).

The third dimension that Clarke (2002) distinguishes is that of (iii) different and transformative which is based upon the fact that lesbians are motivated to be mothers and have a desire to love, care and support. In this dimension lesbian mothers choose difference instead of sameness (Clarke, 2002).

The final dimension which Clarke (2002) identified (iv) different only because of oppression, implies difference as well. This time the difference is not chosen but socially constructed through oppression. This in fact means that lesbian and heterosexual families are the same. Research proves that life in a lesbian family is just as varied, challenging, amusing and frustrating as in heterosexual families. Thus, the fourth dimension implies that lesbian families are different only due to oppression (Clarke, 2002).

2.3.2 Lesbian mothers' motivation to have children

Lesbian mothers' motivation to have children was of vital importance in this research to describe the lengths that these mothers went to in order to obtain the opportunity to care and provide for children. Becoming parents for lesbian mothers was not a straightforward process as in heterosexual marriages. According to research done by Patterson and Riskind (2010) numerous gay and lesbian individuals want to be parents and their expectations of having children are high. As Wall (2011) described in her research more and more lesbian women are deciding to become parents, however the road to that dream does come with numerous challenges and even disappointment. According to Wall (2011) there are numerous obstacles lesbians are faced with when deciding to start a family. Wall's research found that logistics of starting a family, the financial strain of adopting or a pregnancy, the

loss of societal and family support, obstructive laws and politics and fear of societal intolerance all had a major influence when deciding to have children (Wall, 2011).

According to articles by Bos, Van Balen and Van den Boom (2003), Eggebeen (2012) and Chapman et al. (2012) regardless of parents' sexual orientation and preference, they are equally motivated to have and provide for their children and the decision of becoming parents is not an easy one or taken lightly. Furthermore, Siegenthaler and Bigner (2000) proved in their research that lesbian mothers and non-lesbian mothers' motivation to have children are more similar than different. However lesbians' motivations to have children are not pressured by society or family and friends, but by their own choice, motivation and desire to become parents (Siegenthaler & Bigner, 2000). Patterson and Riskind (2010) specified that lesbians who wanted to become parents were no less likely than heterosexual individuals to do so. This article also mentioned that lesbian parenting desires was one of the most important and contributing factors to have children (Patterson & Riskind, 2010). Throughout the literature it is found that lesbian and gay individuals expressed very encouraging and positive attitudes towards becoming parents (Patterson & Riskind, 2010).

According to the research article on the experiences of Australian lesbian couples becoming parents, deciding, searching and birthing, by Chapman et al. (2012), lesbian couples that anticipate becoming parents do extensive reading and preparation. Numerous participants in their research indicated that having kids was one of their greatest desires and was seen as the last step of being a complete family (Chapman et al., 2012). Research done by Bos et al. (2003) pinpoints the differences in motivation and desire to have children between heterosexual and lesbian parents. Motivation is believed to have an effect on the quality of parenting and the relationship between children and their parents. Once lesbian and gay families decide to have children they are often confronted with a variety of questions of which some are very critical. Due to these questions lesbian mothers are compelled to reflect and think about their motives and desire to have children. Thus, lesbian mothers spend more time thinking and reflecting on their motives and desire to have children. In addition lesbian couples undergo a lot of processes to have a child. It is proved that through these processes and circumstances the intensity of the motivation and desire for a child grow immensely. Thus, in conclusion, lesbian mothers have a strong motivation and desire

to have children, which in turn spills over into the parent and child relationship (Bos et al, 2003). Research done by Chapman et al. (2012) and Bos et al. (2003) were based on planned lesbian families, however this is applicable to this research as most participants (three of the four families) in this research planned to have their children and adopted children. Thus the numerous research stated above proves that lesbian mothers regard their role as parents as one of their sole priorities, therefore having a direct influence on their parenting style and their behaviour towards their children.

The following research was included in this research study due to relevancy to numerous motivations underlying the force to have children in both lesbian and gay families. This research could shed further light on what steps and measures lesbian and gay individuals went through in order to start their own family. Research done by Goldberg, Downing and Moyer (2012) was indeed based upon gay men's motivation to have children. However this could further reinforce and deliver the numerous underlying factors that gay as well as lesbian individuals had to go through in order to have a family. Research done by Goldberg et al. (2012), delivers the following results on gay men's motivation for parenthood. Motivations for parenthood: Parenthood as psychologically or personally fulfilling; Valuing of family ties; Enjoyment of children; Raising children is a part of life; Desire to use own resources to better a child's life; Desire to shape and teach a child as well as the partner wanting to be a parent. These findings provide various personal, relational and systemic factors that form gay men's motivation on deciding and embarking on the road to parenthood (Goldberg et al., 2012). Including these research findings on gay men's motivation is important as it again highlights the underlying motivation of becoming parents in a different family. Goldberg et al. (2012) further expand on their findings by linking the finding of gay men's motivation to have children to earlier studies of heterosexual couples, similar to the men highlighting their personal and psychological rewards of being parents. Concluding this discussion, it can be said that the motivation of lesbian, gay and heterosexual couples stems from a deep rooted psychological and personal fulfilling to become parents (Goldberg et al., 2012).

2.3.3 Children of lesbian and heterosexual parents

“We know the statistics-that children who grow up without a father are five times more likely to live in poverty and commit crime; nine times more likely to drop out of schools and twenty times more likely to end up in prison. They are more likely to have behavioural problems, or run away from home, or become teenage parents themselves.”

~Barack Obama~

In this section of the literature study on children of lesbian and heterosexual parents it is of vital importance to find evidence in the literature of the outcomes of both children, that is children growing up in a heterosexual family with a mother and a father and children growing up in a lesbian or gay family. Numerous research has already been conducted on children being reared in lesbian families. This section was included in this research because participants of this study had to have children in order to participate. It is of importance to include these findings due to the numerous effects of having been reared in a lesbian household and the outcomes of the children. As mentioned in section 2.2.1 of the literature review on families as a changing phenomenon, it is thus important to include the outcomes of children growing up in these diverse families. Research done by Johnson (2012) found that the numerous research done on lesbian mothers and their children across the three waves of research that children reared by lesbian mothers are just as functional individuals as their compared participants (Johnson, 2012). Research done by Biblarz and Stacey (2010) summarised a variety of child outcome variables in their research by summarising the findings of significant differences between two parent couples and their children in heterosexual, lesbian and gay families in 33 studies.

Table 2: Findings of children outcomes between heterosexual families and lesbian families and their children (repeated from Biblarz & Stacey, 2010).

Outcome Variable	Direction
Child outcome	
<i>Psychological and social well-being</i>	
Security of attachment to parents	♀♀ > ♀♂
Perceives parents as available, dependable	♀♀ > ♀♂
Discusses emotional issues (including own sexual development) with parents	♀♀ > ♀♂
Interest, effort, success in school	♀♀ > ♀♂
Behavioural problems (especially among girls) (parent and child reports)	♀♀ < ♀♂
Teacher ratings of children's behavioural and attention problems	♀♀ > ♀♂
Likelihood of getting teased at school about their family configuration or own sexuality	♀♀ > ♀♂
Perception of own cognitive and physical competence	♀♀ < ♀♂
Daughters rate quality of relationship with parents higher than sons do	♀♀ > ♀♂

Below are several more studies, mainly longitudinal research studies that bring forth the evidence of the outcome of these children. Numerous studies, especially a study done by McLanahan and Sandefur (1994) on children growing up in marriage based intact families and children growing up in families who cohabit, are divorced, step and single parent families provided the following conclusion, it has been proved that children with only one biological parent (mother or father) are worse off, on average than children from families with two parents (McLanahan & Sandefur, 1994). This research and the conclusion made by McLanahan and Sandefur (1994) quite closely relate to the opening statement by Barack Obama claiming that a child without a father is more likely to display an array of behavioural difficulties.

The American Psychological Association provided a document on lesbian and gay parenting in the year 2005. This documentation stated that: “Not a single study has found children of lesbian or gay parents to be disadvantaged in any significant respect relative to children of heterosexual parents” (Patterson, 2005, p. 15).

Some courts, societies and numerous individuals’ concerns with children being reared in lesbian and gay families are social stigmatisation of the child and confusion in the child regarding the child’s sexual identity. Long term concerns are the possibility of a homosexual orientation in the child. Across the globe social scientists drew conclusions that if children were to grow up without a father figure this would have serious implications with regards to behavioural, emotional, social and cognitive development and could possibly lead to delinquent behaviour. These studies drew the conclusion that a father figure plays a vital role in positive child development and that this fathering occurs optimally in a heterosexual family or marriage (Silverstein & Auerbach, 1999).

As early as 1999 an article concluded that successful parenting is not gender specific and that neither mothers nor fathers are needed for healthy conditions for rearing children (Silverstein & Auerbach, 1999). Even an earlier study done by Green, Mandel, Hotvedt, Gray and Smith (1986) proved that no distinctions exist between male or female children of homosexual or heterosexual mothers regarding popularity or social adjustment. The data demonstrate no difference regarding the sexual identity. Some differences are found in gender role behaviours. For daughters there are fewer adherences to traditionally sex typed standards, however, they are still found similar to many other girls of the same age (Green et al., 1986).

Why is there no dramatic difference between these children? By going back and looking at the three core concepts of sexual identity, should shed some light on the question. The first concept, core-morphologic identity, entails that children classify themselves as male or female, include genital configuration, dress code and words used by parents. It would require an absence of the two comparisons of sexes and sex typing language to lead to confusion in children’s early development of sexual identity (Green et al., 1986).

Secondly, the second component of sexual identity; gender role behaviour. Research again proved that an absent father in a boy's life is not that critical and that the critical engagement period is the first five years of a boy's life. This time is associated with the development of extensively feminine or extreme masculine behaviour in sons, therefore the first five years of development in a boy's life is seen to be a critical period and that in these first years male interaction is viewed as important (Green et al., 1986).

The last component of sexual identity consists of: sexual orientation. Research proved that role modelling has a big influence on a child's sexual orientation and that the parents' sexual orientation indeed has an influence on their children. However, this influence from the parents' sexual orientation might be very small due to the fact that children engage in their environment with numerous other individuals. These individuals may include; friends of their parents, peers, media and their family (Green et al., 1986; Silverstein & Auerbach, 1999)

According to various studies none of the children in the studies compared to heterosexual families and lesbian families meet the criteria of gender identity disorders of childhood. Daughters of heterosexual mothers show more gender role behaviours than the sons, however still in the normal range. Daughters of lesbian mothers are less feminine in their clothing, more interested in rough play. Daughter's dress preferences are linked to the rough play. Mothers usually also dress more often in pants or jeans which could enforce the preferences by their daughters. It is confirmed that sons and daughters raised by lesbian mothers without an adult male figure do not appear differently on psychosexual and psychosocial development from children raised by heterosexual mothers without a male figure present (Green et al., 1986; Regnerus, 2012; Biblarz & Savci, 2010). According to research done by Marks (2012) in which numerous research studies were compared, it was found that not one research study conducted has delivered evidence that children of lesbian or gay families are disadvantaged in any way in comparison to children of heterosexual families (Marks, 2012; Patterson 1992).

There are a lot of expectations that when a child is being raised in a lesbian-mother family that it would increase the likelihood of psychological problems in children and this stems

from an assumption that the children will be teased about their mothers' sexual orientation by peers (Golombok et al., 2003). However, it cannot be overlooked that lesbian parents and their children may have challenges and difficult encounters that could make parenting more challenging (Eggebeen, 2012). Therefore these challenges mentioned by Eggebeen should be investigated and the experiences of the lesbian families should be noted.

2.3.4 Mother-child relationships

The mother-child relationship is another vital part to look at if one wants to explore lesbian and gay families. It is essential to know how important this initial relationship between mother(s) and their children are.

According to McDermott and Graham (2005) the mother-child relationship is based upon understanding, accomplishment, self-identity and a sense of self-worth. Everyday physical contact with each other, responsive responses to their child's needs, independence to explore the environment and the settings in which the child gains a sense of consequences for his or her actions; this all forms a vital part of the mother child relationship. Thus, this relationship forms the foundation of security for children, having specific effects for the future of the child. Furthermore Beck (1992, p. 118) describes the mother-child relationship as "the last remaining, irrevocable, interchangeable primary relationship". Previous research done by Stocker (1994) established that children who experienced high levels of warmth in their relationships with their mothers had more enhanced adjustment skills than children who had experienced low levels of warmth in the relationships with their mothers.

The following paragraph will discuss lesbian mothers' relationships with their children and characteristics that mothers show towards their children. According to Tasker and Golombok (1995) it is found that lesbian mothers show characteristics of nurturing towards their children and being forgiving, lenient and sympathetic towards their children. Donaldson (2000) found that lesbian mothers in their midlife reported to be more adequate parents, establishing a better attachment with their children and felt that they bonded very well with their children. Several mothers in Donaldson's (2000) study reported to be very involved in their children's lives. Research done by Gartrell and Bos (2010) indicates similar results, their findings posed that lesbian mothers' commitment to parenting started long

before their child was even born. These mothers undertook numerous steps to prepare themselves such as taking classes to inform them about child rearing practices. Gartrell and Bos (2010) also found that lesbian mothers are very involved with their children's education. Furthermore, it seems that they strove to have a close relationship with their children throughout their lifespan. These mothers also seemed to use minimal corporal punishment and it came forth as if they frequently use verbal corrections of behaviour (Gartrell & Bos, 2010).

These above stated findings from research could all give guidance towards the type of parenting style lesbian mothers tend to engage in. There are numerous characteristics that the above research proved that can pinpoint some parenting styles that could be practiced by lesbian mothers.

2.3.5 Lesbian mothers' parenting styles and the quality of their parenting

Research on lesbian mothering and their children has gone through numerous phases throughout the past years; Johnson's (2012) research proved that there were specific "waves" as Johnson calls it. The first wave identified by Johnson (2012) was research based upon lesbians who became parents while in a heterosexual relationship. The second wave identified by Johnson (2012) was research conducted on lesbians who became parents in a lesbian relationship. These waves of research both included the outcomes of children. Johnson (2012) further identified a third wave of research done on lesbian parents, which is based on current research that focuses on the obstacles lesbian families encounter and how children are being raised in a lesbian family. This research project falls within the third wave of research identified by Johnson (2012). Furthermore, Johnson (2012) and Siegenthaler and Bigner (2000) found that all these years of research proved that lesbian mothers are capable, effective parents who are competent in being mothers, creating functional families and having well established relationships with their children.

Johnson (2012) further mentioned that lesbian mothers have specific parenting goals and some of these include: showing respect towards others, high values, honesty, unconditional love and spending quality family time together. All of these parenting goals were investigated in this research project.

Numerous research has already been based on lesbian parents with regards to having children and being mothers. However, this research project is specifically looking at the experiences of the eight participants and how these experiences may or may not give some further insight into their parenting styles. Donaldson's (2000) research explored the experiences of midlife lesbian parenting and in her research she found that all participants had positive feelings towards their parenting experience and that all the participants felt that they had more to give to their children in this stage of their life and knew more about themselves and life in general (Donaldson, 2000).

It was found that in a study comparing single and coupled lesbian mothers with single and coupled heterosexual mothers, that (1) single heterosexual and lesbian mothers were warmer and more positive with their children than were coupled heterosexual mothers; all lesbian mothers were more interactive with their children. (2) Single heterosexual and lesbian mothers reported more serious disputes than coupled heterosexual mothers (Brooks, 2008). The parenting ability of lesbian parents has been proved that lesbian mothers are just as child oriented, just as warm and responsive to their children and just as nurturing and confident. Co-mothers in lesbian mother families are much more involved in parenting than fathers in two parent heterosexual families (Golombok et al., 2003).

According to Tasker (2010), lesbian mothers have a well-established healthy relationship with their children. They might even have better relationships with their children than some heterosexual mothers. This could be due to the mothers' warmth towards their children received from the two lesbian mothers. This is referred to as the "double dose" of the maternal connection and involvement in rearing children (Tasker, 2010, p. 36). There is indeed a large amount of research stating that there is a strong bond between lesbian mothers and their children. Another aspect could be that lesbian and gay parents seek to protect their children more from the "homonegativity" and express more warmth (Tasker, 2010, p. 36). To conclude: children's perceptions of the quality of parenting and parent-child relationship is not influenced by parental gender (Tasker, 2010). Various research specifies that it is the quality of the relationship that is crucial and not necessarily the structure of the family (Tasker & Golombok, 1995; Lubbe, 2009).

2.4 Parenting Styles and Attachment

2.4.1 Parenting styles

It is important to look at parenting styles as it forms one of the main concepts of this research: what parenting styles lesbian mothers engage in when rearing children and how these parenting styles relate with their experiences and vice versa.

Consequently there are the following parenting styles identified by numerous researchers namely: authoritative, permissive, authoritarian, uninvolved, lenient, warm, democratic, autocratic, tolerant, involved, neglectful and harmonious parenting styles (Reder & Lucey, 1995; Turkel & Tezer, 2008; Winsler, Madigan & Aquilino, 2005; Lancaster, Altmann, Rossi & Sherrod, 1987; Pretorius, 1998). My research is based upon these parenting styles to see whether any one or more of these parenting styles emerge within lesbian parenting.

According to Sigelman and Rider (2006) a parenting style is the way in which parents raise their children, as well as the rules and regulations they use to discipline their children. It explains what kind of persons and parents they are and how their children respond and behave. We can go so far in understanding which parenting styles are effective by considering just two dimensions of parenting: acceptance – responsiveness and demandingness – control (Sigelman & Rider, 2006).

According to Sigelman and Rider (2006) parental acceptance - responsiveness refers to the extent to which parents are supportive, sensitive to their children's needs, interactive connection and willing to provide affection and praise when their children meet their expectations. Accepting, responsive parents are affectionate and often smile at, praise, and encourage their children, although they also let children know when they misbehave. Responsive parents are emotionally in touch with their child's needs and are able to respond to those needs with sensitivity and warmth. By being a responsive parent entails a flexible attitude and the skill to solve problems and to adjust attitudes and behaviour depending on the child's needs. Responsive parenting enriches a child's development. Less accepting and responsive parents are often quick to criticise, belittle, punish, or ignore their

children and rarely communicate to children that they are loved and valued (Sigelman & Rider, 2006).

Demandingness – control refers to how much control over decisions lies with the parent as opposed to with the child. Demandingness also describes how parents supervise and discipline their children. It includes the closeness with which the children's behaviour is monitored, the restrictions placed on the children, the conversations about rules, regulations and values, the penalty of breaking the rules and the consistency in the way the rules are followed through in the family. Controlling and demanding parents set rules, expect their children to follow them, and monitor their children closely to ensure that the rules are followed. Less controlling and demanding parents make fewer demands and allow their children a great deal of autonomy in exploring the environment, expressing their opinions and emotions, and making decisions about their activities. Absence of demandingness usually leaves children with reduced self-control and reasoning skills. In contradiction parents who insist on having a child's total obedience may bring on behavioural problems in their children (Sigelman & Rider, 2006).

There are many ideas about how to rear children. Some parents adopt the ideas their own parents used. Other parents get advice from friends. Some read books about parenting. Others take classes offered in the community. However, psychologists and other social scientists now know what parenting practices are most effective and are more likely to lead to positive outcomes for children (Sigelman & Rider, 2006).

According to Baumrind (1991) parenting styles can be supportive and unsupportive. This in fact affects developmental and personality development. Parenting styles may possibly affect children's competence, achievement and social development (Dekovic & Janssens, 1992). Therefore parenting styles is an essential aspect of this study and plays a major role in the quality of parenting.

Reder and Lucey (1995) clarified parenting style as a two way process between the parent and the child. Parenting types are recognised and classified into two types of behaviour that parents display towards their children. These are parent-child centered behaviour (such as

positive reinforcement, attention, encouragement and smiles towards the child) and parent-child directive behaviour (such as demands, by using critique and negative responses towards the child). These two types of parenting developed, which is based on the warmth and responsiveness and parental control and demand interaction from a parent towards a child (Turkel & Tezer, 2008).

Based upon these two parenting types Baumrind (1971) recognised three dimensions of parenting styles, namely: authoritative, authoritarian and permissive (Winsler et al., 2005). Additional research into these types of parenting yielded an extra parenting style, namely an uninvolved or neglectful parenting style (Lancaster et al., 1987).

Pretorius (1998) took parenting styles a bit further by identifying eight parenting styles, namely: warmth, dominant, tolerant democratic, involved, cold, lenient, intolerant autocratic and reckless (inattentive) parenting styles. Which this research study was based upon.

A short description of the eight parenting styles is provided to describe the characteristics and patterns of each style.

Warm parenting style: this parenting style is characterised by a loving, supportive attitude towards the child. The child is accepted in the way that he or she is. The parents are sensitive towards the child's needs, problems, feelings and emotions (Pretorius, 1998).

Cold parenting style: this parenting style is characterised by a defensive, loveless and rejected manner towards the child. This parenting style is on the opposite pole of the warmth parenting style (Pretorius, 1998).

Dominant parenting style: these parents engage in superabundance dominancy towards the child, dominating and controlling. It comes down to excessive supervision and the overcorrection of the child (Pretorius, 1998).

Lenient parenting style: this parenting style is the laissez-faire style, where there is the bare

minimum of control over the child. The child obtains excessive freedom there is no routine, no or few rules and regulations. The child is also given the freedom, of choice over his or her life (Pretorius, 1998).

Tolerant, democratic parenting style: this parenting style is characterised by warmth and lenience, and shows distinctive characteristics of the warmth and lenient parenting style. These parents are accepting and understanding and accept the child the way he or she is (Pretorius, 1998).

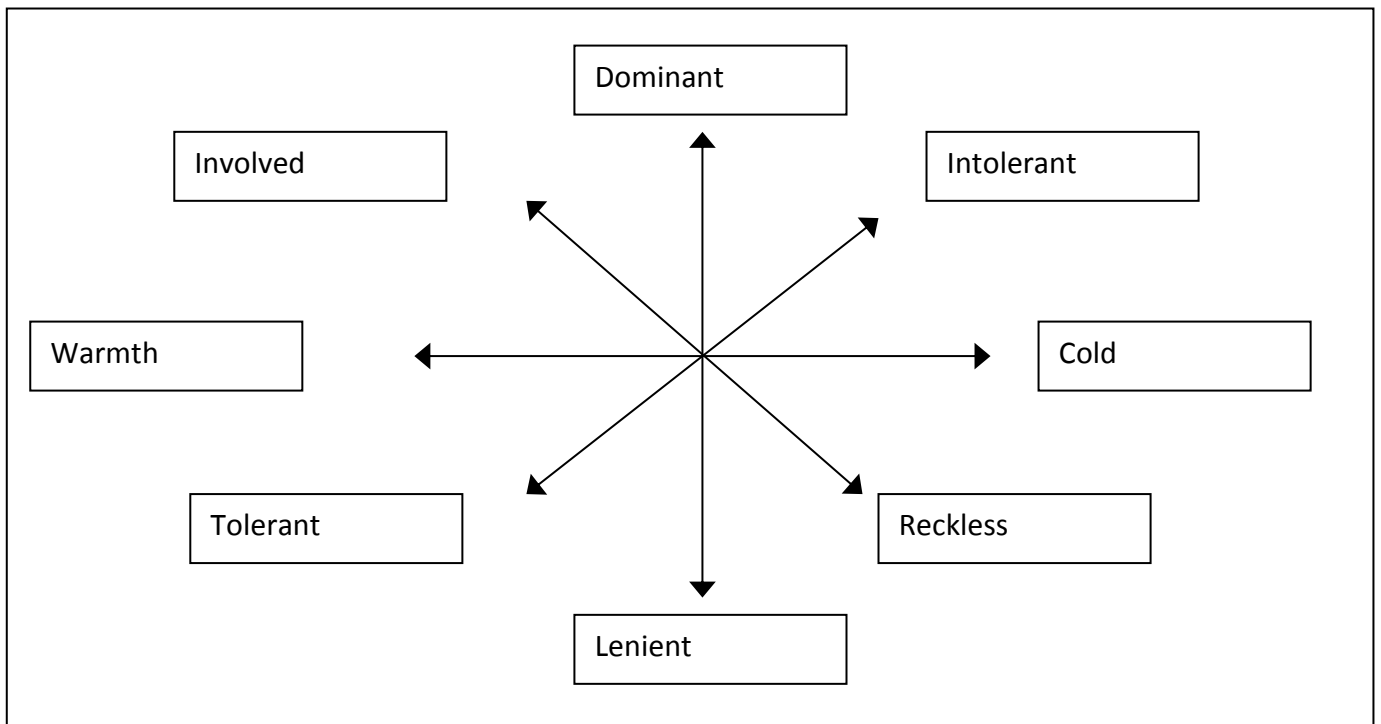
Intolerant, autocratic parenting style: this is a very cold, dominant style of parenting. The parents of this style are very rigid, demanding and place high demands on their children. The parents choose powerful, punishing rules to raise their child (Pretorius, 1998).

Involved parenting style: this style is characterised by warmth and domination. The parents give attention to the child and show interest in what the child is doing. There exists an excellent relationship between the parents and the child (Pretorius, 1998).

Reckless parenting: this is a cold, lenient style of parenting. This parenting style is characterised by a lack of interest in the child and his doings also neglect, although not of the basic requirements (Pretorius, 1998).

The following figure visually represents Pretorius's eight different parenting styles and how they fall into the continuum of different styles of parenting.

Figure 4: Parenting Styles according to Pretorius (1998, p. 64).



According to Winsler et al. (2005) authoritative parenting is another dimension of parenting styles and is characterised by emotional supportiveness, boundary setting and firm disciplinary methods. On the opposite end authoritarian parenting is characterised by strong control and insufficient emotional support and responsiveness. Permissive parenting is characterised by high levels of emotional support, responsiveness and a lack in discipline, control and boundaries (Winsler et al., 2005).

Thus, in an overview of the different styles of parenting and how parenting styles influence children in certain ways, it becomes clear that parents' style of rearing children will fall within two or more styles simultaneously. Therefore it is likewise to include attachment theory into the literature especially in the way how attachment theory demonstrates human behaviour based upon early relationships between children and their caregiver or parents (Green, 2003).

2.4.2 Attachment theory

Since this research question concerns the parenting styles of lesbian mothers, this literature which deals with children's responses towards a caregiver gave a worthy ground to understand the parenting style and the relationship between the children and their mothers.

Attachment theory is included in this research literature review due to its vital impact on future behaviour of individuals and how this behaviour can be traced back to early attachment between child and caregiver or parent. I included attachment theory because it supports the reasoning of how important early interactions between parents and children are and especially how important different parenting styles are in these crucial years of rearing children.

According to the attachment theory children need the constant nurturance of one parent. However the child should have multiple bonds with individuals. These individuals could be grandparents, uncles, aunts and a caregiver. Cooper Davis (1996) also states that optimal child development relies upon social interaction and physical care along with well-established attachments (Cooper Davis, 1996).

The attachment theory suggests a model of understanding human development based on the experience of the child's early attachment to the main caregiver. Through this unconscious process, the child is shaped according to early adaptations, creating a core principle behind an individual's behaviour (Green, 2003). Attachment theory is an essential theory through which human development and behaviour is explored.

According to Bowlby a very strong and powerful emotional, biological attachment exists between a child and its mother (Sigelman & Rider, 2006). Bowlby believed and was convinced that children's early experience of attachment with their mother figure could play a vital role in their development, and that sexuality was solely responsible for a child's emotional development (Brisch, 2002). Bowlby conducted several research projects with Mary Ainsworth, with one of these focusing on and observing responses of children to anxiety and distress. The way in which the children reacted to the external stimuli revealed

the coping strategy typically adopted by the child to regulate his or her situation. From this research Ainsworth identified three primary attachment categories namely; secure, insecure-avoidant and insecure-anxious-ambivalent and disorganised/disoriented attachment. A secure child was easily separated from his or her mother or guardian during the research. The child seemed to be upset by the separation, but was easily comforted and continued with previous play activities. This child developed confidence in the availability, responsiveness and helpfulness of the caregiver. The insecure-avoidant child displayed behaviour that seemed as if he was not interested in the caregiver and was not upset over the separation from the mother or guardian. This child was also unable to play spontaneously. This avoidant behaviour demonstrated an exaggerated self-concept, avoiding human interaction and failed to give attention to his or her environment. The insecure-anxious-ambivalent child became anxious and panicked at separation from his or her mother or guardian and was unable to interact with the caregiver until the mother returned. The child was uncertain about the openness, availability and responsiveness of the caregiver and subsequently unable to engage in any play activities. This behaviour clearly demonstrated the inability to explore and consequently interfered with the development of schemes for regulating effect, and this child was more disposed to fears and self-perception of helplessness. The disorganised/disoriented child presented no clear approach to deal with the separation from his or her mother and showed disorganisation and dissociation upon the mother's return. The child's behaviour was observed as repetitive movements and catatonic behaviour (Katz, 2003).

Table 3: A representation of the attachment behaviour:

Type of attachment	Response to separation from caregiver	Response to new caregiver
Secure	Unsettled but easily consoled	Developed confidence in caregiver's availability
Insecure-avoidant	Not overly unsettled	Uninvolved with caregiver
Insecure-anxious-ambivalent	Anxious	Uncertain about availability of caregiver
Disorganised/disoriented	No clear approach on how to deal with separation	Isolated

2.5 Synopsis

Keeping with the inquiry of this research study, the attainment of a richer understanding of the experiences of lesbian families and how it relate to their parenting styles gave me as the researcher the opportunity to understand my participants better. This chapter, which contains the relevant literature and theory, begins with the ecosystemic theory, secondly an exploration of the changing family as phenomenon in a changing world. It goes on to theory and literature of lesbian and gay families to the parenting aspects and how these relate to the research. From there parenting styles and attachment are discussed and how they link to the research at hand.

I consider the theory of parenting styles, attachment and parenting literature to be the most useful theories throughout my inquiry with my research regarding the experiences of lesbian mothers and how these relate to their parenting style.

In the next chapter, I will present an overview of the research methodology implemented in this research. I will discuss the rationale of the research as well as the paradigmatic approach of this research project. A discussion of the research methodology and design, as well as the ethical considerations involved in the methods will be discussed.

Chapter Three

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, I would like to present the paradigm and research approach that I used. The chosen paradigm ensured an approach that supported respect and sensitivity towards the participants who were willing to share some of their experiences and parenting styles with me. Within the context of the study it was my aim to explore the experiences of the participants in order to gain a deeper understanding of their parenting styles and how these experiences relate to these styles of parenting.

Furthermore, I will be explaining the research design that was used to gain information from my participants in order to understand their experiences. This research design was conducted qualitatively, thus delving into the participant's experiences, feelings and everyday life.

This chapter will further shed light on how I managed and organised my data and how I came to make sense of all the data, how themes were derived from the data and how findings originated.

3.2 Research questions

The research questions guiding this study can be formulated as follows:

3.2.1 Primary research question

- What are the parenting experiences of lesbian couples as it relates to their parenting styles?

3.2.2 Secondary research questions

- What specific parenting styles (if any) emerge in lesbian parenting?
- How can insight into parenting styles in lesbian families inform the literature on

lesbian families and parenting?

- What are the lesbian parents' negative (challenges, if any) and positive experiences (if any)?

3.3 Research Paradigm

3.3.1 Metatheoretical paradigm

During my research I followed an interpretative qualitative study in which I investigated the experiences of lesbian mothers by conducting interviews with the guidance of a semi-structured questionnaire, vignettes and a parenting style worksheet. I chose a research paradigm matching my own character as well as the nature of the research. It made sense to me to work within an interpretive paradigm. The interpretative paradigm can be described as having the purpose of understanding, but not explaining individuals. Individuals are observed as conscious, self-driven, symbolic beings (Mouton, 2001). Using this perspective allowed me to interpret and describe the rich experiences and parenting styles of the research participants within their environment. I chose the above mentioned paradigm to view the parents and their families as a whole system functioning as part of a variety of other different systems that influence their lives.

3.3.2 Methodological paradigm

Following an interpretative paradigm, I used qualitative research methods to conduct this research. Qualitative research uses methods to describe and interpret people's experiences and emotions and everyday functioning in their environment. The focus is on the participant's personal experiences that could lead to the understanding of individuals and their experiences and on the specific topic of this research namely, parenting styles and experiences in lesbian families (Nieuwenhuis, 2007).

Furthermore, qualitative research aims to shed light on human environments and human experiences within a variety of frameworks. This brings forth some critique on the validity of qualitative research as the researcher forms part of the participant's environment and experiences. Critique towards qualitative research is rooted in the arguments that

qualitative research could be seen as a collection of personal experiences and thought processes that are usually biased. Despite a lot of critique, qualitative research is embedded in the assumption that it recognises that reality is manifold, subjective and that it is constructed on a mental level by participants (Mouton, 2001).

Creswell (2009) explains that qualitative research collects data and information from within the environment or system of the participant; in other words in the individual's natural environment. Creswell (2009) further explains that the researcher is the tool or instrument in qualitative research, by collecting the data, asking questions, observing and interviewing the participants (Creswell, 2009). Furthermore, qualitative research allows the researcher to gain deeper understanding into the research participant's subjective and unique experiences. The findings and conclusions are usually part of an interactive process that focuses on the meaning and understanding of the specific phenomena that are being explored (Mouton, 2001)

3.4 Research design

I utilised a descriptive case study design (Creswell, 2009). This type of case study is used when the researcher wants to gain a better, richer and deeper understanding of a specific phenomenon, namely the experiences of parenting and parenting styles in lesbian families. Descriptive case studies will be used to conduct an inquiry into a phenomenon with the aim to describe and explain this phenomenon of parenting and parenting styles in lesbian families (Yin, 1984). Yin (2003) describes this type of case study as a way of describing a phenomenon of choice in the real life situation in which it occurs. By using a descriptive case study as the method of inquiry, a solid foundation was provided to strive towards a comprehensive and holistic understanding of how the participants engage in specific parenting styles. Case study research enhanced my data collection techniques since one of the key strengths of case study research is the use of multiple sources and techniques in the data gathering process (Nieuwenhuis, 2007), as described in section 3.6 in this chapter. According to Merriam (1988) case study research would be ideally carried out when a specific phenomenon could be identified, like a group of people or a bounded system. Case

study research is referred to as “interpretation in context” (Merriam, 1988, p. 10). By using a case study research design, I was able to concentrate on the experiences and parenting styles in lesbian families (Merriam, 1988).

3.5 Method of selection of participants

The method of selection of the participants in this study was a combination between snowball and non-probability sampling methods, as these do not incorporate random selection but facilitate for particular selection which was needed for this specific research study. I utilised a purposive sampling method in correlation with snowball and convenience sampling. Snowball sampling or chain referral sampling implies that a participant who has already been contacted is asked to refer the researcher to other participants whom they know and could be possible participants in the research (Nieuwenhuis, 2007). Purposive sampling implies that sampling is conducted with a purpose in mind and thus was essential to this research study as I specifically wanted to interview lesbian parents. Convenience sampling is based on the availability and easy accessibility of participants (Maree & Pietersen, 2007).

I was invited by Agalia Ministries, a church which was established mainly to welcome gay and lesbian individuals, to be one of their speakers at a discussion on gay and lesbian parenting. Parents had the opportunity to ask questions related to parenting. I asked permission to leave my research invitation there with the hope of attracting potential participants (See Annexure A for letter of invitation). Three couples contacted me a few weeks later and informed me that they were interested in participating in the study. Unfortunately two of the three couples decided to discontinue participation without supplying reasons. During my internship year in 2012, I met a couple who volunteered to participate in my research. Fortunately my husband knew about a couple from work who agreed to participate and they referred me to another couple (snowball or chain referral sampling) who also agreed to participate in the research (Nieuwenhuis, 2007). Half of the couples found it more convenient to fill out the worksheet and questionnaires themselves, instead of participating in an interview. Thus only two couples were interviewed individually

and the other two couples filled out the questionnaire on their own. As researcher I was flexible and adapted to the participants' preferences. According to Creswell (2009) a researcher should be able to adapt to changing circumstances during the course of a study and should be able to accommodate the research participants.

Then my journey of data collection began. It was bit of a daunting task for me to ask individuals such sensitive questions about their lives and their experiences. I was sure that the research participants would not want to share any of their experiences with me, however just the opposite happened. The participants were more than comfortable to share their experiences and parenting styles with me through writing, talking or both. Continuously throughout the data gathering process crossroads were encountered, for example most participants had children experiencing difficulties, emotionally and scholastically, and I had to constantly remind myself that I am in the role a researcher and not a therapist and had to refrain from becoming a therapist. This was especially difficult for me as I enjoy the role of the therapist.

Throughout the process of data gathering and collection, I had to adapt to my participants and what they were comfortable with. Some did not want to directly answer the questions and wanted to write them down as mentioned earlier.

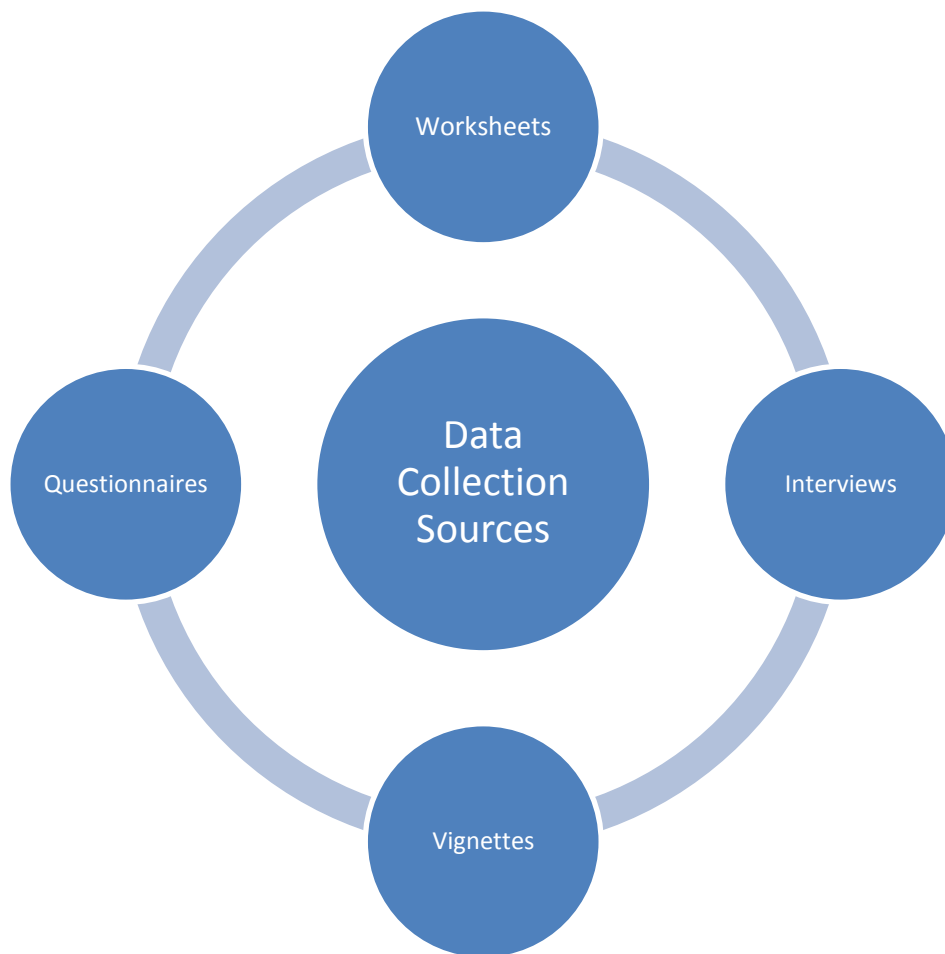
Table 4: Biographical information of participants (See Annexure C for a copy of biographical questionnaire)

	Age	Marital Status	Number of years in relationship	Children	Children's Age
Participant 1	35	Married	5 Years	2 Children	12 & 10 years
Participant 2	28	Married	5 Years	2 Children	12 & 10 years
Participant 3	/	Married	15 Years	2 Children	8 & 11 years
Participant 4	/	Married	15 Years	2 Children	8 & 11 years
Participant 5	37	Married	9 Years	1 Child	4 Years
Participant 6	34	Married	9 Years	1 Child	4 Years
Participant 7	39	Married	6 Years	1 Child	10 Years
Participant 8	41	Married	6 Years	1 Child	10 Years

3.6 Data Collection/Generation Methods

I used various methods of data and resources to serve as evidence for my research questions. I relied on the following data collection sources: semi structured interviews by means of a questionnaire, worksheets and case studies/vignettes. I conducted these modes of enquiry with the lesbian parents and gathered data surrounding their experiences as lesbian mothers and afterwards I established how this relates to their parenting styles. This can be seen in the diagram below.

Figure 5: Data collection Sources



3.6.1 Semi-Structured Interviews (see annexure D)

I used semi-structured interviews, with the questionnaire as a guideline, with open-ended questions that prompted the interviewees' views, experiences and opinions (Creswell, 2009). As mentioned before (see section 3.6), I conducted individual interviews with two couples, whilst the other two couples filled out the questionnaire themselves. Interviews are specifically useful when participants can't be observed. Participants can be asked for historical and demographical information and the researcher can delve deeper into certain questions or prompt further responses from participants (Creswell, 2009). The data collection questionnaire only served as a guideline for me as interviewer to structure my questions when engaging with my research participants. (See Annexure D: Data Collection Questionnaire). The use of a semi-structured interview and a questionnaire allowed me the choice to expand and delve deeper into responses to gain a deeper understanding of my

participants and their experiences as lesbian mothers. Thus, the responses I received were rich, in-depth and of a personal nature (Creswell, 2009; Niewenhuis, 2007).

Some of the disadvantages of using interviews in research are that they can be distorted by the researcher (Mouton, 2001; Creswell, 2009). An additional disadvantage that Creswell (2009) indicates is that interviews take place in a different location and not in the natural environment of the participant.

3.6.2 Worksheet (see annexure E)

The worksheet that I used was based upon Pretorius's work on parenting styles and gave the participants a variety of characteristics of different parenting styles, without leading them towards one specific parenting style (Pretorius, 1998). Advantages of using the parenting styles worksheet was that participants could glance at all the characteristics of all the different parenting styles at once without knowing which characteristics fell within which parenting style, due to the fact that the different parenting styles were deliberately excluded. One of the major disadvantages of the worksheet was that the participants could circle the more acceptable characteristics to the one side of the worksheet and not the negative characteristics. This could be due to the Hawthorne effect, whereby participants react and respond differently due to participation in the research project (Maree & Pietersen, 2007; Mouton, 2001). The Hawthorne effect was reduced by correlating the data from worksheet with the other data collection sources.

3.6.3 Vignettes (see annexure F)

A vignette is a method used in interviews or in focus groups as a tool to provide participants a scenario where they can place themselves in and project upon a specific situation. A vignette elicits participants' experiences and how they would have reacted or behaved in that specific situation (Jenkins, Bloor, Fischer, Berney & Neale, 2010). According to Spalding and Phillips (2007), vignettes is a very useful technique in qualitative research and has the advantage of serving as a tool for exploring research participants' perceptions, beliefs and meanings regarding a particular scenario. Furthermore vignettes should be used in a combination of methods to elicit responses and data and not as the sole method of inquiry (Spalding & Phillips, 2007).

Vignettes were used to determine the parents' reactions and conduct in specific scenarios towards their children (Massey, 2008). Participants had to read and evaluate the appropriate vignette according to their children's age. Two vignettes were included, one for parents with children from 0-12 years and one for parents with children from 12-18 years. After reading the vignette, parents had to answer specific questions regarding how they would have reacted to the undesirable behaviour and what punishment they would use (Massey, 2008). (See Annexure F for vignettes)

3.6.4 Research /Reflective Journal

I kept a detailed journal about my feelings, experiences and progress throughout my research journey, beginning from my proposal defense up until the completion of my dissertation. According to Ortlipp (2008) keeping and using a reflective journal in qualitative research is greatly encouraged as it contains very subjective records of the research and brings forth awareness of biases and experiences. I kept a research/reflective journal to note down all my experiences, feelings, thoughts, the progress of my research as well as my limitations and strengths (Ortlipp, 2008). In addition this also served as a basis to reflect on the whole research process (Maree & Van der Westhuizen, 2009).

3.7 Data analysis strategies

Data analysis is a continuing process of managing the data, structuring data and making sense of it (Creswell, 2009). Creswell (2009, p. 183) describes data analysis as "moving deeper and deeper into understanding the data". Creswell (2009) simplifies the data analysis and interpretation process into the following steps:

- I. Organising and preparing the data for the analysis. This step was done by transcribing my data from the interviews and written questionnaires, which was a very tedious process and took up a lot of time (Creswell, 2009).
- II. Then reading and re-reading through all the data numerous times to gain an image or sense from this data and reflecting on what it means. I continuously asked myself what my participants are telling me and what they are trying to share. I wrote down

key themes that stood out and the questions from the questionnaires guided me to elicit even more themes (Creswell, 2009).

- III. Only when above mentioned was done I started a detailed analysis by organising all relevant data into portions of data that match the same themes. After classifying and grouping the data according to specific themes that my questions brought forth, I realised that there were more themes that emerged throughout the reading process and that I had to combine these themes as they were significant (Creswell, 2009).

During the process of data analysis, I firstly identified the themes that emerged from the data. A theme can be identified as a subject or topic on which a person speaks, writes or thinks (The Concise Oxford Dictionary, 1990). The aim of conducting thematic analysis was to identify the connection between the relevant elements of keywords, messages, meanings and themes (Babbie & Mouton, 2001). According to Creswell (2007) the purpose of thematic data analysis is the identification and understanding of key issues from the complexity of an event, through examining keywords and phrases in data. I conducted my thematic analysis through reading and re-reading the data and responses from my participants in order to identify emerging and significant themes and determine potential meaning from it. My literature review served as a working reference of informing me in identifying and coding meaningful sections of information and themes derived from the data into specific groupings (Mouton, 2001).

Creswell (2009) encourages researchers to follow the following steps to analyse data for information that can address the following:

- Themes and codes that readers would expect to find
- Themes and codes that are surprising to the reader because they were not anticipated
- Unusual codes and themes
- Themes and codes that link to a larger theoretical perspective

(Adapted from Creswell, 2009).

Throughout the reading process by reading the participants' responses and forming themes and codes, I kept Creswell's researcher tips in mind and strove to guide my readers through the analysis of my data.

3.7.1 Thematic Analysis

According to Nieuwenhuis (2007, p. 105) coding is "the process of reading carefully through your transcribed data, line by line, and dividing it into meaningful analytical units". When decoding my data attained from my participants, I firstly transcribed the data and then I highlighted the most common and recurrent units of the data and information. From this I derived the main themes from the guiding questions and afterwards the themes and this enabled me to answer my research questions.

I used thematic analysis and hermeneutics which aimed to decipher the hidden meaning (Nieuwenhuis, 2007). I analysed the data with the aim of making sense of the whole. Thematic analysis is the process whereby the data acquired is coded, extracted and examined in depth (Lacey & Luff, 2001). I chose to use thematic analysis to analyse my data for deeper meaning and to gain a deeper understanding of my participant's experiences and how this relates to their parenting styles. According to Floersch et al. (2010, p. 408) "thematic analysis functions as: (1) a way of seeing; (2) a way of making sense of seemingly unrelated material; (3) a way of analysing qualitative information; (4) a way of systematically observing a person, an interaction, a group, a situation, an organisation or a culture; and, (5) a way of converting qualitative information into quantitative data". Throughout the process of analysing the data I continuously asked myself what is this individual and participant trying to say. I sought to see the world through my participant's eyes.

In the following section an explanation will be provided to describe how these sources were used to derive the themes from.

3.7.2 Interview questionnaires

The interview questions were transcribed and again themes were derived, with the research questions guiding my inquiry. More themes emerged with the reading and re-reading of the

interview questionnaires (See Annexure H for a few examples of the thematic analysis of the interview questionnaire).

3.7.3 Worksheets

I analysed the parenting style worksheet by writing down all characteristics that the participants circled and from there I placed them on the parenting style graph from Pretorius (1998). This provided me with a visual presentation of what characteristics fell within which parenting style and which characteristics were more prominent (See Annexure H the thematic analysis of parenting style worksheet).

3.7.4 Vignettes

Firstly I transcribed the participant responses to the questions on the vignettes. Thereafter the responses were grouped into significant main themes. I read and re-read the vignettes and the responses from the participants to further clarify the main themes (See Annexure H the thematic analysis of vignettes).

3.7.5 Integrated image from different data

The compilation of an integrated image of all my sources of data was a difficult process since there was a lot of data and several themes. In due course I came to see links, connections and themes that repeated in the worksheets, vignettes and interview questions. The three puzzle pieces namely: the parenting style worksheet, vignettes and interview questions formed a whole. I could clearly see connections between them and I could write up my findings accordingly.

3.8 My role as the researcher

According to Hoepfl (1997) the role of the researcher in qualitative inquiry is to act as a tool through which data collection, analysis and interpretation take place. It was very important for me to be aware of my role as researcher and to elicit meaning and understanding from the parenting experiences of lesbian parents. I was responsible for all data collection, transcriptions and data analysis. When interviewing my participants I fulfilled the role of

interviewer, whereby I conducted informal conversational interviews to explore the experiences of my participants. Whenever I was uncertain of the answers or I couldn't make out what my participants wrote, I contacted the participant and cleared the uncertainty that I had.

3.9 Ethical Considerations

I followed the Ethics Committee of the Faculty of Education, University of Pretoria's research and ethical guidelines and principles to guide me in my process of research. The following ethical considerations were taken into account when I conducted my research.

3.9.1 Protection and safety from harm

Throughout the research I was committed to avoid any risks to my participants that could cause harm on an emotional, mental or physical level. I treated each participant with respect, fairness and sensitivity (Allen, 2008).

3.9.2 Informed consent

See Annexure B for the letter of informed consent that each of my participants signed before participating in this research. All my participants were fully informed about the nature and purpose of the research project and what it entails. The potential advantages and disadvantages of the research study were clearly communicated to all participants. All participants voluntarily signed informed consent prior to the data collection and all participants had the freedom to withdraw from the research study at any point in time (Van Zyl-Edeling, 2006).

3.9.3 Voluntary participation

My participants were not forced to participate and they participated in the research voluntarily. They were aware that they could withdraw at any time during the research process and that they had the choice not to answer some questions (Allen, 2008).

3.9.4 Privacy, Confidentiality and Anonymity

During my engagement with the data and analysis thereof, names and personal details of my participants were deliberately withheld to ensure privacy and confidentiality. I respected the privacy of all my participants, encompassing confidentiality and anonymity and therefore did not reveal the participants' identities in the data I collected and engaged with. All research participants were made aware of which specific details regarding the data would be made public, and that they could request that certain information not be made public (Deir, 2007).

During my research and when the research has been concluded I will not disclose the identities of the participants involved in my research study. I ensured that all information and data be treated in a confidential manner and have taken precautionary measures to store the data in a secure setting.

3.9.5 Justice, Fairness and Equity

Throughout my engagement with my participants I ensured that there were justice, fairness and equality in the procedures. None of my participants were harmed, oppressed, exploited or placed in an unfair position due to the research. My research does not discriminate, stereotype or create unequal opportunities. The above mentioned points were of utmost importance to me as researcher when engaging with my participants and the data (Deir, 2007).

3.9.6 Maximising benefits and minimising harm

Throughout my research I aimed to improve knowledge for either individuals or the community. The research attempted to minimise harm and maximise benefits (Deir, 2007).

3.10 Quality assurance of the research

In the following section the techniques and procedures that I followed during my research to attempt to ensure that the findings are credible, dependable, confirmable, transferable and authentic (Nieuwenhuis, 2007), will be discussed.

3.10.1 Credibility

Credibility is defined as a measure to prove that research is conducted in a way that enhances accuracy. Credibility can be ascribed to the way in which a research study is being described and identified (Nieuwenhuis, 2007). I endeavoured to obtain credibility in my research study by adopting established and scientifically proven research methods as discussed in the data collection methods and the documentation thereof. Furthermore I regularly discussed my methods and research with my supervisor and fellow colleagues in order to overcome barriers and to consider alternate routes and approaches. Throughout my research and data analysis I intended to deliver in-depth descriptions of my research in an attempt to endorse credibility (Nieuwenhuis, 2007).

3.10.2 Dependability

Dependability suggests that when the research is repeated with similar measurements and methods the same results will be observed (Nieuwenhuis, 2007). The current research study was qualitative and interpretive, thus meaning the main focus was to gain an in-depth understanding of the participants' systems with specific enquiry into their parenting styles and experiences as lesbian mothers. I tried to strive towards dependability as I discussed relevant research methodology with co-researchers and by keeping a detailed research journal (Nieuwenhuis, 2007).

3.10.3 Conformability

Conformability entails that all data collected by the researcher has to represent the findings of the research and not the researcher's own biases. Conducting my research from an interpretive approach, may suggest that my research could not be free from researcher biases and preconceived ideas. In order to obtain conformability in my research I

continuously reflected on all the methodological methods I chose to use. Guidance from my supervisor additionally sustained me in my attempt to reflect on my own perceptions and perceived ideas on lesbian families, their experiences and parenting styles (Nieuwenhuis, 2007).

3.10.4 Transferability

Transferability is concerned with the extent to which the findings of one study can be applied to another research study. Transferability demonstrates that the results of research can be applied to a wider population. Qualitative research is frequently conducted with a small number of individuals and populations and in general it is difficult to demonstrate that the findings and conclusions of the research are applicable to other situations and populations in a similar context. However, each case may be unique it also serves as an example within a broader group of the same population or group of individuals and thus the prediction of transferability should not be rejected (Shenton, 2004).

Within the context of the research project I did not deliberately attempt to generalise my findings to a bigger population or group of individuals. Instead I attempted to give forth an in-depth, rich description of my research phenomena, by describing the findings and the context of the study as well as numerous other aspects related to the research phenomena.

3.10.5 Authenticity

Throughout my research project I aimed at providing my readers with authentic information and data by portraying my findings with a sense of balance, fairness and completeness. I described and presented information in the correct manner by providing clear in-depth descriptions (Shenton, 2004).

3.10.6 Peer review

Peer review and inquiry audits present the researcher with an external check of the research process (Cresswell, 2007). A peer review ensures that the researcher interpretations stay impartial and objective. A fellow M.Ed. (Educational Psychology) student, from the University of Pretoria acted as peer reviewer for the data analysis (See Annexure I for letter of confirmation).

3.11 Synopsis

In this chapter I explained the choice of paradigm and the research approach. In accordance with this approach, I explained the methods of data gathering, analysis and interpretation. I also explained how, after the data had been gathered, the processes I followed supported me to gain deeper insight into my participants' life experiences as lesbian mothers and how this relates to their parenting styles.

The next chapter will focus on the findings, exploration of experiences of lesbian mothers and how this relates to their parenting styles. The experiences will be presented as the themes that emerged in the process of analysis of the data and how this in turn relates to their unique parenting styles.

Chapter Four

CHAPTER 4

FINDINGS

“We can never judge the lives of others, because each person knows only their own pain and renunciation. It’s one thing to feel that you are on the right path, but it’s another to think that yours is the only path”.

~Paulo Coelho~

“I learned the most important lesson of my life: that the extraordinary is not the birthright of a chosen and privileged few, but of all people, even the humblest. That is my one certainty: we are all the manifestation of the divinity of God”

~Paulo Coelho~

“There is no such thing as society: there are individual men and women, and there are families”

~Margaret Thatcher~

4.1 Introduction

In the previous chapter the paradigmatic approach, research design, methodology, data analysis and interpretation techniques that were used during this study were discussed, as well as ethical considerations and the specific ethical guidelines that were used in conducting the research were explained.

The primary purpose of this chapter is to report on the findings as deduced from the data analysis. This will be done against the background of the research questions as framed in the first chapter. Furthermore, I will be reflecting on my own experience as researcher and the research process.

The research questions that I will attempt to answer are the following:

Primary research question

- What are the parenting experiences of lesbian couples as it relates to their parenting styles?

Secondary research questions

- What specific parenting styles (if any) emerge in lesbian parenting?
- How can insight into parenting styles in lesbian families inform the literature on lesbian families and parenting?
- What are the lesbian parents' negative (challenges, if any) and positive experiences (if any)?

4.2 Reflection on the research process

“Meanings are not determined by situations, we determine ourselves by the meanings we give to situations”

~Alfred Adler~

After being granted the opportunity to conduct this research study, I began the research journey with a literature study on lesbian mothers, parenting and parenting styles. I knew that I did not know much and that my biases and preconceived ideas should be dealt with and that I had to be fully aware of all my perceptions and emotions. I pondered about being an insider and outsider in research. As I read the works of Carien Lubbe, Misty Wall, Suzanne Johnson, Susan Golombok, Merilee Clunis and Dorsey Green, I challenged my assumption that I needed to be a lesbian or mother to conduct meaningful research. I realised that good research is based on other factors, such as in depth knowledge regarding the topic, collecting rich descriptive data, respect and an understanding of the particular topic and striving to see the world through the participants' eyes. Although an insider perspective can add value, being an outsider also brings another perspective to the research process. However, as I endeavoured on this journey, I came to see the world through the eyes of the participants which provided me with lots of insights.

4.3 The research process

4.3.1 Data Interpretation

Nieuwenhuis (2007) upholds that data interpretation is the process of finding meaning within raw data, creating links, and explaining the categories derived from the data collection and analysis. Numerous themes and subthemes emerged throughout the data analysis and this linked quite closely with the literature. Throughout the themes and subthemes that emerged from the analysis, literature was provided to support these themes. Intertwined throughout this chapter are the direct words and responses of the participants to further provide evidence of the results and findings.

4.3.2 Findings from the data analysis

The following themes were identified and interpreted from the data:

Figure 6: Summary of themes derived from data analysis.

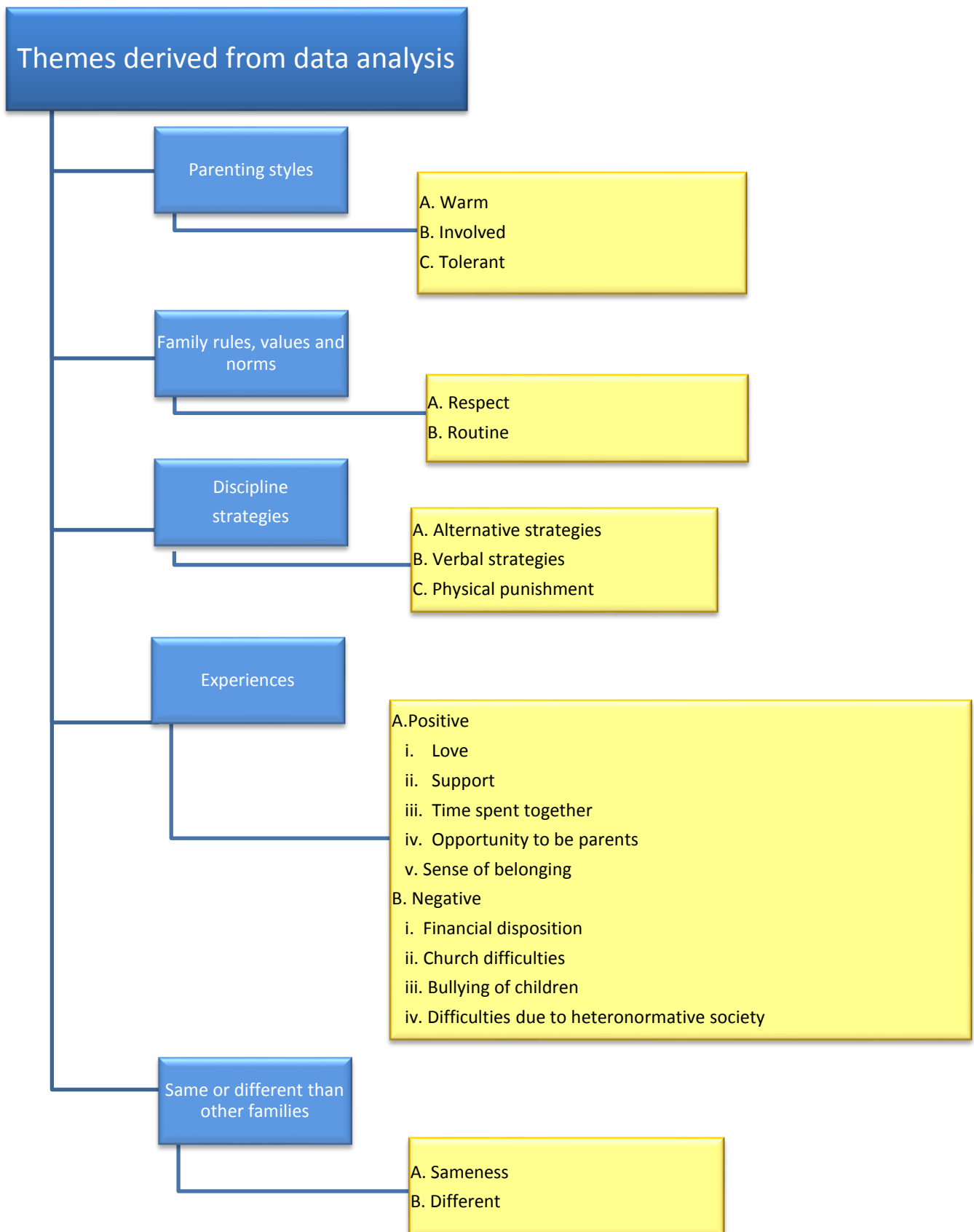


Figure 6 presents a graphical illustration of the main themes derived from the data analysis.

4.4 Theme 1: Parenting Styles

Theme 1, Parenting styles can be defined based on the work of various authors. Pretorius (1998) described parenting style as the education that a child receives in a family, and every parent has a style of educating his or her child. Parenting style can be defined as a two way process, characterised by mutual parent-child interaction (Reder & Lucey, 1995). Le Roux (1992) describes a parenting style as the behaviour, attitude, disciplinary approach or communication medium that parents use in a relationship with their children.

This theme was deductively analysed, as the first secondary question guided me in order to elicit information thereon. The research question guiding this theme was: What specific parenting styles (if any) emerge in lesbian family parenting? Three data sets were analysed to deduct whether any specific parenting style emerged, namely the direct questions/questionnaire, the worksheet and vignettes (Annexure D, Annexure E and Annexure F).

It was important for me as researcher to establish if the participants had an understanding of what a parenting style was. Before the participants answered the question “What do you think is your parenting style” and identify their parenting style, it was necessary that coherence exists between the researcher and the participants regarding the meaning of “parenting style” by asking the question: “What do you think is meant by parenting style”.

Below are some of the participant’s responses to the question above. The first participant explained that a parenting styles has the following meaning to her: *“To raise children in such a manner that they can be well adapted adults with high norms and values. And to make a success of their lives”*¹ (Participant 1 (P1), Annexure G, p. 16, lines 488-489). Another participant stated *“To raise children in a certain manner so that they can be well adapted adults”*² (P2, Annexure G, p. 16, lines 490-492). Similarly the following participant said “The

¹“Om kinders groot te maak sodat hulle eendag goed aangepas te groot mense kan wees met goeie waardes en beginsels. En om ‘n sukses van hulle lewens te maak”

²“Om kinders in ‘n sekere manier groot te maak sodat hulle eendag goed aangepaste grootmense kan wees”

way you parent and raise your child” (P5, Annexure G, p. 16, line 493). Lastly another participant stated: “It is the way you raise your child, I have read books on parenting styles” (P7, Annexure G, p. 16, line 495).

According to the participants in this study, a parenting style is seen as the manner or way in which parents raise and respond to their children. The literature refers to a parenting style in the same manner, referring to it as the way in which parents raise their children and the rules they use when disciplining their children (Pretorius, 1998; Tacher, 2009; Le Roux, 1992).

Several main parenting styles were recognised in the analysis of the data with assistance of the parenting style worksheet, Vignettes and questionnaire. The main parenting styles that the parents/ participants identified are as follows:

- Warmth: eight out of eight participants indicated warmth as a main characteristic of their parenting style (P1, P2, P3, P4, P5, P6, P7, P8, Annexure G, p. 1-2, lines 28-35).
- Involved: eight out of eight participants indicated involved as a main characteristic of their parenting style (P1, P2, P3, P4, P5, P6, P7, P8, Annexure G, p1-2, lines 28-35).
- Tolerance: six out of eight participants indicated tolerance as a main characteristic of their parenting style (P1, P2, P5, P6, P7, P8, Annexure G, p1-2, lines 28-35).

In the research and throughout the data analysis and interpretation it was found that the parenting styles of the participants linked with previous research regarding the parenting styles in lesbian mothers as stated above (Tacher, 2009; Patterson & Riskind, 2010; Biblarz & Stacey, 2010; Golombok et al., 2003). Patterson (1994) stated that lesbian mothers provide opportunities to develop their children’s physical and psychological growth. Furthermore, Biblarz and Stacey (2010) found that lesbian mothers display numerous parenting skills such as parental awareness, concern regarding their children, availability when needed, respect for their children’s autonomy and a high quality mother child interaction. Lastly, lesbian mothers showed parenting characteristics namely, warmth, affection, attachment towards their children (Biblarz & Stacey, 2010). This research done by Patterson (1994) and Biblarz and Stacey (2010) proved that the findings in this research are in agreement with each other.

According to further literature, it was found that lesbian mothers were warm and positive towards their children and that lesbian mothers were interactive with their children (Golombok et al., 2003). The parenting styles indicated by the participants therefore correlate with the literature. This proves that lesbian mothers are child oriented, warm and responsive to their children and nurturing and confident in their parenting (Golombok et al., 2003).

As discussed in Chapter 2 the main characteristics of the three parenting styles identified are the following: Warm parenting style is characterised by a loving, supportive attitude towards their children. The children are accepted in the way that they are. The parents are sensitive towards their children's needs, problems, feelings and emotions (Pretorius, 1998). Research done by Biblarz and Stacey (2010) proved that lesbian mothers are warm, supportive and accepting towards their children. This research correlates with the responses from the participants: *"Strict, but we negotiate over the punishment, we discuss the problem, we tell them how we feel about the problem and they must tell us how they feel about the problem."*³ (P1 & P2, Annexure G, p. 17, lines 500-501). Another participant stated *"I'm very supportive, flexible parent, sometimes I can be a bit over protective"* (P7, Annexure G, p. 17, lines 508-509).

Involved parenting style according to Pretorius (1998) is a style of parenting that is characterised by warmth and domination. Parents with this type of parenting style gives attention to their children as mentioned by Biblarz and Stacey (2010). Lesbian mothers spend time playing with their children, share interests with each other and they take time to engage in activities with their children and show interest in what their children are doing. According to Pretorius (1998) by executing this style an excellent relationship exists between the parents and the children (Pretorius, 1998). The responses from the participants further proved that they are involved with their children: *"I will go and sit with her and we could talk for hours"* (P4, Annexure G, p. 8, line 236). Another participant stated: *"Ask him about his day and talk about what happened"* (P5, Annexure G, p. 8, line 238). Furthermore a participant mentioned: *"Playing puzzles and board games"* (P6, Annexure G, p. 8, line

³ "Streng maar ons onderhandel oor die straf en ons praat oor die probleem en vertel hoe ons voel oor die probleem hoe laat hulle ons voel en ons hulle"

239). Lastly another stated: *“Yes both of us spend a lot of time together with our son. We play together, all of his games and with his toys”* (P7, Annexure G, p. 9, lines 242-243).

Tolerant parenting style is characterised by warmth and lenience. According to Pretorius (1998) these parents are accepting and understanding and accept the child in the way he or she is (Pretorius, 1998). According to research done by Biblarz and Stacey (2010) and Patterson (1998) lesbian mothers show warmth and affection towards their children. Responses from the participants indicated that their parenting characteristics indicate that they are tolerant as can be seen by the following participant responses: *“I would do everything for my child”* (P6, Annexure G, p. 13, lines 403-404). Another participant mentioned: *“Seeing our son grow and develop in a young child and becoming his own person is the best”* (P7, Annexure G, p. 15, lines 454-455).

Therefore, to summarise, the main parenting styles occurring in the participants of this study are: Warm, Involved and Tolerant (Pretorius, 1998). This concurs with the findings of Golombok et al. (2003), Tacher (2009), Biblarz and Stacey (2010) and Patterson (2000). However, this might only be a feature of this particular group of participants as the small sample represented by this study cannot be generalised to represent the lesbian parenting community as a whole. Although the sample is quite small and not representative of the lesbian parenting style in general, quality and significant information can be derived from this data.

The second data set derived from the vignettes indicated specific indications towards parenting styles as displayed by the participants. According to the participants they identified themselves as providing and engaging in protection, cherishing, support, cooperation, reasoning, approval, ignoring, punishment, affection, being considerate and practice the necessary firmness as indicated by the following participant: *“...she must be punished for her behaviour. We will verbally correct her and let her understand that such behaviour is not allowed in our house and also not in public.”*⁴ (P1 & P2, Annexure G, p. 2, lines 56-58). Another stated *“I would stand up and leave and punish her at home”* (P3,

⁴“...sy moet gestraf word vir haar gedrag. Ons sal haar verbaal te reg wys en haar laat verstaan dat sulke gedrag glad nie toegelaat word in ons huishouding nie en ook nie in die publiek nie”

Annexure G, p. 3, line 71). Similarly another participant said: “Verbally, I will pay for the food and we will go to the ladies room so that I can talk to her...” (P4, Annexure G, p. 3, lines 74-75). Lastly a participant alluded to the following: “...appropriate punishments for the wrongful behaviour and explain it to our son and why he is receiving this punishment” (P5, Annexure G, p. 4, lines 117-118). These characteristics identified by the participants using the vignettes yielded the following main parenting styles as identified in the eight participants in this research project: warm, involved and tolerant (Pretorius, 1998).

The majority of the participants conveyed that there are some aspects regarding their parenting approaches and styles and situations that they would like to change. Firstly, with regard to parenting styles, some of the participants expressed that they are not absolutely satisfied with their parenting style and indicated that change in some aspects would be constructive. This includes, having more patience with their children, to be more strict and not being that lenient, having more time to spend with their children and a deeper understanding of children and how they function and think and how to support them emotionally. As mentioned by the following participant responses: “*Sometimes I do not have patience with the children; I would very much like to have more patience with them. I would also like to be more understandable to them and they to me and I would like to know how their minds work*”⁵ (P1, Annexure G, p. 10, lines 296-299). Another participant explained the following: “*...not being that hard and strict every time. I think I’m too harsh sometimes, maybe all the time when he disobeys. Afterwards I have regrets of how I handled the situation and how I reacted and what I said. I have to learn to calm down first and relax and then deal with the problem*” (P5, Annexure G, p. 11, lines 315-316). Lastly another participant indicated the following: “*... sometimes I would like to be more consequent and more strict, but I usually feel sorry for him...*” (P6, Annexure G, p. 11, lines 319-320).

⁵“Somtyds het ek nie baie geduld met die kinders nie, ek sal graag baie meer geduld met hulle wou he. Ek sal ook graag meer verstaanbaar vir hulle wees en hulle vir my en ek sal graag ook meer wil weet hoe hulle kopies werk”

4.5 Theme 2: Family Rules, Values and Norms

The Oxford Concise Dictionary (2000) defines a “rule” as a certain principle, to which an action conforms or is required to conform, and the prevailing custom or standard, the normal state of things. Thus in this specific context “family rules” can be defined as certain principles in a family that members of this family should conform to. The Oxford Concise Dictionary (2000) defines “values” as the beliefs about what is right and wrong and what is important in life. Swart (2006, p. 252) clarified a norm as “ an unwritten social rule existing either on a wide cultural level or on a smaller, situation-specific level that suggests what is appropriate behaviour in a situation”. Baron, Byrne and Branscombe (2006, p. 568) identified a norm to be “rules within a group indicating how its members should (or should not) behave. According to The Oxford Concise Dictionary (2000) “norms” are defined as standards of behaviour that are typical of or accepted within a particular group or society.

According to research done by Johnson (2012) and Tacher (2009) it was found that lesbian mothers believed it to be important to teach their children respect for others, values and honesty.

4.5.1 Respect

Family rules and principles were found to be very important in all the families who participated in the research. Respect for others was the most important value that the parents specified. Several participants stated that respect for other individuals, especially the elderly and animals were very important. Various norms and values that came forth as significant included respect for others, telling the truth, good manners, always doing your best, not swearing, not stealing and love for self and others. Doing house chores was another significant rule in all households and that children should learn to contribute by doing appropriate chores in the house.

All participants in the research demonstrated well established values and norms in their family. As illustrated by the following: “*Show respect, even if others doesn’t show respect*” (P6, Annexure G, p. 7, line 194). Another participant stated the following: “*Older people,*

*especially the elderly, come first, wait your turn*⁶ (P1 & P2, Annexure G, p. 4, line 131). One more participant mentioned: *"If you can't say something nice of somebody then rather keep your mouth shut"*⁷ (P1 & P2, Annexure G, p. 5, line 147) and another indicated: *"Do not do something to another that you don't want to be done to you"*⁸ (P1 & P2, Annexure G, p. 5, line 149). As indicated above it can be seen that lesbian mothers who participated have well established rules values and norms which correlates with the literature, as indicated by Tacher (2009) and Johnson (2012).

4.5.2 Routine and general rules

Most parents indicated that a well-established routine is essential in their family and that a routine helps maintain discipline and rules. Eating together as a family was another significant routine in all the families that participated. It is very important for them to sit around a table together as a family and spending quality time together, where quality conversation takes place regarding what happened throughout the children's day and other events. Tacher (2009) similarly identified that lesbian mothers regarded eating and spending quality time together as a foremost routine.

Some rules regarding routine that were mentioned were: *"Routine. Routine lets children feel safe"*⁹ (P1 & P2, Annexure G, p. 5, line 145). As one participant said: *"Go to bed at eight o'clock"*¹⁰ (P1 & P2, Annexure G, p. 5, line 165).

Several of the participants considered eating together as very important, as indicated by the following response: *"Everyone eats together"*¹¹ (P1 & P2, Annexure G, p. 4, line 132). Another participant stated: *"Eat together as a family"* (P4, Annexure G, p. 6, line 184).

The participants also placed emphasis on the importance of chores and assisting with the cleaning of the house. This can be seen as mentioned by the following participant: *"Help*

⁶"Ouer mense kom eerste spesifiek bejaardes, wag jou beurt af"

⁷"As jy nie iets mooi van iemand kan sê nie dan hou jy jou mond"

⁸"Moet nie iets aan iemand anders doen wat jy nie aan jouself gedoen wil hê nie"

⁹"Roetine. Roetine dit laat kinders veilig voel"

¹⁰"8 uur gaan slaap"

¹¹"Almal eet saam"

*with specific chores*¹² (P1 & P2, Annexure G, p. 5, line 133), another stated: *“Clean up if you made a mess”*¹³ (P1 & P2, Annexure G, p. 5, line 140), Lastly another alluded to the following: *“Help around the house, pick up your toys”* (P8, Annexure G, p. 7, line 208),

Spending quality time together was also considered important. As indicated by the following participant: *“Spend time together as family”* (P5, Annexure G, p. 7, line 190).

The participants also indicated that they teach their children manners:

One participant stated *“No swearing or shouting”*¹⁴ (P1 & P2, Annexure G, p. 5, line 135).

The following was mentioned by a participant: *“Tell the truth”*¹⁵ (P1 & P2, Annexure G, p. 5, line 137), another alluded to the following: *“Always do your best”*¹⁶ (P1 & P2, Annexure G, p. 5, line 138), and: *“Know your manners”* (P4, Annexure G, p. 6, line 179) and another participant stated: *“Do not swear”* (P6, Annexure G, p. 7, line 193).

4. 6 Theme 3: Discipline Strategies Conveyed by Parents

Louw, Van Ede and Louw (1998) defined discipline as the action to teach children acceptable behaviour. According to them, discipline is known to be more sufficient when parents provide reasons why they are disciplining or punishing their children (Louw et al. 1998). An additional definition is: “Presenting aversive consequences (usually following undesirable behaviour). Punishment is an aversive stimulus that follows a response for the purpose of eliminating that response” (Swartz, De la Rey & Duncan, 2004), p. 534). Punishment as described by Baron et al. (2006, p. 569) is: “Procedures in which aversive consequences are delivered to individuals when they engage in specific actions”. According to The Concise Oxford Dictionary (2000) “discipline” is referred to as the “control or order exercised over people or animals, especially children and the system of rules used to maintain this control”. Discipline can be clarified further as “the practice of training people to obey rules and orders and punishing them if they do not” (Oxford Advanced Learner’s Dictionary, 2000).

¹²“Help met spesifieke takies”

¹³“Maak skoon as jy mors”

¹⁴“Mag nie vloek of skree nie”

¹⁵“Vertel die waarheid”

¹⁶“Doen altyd jou beste”

Very little literature was found on the family rules, values and norms in the lesbian family, however research done by Tacher (2009) reported that the lesbian mothers in her research study, rarely used physical punishment as method of disciplining their children. According to her research, negotiation and explanation was found to be one of the main means of correcting their children's behaviour. These above findings by Tacher (2009) related quite closely with the research findings and responses given by the participants of this study, as indicated in table 5. Discipline strategies that were found during this study could be divided into alternative strategies, verbal strategies and physical punishment.

Tacher (2009) further found that the lesbian mothers in her study considered disciplining as a very important aspect of parenting and these mothers disciplined their children in order to achieve certain parental goals. The participants indicated that they only use physical discipline towards their children in rare cases, which could also be seen in this research project as some participants mentioned that they also use physical punishment with their children. The research participants conveyed a strong indication through the vignettes and several other questions that they engage in some sort of punishment as a consequence of unacceptable behaviour. Two participants indicated that they use corporal punishment; furthermore the majority of the participants used alternative ways to punish their children for displaying undesired behaviour.

Table 5 represents the different types of discipline strategies used by the parents with their children. These findings are mainly based upon the vignettes and responses provided by the participants. Three different types of discipline strategies were identified namely, Alternative strategies, verbal strategies and physical punishment.

Alternative strategies refer to methods that the lesbian mothers use as punishment for the child which are neither verbal nor physical. These include strategies such as letting the child take time out, grounding a child, taking away something valuable to the child such as a cell phone, computer or television (Halpenny, Nixon & Watson, 2010).

Verbal punishment refers to parents either discussing or reasoning about unacceptable behaviour with a child (Halpenny et al., 2010). Brooks (2008) stated that verbal punishment is a way to communicate with a child in order for the child to understand what he or she did was wrong.

Physical punishment refers to a parent who slaps their child or giving them a hiding on the buttocks or hands (Halpenny et al., 2010). According to Brooks (2008) physical punishment can be anything from a slap on the hand or buttocks without causing physical injury

Table 5: Discipline Strategies divided into alternative strategies, verbal strategies and physical punishment

Alternative strategies	Verbal strategies	Physical punishment	Participant
"she will have to clean up herself and apologise" "she will have to think of an appropriate punishment for her behaviour"	"we will verbally correct her and tell her that such behaviour will not be accepted"		P1 & P2, Annexure G, p. 2-3, lines 56-69
"we would leave" "Stay in her bedroom" "no TV" "no pocket money" "no swimming"			P3, Annexure G, p. 3, lines 71-72
	"we will go to the ladies room so that I can talk to her and tell her that there is children that would do anything for that plate of food"		P4, Annexure G, p. 3, lines 74-75
"he will have to pick up the food, apologise for the people sitting near us, clean up the mess on the floor. Then he should apologise to the manager" "we will deduct the cost of his food from his pocket money"	"and we will explain to him why we're deducting the foods price from his money"		P5, Annexure G, p. 3, lines 77-80
"we would decide"	"verbally"	"physical"	P6, Annexure G, p. 3,

together on an appropriate punishment” “he will have to carry the consequences”			lines 82-83
	“we would explain why it wrong to throw food while there is children with no food and they are hungry”	“I may give him slap on the hand when he throws down food.”	P7, Annexure G, p. 3, lines 88-90
“we would apologise to staff and manager, we would go home and try to find out what the matter is why our son did what he did”	“we will tell him that his behaviour was not right and that there is lots of children with no food”		P8, Annexure G, p. 3, lines 91-93.

According to the data analysis the majority of the participants have no difficulty with disciplining their children and are satisfied with their current disciplinary approach and the effect it has on their children. The majority of the participants conveyed that they adapt punishment according to the behaviour and it appears to work.

The data analysis confirmed that the participants felt that a child should be punished for wrongful behaviour. The vignettes used in the questionnaire were divided into age categories and all parents indicated that an age appropriate punishment for wrong behaviour should be carried out. The first question that followed after the vignette was if the parents would punish their child(ren) for displaying wrong behaviour and what type of punishment they would use. In the following section responses from the participants are provided to illustrate the findings on disciplining and punishing of their children.

The following participant stated: *“Yes, she should be punished for her behaviour. We will verbally correct her and let her know that such behaviour will not be allowed in our home or in public. She will clean up and apologise to the waiter and the people next to us for her behaviour. We will discuss her behaviour at home and she will provide a suitable punishment. If we’re satisfied with the punishment we will accept it, recommend something else or add to the punishment”*¹⁷ (P1 & P2, Annexure G, p. 2, lines 56-61). The above parent

¹⁷“Ja, sy moet gestraf word vir haar gedrag. Ons sal haar verbaal tereg wys en haar laat verstaan dat sulke gedrag glad nie toegelaat word in ons huishouding nie en ook nie in die publiek nie. Sy sal moet skoonmaak en

and the way the parent described how she would have handled the situation can be seen as Tolerant and Warm parenting style (Pretorius, 1998).

Another participant said: *"It is important to punish her. She should know that she was wrong and that her behaviour is not acceptable"*¹⁸ (P2, Annexure G, p. 3, lines 63-64). Similarly another mentioned: *"Yes, definitely, he must know that what he did was wrong. Physical and verbally, we would decide together on an appropriate punishment"* (P2, Annexure G, p. 3, lines 63-64). Similarly, another participant reiterates *"He will have to carry the consequences"* (P6, Annexure G, p. 3, line 86). As indicated by the participants the above can be seen as characteristics of the tolerant parenting style, where the parent and the child decide together on an appropriate punishment.

On reply to the second question of the semi-structured interview, which was "Do you find it difficult to discipline your child?" The majority of participants conveyed that they had no difficulty in disciplining their children. As one participant said: *"No not at all, we use time-out as punishment most of the time. They must stand in a corner in a room where we are present until they realise they were wrong, and this works very well"*¹⁹ (P1, Annexure G, p. 3, lines 98-101). As indicated by the above participant *"and it works very well"*, can be seen as a sense of satisfaction with her parenting style.

Another participant illustrated the following: *"No, it is not difficult at all. We discuss the punishment with the child. What they think the punishment should be, if we consider the punishment too inadequate we will add to the punishment"*²⁰ (P2, Annexure G, p. 4, lines 102-103). The phrase *"it is not difficult at all"* indicated confidence in her parenting skills. Another mentioned *"No, we find appropriate punishments for the wrongful behaviour and*

onverskoning vra aan die kelner en die mense langs ons vir haar gedrag. Ons sal die gedrag by die huis bespreek en sy sal met 'n geskikte "punishment" voorendag moet kom. As ons gelukkig is met die punishment sal ons dit aanvaar of iets anders voorstel of iets by sit tot 'n vergelyk te kom met die straf."

¹⁸"Dit is belangrik dat sy gestraf word. Sy moet weet dat sy verkeerd was en dat haar gedrag ontoelaatbaar is"

¹⁹"Nee glad nie, ons gebruik time-in as straf meeste van die tyd. Hulle moet by ons in die vertrek in 'n hoek staan totdat hulle besef hulle het gefouteer, en dit werk baie goed."

²⁰"Nee, dit is glad nie moeilik nie. Ons bespreek die straf met die betrokke kind. Wat dink hulle moet die straf wees, en as die straf vir ons te lig is dan, sal ons iets by sit"

explain it to our son and why he is receiving this punishment” (P5, Annexure G, p. 4, lines 117-118).

All of the participants felt very strongly about the disciplining of their children when required. A recurrent theme throughout the data analysis was that lesbian mothers are more inclined to use verbal discipline strategies rather than physical punishment with their children. It came forth that explaining why the behaviour was wrong was a very important aspect of the punishment and that their children should know why it is wrong. No punishment was just carried out without an explanation of why the punishment was being executed. Consequences of their children’s behaviour were another strong theme that came forth in all the data analysis. All of the participants felt that their children should carry the consequences of their behaviour. Taking away privileges was another method frequently used by participants and furthermore giving their children two choices of punishment whereby the child had to choose the punishment. Timeout was also a significant punishment that the participants felt worked very well. According to Brooks (2008) and Larzelere and Kuhn (2005) physical punishment has negative consequences on children like; children becoming more aggressive, noncompliant or even displaying anti-social behaviour. Brooks (2008) furthermore states that if parents explain the unacceptable behaviour to the child and why it was wrong the child learns more rapidly. According to Green and Chee (1997) punishment can be a variety of strategies that parents’ could use, such as time out that is seen as a sufficient method and it allows time for the child to cool down and defuse a crises. Additionally Green and Chee (1997) mention that physical punishment or smacking could cause escalation and resentment.

4.7 Theme 4: Experiences as a lesbian parent

According to Martin and Colbert (1997) parenting experience can be seen as an important human experience, especially for adults going through the birth, protection and nurturing of their children on various levels such as physical, cognitive, emotional and social. These above mentioned experiences apparently change adults on various levels (emotionally, socially and intellectually) therefore having an impact on individuals, which include the

child, the parent and society. The Concise Oxford Dictionary (2000) defines “experience” as an event regarded as affecting one. Thus when referring to experiences of a lesbian parent as a theme in this study it can be described as how particular situations affect them positively or negatively. The second primary question guiding this research was: What are the parenting experiences of lesbian parents as it relates to their parenting styles? In an attempt to answer the above mentioned question I presented the findings from the data analysis with regards to the experiences that the participants shared with me.

Throughout the data analysis and interpretation the majority of lesbian parents expressed several of their experiences as lesbian parents, which included positive and negative aspects. Positive experiences will be discussed first and thereafter the negative experiences.

4.7.1 Positive experiences

Resulting from the analysis it can be determined that lesbian mothers in this study had a deep sense of appreciation of their children due to the fact that having children was not that easily obtained. As Tasker (2010) enlightens that lesbian mothers might have better relationships with their children due to the fact that children are more difficult to attain. According to Bos et al. (2003) the desire and motivation to have children are much stronger for lesbians than heterosexual couples, and this motivation is seen to have an effect on the quality of parenting and the relationship between the mothers and their children in the family. Throughout the analysis of the reported experiences of lesbian mothers, the motivation to have children and to care for them was very significant.

Several subthemes were identified within the positive experiences of the participants namely: love, support, time spent together, parental relationship, opportunity to be parents and a sense of belonging.

4.7.1.1 Subtheme 1: Love

It was clear from the responses that all the participants had a deep rooted love for, appreciation of and commitment to being a parent to their children. According to Patterson (2000) the majority of lesbians express their love and compassion for each other and described their relationship as stabile and romantic. They expressed the value of the

relationship and that they are satisfied as indicated by this participant: *“We got two beautiful daughters. One has been with us for three years and the other one three months. We love them very much”*²¹ (P1 & P2, Annexure G, p. 10, lines 300-301). Similarly, another participant said: *“Being a family, loving each other, sharing feelings and everyday stuff with each other and what happened in our day. Spending time together. We are a strong family”* (P5, Annexure G, p. 15, lines 446-447). Another alluded to the following, *“I have positive and negative experiences. There are so more positive than negative experiences. The positive is having a child, that we love very much and I would do everything for my child”* (P6, Annexure G, p. 13, lines 402-404). Yet another stated *“To be a family with our son is the best thing, we live for our child and each other”* (P7, Annexure G, p. 14, lines 406-408).

Another experience indicated by the participants conveyed that they cherish the caring family environment, where they care, respect and unconditionally love each other and where they can be themselves and true to who they are. As indicated by the following: *“The positive is having a child, that we love very much and I would do everything for my child. Being a parent and being in a very committed relationship”* (P6, Annexure G, p. 13, lines 403-404). The following participant explained *“...we are a very close family and very happy together with our son...To be a family with our son is the best thing, we live for our child and each other”* (P7, Annexure G, p. 14, lines 406-408). Similarly another participant mentioned: *“...to have the opportunity to raise a child together. It is wonderful to have a child and share our love for children together”* (P8, Annexure G, p. 14, lines 409-410)

4.7.1.2 Subtheme 2: Support

The majority of the participants indicated that they have the necessary support from their family, especially other lesbian families with children. The support the lesbian mothers indicated that they receive is that of their families, as indicated by these participants: *“Our families are very supportive, and they too have children and we talk on how to deal with the children. My parents live on the same property and that helps a lot”*²² (P1 & P2, Annexure G, p. 13, lines 385-388 & 392-394). However this support received from the family seems to be

²¹“Ons het twee pragtige dogtertjies gekry, die een is al 3 jaar by ons en die ander een net 3 maande. Ons het hulle onsettend lief”.

²²“My ouers bly op dieselfde perseel as ons en dit help ook baie”

more of an emotional support and helping out by looking after the children. The participants expressed how important the support from their parents and family were and how significant their presence was with their children. The following participant mentioned *“Our families are very supportive they also have children and we talk to each other on how to handle our children. My parents live on the same premises than we do and that helps a lot”* (P1, Annexure G, p. 13, lines 385-388). Similarly another participant stated *“Support from the family in difficult times and the not difficult times”* (P1 & P2, Annexure G, p. 14, line 433). And lastly another mentioned *“... we are a very close family and very happy together with our son, we have a lot of support from friends and family and both our parents support us.”* (P7, Annexure G, p. 14, lines 406-408).

According to Patterson, Hurt and Mason (1998) the extended family plays a vital role in the lesbian family, by having frequent contact with the grandchildren and children. Even close friends seemed to be providing support to lesbian mothers and their children (Patterson et al., 1998). Patterson (2000) stated that lesbian families usually maintain contact with their families, such as their parents, siblings and other members of their extended family. Furthermore, Patterson (2000) explained that support from family members played a vital role in lesbian family lives.

4.7.1.3 Subtheme 3: Time spent together

Spending time together as a family was important to the participants as illustrated by the following participant: *“Being a family, loving each other, sharing feelings and everyday stuff with each other and what happened in our day. ...We are a strong family”* (P5, Annexure G, p. 15, lines 446-447). Another participant mentioned the following: *“Spending time together as a family is very special, doing stuff together. We love spending time together and our son loves it too”* (P6, Annexure G, p. 15, lines 448-449).

Another mentioned: *“Time that we spend together is very special, we live for the moments that we can spend together as a family”* (P7, Annexure G, p. 15, lines 450-451). Lastly a participant explained: *“... things we do together, just going places, staying at home and going on holiday. Seeing our son grow and develop in a young child and becoming his own person is the best”* (P7, Annexure G, p. 15, lines 453-455).

4.7.1.4 Subtheme 4: Opportunity to be parents

Another significant aspect that came forth is that they had the opportunity to care and provide for their children and being the best parents they could possibly be. The participant stated the following: *“Very positive, to have the opportunity to raise a child together. It is wonderful to have a child and share our love for children together”* (P8, Annexure G, p. 14, lines 409-410), yet another mentioned: *“It’s all that I ever wanted, and more than I expected.”* (P5, Annexure G, p. 18, line 529) similarly another said: *“I always wanted to be a mother and a parent, it is the best thing that happened”* (P6, Annexure G, p. 18, line 530).

4.7.1.5 Subtheme 5: Sense of belonging

Some participants indicated that when they received the opportunity to have children and care for children, it gave them a sense of belonging, both within society and as a family. When this concept was clarified it can be anticipated that being part of family as a lesbian mother gave them a sense of belonging and comfort. Some participants described it as “a place to belong”. On the seventh question of the questionnaire “What is it like to be a parent?” some participants stated the following: *“Exciting, wonderful, it feels like you belong somewhere”* (P3, Annexure G, p. 18, line 528). Patterson (1994) confirmed that the formation and maintenance of close and strong relationships and affection are high priorities for most lesbian families.

4.7.2 Negative experiences

From the data analysis there were numerous negative experiences that the participants experienced, namely: financial disposition, difficulty with church community, school bullying and people’s heteronormative attitude towards lesbian families.

4.7.2.1 Financial disposition

Financial disposition was one of the negative experiences some of the participants experienced. The majority of the participants suggested that they felt that there were numerous types of provision that they would like to provide for their children, but they could not always afford it. According to the participants’ responses some of the mothers are struggling to find employment, as mentioned by the following participant: *“At this stage, me*

not finding work and my partner is the only one that is working and she is working very long hours. Our financial situation is a bit difficult” (P6, Annexure G, p. 16, lines 473-474).

Due to widespread unemployment and people struggling to find worthy occupations, communities and families struggle, the weight to provide financially for children creates a greater financial load for parents (Kiggundu & Oldewage-Theron, 2009). This might be something that all parents struggle with and might not be specific to lesbian parents.

4.7.2.2 Church difficulties

Another negative experience experienced by several participants was the fact that they would like to attend and belong to a church community where they feel accepted and appreciated for who they are. As illustrated by this participant *“We are having some difficulties with our church, we left our previous church because people were complaining that our son is too loud in church and that he plays around and doesn’t sit still”* (P7, Annexure G, p. 16, lines 476-478). This could be due to the fact the child being just naughty or it could be that lesbian parents feel that there is some sort of requirement for their children to be well behaved. Another explanation could be that the people at the church used this as an excuse to indicate that the lesbian families weren’t welcome. However, most of the participants expressed their concern regarding churches and some churches’ attitude towards the lesbian and gay community. The following participant mentioned the following *“The churches are still a big problem for us, we would very much like to join a church but they preach against gays and that it is wrong”* (P1 & P2, Annexure G, p. 18, lines 539-541 & 543-545). The majority of the participants indicated that attending church was an obstacle as the church appears to be open to lesbian and gay families, however, when lesbian parents attend church it is perceived that the church then indicates that lesbian families are not acceptable. According to the research done by Francis and Msibi (2011), religious beliefs and practices conducted by the churches convey a clear message that being gay is a sin. According to research done by Lytle, Foley and Aster (2012) stated that limited research regarding lesbian, gay, bisexual and transgender (LGBT) and experiences towards religion and church has been conducted. In their research they found that there is tension between religion and sexual orientation. Their research also concluded that the majority of their participants stated that they decreased their religious participation in churches due to the

tension they experienced. Furthermore, a study done by Fulton, Gorsuch and Maynard (1999) proved that religious groups judge sexual orientation and behaviour, especially when individuals are sexually active.

Given the above it can be seen that the lesbian parents struggle to find an open and accepting place of worship and this is a challenge for them.

4.7.2.3 Bullying of children

Participants expressed their concern regarding their children and the school they attend and the peers whom the children have to deal with on a daily basis. The majority of the participants stated that their children had to endure a lot of teasing and ridicule by fellow peers regarding the fact that they have two mothers and not a father. Research done by Clarke, Kitzinger and Potter (2004), Marks (2012) and Nixon (2011) showed that children of lesbian and gay parents have a higher chance of being bullied or picked on at school. As illustrated by the participants: *"School bullying"* (P5, Annexure G, p. 13, line 398). Another participant said: *"Children being rude and teasing our boy"* (P5, Annexure G, p. 16, lines 479-480). Similarly another participant mentioned *"Bullying in school because our son has two mothers"* (P5, Annexure G, p. 16, line 472). Clarke (2002) found that one of the main differences between heterosexual families and lesbian families is that lesbian families' children are at higher risk of being bullied and harmed.

This bullying has a negative effect on their social development and scholastic performance. According to research done by Francis and Msibi (2011) there are numerous challenges facing our school going youth today, which includes them coming out as lesbian, gay or bisexual and that the teacher faces a difficult challenge on how to incorporate this into everyday classroom situations. Furthermore, children from lesbian and gay families experiences challenges in the classroom and school environment when neither teachers nor children know how to handle the new phenomenon efficiently. According to Francis and Msibi's research they found that in many African cultures homosexuality is frowned upon and not acceptable and that this is communicated to the youth through leaders such as the presidents of Zambia, Zimbabwe and Namibia and these countries play a major role in black communities in South Africa (Francis & Msibi, 2011). Therefore, children of lesbian mothers

are very susceptible to bullying and disadvantages in the school setting, as can be deduced from the literature mentioned above and from the participants clearly stating that their children were experiencing bullying.

4.7.2.4 Difficulties due to a heteronormative society

Furthermore, the majority of participants expressed their frustration and despondence surrounding the heteronormativity of society's attitude towards lesbian families and their children. This seemed to be an immense concern that all the participants expressed and that they wish that they could change this perspective of the community.

The heteronormative view of society and the community's view on lesbian families and lesbian parents having children was a vast negative experience that the participants experienced on a daily basis. This can be seen as illustrated by the following participant *"Same as every other parent, but straight people don't see it that way, they always have something bad to say about us"* (P3, Annexure G, p. 13, lines 395-396). Another participant mentioned it is *"Not always that easy to raise a child especially in a different family with two mothers, some people stare at us in shopping malls and we know they are talking about us"* (P5, Annexure G, p. 13, lines 400-401). Several more participants indicated that people judge them as mentioned here: *"People coming to us telling us what we are doing is wrong"* (P5, Annexure G, p. 16, lines 470-471). Another participant mentioned: *"People judging you without knowing you or how you raise your child. Children being rude and teasing our boy"* (P8, Annexure G, p. 16, lines 479-480). Another participant alluded to the following: *"Very difficult in the beginning, especially if it is still unfamiliar with the community and they do not accept you, it gets better if they get used to it"*²³ (P1 & P2, Annexure G, p. 18, lines 539 & 542-543). Similarly stated by the following participants: *"I try not to think about it, in our neighbourhood there is people that are very negative and they look down on us"* (P5 & P6, Annexure G, p. 18, lines 547-549). And the next participant said *"It is hard at times"* (P7, Annexure G, p. 18, lines 550). Another mentioned that: *"If people realise we are gay it is difficult until we prove ourselves"*²⁴ (P1 & P2, Annexure G, p. 18, lines 558 & 561). Similarly

²³"Baie moeilik in die begin, veral as dit nog vreemd is vir die gemeenskap en hulle aanvaar jou nie, maar dan gaan dit beter as hulle gewoond is daaraan"

²⁴"... maar as hulle dit agterkom is dit moeilik soms, todat ons onself bewys en dan gaan dit beter"

another participant explained: *“Some people don’t understand it so sometimes it’s a bit difficult”* (P3, Annexure G, p. 19, lines 563). Yet another mentioned *“There is people that are negative and criticize us for doing what we are doing, telling us it is wrong and that it’s a sin”* (P5, Annexure G, p. 19, lines 565-566). Another alluded to the following: *“They look down on us, and I know they think it is wrong and they judge us for being gay and having a son. Some people stare at us if they see us together”* (P6, Annexure G, p. 19, lines 567-568). A large amount of research, including Clarke (2008), Cahill, Battle and Meyer (2003), Siegenthaler and Bigner (2000), Lynch and Maree (2013) and Walters (2012) stated that lesbians still experience a variety of difficulties in a still very heteronormative society.

4.8 Theme 5: Same or different than other families

One of the questions that the participants were asked was how their families differ and how they are similar to heterosexual families. The responses from the participants of how they viewed their family with regards to a heterosexual family indicated that they considered their family similar in some ways and different in other ways as illustrated by the following responses: *“We are different and the same as other families”* (P5, Annexure G, p. 19, line 585). Another participant stated: *“I think we are both, there are certain things that are the same as other families”* (P8, Annexure G, p. 20, lines 594-595). Research by Biblarz and Stacey (2010) demonstrated that there are various similarities and differences between heterosexual parents and lesbian parents.

4.8.1 Sameness

Patterson (1994) found that lesbian and gay families encountered much of the same issues as heterosexual families. The sameness of the different kinds of families as perceived by the participants came down to the usual day to day living experiences, such as discipline problems, schoolwork, routines in a family and the joys of being a family and the togetherness. Clarke (2002) sheds some light from a feminist constructionist approach where she identifies four dimensions on differences and similarities between lesbian and heterosexual parents. The first dimension as described in full in Chapter 2, is no different and mainly states that there are no considerable differences between lesbian parents and

heterosexual parents with regards to parenting, knowledge about parenting and their attitudes. Similarly, the participants agree and state the following *“Our norms and values are the same as a normal family”*²⁵ (P1 & P2, Annexure G, p. 19, lines 580-584). Another participant mentioned: *“...we are the same as any other family raising children, because we also have all the problems they have”* (P5, Annexure G, p. 19, lines 586-587). Similarly another participant said: *“...but we also have the same troubles than any other family”* (P6, Annexure G, p. 19, lines 589-590). Lastly one of the participants alluded to the following: *“Our family is exactly the same as any other family, except that we are two mothers. We do all the same routines and day to day stuff that all families has to do and has to go through”* (P7, Annexure G, p. 19, lines 591-593).

It appeared as if the participant lesbian mothers see themselves in the same light as all other families. However, it is the construction of society that enforces this difference.

4.8.2 Different

As stated in Chapter 2, there are specific differences between heterosexual families and lesbian families which include the division of house chores, sickness and health issues and rearing children. Lesbian families tend to divide household labour more evenly where heterosexual families tend to consider that household chores should be the female’s responsibility. Furthermore, Biblarz and Stacey (2012) found that there were remarkable differences in the rearing of children between heterosexual and lesbian parents.

The difference as perceived through the participants is the mere fact that they are lesbian mothers raising children and merely a different type of family and that society makes life for lesbian mothers much more complicated on top of the usual day to day routines and obstacles that they have to face. The majority of the participants expressed that their commitment to their children and partner are very important to them. This is illustrated by the following responses from the participants:

²⁵“Ons waardes en norme is dieselfde as ‘n normale familie”.

“What makes us different is that we are gay with two foster children”²⁶ (P1 & P2, Annexure G, p. 19, lines 597-580). The following participant stated: “We are different because we are two lesbian mothers raising our son” (P5, Annexure G, p. 19, lines 585-586). Another mentioned: “We are different because we are two mothers raising our son, most families is a mother and a father, but our son still has his father and sees him sometimes” (P6, Annexure G, p. 19, lines 588-589). Similarly another participant stated: “We are different because our boy has two mothers” (P7, Annexure G, p. 19, lines 591).

4.9 Synopsis

In this chapter I presented the process of data analysis and findings from all relevant data and I presented the data in such a manner.

“To understand a tree, it is necessary to study both the forest of which it is part as well as the cells and tissue that are part of the tree”.

~Levine & Perkins~

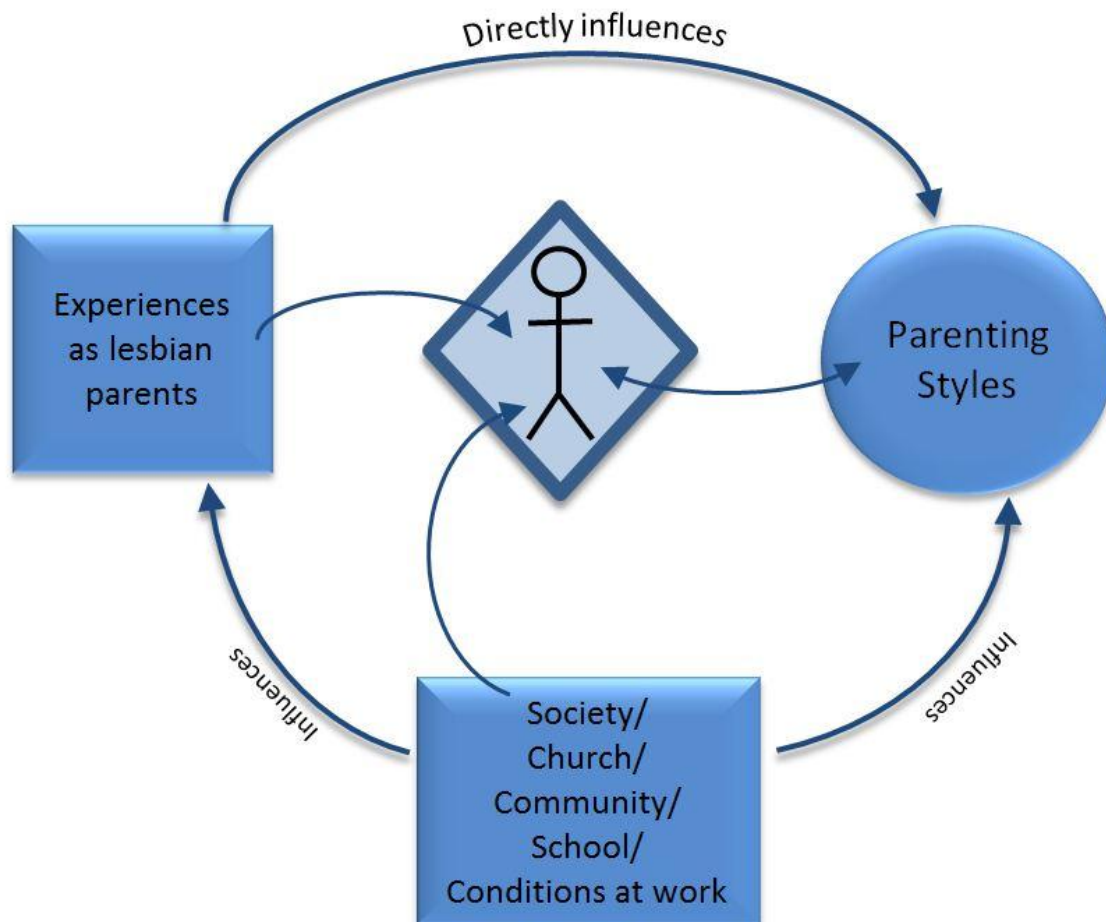
“Everything is connected to everything else”

~Hanson~

²⁶“Wat ons verskillend maak is dat ons gay is met 2 pleegsorg kinders”.

Throughout continuous engagement with the data the following explanation came to mind:

Figure 7: Systemic influences on lesbian families



As illustrated above, society plays a vital role in the participants' lives which in turn influences their experiences and then directly influences their parenting styles and all of these influences have a direct impact on the children. This illustration of the final conclusions on this research is based directly on the family systems theory which explains that individuals are part of various systems that interact with one another and which influence one another (Bronfenbrenner & Ceci, 1994; Bronfenbrenner, 2005). The systems theory based upon the interaction and interconnection of every part of the system directly indicates that the church, the school, the family and friends, community and the work environment interconnect with one another and influence one another. Thus when the participants experience a positive or a negative experience in one of these subsystems this will definitely affect all other parts of the system. I suggest that it might be that the parents

become more loving, caring, and compassionate towards their children to shelter them from the negativity as reported earlier in this chapter. Or it might be that because becoming a parent does not happen accidentally, it is a deliberate choice – children are wanted, and therefore the parents exhibit warm tolerant and involved parenting styles.

Chapter five will deal with the conclusions, limitations and benefits of this research project, as well as the contributions and recommendations pertaining to further research.

Chapter Five

CHAPTER 5

FINAL CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In chapter four, I presented the results of my research in terms of themes and subthemes that emerged. Furthermore, I interpreted the findings and results against the context of chapter two and all the relevant literature the chapter pertains to.

This final chapter contains the final conclusions regarding the primary and secondary research questions, possible contributions of this research, the limitations that were identified and possible recommendations for further research, training and practice.

5.2 Final conclusion regarding primary research question

5.2.1 PRIMARY RESEARCH QUESTION: What are the parenting experiences of lesbian couples as it relates to their parenting styles?

This research study was based on the above primary research question. The purpose of this study was to investigate the experiences of lesbian couples (negative and positive) and to identify parenting styles in lesbian families, and to determine whether these experiences have an influence on the parenting styles. Additional data was gathered, for instance, lesbian family rules, values and norms, and discipline strategies conveyed by lesbian parents. Based upon the literature study and the data analysis, the following parenting styles and experiences were identified within the lesbian families who participated in this research study.

Table 6: Parenting styles and experiences

EXPERIENCES THAT INFLUENCE PARENTING STYLES	POSITIVE EXPERIENCES	NEGATIVE EXPERIENCES	PARENTING STYLES
	<ul style="list-style-type: none"> ▪ Appreciation of family and their children ▪ Being a parent and raising children ▪ Appreciation of their spouse/partner ▪ Sense of belonging when raising children ▪ Cherishing family environment ▪ Respect for each other and others ▪ Unconditional love for their children and each other ▪ Opportunity to care, provide and support others ▪ Support received from family ▪ Support from other lesbian families 	<ul style="list-style-type: none"> ▪ Church acceptance difficulty ▪ Society's attitude ▪ Community's view ▪ Children being bullied at school ▪ Financial disposition 	<p>Warm Parenting Style (Characteristics identified within warm parenting style: affection, support, protection, cherishing, interest, considerate)</p> <p>Involved (Characteristics identified within involved parenting style: Concern, interest, protection, considerate)</p> <p>Tolerant (Characteristics identified within tolerant parenting style: recognition, affection, support, reasoning, flexible)</p>

As presented in table 6 numerous experiences were identified in lesbian families, both positive and negative, as can be seen above. The lesbian families indicated more positive experiences than negative experiences. The positive experiences outweighed the negative experiences and it can thus be seen that the families are coping and have achieved adaptability mechanisms. As presented in table 6 numerous experiences could influence the lesbian mothers' parenting styles. I suggest that it might be that the parents have become more loving, caring and compassionate towards their children to shelter them from the

negativity as illustrated by the participants. Or it might be that because becoming a parent does not happen accidentally, it is a deliberate choice – children are wanted, and parents are warm, tolerant and involved.

5.3 Final conclusion regarding secondary research questions

5.3.1 SECONDARY RESEARCH QUESTION ONE: What specific parenting styles (if any) emerge in lesbian parenting?

Based upon the literature study in Chapter 2 especially on Pretorius's work (1998), and the data received from the lesbian mothers the following specific parenting styles were identified:

- (i) Eight out of eight lesbian mothers indicated warmth as the main characteristic of their parenting style.
- (ii) Eight out of eight lesbian mothers indicated involvement in their children's lives as another main characteristic of their parenting style.
- (iii) Lastly six out of eight lesbian mothers indicated tolerance to be another characteristic of their parenting style

Therefore, the main parenting styles identified in the eight participants in this research study were, Warm Parenting Style, Involved Parenting Style and Tolerant Parenting Style. As discussed in Chapter 4 the research done by Patterson (1994) and Donaldson (2000) proved that lesbian mothers showed parenting qualities such as support and promoting their children's physical and psychological growth. Furthermore the literature showed that there exists a good attachment between lesbian mothers and their children (Donaldson, 2000). Therefore this literature served as evidence to help identify the parenting styles that came forth in the lesbian mothers. Support, promoting physical and psychological growth are all characteristics of warmth, involved and tolerant parenting styles.

5.3.2 SECONDARY RESEARCH QUESTION TWO: How can insights into parenting styles in lesbian families inform the literature on lesbian families and parenting?

The parenting style worksheet and Vignettes used as data collection techniques to identify parenting styles within lesbian families based upon Pretorius's work (1998) were easily understandable and it seemed as if the lesbian mothers enjoyed identifying themselves within the characteristics of parenting styles. The parenting styles identified in this research study could inform the literature on the types of parents lesbian mothers are, the characteristics they display and their behaviour towards their children. Patterson and Donaldson identified numerous characteristics that lesbian mothers have as parents namely; promoting their children's physical, psychological growth and good attachment between mother and child. Therefore this research on parenting styles could shed some light on the specific parenting styles that lesbian mothers engage in. As mentioned in the previous paragraph, the lesbian parenting characteristics identified by Patterson (1994) and Donaldson (2000) correspond directly with the parenting styles identified within this research study. These parenting characteristics are categorised under the warm and involved parenting style. However, the sample of participants in this research study was very small and should be taken into consideration.

5.3.3 SECONDARY RESEARCH QUESTION THREE: What are the lesbian parent's negative (challenges, if any) and positive experiences (if any)?

Throughout the engagement with the lesbian participants, the research data and the literature, numerous positive and negative experiences came forth. Several main positive experiences were identified, such as appreciation of family and their children, being a parent and raising children, appreciation of their spouse/partner, sense of belonging when given the opportunity to raise children, cherishing of the family environment, respect for each other and other individuals, unconditional love for each other and their children, opportunity to care and provide for others, support received from family members and support from other lesbian families.

Several negative experiences (challenges) were identified in the research study. These included: difficulty belonging to and feeling comfortable in a church community, society's attitude towards their family composition, community's view on their family and their

children being bullied at school, financial disposition due to children creating a greater financial load, struggling to find employment.

5.4 Summary of research findings

The purpose of this research was to identify the parenting styles that emerged in lesbian families rearing children. The key findings that emerged from the data analysis were that lesbian mothers in this research study displayed the characteristics of a warm, involved and tolerant parenting style. There were numerous experiences that were identified through the data, both negative and positive experiences as discussed in table 5 and in the third secondary research question.

Throughout the data analysis the key conclusions that came forth were that the experiences of the participants seemed to have an influence on their parenting styles. Then again one must remember that no individual is an island and that every system where in individuals function, has an influence on all other systems (Bronfenbrenner, 1994). Thus, one of the main findings that emerged was that experiences (both positive and negative) experienced by the lesbian mothers had a direct influence on their parenting styles, to be more involved with their children on an academic level, emotional level and social level. For instance the more society, community or the school judge and criticise their non-traditional family, the more warmth, and acceptance and involved the parents would be towards their children. Research proved that lesbian mothers are warm, positive, interactive and involved with children throughout their developmental stages and have a close attachment to their children.

5.5 Limitations and benefits

5.5.1 Limitations of this research

Throughout the research project I identified possible limitations of the study and steps were taken to reduce these limitations. However certain limitations pertaining to this research are inevitable. One limitation of this research project is mainly the small participant sample

which may not be representative of all lesbian families, their experiences and parenting styles. Furthermore, the generalisation of this research project is limited and cannot be generalised to the bigger population. Nonetheless, by conducting research and interviews with a small number of participants provided the opportunity to gain depth and a rich understanding of the world of the participants.

A further limitation of this research project is the fact that researcher bias and possible subjective interpretation could have played a role, when conducting interviews with the participants and when data analysis was conducted. Measures were taken to reduce researcher bias through review by an independent fellow researcher. In addition the data, data analysis and interpretation were also confirmed by the supervisor of this research project.

Throughout the data analysis and interpretation I realised that some participant circumstances were very unique and that these circumstances could influence their manner in which they answered questions and this may also be considered as a limitation to this research study. For example two lesbian families adopted children and there were numerous other experiences and challenges that they mentioned with specific regards to the emotional wellbeing of their children and the adaptation to their new home and family. For instance, one participant mentioned that their adopted daughter missed her brother and sister who had been placed in the care of other families.

Another limitation which was identified when writing the findings was the absence of observation. Observation could have played an important role in establishing and identifying the parenting styles of the participants.

Finally, a further limitation of the research was that interviews could not be conducted with all participants due to the participants indicating that they preferred to fill out the questionnaires, parenting style worksheet and vignettes. During the data analysis and interpretation I realised that there were specific questions which could have probed a bit deeper and this could have produced further valuable data. The latter point of these

limitations with regards to the insufficient probing is the biggest limitation for me as researcher.

5.5.2 Possible contributions of this research

This research offers an insightful glance of four planned lesbian families, their experiences and their parenting styles. The parenting styles of Baumrind (1991) and Pretorius (1998) served as guideline to explain and pinpoint these particular lesbian families' parenting styles and how they interact with their children. Furthermore, numerous literature and research were used to make sense of the experiences of the lesbian mothers.

One of the possible contributions of this research study is that it contributes to the existing research done on lesbian families in South Africa as there is limited research on lesbian parenting and parenting styles based in the South African context.

Another possible contribution of this research are that these results on parenting styles and experiences shed some light on possible parenting styles identified with lesbian mothers and the experiences they have as parents. The three main parenting styles were identified; Warm, Involved and Tolerant Parenting Style (Pretorius, 1998). Some of the positive experiences identified were: support from family and other lesbian families, sense of belonging, appreciation of family and their children, receiving the opportunity to raise children and unconditional love for their children and each other. Some negative experiences as indicated by the participants were: difficulty regarding churches, society and the community views and their children being bullied at school. Although it is important to take into account that the sample of participants is very small and may not be representable to all lesbian mothers. Further benefits include that this research gives a deeper meaning that may not have been recognised, had the sample size been larger.

5.6 Recommendations

5.6.1 Recommendations for future research

As indicated in the second chapter, more research studies should focus on lesbian families in the South African context and with regards to their parenting styles and experiences. During literature reviews there seemed to be a difference between the amount of research done abroad and research conducted in South Africa. It seemed as if South African society is still very heteronormative and lesbian families are not accepted as much as it would appear on the surface. This lack of general acceptance from society has a direct influence on the parenting styles of lesbian mothers. However, there is abundant literature based upon the outcomes of children of lesbians and the experiences of these children growing up with the mothers, nonetheless very few literature studies on the lesbian mothers' parenting styles and a closer look into family life.

The following focus areas could be considered for future research:

- Research including more lesbian mothers to investigate their parenting styles and experiences. For example, quantitative studies including a much larger participant sample
- Research focusing on the main challenges that lesbian mothers and children experience in South Africa especially with regards to society attitudes and stereotypes
- In depth investigation of the experiences of lesbian families in all parts of their systems.
- Lesbian parents' resilience in a heteronormative country
- Challenges faced by lesbians when deciding to start a family in the South African context.
- Lesbian mothers' fears regarding the rearing of their children in South Africa.
- Experiences of lesbian and gay individuals regarding religion, church and the broader church community.
- Research that examines the parenting styles of gay fathers.

5.6.2 Recommendations for practice

Psychologists and practitioners assisting lesbian families should know all relevant information pertaining to these families, the negative as well as positive experiences they have and have to endure in the South African context. A lack in knowledge may prevent a practitioner to fully understand the unique situation and unintentionally not establishing a helpful therapeutic relationship.

Psychologists should be competent to work with a variety of families that differ from the traditional family. They should be able to give advice to non-traditional families in order to enhance their functioning. Psychologists in practice should also have extended knowledge of lesbian families and lesbian mothers raising children and the challenges they face in South Africa. Psychologists should be open minded when working with families that differ from their own, and they should be able to create an accepting and safe environment.

5.6.3 Recommendations for training

Recommendations towards training should include equipping health care professionals with the knowledge and understanding of different families, families that differ from the 'normal' family. Psychologists, social workers, educators, general practitioners and all professionals that would like to pursue a career in the helping professions should have competent skills to work with any type of family. It was through this research project that my competence to counsel and support lesbian families was established and enhanced.

Although several articles are available on counselling gay and lesbian families and provide guidance, this might not be enough to equip student psychologists to give proper counselling to non-traditional families. Therefore LGBT studies should be included into undergraduate and post-graduate health profession courses, to broaden and equip future health care providers with the necessary background.

5.7 Synopsis

Having reached the end of this research study, I still realise as right from the beginning that there are still mountains to climb in this specific field of research especially in the South African context. As researcher I do hope that these insights from the participants could help future lesbian parents, families or even helping professionals.

This research project took an interpretive qualitative stance where I explored the experiences and parenting styles of lesbian mothers. The experiences of the participants were framed within an interpretative paradigm and the findings were embedded within the systems theory. Results from this research study concluded that these lesbian mothers presented certain types of parenting styles reported in Chapter 4, namely Warm, Involved and Tolerant Parenting Styles, and on their specific experiences as lesbian mothers in a heteronormative country.

Understanding and making meaning was the essence and the goal of this research project. By using an interpretative stance I tried to see the participants' lives through their eyes. Throughout this research journey I continuously reminded myself of the importance of individuality and to keep in mind that not two persons are alike and that each and every person is different and unique and should be treated that way, and each and every person has her/his own circumstances.

"There are no extra pieces in the universe. Everyone is here because he or she has a place to fill, and every piece must fit itself into the big jigsaw puzzle"

~ Deepak Chopra ~

"It always seems impossible until it's done"

~Nelson Mandela~

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Annexure A



Invitation to participate in a lesbian parent family study

“Good parenting is one of the greatest gifts you can give the world, to your children and to yourself. As you take the lessons learned from surviving a heterosexist world and empower your children to live differently, you give the gift of rising above bigotry and of celebrating diversity”
(Clunis & Green, 2000).

I am currently doing my masters degree in Educational Psychology at the University of Pretoria under the supervision of Dr. Carien Lubbe-De Beer. The research component of the master’s degree entails that a dissertation should be submitted. The title of the proposed study is **‘An exploration of parenting styles in lesbian parent families’**. The proposed research study aims to explore the parenting experiences of lesbian parents rearing children in particular and on parenting styles that may be present within same gender (lesbian) families.

In order to explore the parenting styles and experiences of the lesbian families, I would like to conduct semi-structured individual interviews on parenting experiences and parenting styles by means of worksheets and case studies.

Participants should preferably be:

- lesbian mothers
- Afrikaans or English speaking
- living in Pretoria
- have children between the ages of 3 and 18 years



If you have any further questions feel free to contact me on 082 551 2341 or e-mail: henriettej@ananzi.co.za

Kind regards,

Henriette Pienaar.



Uitnodiging tot deelname aan ’n studie oor die lesbiese gesin en ouerskap

“Good parenting is one of the greatest gifts you can give the world, to your children and to yourself. As you take the lessons learned from surviving a heterosexist world and empower your children to live differently, you give the gift of rising above bigotry and of celebrating diversity”
(Clunis & Green, 2000).

Ek is huidiglik besig met my meestersgraad in Opvoedkundige Sielkunde aan die Universiteit van Pretoria onder leiding van Dr. Carien Lubbe-De Beer. Die navorsingspakket van die meestersgraad vereis die indiening van ’n dissertasie. Die voorgestelde navorsingstudie poog om die ondervindinge van lesbiese ouerpare, veral diegene wat tans kinders in die huis het, na te vors, asook die ouerskapstyle wat teenwoordig mag wees binne hierdie gesinne met ouerpare van dieselfde geslag.

Om bogenoemde ouerskapstyle en ondervindinge binne die lesbiese gesin deeglik na te vors, ag ek dit noodsaaklik om semi-gestruktureerde individuele onderhoude te voer deur middel van vraelyste en gevallestudies.

Deelnemers moet verkieslik:

- lesbiese ouers wees
- Afrikaans of Engelssprekend wees
- in Pretoria woonagtig wees
- kinders tussen die ouderdomme van 3 en 18 jaar hê.



Indien u enige navrae het, kontak my asseblief by 082 551 2341 of e-pos: henriettej@ananzi.co.za

Vriendelike groete,

Henriette Pienaar.

Annexure B



Informed consent

Dear participants

You are being asked to participate in a lesbian parenting research project. The aim of the research project is to explore the parenting experiences of lesbian parents and how this relates to parenting styles. The main question that guides this research project will be:

What are the parenting experiences of lesbian couples as it relates to their parenting styles?

Your participation is voluntary and confidential. Should you agree to participate you will be asked to complete a questionnaire and a case study, confidentiality will be guaranteed and you may decide to withdraw at any stage should you wish not to continue. If you have any questions regarding the research, please do not hesitate to ask the researcher. The participants will be assigned confidential numbers, which will allow only the researcher to identify the worksheets.

Questions will be asked with regard to what you experience as a lesbian mother and your parenting style.

If you are willing to participate in this study, please sign this letter as a declaration of your consent.

Participant's signature: ----- Date: -----

Researcher's signature: ----- Date: -----

Yours sincerely

Henriëtte Joubert-Pienaar

(Researcher)

082 551 2341

Annexure C

27 May 2013

Dear Research Participant

I would kindly appreciate it if you could please fill out the attached biographical questionnaire. All identification will be kept confidential, no names of you or your children will be used.

This questionnaire will only serve to define ages, relationship status and children's gender and age.

Kind regards,

Henriëtte Joubert-Pienaar

082 551 2341

Biographical Questionnaire

Personal details:

Date: _____

Dr	Mr	Mrs	Miss	Ms
----	----	-----	------	----

Surname: _____ Name(s): _____

Date of birth: _____

Religion: _____

Home language: _____

Marital status: Married/Single/Divorced/Separated/Cohabitation _____

How long have you been in the above status (marital status)? _____

Do you have full custody of the children? _____

Mother's Employment: _____

Mother's Employment: _____

Please fill in the details about your children below:

Names: _____ Ages: _____

Annexure D

Parenting Experiences

Question 1

What experiences do you as lesbian parents have raising children?

Question 2

What are positive experiences in your family? / Share some of the positive experiences

Question 3

What are there negative experiences or challenges in your family? / Share some of the negative experiences

Question 4

What do you think is meant by parenting style?

Question 5

How would you describe your parenting style?

Question 6

Which parenting style do you think does your partner convey?

Question 7

What is it like to be a parent?

Question 8

What is it like to be a parent with a sexual identity that is part of a minority group?

Question 9

What is the reaction of society towards your family/parenthood?

Question 10

Tell me your story that illustrates your family being different or the same as other families?

Thank you for your participation in this study.

Annexure E

Semi-Structured Individual Interviews – Worksheet/Interviews

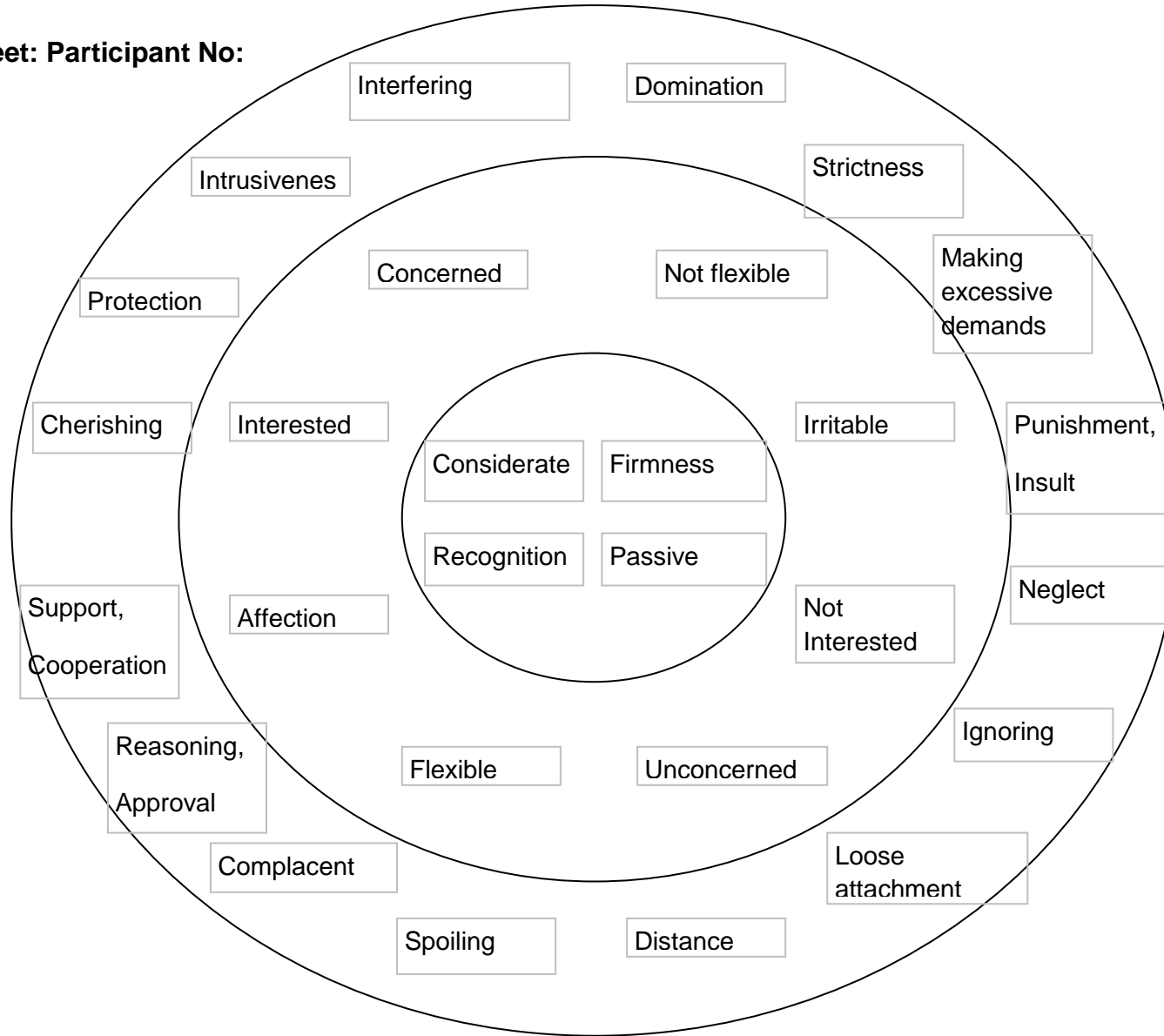
Thank you for being willing to complete this worksheet.

The purpose of this worksheet is to explore parenting styles in lesbian families. It is important to answer the questions as honestly as possible.

Your answers to this questions and worksheet will be treated confidentially.

This worksheet aims to explore the possible parenting styles within lesbian families. Please circle the words that illustrate your parenting characteristics. You may circle all the words that are applicable to your parenting style. The information will be treated confidentially.

Participant worksheet: Participant No:



Annexure F

Case 1: Families with children from 0-12 years

Your family is sitting in a restaurant waiting for your dinner. When the dinner arrives your child frowns and stares at the food. All of a sudden your child picks up the food and throws it down on the floor, screaming. All the other people in the restaurant turn to look at your family (Adapted from Massey, 2007)

Question 1

Would you punish your child for displaying such behaviour, what punishment would you give? (physical, verbally etc.)

Question 2

Do you find it difficult to discipline your child?

Question 3

What family rules do you have?

Question 4

Do you spend time with your child and how would you spend your time together?

Case 2: Families with children from 12-18 years
 Your teenager comes to you and asks whether he/she may attend a party, and asks until what time he/she can stay out. After you agreed your child comes back in the early hours of the morning, much later than the agreed time.

Question 1

Would you punish your child for displaying such behaviour, what punishment would you give (physical, verbally etc.)

Question 2

Do you find it difficult to discipline your child?

Question 3

What family rules do you have?

Question 4

Do you spend time with your child and how would you spend your time together?

Question 5

Describe a disobedient incident from your child and how you handled the situation?

Question 6

Is there something that you would change about your discipline style, and what would you change?

Annexure G

1 **Annexure**

2 **Transcriptions of Questionnaires**

3
4 **Parenting styles in worksheet**

5 **This worksheet aims to explore the possible parenting styles within lesbian**
6 **families. Please circle the words that illustrate your parenting characteristics.**
7 **You may circle all the words that are applicable to your parenting style.**
8

9 **Characteristics of parenting styles circled:**

10 P1: Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Spoiling,
11 Ignoring, Punishment, Interested, Affection, Considerate, Firmness, Recognition

12 P2: Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Spoiling,
13 Interested, Considerate, Firmness, Flexible, Recognition,

14 P3: Protection, Cherishing, Support, Cooperation, Strictness, Not Flexible, Concerned,
15 Interested, Affection, Considerate, Firmness

16 P4: Strictness, Interfering, Protection, Cherishing, Support, Cooperation, Reasoning,
17 Approval, Affection, Interested, Concerned, Considerate, Firmness

18 P5: Protection, Support, Cooperation, Reasoning, Approval, Affection, Interested,
19 Concerned, Not flexible, Considerate, Firmness, Recognition

20 P6: Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Flexible,
21 Affection, Interested, Concerned, Considerate, Firmness, Recognition

22 P7: Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Flexible,
23 Affection, Interested, Concerned, Considerate, Firmness

24 P8: Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Spoiling,
25 Flexible, Affection, Interested, Concerned, Firmness, Considerate, Recognition

26
27 **Main Parenting styles deducted (from worksheet):**

28 P1: Involved, Warmth & Tolerant

29 P2: Involved, Warmth & Tolerant

30 P3: Warmth, Involved, Dominant

31 P4: Warmth, Involved, Dominant

32 P5: Tolerant, Warmth, Involved, Dominant

33 P6: Involved, Warmth, Tolerant

34 P7: Warmth, involved, tolerant

35 P8: Involved, Warmth, Tolerant

36

37

38

39

40

41

42

43

44

45 **Vignette1:**

46 **Case 1: Families with children from 0-12 years**

47 **Your family is sitting in a restaurant waiting for your dinner. When the dinner**
48 **arrives your child frowns and stares at the food. All of a sudden your child picks**
49 **up the food and throws it down on the floor, screaming. All the other people in the**
50 **restaurant turn to look at your family (Adapted from Massey, 2007)**

51

52 **Questions 1**

53 **Would you punish your child for displaying such behaviour, what punishment**
54 **would you give? (Physical, verbally etc.)**

55

56 P1: -"Ja sy moet gestraf word vir haar gedrag. Ons sal haar verbaal te reg wys en haar laat
57 verstaan dat sulke gedrag glad nie toegelaat word in ons huis houding nie en ook nie in
58 die publiek nie. Sys al moet skoon maak en onverskoning vra aan die kelner en die
59 mense langs ons vir haar gedrag. Ons sal die gedrag by die huis bespreek en sys al met 'n
60 geskikte "punishment" voorenedag moet kom. As ons gelukkig is met die punishment
61 sal ons dit aanvaar of iets anders voorstel of iets by sit tot 'n vergelyk kom met die straf"

62

63 P2: -Dit is belangrik dat sy gestraf word. Sy moet weet sy was verkeers. Ons sal haar
64 badkamer toe vat en vir haar se haar gedrag is ontoelaatbaar. Sys al moet onverskoning
65 vra aan die kelner en die mense langs ons vir haar gedrag. Sys al self skoon maak waar
66 sy gemors het want dit was haar keuse om haar so sleg te gedra. Ons sal die te verder
67 geniet maar ons sal dit verder by die huis uitsorteer. By die huis sal sy self vir my 'n
68 straf uitdink. As ons gelukkig is met die straf sal ons dit aanvaar of iets anders voorstel
69 of iets by sit tot 'n vergelyking kom met die straf.

70

71 P3: -I would stand up and leave and punish her at home. She must stay in her bedroom
72 and will have no TV and no pocket money for a month and no swimming

73

74 P4: -Verbally, I will pay for the food and we will go to the ladies room so that I can talk
75 to her and tell her that there is children that would do anything for that plate of food

76

77 P5: - Yes, he will have to pick up the food, apologise for the people sitting near us, clean
78 up the mess on the floor. Then he should apologise to the manager. We will deduct the
79 cost of his food from his pocket money. And we will explain to him why we're deducting
80 the foods price from his money.

81

82 P6: - Yes definitely, he must know that he did was wrong. Physical and verbally, we
83 would decide together on an appropriate punishment

84

85

86 He will have to carry the consequences

87

88 P7: -Yes, mostly verbally, but I may give him a slap on the hand when he throws down
89 food. We would explain why it is wrong to throw food while there is children with no
90 food and they are hungry

91 P8: We would apologise to staff and manager, we would go home and try to find out
92 what the matter is why our son did what he did. We will tell him that his behaviour was
93 not right and that there is lots of children with no food

94

95

96 **Question 2**

97 **Do you find it difficult to discipline your child?**

98 P1: "Nee glad nie. Ons gebruik "time in" as straf meeste van die tyd. Hulle moet by ons in
99 die vertrek in 'n hoek staan tot dat hulle besef hulle het gefouteer, en dit werk baie goed.

100 Hulle voel nie verstoot nie want ons is daar by hulle, maar die grootste straf is hulle mag
101 nie met ons praat nie terwyl hulle daar staan”

102 P2: Nee, dit is glad nie moeilik nie. Ons bespreek die straf met die betrokke kind. Wat
103 dink hulle moet die straf wees, en as die straf vir ons te lig is dan, sal ons iets by sit.
104 Maar gewoonlik doen ons die “time in” storie vir ‘n straf meste van die tyd. Hulle moet
105 by ons in die vertrek in ‘n hoek staan tot dat hulle besef hulle het gefouteer, en dit werk
106 baie goed. Hulle voel nie verstoot nie want ons is daar by hulle, maar die grootste straf is
107 dat hulle nie met ons mag praat nie terwyl hulle daar staan en ons gaan aan met ons dag
108 se taak en maak asof daar niks fout is nie. En wanneer hulle beter voel en berou toon kan
109 hulle kom en met ons daaroor gesels. Dis die grootste straf vir die tweetjies. Gewoonlik
110 is hulle in trane daarna. Slaan is nie ‘n uit weg nie, want gewoonlik is die kinders al deur
111 sulke traumas wat die gedrag net erger maak en die pakslae vat nie aan die kinders nie,
112 hulle is gewoond aan die ‘abuse’

113 P3: Not at all

114 P4: Yes, I try my best to discipline my child but with one visit to/with the biological
115 mother, the hard work has gone to waste. The disciplinary process starts over again,
116 which is then more difficult.

117 P5: No, we find appropriate punishments for the wrongful behaviour and explain it to
118 our son and why he is receiving this punishment.

119 P6: No not at all, but sometimes there are certain situations that I don’t know what to
120 do. When X doesn’t listen to me and he doesn’t care for any kind of punishment that I
121 give to him. I usually talk to my partner about that and he listens to her, she is more
122 stricter

123 P7: No, we read a lot of books on parenting and how to discipline your child. We love
124 reading books related to lesbian mothers raising children to get advice and tips

125 P8: No our discipline works very well.

126

127 **Question 3**

128 **What family rules do you have?**

129 P1& P2: Weet dat ons jou lief het

130 Respek vir almal

131 Ouer mense kom eerste spesifiek bejaardes, wag jou beurt af

132 Almal eet saam

- 133 Help met spesifieke takies
- 134 Mag nie steel nie
- 135 Mag nie vloek of skree nie
- 136 Wees lief vir mekaar
- 137 Vertel die waarheid
- 138 Doen altyd jou beste
- 139 Tel op jou klere en speelgoed
- 140 Maak skoon as jy mors
- 141 Mag nie slaan of skop nie
- 142 Lees jou bybel en bid
- 143 Wees geduldig
- 144 As jy iewers heen wil gaan vra vir toestemming
- 145 Roetine Roetine dit laat die kinders veilig voel
- 146
- 147 As jy nie iets mooi van iemand kan se nie dan hou jy jou mond
- 148 Wees lief vir jouself want hoe kan jy ander lief he as jy nie respek het vir jouself
- 149 Moet nie iets aan iemand anders doen wat jy nie aan jouself gedoen wil he nie
- 150 Weet dat ons jou lief het
- 151 Respek almal insluitend die diere
- 152 Ouer mense kom eerste, spesifiek bejaardes, wag jou beurt af
- 153 Almal eet saam
- 154 Goeie tafel maniere
- 155 Help met spesifieke takies
- 156 Mag nie steel nie
- 157 Mag nie vloek of skree nie
- 158 Wees lief vir mekaar
- 159 Vertel die waarheid

- 160 Doen altyd jou beste
- 161 Tel op jou klere en speelgoed
- 162 Maak skoon as jy mors Mag nie slaan of skop nie Lees jou bybel en bid
- 163 Wees geduldig
- 164 As jy iewers heen wil gaan vra toestemming
- 165 8 uur gaan slap
- 166 Kyk net stories van jou ouderdomsgroep
- 167 Roetine Roetine Roetine dit laat die kinders veilig voel
- 168 Hul moet alleen in hul toilet hokkie ingaan, hul maatjies moet wag vir hulle
- 169 Niemand mag aan hul privaat vat nie, ook nie kyk nie, want dis privaat en 'n geskenk
- 170 van Liewe Jesus af. Hulle self mag ook aan niemand anders se privaat vat nie. Ons maak
- 171 nie 'n groot storie daarvan nie, maar dit is belangrik da tons dit vir hul noem, want die
- 172 lewe is baie rof daar buite.
- 173 P3: Do not lie
- 174 Don't steal
- 175 Show respect
- 176 Don't swear
- 177 Eat together at the table as a family
- 178 P4: Always tell the truth
- 179 Know your manners
- 180 Do your best in all projects
- 181 Do not steal, ask
- 182 Keep clean in all terms
- 183 Don't swear
- 184 Show respect
- 185 Eat together as a family
- 186 P5: No swearing
- 187 Respect

- 188 No lying, always tell the truth to everyone
- 189 Be who you are and true to yourself
- 190 Spend time together as a family
- 191 P6: Never lie, always tell the truth
- 192 Spend time together
- 193 Do not swear
- 194 Show respect even if others doesn't show respect
- 195 Eat together
- 196 Try to go to church together
- 197 P7: Speak nicely
- 198 Be nice to others and friends
- 199 Be friendly
- 200 Talk about what make you angry, sad and happy
- 201 Spend time together
- 202 Spend time together with the rest of the family
- 203 Respect
- 204 P8: Spend time together, make time to spend together
- 205 Tell the truth
- 206 Be nice to people
- 207 Be friendly
- 208 Help around the house, pick up your toys
- 209 Love each other
- 210 Go to church as a family
- 211 If you do something wrong there is going to be a consequence, naughty chair, taking
212 away a toy
- 213
- 214 **Question 4**

215 **Do you spend time with your child and how would you spend time together?**

216 P1: Ja ons doen, doen saam huiswerk.

217 Hulle help partykeer om saam kos te maak

218 Kyk saam TV

219 Swem saam

220 As ek besig is met iets sal hulle vra of hulle my kan help en dan werk ons saam en gesels

221 Speel partykeer saam bord speletjies

222

223 P2: Dit is belangrik om tyd aft e staan, apart. Een ry gou saam mamma X terwyl die
224 ander een by mamma Y bly. Hulle altwee moet belangrik voel

225 Gaan doen saam inkopies sodat hul ook 'n keuse het en deel voel van die gesin

226 Elke dag word huiswerk saam gedoen al is hul in die naskool ons gaan weer deur als

227 Hulle help partykeer om saam kos te maak

228 Kyk saam TV

229 Swem saam

230 As ek besig is met iets sal hulle kom vra of hulle my kan help en dan werk ons saam en
231 gesels

232 Speel partykeer saam bord speletjies

233 Hulle hou daarvan as mens met hul speel deur hulle te kielie en hul vir jou

234 P3: Yes, we ride bike end swim together, play rugby and cricket and we restle

235 P4: We play games or listen to music

236 I will go and sit with her and we could talk for hours

237 P5: Yes, help with homework

238 Ask him about his day and talk about what happened

239 P6: Playing puzzles and board games

240 Doing homework

241 Going to the mall

242 P7: Yes both of us spend a lot of time together with our son. We play together, all of his
243 games and with his toys

244 P8: Yes all the time as much as possible, play, paint, puzzles, and educational games

245

246 **Question 5**

247 **Describe a disobedient incident from your child and how you handled the**
248 **situation?**

249 P1: Sy het 'n problem om geld by die skool te steel. Sy skakel tans in by Magriet van
250 Scalkwyk om aan die problem te werk

251 Die eerste keer wat dit gebeur het het ons daarvoor gepraat en sy moes die geld terug
252 gee. Dit het weer gebeur en weer het ons daarvoor gepraat en uit die Bybel gelees dat dit
253 'n sonde sonde is en daar oor gebid. Weer het sy dit gedoen en sy het pak gekry en die
254 volgende keer het ons weer darvoor gebid. En nou die laaste keer het ons weer met haar
255 gepraat en geraas en sy het 'n keuse gehad om haar Hello Kitty te verkoop of om die kart
256 e was vir geld om die geld terug te betaal. Elke keer moes sy die geld terug gee. Die
257 vermoede bestaan dat sy dit doe nom emosionele redes maar ons is nieseker nie. As sy
258 die kar nou was moet sy eers verduidelik hoekom was sy die kar en dat dit belangrik is
259 om eers stilt e staan en te dink voordat sy weer so iets doen.

260 P2: Ons dogter het geld gesteel by die skool, die eerste keer toe dit gebeur het het ons
261 met haar daarvoor gepraat en sy moes die geld teruggee met haar sak geld. Hulle kry 'n
262 R100 sakgeld waarvan hul R50 dadelik kry en die res word gedeel oor 4 weke vir een
263 dag 'n week snoepie geld. Dit het weer gebeur en weer het ons daarvoor gepraat en uit
264 die Bybel gelees dat dit 'n sonde is en daar oor gebid. Weer het sy dit gedoen, sy het pak
265 gekry en die volgende keer het ons weer daarvoor gebid. En nou die laaste keer het ons
266 weer met haar gepraat en geraas. Toe vra ek vir haar wat is jou beste speeding wat jy
267 nog ooit by ons gekry het. Sy het haar Hello Kitty toe gaan haal, ek het vir haar gese' nou
268 moet sy die pop vat en vir die maatjie gaan gee by wie sy die R50 gesteel het. Die pop is
269 R200.00 werd. Toe vra ek haar jy het 'n keuse of jy was die kar vir 6 weke elke saterdag
270 of jy gee jou pop vir die meisie want jy het nie geld om dit vir haar terug te gee nie, en ek
271 gaan nie die geld gee nie want ek het nie die keuse gebruik om die geld te steel nie. So
272 nou elke keer was sy die kar en word daar aan herinner dat sy die verkeerde keuse
273 gemaak het, en net sy kan dit reg stel, deur te werk vir die geld wat sy gesteel het.

274 P3: She lied to us about her exams and that she left her book at school so that we find
275 the book in her bag so I let her study until she know all her work

276 P4: My child did not do her homework and I said that she can't ride on the bike that day

277

278 P5: When our son lied to us about an incident that happened at school, he told us that a
279 boy hit him without him doing anything. After we went to the school we found out from
280 the teachers that our son was the one who started the whole fight, because he swore
281 the other boys mother and then only then did the boy hit him We took away all his
282 privileges, his phone , TV, and visiting friends.

283 P6: When my partner is not around, X usually takes chances and doesn't listen, so he
284 usually does what he wants to. He is a very stubborn and strong willed boy, like his
285 father. I usually scare him to tell him I'm going to tell my partner and then she will
286 punish him for his behaviour. Or I will take away his tuck shop money for a week.

287 P7: When our son threw a tantrum in the middle of Woolworths when he wanted a toy, I
288 tried to ignore him but he just screamed louder, so I then started screaming with him
289 and he stopped

290 P8: He was on the tantrum stage where he refused to do something wjen asked or he
291 will just scream, I try and ignore him or take away the toy

292

293 **Question 6**

294 **Is there something that you would change about yopur discipline style and what**
295 **would you change?**

296 P1: Somtyds het ek nie baie geduld met die kinders nie, ek sal graag baie meer geduld
297 met hulle wou he. Ek sal ook graag meer verstaanbaar vir hulle wees en hulle vir my en
298 ek sal graag ook meer wil weet hoe hulle koppies werk. Ons het 2 pleegsorg kinders en
299 hulle kom uit moeilike omstandighede en het baie emosionele bagasie

300 P2: Ons het twee pragtige dogtertjies gekry, die een is al 3 jaar by ons en die ander een
301 net 3 maande. Ons het hul ontsettend lief. Wat ek graag sou wou verander is om
302 finansieel sterker te kon wees om aan hulle behoeftes te voorsien. Huille moet gaan vir
303 terapie, hul moet na Tina Cowley toe gaan. Hul altwee sukkel in die skool, die ouer een is
304 in graad 5 en sukkel met wiskunde en die kleiner 1 moes in graad 2 gewees het, maar
305 ons het agter gekom sy kan nie lees nie. Ek het haar gevat vir evalueering en sy is op 'n
306 graad RR vlak. Ek het die skool met die verslag gaan sien en hul het haar terug gesit na
307 graad 1 toe. Ek vat haar vir klas elke Saterdag by Tina Cowley en wil Jenene ook bitter
308 graag vat maar finansieel kan mens net nie alles gedoen kry nie. Ek moet harder teen
309 hul optree want ek kry te gou jammer en hul draai my om hul pinkie. Kyk ek glo nie al
310 die besluite wat mens neem is altyd korrek nie maar ons werk saam met Magriet van
311 Schalkwyk wat vir hul albei terapie gee en sy help ons baie met die besluitneming van 'n
312 situasie.

313 P3: No, my discipline style is working

314 P4: No I do the best I can

315 P5: Yes, not being that hard and strict every time. I think I'm too harsh sometimes,
316 maybe all the time when he disobeys

317 Afterwards I have regrets of how I handled the situation and how I reacted and what I
318 said. I have to learn to calm down first and relax and then deal with the problem

319 P6: Yes sometimes I would like to be more consequent and more strict, but I usually feel
320 sorry for him and he knows that so he abuses that

321 P7: No I'm satisfied with my discipline style at this point, I read a lot of disciplining
322 books and what to do in different situations .

323 P8: No

324

325 **Case 2: Families with children from 12-18 years**

326 **Your teenager comes to you and asks whether he/she may attend a party, and**
327 **asks until what time he/she can stay out. After you agreed your child comes back**
328 **in the early hours of the morning, much later than the agreed time.**

329

330 **Questions 1**

331 **Would you punish your child for displaying such behaviour, what punishment**
332 **would you give? (Physical, verbally etc.)**

333

334 P3: Yes, no friend over and no spending money for movies or the mall for three months

335

336 **Question 2**

337 **Do you find it difficult to discipline your child?**

338 P3: No

339 **Question 3**

340 **What family rules do you have?**

341 P3: Don't lie

342 Don't steal

343 Show respect

344 Stay loyal to the rules

345 **Question 4**

346 **Do you spend time with your child and how would you spend time together?**

347 P3: Swim together

348 Watch movies

349 Go shopping

350 Play games

351 And have family time

352 **Question 5**

353 **Describe a disobedient incident from your child and how you handled the**
354 **situation?**

355 P3: Did not answer the question

356

357 **Question 6**

358 **Is there something that you would change about yopur discipline style and what**
359 **would you change?**

360 P3: No

361

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379 **Parenting Experiences**

380 **Question 1**

381 **What experiences do you as a lesbian parents have raising children?**

382 P1: Geen ondervinding. Ons skakel weekliks in by Magriet van Schalkwyk 'n private
383 maatskaplike werker en sy help ons baie met raad en leiding rakende ons 2 kinders se
384 emosionele sy en hoe om sekere situasies te hanteer

385 Ons families is baie ondersteunend hulle het ook kinders en ons praat maar onder
386 mekaar oor hoe om die kinders te hanteer. My ouers bly op die selfde perseel as ons en
387 dit help ook baie. Ons huis reels en die familie se huis reels is baie dieselfde so dit help
388 baie.

389 P2: Geen ondervinding. Ons skakel weekliks by Magriet van Schalkwyk 'n private
390 maatskaplike werker en sy help ons baie met raad en leiding rakende ons 2 kinders se
391 emosionele sy en hoe om sekere situasies te hanteer.

392 Ons families is baie ondersteunend, hulle het ook minders en ons praat maar onder
393 mekaar oor hoe om die kinders te hanteer. My ouers bly op dieselfde perseel as ons en
394 dit help ook baie. Ons huis reels en die familie se huis reels is baie dieselfde.

395 P3: Shame as every other parent, but straight people doesn't see it that way, They
396 always have something bad to say about us

397 P5: Normal stuff, everyday stuff

398 School bullying

399 Financial difficulties

400 Not always that easy to raise a child especially in a different family with two mothers,
401 some people stare at us in shopping malls and we know they are talking about us

402 P6: I have positive and negative experiences. There are so more positive than negative
403 experiences. The positive is having a child, that we love very much and I would do
404 everything for my child. Being a parent and being in a very committed relationship.
405 Reactions from other people that doesn't know us and judges us is not nice at all.

406 P7: Very positive experiences, we are a very close family and very happy together with
407 our son, we have a lot of support from friends and family and both our parents support
408 us. To be a family with our son is the best thing, we live for our child and each other.

409 P8: Very positive, to have the opportunity to raise a child together. It is wonderful to
410 have a child and share our love for children together.

411

412 **Question 2**

413 **What are positive experiences in your family?/Share some of the positive**
414 **experiences**

415

416 P1: Ondersteuning van die gesin en familie in moeilike tye maar ook in nie moeilike tye

417 Die 2 kinders begin ontspan en hulle self wees. Die oudste een (sy is al 2 jaar by ons)
418 sien jy groei en ontwikkel in die goed gemanierde dogtertjie watrespek het vir almal en
419 die diere. Sy kan ordentlik met mense praat en begin goedjies vir haar self doen.

420 Die jonkste nou eers 3 maande by ons begin ontspan en is nie meer die soldaatjie nie,
421 ons kom agter sy is 'n baie verstooide kind, sy het alles soos 'n stok mannetjie gedoen
422 anders het sy pak gekry.

423 Briefies wat die oudste een skryf begin nou gesiggies op kry en baie meer detail word in
424 die prentjies deurgegee. Sy werk hard aan haar skool werk en het ook nou die
425 vrymoedigheid om te kom se as sy nie haar skoolwerk verstaan nie.

426 Hulle begin praat oor hulle gevoelens en hulle wys dit ook

427 Hulle praat soms die waarheid en dit is 'n groot mylpaal

428 Die oudste een wou haar self net seer maak of dood maak and die begin en nou is
429 daardie gedagtes uit haar en sy is baie meer positief oor die lewe

430 P2: Die oudste een het eendag by die huis aangekom en gevra waar kom babatjies
431 vandaan. Ek het aan haar die waarheid vertel in eenvoudige taal en dit het onmiddelik
432 haar vertrouwe in ons nog meer laat groei

433 Ondersteuning van die gesin en familie in moeilike tye maar ook in die goeie tye. Al twee
434 die kinders begin hulle eie persoonlikheid ontwikkel en ontspan by ons. Hulle het al
435 baie goeie maniere en toon respek vir almal en ons diere. Die ouer een kan nou al
436 ordentlik met mense praat en begin goed vir haar self doen

437 Hulle altwee veral die oudste een begin nou hard werk aan haar skool werk. Hulle begin
438 praat oor hulle gevoelens en hulle wys di took. Hulle praat soms die waarheid en dit is 'n
439 groot mylpaal

440 Die oudste een wou haar self net seer maak of dood maak aan die begin en nou is
441 daardie gedagtes uit haar kop uit en sy is baie meer positief oor die lewe.

442 P3: Since we have the older one, her school work went up and all her marks went up
443 and she did very good in her exams and she had 7 distinctions last year and she is a
444 media leader.

445 P5: The growth between our relationship

446 Being a family, loving each other, sharing feelings and everyday stuff with each other
447 and what happened in our day. Spending time together. We are a strong family.

448 P6: Spending time together as family is very special, doing stuff together. We love
449 spending time together and our son loves it too.

450 P7: Time that we spend together is very special, we live for the moments that we can
451 spend together as a family, we love going on holidays together. Luckily my wife stays at
452 home with our son so he has the best care.

453 Time spend together, things we do together, just going placesm staying at home and
454 going on holiday. Seeing our son grow and develop in a young child and becoming his
455 own person is the best

456

457 **Question 3**

458 **What are the negative experiences or challenges in your family?/ Share some of**
459 **these negative experiences**

460 P1: Hulle sal jok om uit die moeilikheid te bly

461 Die oudste een wat steel maar ons werk daaraan

462 Die oudste een mis haar boetie en sussie wat by 2 ander paartjies in pleegsorg is baie en
463 dit pla haar soms. Sy is ook baie omgekrap na sy haar ma sien

464 P2: Hulle emosionele bagasie om dit omgekeer te kry is soms baie baie moeilik en om
465 dit te verstaan en te hanteer

466 Hulle altwee sal jok om uit die moeilikheid te bly

467 Die oudste een wat steel maar ons werk daaraan

468 Die oudste een mis haar boetie en sussie wat by ander gesinne geplaas is

469 Sy is ook altyd vreeslik omgekrap en negatief na sy haar ma sien

470 P5: People coming to us telling us what we are doing is wrong. Our families not giving us
471 support. Financial difficulties.

472 Bullying in school due to that X has two mothers

473 P6: At this stage, me not finding work and my partner is the only one that is working
474 and she is working very long hours. Our financial situation is a bit difficult. And X's
475 father is not contributing financially doesn't help

476 P7: We are having some difficulties with our church, we left our previous church
477 because we people were complaining that our son is too loud in church and that he
478 plays around and doesn't sit still.

479 P8: People judging you without knowing you or how you raise your child. Children
480 being rude and teasing our boy.

481

482

483

484

485

486 **Question 4**

487 **What do you think is meant by parenting style?**

488 P1: Om kinders groot te maak sodat hulle eendag goed aangepaste grootmense kan
489 wees met goeie waardes en beginsels. En om 'n sukses van hulle lewens te maak

490 P2: Om kinders in 'n sekere manier groot te maak sodat hulle eendag goed aangepaste
491 grootmense kan wees met goeie waardes en beginsels. En om 'n sukses van hulle lewens
492 te maak.

493 P5: The way you parent and raise your child

494 P6: What the style of parenting you practice

495 P7: It is the way you raise your child, I have read books on parenting styles

496 P8: The way you raise your child

497

498 **Question 5**

499 **How would you describe your parenting style?**

500 P1: Streng maar ons onderhandel oor die straf en ons praat oor probleem en vertel hoe
501 voel ons oor die problem en hoe laat hulle eons voel en ons hulle

502 P2: Streng maar ek onderhandel oor die straf en ons praat oor die probleem en vertel
503 hoe voel ons oor die problem en hoe laat hulle eons voel en ons hulle

504 P3: Very well, with love and care

505 P5: Very strict, but forgives quickly, not lenient

506 P6: Too forgiving, when X was small I was the favourite parent but now he takes
507 chances with me, because he knows he gets away with a lot.

508 P7: I'm a very supportive, flexible parent, sometimes I can be a bit over protected,
509 actually both of us.

510 P8: Lenient, loving, caring, strict, supportive

511

512 **Question 6**

513 **Which parenting style do you think does your partner convey?**

514 P1: Sy is baie meer sagter en meer inskikliker

515 P2: Sy is bietjie meer harder as ek

516 Caring, loving but strict

517 P5: Too lenient, X gets away with a lot

518 P6: She is far more strict than I am. She will not give in and gives him hidings

519 P7: Much like me, forgive quickly, supportive, protected over our son

520 P8: Much the same as me

521

522 **Question 7**

523 **What is it like to be a parent?**

524 P1: Onbeskryflik, veral ons wat pleegsorg kinders het om hulle te sien groei en
525 ontwikkel in hierdie goed aangepaste dood normale kinders en hulle sien onslae raak
526 van hulle emosionele bagasie

527 P2: Onbeskryflik fantasties, veral om te sien hoe ons kinders groei en ontwikkel.

528 P3: Exciting, wonderfil, it feels like you belong some where

529 P5: It's all that I ever wanted, and more than I expected, hard work but so worth it

530 P6: I always wanted to be a mother and a parent, it is the best thing that happened

531 P7: To be a parent was a dream come true, it was difficult to become a parent so we love
532 our son so very much. It is much harder for gay people to have children. To be a parent
533 is intended by God, you feel fulfilled

534 P8: I wanted to be a mother as long as I can remember, it's the best work you can do

535

536 **Question 8**

537 **What is it like to be a parent with a sexual identity that is part of a minority**
538 **group?**

539 P1: Moeilik in die begin, ,maar as die gemeenskap eers gewoond is gaan dit aan. Die
540 kerke is nog 'n groot struikelblok hulle se hulle aanvaar dit maar sodra jy by die kerk wil
541 aansluit preek hulle weer daarteen

542 P2: Baie moeilik in die begin, veral as dit nog vreemd id vir die gemeenskap en hulle
543 aanvaar jou nie, maar dan gaan dit beter as hulle gewoond is daaraan. Die kerke is vir on
544 snog 'n baie groot problem, ons wil baie graag by 'n kerk aansluit maar daar word teen
545 gays gepreek en dat dit verkeerd is.

546 P5: It is positive and negative. We are unique and different in a good way, and we like to
547 be different. The people sometimes looks down on us.

548 P6: I try not to think about it, in our neighbourhood there is people that are very
549 negative and they look down on us.

550 P7: It is hard at times but it is only a problem if you let it be a problem

551 P8: Good and bad, we achieved our dreams although there were a lot of troubles, we are
552 part of a very close circle of friends and family. There are people that are very down
553 grading towards gay people.

554

555 **Question 9**

556 **What is the reaction of society towards your family/parenthood?**

557 P1: Baie mense kom dit nie eers agter nie, want nie een van ons twee loop te koop da
558 tons gay is nie, maar as hulle dit agter kom is dit moeilik soms totdat on sons self bewys
559 het en dan gaan dit beter.

560 P2: Baie mense kom dit nie eers agter nie want ons verkondig dit nie, as hulle dit wel
561 agter kom is dit partykeer baie moeilik want hulle oordeel voordat hulle jou ken en dan
562 moet jy jousef eers bewys voordat hulle jou aanvaar

563 P3: Some people don't understand it, so some times it's a bit difficult

564 P5: Some people are very supportive, friends, some family and some teachers at our
565 sons school. Then there's people that are negative and criticize us for doing what we are
566 doing, telling us it is wrong and that it is sin.

567 P6: They look down on us, and I know they think it is wrong and they judge us for being
568 gay and having X. Some people stare at us if they see us together. Our family told us it is
569 wrong and that X will turn out to be a problem child.

570 P7: Our family, friends and neighbours and church are very supportive. There is people
571 who disagree, but there is always people who won't feel the same or disagree.

572 P8: Positive and negative, mostly positive we don't actually care what others say

573 **Question 10**

574 **Tell me your story that illustrates your family being different or the same as other**
575 **families?**

576 P1: Ons is nou 15 jaar saam en het in 2010 'n pleegsorg dogter gekry van 9 met baie
577 emosionele en gedrags problem, ons het die nodige ondersteuning gehad van die familie
578 en Magriet en meeste van dit is nou uit gesort. Magriet het ons laat 2012 gevra of on
579 snog 'n dogter wil he en n ou het on snog een gekry van 7. Wat ons verskillend maak is
580 da tons gay is met 2 pleegsorg kinders maar ons waardes en norme is dieselfde as 'n
581 normale familie.

582 P2: Ons is nou 15 jaar saam en het twee pleeg kinders, wat sukkel met gedrags
583 probleme. Wat ons verskillend maak is da tons gay is met 2 pleegsorg kindres maar ons
584 waardes en norme is dieselfde as 'n normale familie.

585 P5: We are different and the same as other families. We are different because we are
586 tow lesbian mothers raising our son. And we are the same as any other family raising
587 children, because we also have all the problems they have

588 P6: We are different because we are two mothers raising X, most families is a mother
589 and a father, but X still has his father and sees him sometimes. But we also have the
590 same troubles than any other family.

591 P7: Our family is exactly the same as any other family, expect that we are two mothers.
592 We do all the same routines and day to day stuff that all families has to do and has to go
593 through.

594 P8: I think we are both, there are certain things that are the same as other families. And
595 we are different because our boy has two mothers.

596

Annexure H

Transcriptions of Questionnaires

Parenting styles in worksheet

This worksheet aims to explore the possible parenting styles within lesbian families. Please circle the words that illustrate your parenting characteristics. You may circle all the words that are applicable to your parenting style.

Worksheet Analysis

Characteristics of parenting styles circled:

P1 Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Spoiling, Ignoring, Punishment, Interested, Affection, Considerate, Firmness, Recognition

P2 Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Spoiling, Interested, Considerate, Firmness, Flexible, Recognition,

P3 Protection, Cherishing, Support, Cooperation, Strictness, Not Flexible, Concerned, Interested, Affection, Considerate, Firmness

P4 Strictness, Interfering, Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Affection, Interested, Concerned, Considerate, Firmness

P5 Protection, Support, Cooperation, Reasoning, Approval, Affection, Interested, Concerned, Not flexible, Considerate, Firmness, Recognition

P6 Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Flexible, Affection, Interested, Concerned, Considerate, Firmness, Recognition

P7 Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Flexible, Affection, Interested, Concerned, Considerate, Firmness

P8 Protection, Cherishing, Support, Cooperation, Reasoning, Approval, Spoiling, Flexible, Affection, Interested, Concerned, Firmness, Considerate, Recognition

Thematic Analysis

Inductive Thematic Analysis.
= themes identified are strongly linked to the data themselves. In this approach, themes identified ~~are~~ or findings emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by a more structured theoretical orientation (Nieuwenhuis, 2007 & Braun & Clarke 2006)

Main Clusters of Parenting Styles

Involved / Warmth & Tolerant
① ① ①

Involved, Warmth & Tolerant
② ② ②

Warmth, Involved & Dominant
③ ③ ①

Warmth, Involved, Dominant
④ ④ ②

Tolerant, Warmth, Involved, Dominant
⑤ ⑤ ⑤ ③

Involved, Warmth, Tolerant
⑥ ⑥ ④

Warmth, Involved, Tolerant
⑦ ⑦ ⑤

Involved Warmth Tolerant
⑧ ⑧ ⑥

All previous parenting styles as mentioned by Maccoby (1998) is grouped into main parenting styles



Main Parenting styles deducted (from worksheet):

- Involved, Warmth & Tolerant
- Involved, Warmth & Tolerant
- Warmth, Involved, Dominant
- Warmth, Involved, Dominant
- Tolerant, Warmth, Involved, Dominant
- Involved, Warmth, Tolerant
- Warmth, involved, tolerant
- Involved, Warmth, Tolerant

- * Warmth = 8/8 participants
- * Involved = 8/8 participants
- Tolerant = 6/8 participants
- Dominant = 3/8 participants

This main parenting styles in lesbian mothers demonstrates:

Warmth:

Involved:

Tolerant:

Vignette 1:

Case 1: Families with children from 0-12 years

Your family is sitting in a restaurant waiting for your dinner. When the dinner arrives your child frowns and stares at the food. All of a sudden your child picks up the food and throws it down on the floor, screaming. All the other people in the restaurant turn to look at your family (Adapted from Massey, 2007)

Vignette 1

Vignettes - Analysis

Questions 1

Would you punish your child for displaying such behaviour, what punishment would you give? (Physical, verbally etc.)

"Ja sy moet gestraf word vir haar gedrag. Ons sal haar verbal te reg wys en haar laat verstaan dat sulke gedrag glad nie toegelaat word in ons huis houding nie en ook nie in die publiek nie. Sys al moet skoon maak en onverskoning vra aan die kelner en die mense langs ons vir haar gedrag. Ons sal die gedrag by die huis bespreek en sys al met 'n geskikte "punishment" voorenedag moet kom. As ons gelukkig is met die punishment sal ons dit aanvaar of iets anders voorstel of iets by sit tot 'n vergelyk kom met die straf"

- Punishment: should be punished for behaviour.
- Verbal punishment & explanation why such beh. is not allowed.

→ Consequences of behaviour, child to throw food thus have to pick it up & apologise for beh.

- verbal punishment & explanation
- Punishment: child should come forth with appropriate punishment.

→ child has to come up with punishment.

-Dit is belangrik dat sy gestraf word. Sy moet weet sy was verkeers. Ons sal haar badkamer toe vat en vir haar se haar gedrag is ontoelaatbaar. Sys al moet onverskoning vra aan die kelner en die mense langs ons vir haar gedrag. Sys al self skoon maak waar sy gemors het want dit was haar keuse om haar so sleg te gedra. Ons sal die te verder geniet maar ons sal dit verder by die huis uitsorteer. By die huis sal sy self vir my 'n straf uitdink. As ons gelukkig is met die straf sal ons dit aanvaar of iets anders voorstel of iets by sit tot 'n vergelyking kom met die straf.

Punishment: should be punished for beh.
→ Mom weets dat sy verkeerd was.

→ Verbal explanation that beh. was wrong.
→ Apologise for beh.

→ Choice, I chose to do that beh., have to carry consequences.
→ I has to come up with punishment.

-I would stand up and leave and punish her at home. She must stay in her bedroom and will have no TV and no pocket money for a month and no swimming

Punishment

→ Taking away privileges from the child, (TV, pocket money & swimming)

Punishment

→ Verbal punishment
→ verbal explanation for wrongful behaviour.

-Verbally, I will pay for the food and we will go to the ladies room so that I can talk to her and tell her that there is children that would do anything for that plate of food

- Yes definitely, he must know that he did was wrong. Physical and verbally, we would decide together on an appropriate punishment

Punishment: Verbal & Physical

→ deciding on appropriate punishment.

- Yes, he will have to pick up the food, apologise for the people sitting near us, clean up the mess on the floor. Then he should apologise to the manager, We will deduct the cost of his food from his pocket money. And we will explain to him why we're deducting the foods price from his money.

→ Punishment - pick up food, apologise

→ deducts cost from pocket money
→ verbal explanation for behaviour.

He will have to carry the consequences

→ I will have to carry consequences of wrongful behaviour.

→ Punishment

→ Verbally punishment

→ Minimal physical punishment.

→ Verbal explanation of why it is wrong informing child that there is R with no food.

-Yes, mostly verbally, but I may give him a slap on the hand when he throws down food. We would explain why it is wrong to throw food while there is children with no food and they are hungry

We would apologise to staff and manager, we would go home and try to find out what the matter is why our son did what he did. We will

→ Try to find out why I did what he did.

tell him that his behaviour was not right and that there is lots of children with no food

Question 2

Do you find it difficult to discipline your child?

"Nee glad nie. Ons gebruik "time in" as straf meeste van die tyd. Hulle moet by ons in die vertrek in 'n hoek staan tot dat hulle besef hulle het gefouteer, en dit werk baie goed. Hulle voel nie verstoot nie want ons is daar by hulle, maar die grootste straf is hulle mag nie met ons praat nie terwyl hulle daar staan"

Nee, dit is glad nie moeilik nie. Ons bespreek die straf met die betrokke kind. Wat dink hulle moet die straf wees, en as die straf vir ons te lig is dan, sal ons iets by sit. Maar gewoonlik doen ons die "time in" storie vir 'n straf meste van die tyd. Hulle moet by ons in die vertrek in 'n hoek staan tot dat hulle besef hulle het gefouteer, en dit werk baie goed. Hulle voel nie verstoot nie want ons is daar by bulle, maar die grootste straf is dat hulle nie met ons mag praat nie terwyl hulle daar staan en ons gaan aan met ons dag se taak en maak asof daar niks fout is nie. En wanneer hule beter voel en berou toon kan hulle kom en met ons daaroor gesels. Dis die grootste straf vir die tweetjies. Gewoonlik is hul in trane daarna. Slaan is nie 'n uit weg nie, want gewoonlik is die kinders al deur sulke traumas wat die gedrag net erger maak en die pakslae vat nie aan die kinders nie, hulle is gewoon aan die 'abuse'

Not at all

Yes, I try my best to discipline my child but with one vist to/with the biological mother, the hard work has gone to waste. The disciplinary process starts over again, which is then more difficult.

No, we find appropriate punishments for the wrongful behaviour and explain it to our son and why he is receiving this punishment.

No not at all, but sometimes there are certain situations that I don't know what to do. When X doesn't listen to me and he doesn't care for any kind of punishment that I give to him. I usually

→ Verbal explanation of why it is wrong, informing child that there is $\$$ with no food.

→ No difficulty in disciplining $\$$

→ Time in / Time out; → Phoned participant to clear the uncertainty of "time in" the punishment is Time Out, but they call it Time In.

→ No difficulty in disciplining $\$$

→ Discuss discipline/punishment with $\$$

→ Child should come up with appropriate punishments, if not appropriate, punishment is adapted by parents.

→ Time in / (Time out)

Time out punishment: no interaction with parents, however stands in same room as parents, allow children to think about wrongful behaviour.

→ No physical punishment

→ foster care children, come from abusive homes

→ No difficulty in disciplining

→ Find it difficult to discipline $\$$, especially when going to biol. mother

→ No difficulty to discipline $\$$

→ verbal explanation for wrongful beh. & why he is receiving punishment.

→ No difficulty in disciplining (BUT) there are certain beh. that is difficult.

talk to my partner about t5hat and he listens to her, she is more stricter

Partner's parenting style →

No, we read a lot of books on parenting and how to discipline your child. We love reading books related to lesbian mothers raising children to get advice and tips

No difficulty with disciplining &
↳ equip with parenting tips & methods from books

NO our discipline works very well.

No difficulty with disciplining &

Question 3

What family rules do you have?

Weet dat ons jou lief het ✓

Respek vir almal ①

Ouer mense kom eerste spesifiek bejaardes, wag jou beurt af ✓

✓ Almal eet saam

Help met spesifieke takies ✓

Mag nie steel nie ✓

Mag nie vloek of skree nie ✓

Wees lief vir mekaar ✓

Vertel die waarheid ✓

Doen altyd jou beste ✓

Tel op jou klere en speelgoed ✓

Maak skoon as jy mors ✓

Mag nie slaan of skop nie ✓

Lees jou bybel en bid ✓

Wees geduldig ✓

As jy iewers heen wil gaan vra vir toestemming ✓

Roetine Roetine dit laat die kinders veilig voel ✓

As jy nie iets mooi van iemand kan se nie dan hou jy jou mond (Respect) ②

Main family rules from all participants

- Respect ⑩
- Fading together ✓✓✓✓ ⑤
- Chores in house/room ✓✓✓✓✓ ⑦
- No stealing ✓✓✓✓ ④
- No swearing ✓✓✓✓ ⑤
- No screaming ✓✓✓ ③
- Love each other ✓✓✓✓✓✓ ⑦
- Tell the truth/no lying ✓✓✓✓✓✓ ⑦
- Do your best ✓✓✓ ③
- Clean up if you mess ✓✓✓ ③
- No hitting / kicking ✓✓✓ ③
- Read Bible & pray ✓✓ ②
- Have patience ✓✓✓ ③
- Ask permission if you want to go somewhere ✓✓ ②
- Routine ✓✓✓✓✓✓ ⑦
- Love yourself ✓✓✓ ③
- Know that parents love you ✓✓✓✓✓ ⑤
- Table manners ✓✓ ②
- 8 uur slaap ✓ ①
- Stories of age group ✓ ①
- Saying No ① • Privacy ✓ ①
- Be yourself & true to yourself ✓✓ ②
- Go to church together ✓✓ ②
- Talk about emotions ✓✓✓ ③
- Spend time together ✓✓✓✓✓ ⑤
- Punishment for wrongful behaviour ✓✓ ②
- Manners ✓✓✓ ④
- Be friendly / polite / respects to others ✓✓✓ ③

Wees lief vir jouself want hoe kan jy ander lief he
as jy nie respek het vir jouself (3) ✓✓

Moet nie iets aan iemand anders doen wat jy nie
aan jouself gedoen wil he nie ✓

Weet da tons jou lief het ✓

Respek almal insluitend die diere (Respect) (1)

Ouer mense kom eerste, spesifiek bejaardes, wag
jou beurt af (Respects) (5)

✓ Almal eet saam

Goeie tafel maniere ✓

Help met spesifieke takies (chores) ✓

Mag nie steel n ie ✓

Mag nie vloek of skree nie ✓

Wees lief vir mekaar ✓

Vertel die waarheid (tell truth / no lying) ✓

Doen altyd jou beste ✓

Tel op jou klere en speelgoed (chores) ✓

Maak skoon as jy mors Mag nie slaan of skop nie
Lees jou bybel en bid ✓

Wees geduldig ✓

As jy iewers heen wil gaan vra toestemming ✓

8 uur gaan slap ✓

Kyk net stories van jou ouderdomsgroep ✓

Roetine Roetine Roetine dit laat die kinders
veilig voel ✓

Hul moet alleen in hul toilet hokkie ingaan, hul
maatjies moet wag vir hulle ✓

Niemand mag aan hul privaat vat nie, ook nie
kyk nie, want dis privaat en 'n geskenk van Liewe
Jesus af. Hulle self mag ook aan niemand anders
se privaat vat nie. Ons maak nie 'n groot storie
daarvan nie, maar dit is belangrik da tons dit vir
hul noem, want die lewe is baie rof daar buite.

Do not lie ✓

Privacy / Self-Respect

Spend time together, make time to spend together ✓

Tell the truth ✓

Be nice to people

Be friendly ✓

Help around the house, pick up your toys ✓

Love each other ✓✓

Go to church as a family ✓

If you do something wrong there is going to be a consequence, naughty chair, taking away a toy ✓

Question 4

Do you spend time with your child and how would you spend time together?

Ja ons doen, doen saam huiswerk.

schoolwork

Hulle help partykeer om saam kos te maak

chores / interaction when working

Kyk saam TV

relaxing family times

Swem saam

fun family activity

As ek besig is met iets sal hulle vra of hulle my kan help en dan werk ons saam en gesels

interaction even when working

Speel partykeer saam bord speletjies

fun family activity

Dit is belangrik om tyd aft e staan, apart. Een ry gou saam mamma X terwyl die ander een by mamma Y bly. Hulle altwee moet belangrik voel

Spending individual time with each child.

NB is need to feel important.

Gaan doen saam inkopies sodat hul ook 'n keuse het en deel voel van die gesin

Gives is choices, is feel included & important -> is also have a say & opinion

Elke dag word huiswerk saam gedoen al is hul in die naskool ons gaan weer deur als

Hulle help partykeer om saam kos te maak

chores / interaction when working

Kyk saam TV

relaxing family time

Swem saam

fun family activity

notes time to spend time together

As ek besig is met iets sal hulle kom vra of hulle my kan help en dan werk ons saam en gesels

Speel partykeer saam bord speletjies

Hulle hou daarvan as mens met hul speel deur hulle te kielie en hul vir jou

Yes, we ride bike end swim together, play rugby and cricket and we restle

We play games or listen to music

I will go and sit with her and we could talk for hours

Yes, help with homework

Ask him about his day and talk about what happened

Playing puzzles and board games

Doing homework

Going to the mall

Yes both of us spend a lot of time together with our son. We play together, all of his games and with his toys

Yes all the time as much as possible, play, paint, puzzles, and educational games

Question 5

Describe a disobedient incident from your child and how you handled the situation?

Sy het 'n problem om geld by die skool te steel. Sy skakel tans in by Magriet van Scalkwyk om aan die problem te werk

Die eerste keer wat dit gebeur het het ons daarvoor gepraat en sy moes die geld terug gee. Dit het weer gebeur en weer het ons daarvoor gepraat en uit die Bybel gelees dat dit 'n sonde sonde is en daar oor gebid. Weer het sy dit gedoen en sy het pak gekry en die volgende keer het ons weer darvoor gebid. En nou die laaste keer het ons weer met haar gepraat en geraas en sy het 'n keuse gehad om haar Hello Kitty te

→ interaction with children even when working / doing chores

→ Spending time together

→ Physical interaction

→ Play games that children like

→ Good relationship,

- homework - (academic support)

→ Important to know what happened in their day

→ Playing games with E

- homework - (academic support)

→

→ Important to spend time with E

→ Important to spend time with E

Question 5

Describe a disobedient incident from your child and how you handled the situation?

Sy het 'n problem om geld by die skool te steel. Sy skakel tans in by Magriet van Scalkwyk om aan die problem te werk

Die eerste keer wat dit gebeur het het ons daarvoor gepraat en sy moes die geld terug gee. Dit het weer gebeur en weer het ons daarvoor gepraat en uit die Bybel gelees dat dit 'n sonde sonde is en daar oor gebid. Weer het sy dit gedoen en sy het pak gekry en die volgende keer het ons weer darvoor gebid. En nou die laaste keer het ons weer met haar gepraat en geraas en sy het 'n keuse gehad om haar Hello Kitty te

→ Social Worker (as explained later on by participant)

→ foster care child → a bit of emotional difficulties

→ Verbal explanation → E had to suffer the consequences of stealing the money

→ Verbal explanation / punishment

→ Religion

→ Physical punishment - after the 2nd time of stealing

→ Last time: verbal punishment & explanation

verkoop of om die karte was vir geld om die geld terug te betaal. Elke keer moes sy die geld terug gee. Die vermoede bestaan dat sy dit doe nom emosionele redes maar ons is niesekeer nie. As sy die kar nou was moet sy eers verduidelik hoekom was sy die kar en dat dit belangrik is om eers stilt e staan en te dink voordat sy weer so iets doen.

Ons dogter het geld gesteel by die skool, die eerste keer toe dit gebeur het het ons met haar daarvoor gepraat en sy moes die geld teruggee met haar sak geld. Hulle kry 'n R100 sakgeld waarvan hul R50 dadelik kry en die res word gedeel oor 4 weke vir een dag 'n week snoepie geld. Dit het weer gebeur en weer het ons daarvoor gepraat en uit die Bybel gelees dat dit 'n sonde is en daar oor gebid. Weer het sy dit gedoen, sy het pak gekry en die volgende keer het ons weer daarvoor gebid. En nou die laaste keer het ons weer met haar gepraat en geraas. Toe vra ek vir haar wat is jou beste speeding wat jy nog ooit by ons gekry het. Sy het haar Hello Kitty toe gaan haal, ek het vir haar gese' nou moet sy die pop vat en vir die maatjie gaan gee by wie sy die R50 gesteel het. Die pop is R200.00 werd. Toe vra ek haar jy het 'n keuse of jy was die kar vir 6 weke elke saterdag of jy gee jou pop vir die meisie want jy het nie geld om dit vir haar terug te gee nie, en ek gaan nie die geld gee nie want ek het nie die keuse gebruik om die geld te steel nie. So nou elke keer was sy die kar en word daar aan herinner dat sy die verkeerde keuse gemaak het, en net sy kan dit reg stel, deur te werk vir die geld wat sy gesteel het.

She lied to us about her exams and that she left her book at school so that we find the book in her bag so I let her study until she knew all her work

My child did not do her homework and I said that she cant ride on the bike that day

When our son lied to us about an incident that happened at school, he told us that a boy hit him without him doing anything. After we went to

→ Chose the child made and then the child had to bear the consequences of washing the car of selling a toy

→ Emotional reasons NB Role, as researcher NOT as psychologist!!!!

→ NB for them that ~~is~~ understand why she is washing the car.

→ Think before doing.

→ Same family & incident as above description.

Repeating Themes:

→ Verbal explanation

→ Had to give the money back -

→ Consequences

→ Religion NB

→ Car wash: consequences.

→ Consequences

→ Taking away enjoyable activities

→ lying

the school we found out from the teachers that our son was the one who started the whole fight, because he swearing the other boys mother and then only then did the boy hit him We took away all his privileges, his phone, tv, and visiting friends.

Swearing (Family rules)

When my partner is not around, X usually takes chances and doesn't listen, so he usually does what he wants to. He is a very stubborn and strong willed boy, like his father. I usually scare him to tell him I'm going to tell my partner and then she will punish him for his behaviour. Or I will take away his tuck shop money for a week.

Taking away privileges

When our son throw a tantrum in the middle of Woolworths when he wanted a toy, I tried to ignore him but he just screamed louder, so I then started screaming with him and he stopped

Struggles with discipline

Partner has a firmer disciplining style

He was on the tantrum stage where he refused to do something wjen asked or he will just scream, I try and ignore him or take away the toy

Negative reinforcements: ignore
Misdeed & behaviour

Question 6

Is there something that you would change about yopur discipline style and what would you change?

Somtyds het ek nie baie geduld met die kinders nie, ek sal graag baie meer geduld met hulle wou he. Ek sal ook graag meer verstaanbaar vir hulle wees en hulle vir my en ek sal graag ook meer wil weet hoe hulle koppies werk. Ons het 2 pleegsorg kinders en hulle kom uit moeilike omstandighede en het baie emosionele bagasie

Negative reinforcements: ignoring the (-) behaviour.

Ons het twee pragtige dogtertjies gekry, die een is al 3 jaar by ons en die ander een net 3 maande.

Ons het hul ontsettend lief. Wat ek graag sou wou verander is om finansiell sterker te kon wees om aan hulle behoeftes te voorsien. Huille moet gaan vir terapie, hul moet na Tina Cowley toe gaan. Hul altwee sukkel in die skool, die ouer een is in graad 5 en sukkel met wiskunde en die kleiner 1 moes in graad 2 gewees het, maar ons het agter gekom sy kan nie lees nie. Ek het haar

Change: Patience

Need for more knowledge with regards to & developments

More info/support on how to support their children with their 'emotional baggage'

Love & appreciation for children

Financial disposition

Emotional issues → Therapy Researcher/ Psychologist

Scholastic difficulties

→ ?? due to emotional learners?

Emotional & scholastic difficulties

↳ scholastic/emotional

gevat vir evalueering en sy is op 'n graad RR vlak. Ek het die skool met die verslag gaan sien en hul het haar terug gesit na graad 1 toe. Ek vat haar vir klas elke Saterdag by Tina Cowley en wil Jenene ook bitter graag vat maar finansiële kan mens net nie alles gedoen kry nie. Ek moet harder teen hul optree want ek kry te gou jammer en hul draai my om hul pinkie. Kyk ek glo nie al die besluite wat mens neem is altyd korrek nie maar ons werk saam met Magriet van Schalkwyk wat vir hul albei terapie gee en sy help ons baie met die besluitneming van 'n situasie.

- ▶ Best interests of child
- ▶ Academic support
- ▶ financial difficulties/disposition
- ▶ Parenting style (wariness, lenient, too forgiving)
- ▶ Acknowledge that parents also make mistakes
- ▶ Guided support (social worker)

No, my discipline style is working

▶ Discipline is working no change

No I do the best I can

▶ Discipline is working, best they can do

Yes, not being that hard and strict every time. I think I'm too harsh sometimes, maybe all the time when he disobeys

▶ Change, too hard on & how to handle discipline

Afterwards I have regrets of how I handled the situation and how I reacted and what I said. I have to learn to calm down first and relax and then deal with the problem

▶ Over reacts, need for appropriate/different strategy to handle a situation/
▶ Not satisfied with current style

Yes sometimes I would like to be more consequent and more strict, but I usually feel sorry for him and he knows that so he abuses that

▶ Knows what to be done.
▶ Change, no consequent, too lenient, too soft

No I'm satisfied with my discipline style at this point, I read a lot of disciplining books and what to do in different situations.

▶ Satisfied, equips herself with resources

No

▶ Satisfied

Vignette 2:

Case 2: Families with children from 12-18 years

Your teenager comes to you and asks whether he/she may attend a party, and asks until what time he/she can stay out. After you agreed your child comes back in the early hours of the morning, much later than the agreed time.

Vignette 2.

- Only one family with a child in the 12-18 year category
- ↳ Biographical questionnaire information

Questions 1

Would you punish your child for displaying such behaviour, what punishment would you give? (Physical, verbally etc.)

Yes, no friends over and no spending money for movies or the mall for three months

Question 2

Do you find it difficult to discipline your child?

No

Question 3

What family rules do you have?

Don't lie

Don't steal

Show respect

Stay loyal to the rules

Question 4

Do you spend time with your child and how would you spend time together?

Swim together

Watch movies

Go shopping

Play games

And have family time

Question 5

Describe a disobedient incident from your child and how you handled the situation?

Did not answer the question

Question 6

Is there something that you would change about your discipline style and what would you change?

No

→ Punishment, should be punished for behaviour

→ Type of punishment: Taking away privileges

→ No difficulty in disciplining teenager.

Include into main themes of rules on page: 5 & 6

- Family interaction,
- Spend time together,
- Makes time to spend together as family
- Family interaction

→ Satisfied with discipline style.

Interview Questionnaires

Experiences

Parenting Experiences

Question 1

What experiences do you as a lesbian parents have raising children?

Geen ondervinding. Ons skakel weekliks in by Magriet van Schalkwyk 'n private maatskaplike werker en sy help ons baie met raad en leiding rakende ons 2 kinders se emosionele sy en hoe om sekere situasies te hanteer

▶ No experiences

→ Support & Guidance from a social worker
→ How to handle certain situations.

Ons families is baie ondersteunend hulle het ook kinders en ons praat maar onder mekaar oor hoe om die kinders te hanteer. My ouers bly op die selfde perseel as ons en dit help ook baie. Ons huis reuls en die familie se huis reuls is baie dieselfde so dit help baie.

→ Supportive Family

→ Talk to family with regard to raising &

→ Parents / & grandparents lives nearby

→ Family rules are the same

↳ Consequently family rules

▶ No experience

▶ Same family as above, repeating themes:

• Support & guidance from social worker

• Supportive Family

• Children means a lot to them

• Supportive Family

• Extended family has kids → speak to them with regards to rearing family.

• Family rules are the same.

Geen ondervinding. Ons skakel weekliks by Magriet van Schalkwyk 'n private maatskaplike werker en sy help ons baie met raad en leiding rakende ons 2 kinders se emosionele sy en hoe om sekere situasies te hanteer.

Ons families is baie ondersteunend, hulle het ook kinders en ons praat maar onder mekaar oor hoe om die kinders te hanteer. My ouers bly op dieselfde perseel as ons en dit help ook baie. Ons huis reuls en die familie se huis reuls is baie dieselfde.

Same as every other parent, but straight people doesn't see it that way, They always have something bad to say about us

▶ Sameness - as all other parents

▶ (-) Negative Experience from heterosexual parents

↳ bad / (-) things to say about lesbian parents.

▶ Sameness, as every other family

Normal stuff, everyday stuff

School bullying

▶ Discrimination at school

→ Financial disposition / difficulties.

▶ Not easy, ⇒ Different.

Financial difficulties

Not always that easy to raise a child especially in a different family with two mothers, some people stare at us in shopping malls and we know they are talking about us

▶ (-) Negative Experiences.

▶ (+) (-) Experiences

↳ Positive attitudes (-)

▶ Having a &

I have positive and negative experiences. There are so more positive than negative experiences. The positive is having a child, that we love very much and I would do everything for my child.

▶ "I would do everything for my child"

Being a parent and being in a very committed relationship. Reactions from other people that doesn't know us and judges us is not nice at all.

Very good experiences, we are a very close family and very happy together with our son, we have a lot of support from friends and family and both our parents support us. To be a family with our son is the best thing, we live for our child and each other.

Very positive, to have the opportunity to raise a child together. It is wonderful to have a child and share our love for children together.

Question 2

What are positive experiences in your family?/Share some of the positive experiences

Ondersteuning van die gesin en familie in moeilike tye maar ook in nie moeilike tye

Die 2 kinders begin ontspan en hulle self wees. Die oudste een (sy is al 2 jaar by ons) sien jy groei en ontwikkel in die goed gemanierde dogtertjie watrespek het vir almal en die diere. Sy kan ordentlik met mense praat en begin goedjies vir haar self doen.

Die jonkste nou eers 3 maande by ons begin ontspan en is nie meer die soldaatjie nie, ons kom agter sy is 'n baie verstooide kind, sy het alles soos 'n stok mannetjie gedoen anders het sy pak gekry.

Briefies wat die oudste een skryf begin nou gesiggies op kry en baie meer detail word in die prentjies deurgegee. Sy werk hard aan haar skool werk en het ook nou die vrymoedigheid om te kom se as sy nie haar skoolwerk verstaan nie.

Hulle begin praat oor hulle gevoelens en hulle wys di took

Hulle praat soms die waarheid en dit is 'n groot mylpaal

+ Experiences → Being a parent
↳ Committed relationship

⊖ Experiences → People that judge & doesn't know them

→ + Experiences
→ Close family, happy/satisfying relationship & family life
→ Well established support network

friends ↔ family/parents
→ Child is their center point

→ (+) Experiences
→ Strength to have the privilege to have a child | → ♥ for children - shared interest.
→ ⊕ raising a & together

(+) Experiences

→ Support from family & friends in (+) times

→ foster care & -growth, relaxed

→ (+) experiences from children: growth & experiences

→ NB Respect, Manners

→ Respect for other

→ Growth

→ (+) experiences: growth & development in children

→ & feels safe - femininity

→ sharing emotions / dealing with emotions

→ sharing with parents

→ + Growth - making through emotional issues / stable / supportive family & parents

→ Trust, feel safe, supportive, loving environments / family

→ Increase in telling the truth => trust

All above responses indicates that these parents ⊕ experiences is formulated around their children

Die oudste eenwou haar self net seer maak of dood maak and die begin en nou is daardie gedagtes uit haar en sy is baie meer positief oor die lewe.

Die oudste een het eendag by die huis aangekom en gevra waar kom babatjies vandaan. Ek het aan haar die waarheid vertel in eenvoudige taal en dit het onmiddelik haar vertroue in ons nog meer laat groei

Ondersteuning van die gesin en familie in moeilike tye maar ook in die goeie tye. Al twee die kinders begin hulle eie persoonlikheid ontwikkel en ontspan by ons. Hulle het al baie goeie maniere en toon respek vir almal en ons diere. Die ouer een kan nou al ordentlik met mense praat en begin goed vir haar self doen

Hulle altwee veral die oudste een begin nou hard werk aan haar skool werk. Hulle begin praat oor hulle gevoelens en hulle wys di took. Hulle praat soms die waarheid en dit is 'n groot mylpaal

Die oudste een wou haar self net seer maak of dood maak aan die begin en nou is daardie gedagtes uit haar kop uit en sy is baie meer positief oor die lewe.

Since we have our older child, her school work went up and all her marks went up and she did very good in her exams and she had 7 distinctions last yea and she is a media leader.

The growth in our relationship

Being a family, loving each other, sharing feelings and everyday stuff with each other and what happened in our day. Spending time together. We are a strong family.

Spending time together as family is very special, doing stuff together. We love spending time together and our son loves it too.

Time that we spend together is very special, we live for the moments that we can spend together as a family, we love going on holidays together. Luckily my wife stays at home with our son so he has the best care.

NB Therapy!!!

Contact them with regards to a referral to psych.

→ Suicides due to emotional issues.

→ Not presents anymore: supportive / loving home & parents / support network.

→ Trusting relationship between mother & child → info about parenting style

→ Arc. to Prebrius: Namathi: Namvoording, emot. supp., contact qual ⇒ & kan talk with parent

→ supports network. friends, familie. in P&C TIMES

→ Trust, relax, caring environments. NB, how & beh & relates to parents parenting style.

→ Family rules: Respects, good manners

→ Supportive environment,

→ Supports from parents

→ Trust parents - Warm par. style

→ Trust, rules / no lying

→ Supportive / loving parents.

→ Good relationship between parents & &

→ Supportive environment

→ (+) Environments.

→ Proud of their children.

→ Trusting relationship

→ Being a family

→ loving each other / family rule.

→ Trusting environment: share emotions

→ Time together: Rule / Engagement

→ Family engagement / bonding time.

→ Family commitment.

→ Time together as family NB

Rules: Spend time together.

→ Stay at home. Mom, quality time & care..

Thus: Being a family a unit with children very NB to parents

Time we spend together, things we do together, just going places, staying at home and going on holiday. Seeing our son grow and develop in a young child and becoming his own person is the best

→ Time, spending together
family rules: Rule.

2 → Growth & development in E

Question 3

What are the negative experiences or challenges in your family?/ Share some of these negative experiences

Hulle sal jok om uit die moeilikheid te bly

Die oudste een wat steel maar ons werk daaraan

Die oudste een mis haar boetie en sussie wat by 2 ander paartjies in pleegsorg is baie en dit pla haar soms. Sy is ook baie omgekrap na sy haar ma sien

Hulle emosionele bagasie om dit omgekeer te kry is soms baie baie moeilik en om dit te verstaan en te hanteer

Hulle altwee sal jok om uit die moeilikheid te bly

Die oudste een wat steel maar ons werk daaraan

Die oudste een mis haar boetie en sussie wat by ander gesinne geplaas is

Sy is ook altyd vreeslik omgekrap en negatief na sy haar ma sien

People coming to us telling us what we are doing is wrong. Our families not giving us support. Financial difficulties.

Bullying in school due to that X has two mothers

At this stage, me not finding work and my partner is the only one that is working and she is working very long hours. Our financial situation is a bit difficult. And X's father is not contributing financially doesn't help

The day to day stuff that all people have. We are having some difficulties with our church, we left our previous church because we people were

Experiences

→ Experiences surrounding the E
→ lying / not telling the truth: Family rules

→ stealing / Family rule: getting help ~ improving

→ foster children, miss siblings

→ ⊖ Emotions in E after seeing her mother.

→ Family support / guidance & counselling
→ therapy for children.
→ Parents want to help.

→ Rules

→ Rules

→ ⊖ Negative reaction from community / society

→ No supports from families

→ Financial disposition

→ Bullying / discrimination at school due to two mothers

→ Financial disposition

→ partner is away a lot

→ No support from biological father financially.

→ Sameness

→ church complaining about son → parenting style - Too lenient??

complaining that our son is too loud in church and that he plays around and doesn't sit still.

People judging you without knowing you or how you raise your child. Children being rude and teasing our boy.

Question 4

What do you think is meant by parenting style?

Om kinders groot te maak sodat hulle eendag goed aangepaste grootmense kan wees met goeie waardes en beginsels. En om 'n sukses van hulle lewens te maak

Om kinders in 'n sekere manier groot te maak sodat hulle eendag soed aangepaste grootmense kan wees met goeie waardes en beginsels. En om 'n sukses van hulle lewens te maak.

The way you parent and raise your child

What the style of parenting you as mother is doing

It is the way you raise your child, I have read books on parenting styles

The way you raise your child

→ Experience from people / community judge them as parent

→ Bullying

All knowledgeable about what a parenting style is
→ Important to raise & so that they are well adapted / functioning adults.

→ Read, equip themselves.

Question 5

How would you describe your parenting style?

Streng maar ons onderhandel oor die straf en ons praat oor problem en vertel hoe voel ons oor die problem en hoe laat hulle ons voel en ons hulle

Streng maar ek onderhandel oor die straf en ons praat oor die problem en vertel hoe voel ons oor die problem en hoe laat hulle ons voel en ons hulle

Very well, with love and care

Very strict, but forgives quickly, not lenient

→ Parenting style: stricts }
→ verbal explanation } Warm
→ Negotiable } Involved
→ Share emotions } Tolerant
→ Reasoning }
→ Negotiable, strict } Warm, Involved.
→ verbal explanation }
→ Share emotions }
→ Reasoning }

⊕ loving caring = Warm, Involved

→ Strict, firmness

Too forgiving, when X was small I was the favourite parent but now he takes chances with me, because he knows he gets away with a lot.

I'm a very supportive, flexible parent, sometimes I can be a bit over protected, actually both of us.

Lenient, loving, caring, strict, supportive

→ Parenting style - Too lenient, too flexible.

Relates to parenting style worksheet & characteristics circled!

Question 6

Which parenting style do you think does your partner convey?

Sy is baie meer sagter en meer insiklikker

Sy is bietjie meer harder as ek

Caring, loving but strict

Too lenient, X gets away with a lot

She is far more strict than I am. She will not give in and gives him hidings

Much like me, forgive quickly, supportive, protected over our son

Much the same as me

Information from partner's parenting styles correlates with info from parenting worksheet.

→ Warmth, flexible

→ firmness

→ Warmth, firmness

→ Spoiling? Warmth.

→ Firmness

→ Same parenting style: warmth, affection, approval.
→ Same parenting style, consequences in their parenting
→ Good relationship plan.

Question 7

What is it like to be a parent?

Onbeskryflik, veral ons wat pleegsorg kinders het om hulle te sien groei en ontwikkel in hierdie goed aangepaste dood normale kinders en hulle sien onslae raak van hulle emosionele bagasie

Onbeskryflik fantasties, veral om te sien hoe ons kinders groei en ontwikkel.

Exciting, wonderful, it feels like you belong somewhere

It's all I ever wanted, and more than I expected, hard work but worth it

I always wanted to be a mother and a parent, it is the best thing that happened

→ Being a parent is undescibeable (+) experience

→ ⊕ growth & development in R

→ +/well-adapted R

→ progress with emotional difficulties.

→ ⊕

→ + growth & development.

→ +

→ +

→ +

All responses overly positive

Positive

that's lesbians & gay partners difficult to become parent.

intend to lit.

To be a parent was a dream come true, it was difficult to become a parent so we love our son so very much. It is much harder for gay people to have children. To be a parent is intended by God, you feel fulfilled

I wanted to be a mother as long as I can remember, it's the best work you can do

Positive

→ Determined to have children

→ Dream come true

→ "intended by God"

*All participants describes parenthood & Motherhood as very positive.

Question 8

What is it like to be a parent with a sexual identity that is part of a minority group?

Moeilik in die begin, maar as die gemeenskap eers gewoon is gaan dit aan. Die kerke is nog 'n groot struikelblok hulle se hulle aanvaar dit maar sodra jy by die kerk wil aansluit preek hulle weer daarteen

Baie moeilik in die begin, veral as dit nog vreemd id vir die gemeenskap en hulle aanvaar jou nie, maar dan gaan dit beter as hulle gewoon is daaraan. Die kerke is vir on snog 'n baie groot problem, ons wil baie graag by 'n kerk aansluit maar daar word teen gays gepreek en dat dit verkeerd is.

It is positive and negative. We are unique and different in a good way, and we like to be different. The people sometimes looks down on us.

I try not to think about it, in our neighbourhood there is people that are very negative and they look down on us.

It is hard at times but it is only a problem if you let it be a problem

Good and bad, we achieved our dreams although there were a lot of troubles, we are part of a very close circle of friends and family. There are people that are very down grading towards gay people.

→ Difficults in the beginning

→ ⊕ if community accepts differentness.

→ Church is ⊖/obstacle

→ Difficult in the beginning

→ community get used to it ⊕

→ ⊖ Church →

→ ⊕ ≠ ⊖

unique & different ⊕

→ ⊖ community ⊖ feels as if heterosexual comm. looks down on them.

→ try not to think about it (maybe bothered??)

→ people ⊖

→ ⊖ negative, only if they let it be.

→ ⊕ ≠ ⊖

dreams
friends
family

community.

Question 9

What is the reaction of society towards your family/parenthood?

Baie mense kom dit nie eers agter nie, want nie een van ons twee loop te koop da tons gay is nie, maar as hulle dit agter kom is dit moeilik soms totdat on sons self bewys het en dan gaan dit beter.

Baie mense kom dit nie eers agter nie want ons verkondig dit nie, as hulle dit wel agter kom is dit partykeer baie moeilik want hulle oordeel voordat hulle jou ken en dan moet jy jouself eers bewys voordat hulle jou aanvaar

Some people don't understand it so they are negative, so a lot of things are difficult.

Some people are very supportive, friends, some family and some teachers at our sons school. Then there's people that are negative and criticize us for doing what we are doing, telling us it is wrong and that it is sin.

They look down on us, and I know they think it is wrong and they judge us for being gay and having X. Some people stare at us if they see us together. Our family told us it is wrong and that X will turn out to be a problem child.

Our family, friends and neighbours and church are very supportive. There is people who disagree, but there is always people who wont feel the same or disagree. Resilience

Positive and negative, mostly positive we don't actually care what others say

Question 10

Tell me your story that illustrates your family being different or the same as other families?

Ons is nou 15 jaar saam en het in 2010 'n pleegsorg dogter gekry van 9 met baie emosionele en gedrags problem, ons het die nodige ondersteuning gehad van die familie en Magriet en meeste van dit is nou uit gesort. Magriet het ons laat 2012 gevra of on snog 'n dogter wil he en n ou het on snog een gekry van

- don't show it openly
- ⊖ if people notice
- ⊕ if they prove themselves
- Not alot of people know
- if people find out - it is ⊖ sometimes →
- People judge.
- Have to prove yourself before they accept who you are.
- Community / Society / People doesn't understand
- ⊖ Negative → makes thing difficult.
- Some people, very supportive
 - friends
 - some family
 - teachers
- Some are ⊖
 - telling it is wrong.
- Judge them being lesbian & having a 2
- No family support -
- ⊕ Experiences from
 - friends
 - neighbours
 - church
- Resilience (*)
- ⊕ & ⊖ Resilience
- 15 years together, proud of it.
- foster child with emotional issues
- Support from family & social worker.

7. Wat ons verskillend maak is da tons gay is met 2 pleegsorg kinders maar ons waardes en norme is dieslefde as 'n normale familie.

Ons is nou 15 jaar saam en het twee pleeg kinders, wat sukkel met gedrags probleme. Wat ons verskillend maak is da tons gay is met 2 pleegsorg kindres maar ons waardes en norme is dieselfde as 'n normale familie.

We are different and the same as other families. We are different because we are tow lesbian mothers raising our son. And we are the same as any other family raising children, because we also have all the problems they have

We are different because we are two mothers raising X, most families is a mother and a father, but X still has his father and sees him sometimes. But we also have the same troubles than any other family.

Our family is exactly the same as any other family, expect that we are two mothers. We do all the same routines and day to day stuff that all families has to do and has to go through.

I think we are both, there are certain things that are the same as other families. And we are different because our boy has two mothers.

Different: Gay with 2 foster &
Same: Norms & values as any other family

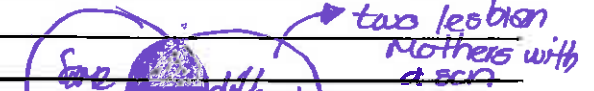
Not just different

See Different:

Gay - 2 foster &

Same: Norms & values.

See themselves as different & the same together



the same as any other family raising &

↳ some problems they encounter

Different: 2 mothers raising a &

↳ Same: 'troubles' that any other family has. ↳ contact with his father.

Exactly the same: only 2 mothers.

↳ Same routines

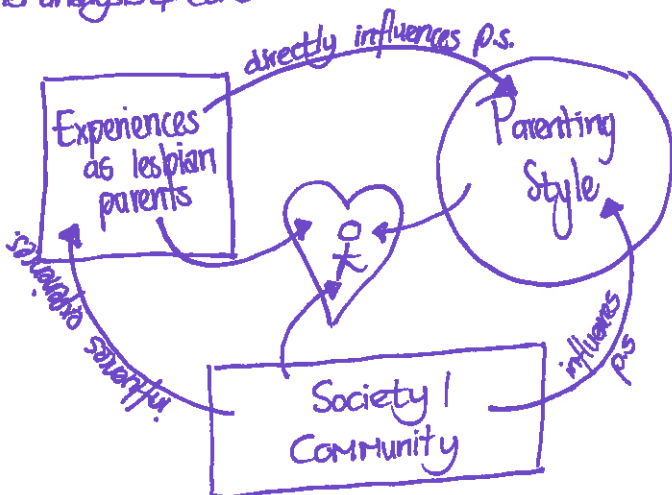
↳ the same encounters than all families have.

Both ↳ Same: certain things

↳ Different: 2 mothers or son =

Final findings & conclusions (mind map of links & connections) & explanation of sketch.

Further analysis & conclusions:



Annexure I

Confirmation of Data Analysis

I, Andreas Baron would hereby like to confirm that I have evaluated the data analysis of the research project titled: "Parenting styles in lesbian parent families " by Henriëtte Joubert-Pienaar.

I have gone through the responses given by the participants and agree with the qualitative data analysis done by the researcher.

I have the following comments regarding the data analysis:

- appears thorough and methodical
- themes appear congruent with inductive analysis
- themes are supported by extracts from data



Mr. A. Baron

09-01-14

Date