

The strategies single parents employ to enhance the resilience of their school-going children

Thelia Pedro

2022

The strategies single parents employ to enhance the resilience of their school going children

by

THELIA PEDRO

Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

(Educational Psychology)

Department of Educational Psychology
Faculty of Education
University of Pretoria

SUPERVISOR

Prof Ruth Mampane

Co Supervisor

Ms B Kgopa

**PRETORIA
AUGUST 2022**

Acknowledgements

My journey to complete my research study was a challenging and rewarding one; therefore, I take this moment to express my gratitude to certain individuals and institutions that were integral in the process and completion of my research:

- To God Almighty, who granted me all the strength, courage, wisdom, faith, and ability to overcome all the challenges in my life and to achieve all my goals.
- To Prof Ruth Mampane, my research supervisor: Thank you for your guidance, support, and knowledge. Your encouragement and academic expertise assisted me through this process. Thank you for believing in me.
- To my wonderful husband, Ivan Pedro: Thank you for believing in me and for all your support, encouragement, love, and support. Your prayers, patience, care, and dedication in fulfilling my goal of becoming an educational psychologist are endless. I am really blessed to have you as a husband and partner in my life. You have been a pillar of strength to me; I love you.
- To my four children, Ivana, Tyla, Ivan and Tyra, for your care, patience, and understanding throughout my years of studying.
- To my sister, Cathy Orren, for your love, support and belief in me.
- The participants in the study for your willingness to contribute to the study by sharing your lives so openly with me. I was inspired by your resilience.
- The OVC Centre that graciously allowed me to conduct my study fully at the centre.
- Anetha de Wet for language editing my mini dissertation with such care. Thank you for enhancing my mini dissertation by technically editing my work and ensuring it is professional.

Declaration – Language Editor



Member South African Translators' Institute
www.language-services.online

P.O. Box 3272
Lyttelton Suid
0176
23 September 2022

TO WHOM IT MAY CONCERN

The dissertation "The strategies single parents employ to enhance the resilience of their school-going children" by Thelia Pedro has been proofread and edited for language by me.

I verify that it is ready for publication or public viewing regarding language and style and has been formatted per the prescribed style.

Please note that no view is expressed regarding the document's subject-specific technical content or changes after this letter's date.

Kind regards

Anna M de Wet

SATI-MEMBER 1003422

BA (Afrikaans, English, Classical Languages) (Cum Laude), University of Pretoria

BA Hons (Latin) (Cum Laude), University of Pretoria

BA Hons (Psychology), University of Pretoria

Declaration of Originality

I, Thelia Rosalia Pedro (student number 10387448), declare that the dissertation, which I hereby submit for the Master Educational Psychology at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any tertiary institution.

22 August 2022

Thelia Rosalia Pedro

Date

Ethical Clearance Certificate



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER: **UP 12/09/01 Mampane 19-005**

DEGREE AND PROJECT

MEd

The strategies single parents employ to
enhance the resilience of their school-going
children

INVESTIGATOR

Mrs Thelia Pedro

DEPARTMENT

Educational Psychology

APPROVAL TO COMMENCE STUDY

20 November 2019

DATE OF CLEARANCE CERTIFICATE

01 September 2022

CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire

CC

Mr Simon Jiane
Prof Ruth Mampane
Ms Bontle Kgopa

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

17 July 2020

Ethics Statement

The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers and the Policy guidelines for responsible research*.

22 August 2022

Thelia Rosalia Pedro

Date

List of Abbreviations

FRF	Family Resilience Framework
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
OVC	Orphaned and Vulnerable Children
NGO	Non-Governmental Organisation
DBE	Department of Basic Education
SASA	South African Schools Act
DSD	Department Social Development
SACG	South African Child Gauge
FG	Focus Group
P1	Participant 1

Abstract

The strategies single parents employ to enhance the resilience of their school-going children

by

Thelia Rosalia Pedro

Home address: 66 Third Avenue, Middelvllei, Randfontein, 1759

Supervisor: Prof M. R. Mampane

Co-supervisor: Ms B Kgopa

Degree: M. Ed. (Educational Psychology)

This study aims to explore the strategies single parents employ to enhance the resilience of their school-going children. The study further seeks to fill a current gap in family resilience literature on the strategies of South African single parents. The study forms part of a broader research project that predominantly focuses on the determinants of family resilience. The research study followed a qualitative approach to enable the researcher to explore the strategies single parents employ to enhance the resilience of their school-going children. The conceptual framework for this study was Walsh's family resilience framework (Walsh, 2016), which aims to understand factors that contribute significantly to family resilience processes. Walsh (2012) identified nine key transactional strategies categorised into three key processes that families could use to improve their resilience: family belief systems, organisational patterns, communication, and problem-solving.

The sample consisted of five single parents, mothers or fathers, from Mamelodi Township, who were selected by the researcher, supervisor and the management team working with single-parent families at a non-governmental organisation and drop-in centre in Mamelodi. Data was collected through focus group interviews, field notes, observation, and audio recording for documentation. The transcripts were analysed

using thematic data analysis to deduce themes or patterns that emerged from the participants' experiences.

Keywords:

- Single parents, parents, resilience, family resilience, support, school-going children

Table of Contents

Acknowledgements.....	iii
Declaration – Language Editor.....	iv
Declaration of Originality.....	v
Ethical Clearance Certificate.....	vi
Ethics Statement.....	vii
List of Abbreviations.....	viii
Abstract.....	ix
Table of Contents.....	xi
List of Tables.....	xvii
1 Chapter 1: Background and Overview of the Research.....	1
1.1 INTRODUCTION.....	1
1.1 RATIONALE.....	2
1.2 PURPOSE OF THE STUDY.....	3
1.3 PROBLEM STATEMENT.....	3
1.4 CONTEXTUALISING THIS RESEARCH.....	4
1.5 RESEARCH QUESTIONS.....	5
Primary research question:.....	5
Secondary research questions:.....	5
1.6 WORKING ASSUMPTIONS.....	5
1.7 CONCEPT CLARIFICATION.....	5
1.7.1 Single-parents.....	5
1.7.2 Parent.....	6
1.7.3 Resilience.....	6
1.7.4 Family Resilience.....	6
1.7.5 Support.....	6
1.7.6 School-going Children.....	7
1.8 THEORETICAL FRAMEWORK.....	7

1.9	RESEARCH DESIGN AND METHODOLOGY	7
1.10	RIGOUR OF THE STUDY	8
1.11	ETHICAL CONSIDERATIONS	8
1.11.1	Informed Consent and Voluntary Participation	8
1.11.2	Privacy	8
1.11.3	Confidentiality and Anonymity	9
1.11.4	No Harm	9
1.11.5	Debriefing	9
1.11.6	No Deception	9
1.12	CONCLUSION	9
1.13	OVERVIEW OF CHAPTERS	10
2	Chapter 2: Literature Overview	11
2.1	INTRODUCTION	11
2.2	COMPOSITION OF A FAMILY	12
2.3	TYPES OF FAMILIES	15
2.3.1	The Nuclear Family Household Form	15
2.3.2	The Extended Family Household Form	16
2.3.3	Grandparent-headed Household Form	17
2.3.4	Child-Headed Family Household Form	18
2.3.5	Latchkey Family Household Form	19
2.3.6	Single-Parented Family Household Form	19
2.4	STRENGTHS IN THE SINGLE-PARENTED FAMILY FORM	21
2.5	CAUSES OF THE SINGLE-PARENTED HOUSEHOLD FORM	22
2.5.1	Conscious Choice	22
2.5.2	Unmarried Mothers	23
2.5.3	Unplanned Pregnancy	23
2.5.4	Divorce or Separation	24
2.5.5	Death of a Spouse or a Widowed Family	24

2.6	CHALLENGES FACED BY THE SINGLE-PARENTED FAMILY HOUSEHOLD FORM	25
2.7	CHILDREN IN SINGLE-PARENT FAMILIES.....	26
2.8	THE CONSTRUCT OF RESILIENCE	27
2.9	CONCEPTUALISING FAMILY RESILIENCE	29
2.10	CONCEPTUAL FRAMEWORK	30
2.11	FAMILY RESILIENCE FRAMEWORK.....	30
2.11.1	Family Belief Systems.....	31
2.11.1.1	Making Meaning of Adversity	31
2.11.1.2	Positive Outlook.....	32
2.11.1.3	Transcendence and Spirituality	32
2.11.2	Organisational Patterns	32
2.11.2.1	Flexibility.....	33
2.11.2.2	Connectedness.....	33
2.11.2.3	Social and Economic Resources	33
2.11.3	Communication/Problem-Solving Processes	34
2.11.3.1	Clear Information	34
2.11.3.2	Emotional Expression	35
2.11.3.3	Collaborative Problem Solving.....	35
2.12	CONCLUSION	36
3	Chapter 3: Research Design and Methodology	37
3.1	INTRODUCTION.....	37
3.2	RESEARCH METHODOLOGY: QUALITATIVE APPROACH.....	37
3.3	RESEARCH DESIGN: PHENOMENOLOGICAL RESEARCH DESIGN	39
3.3.1	Phenomenological Research Design	39
3.4	RESEARCH PARADIGM: INTERPRETIVISM.....	41
3.4.1	Key Assumptions of the Interpretivist Approach.....	41
3.5	SAMPLING AND SELECTION OF PARTICIPANTS.....	43

3.6	DATA COLLECTION	44
3.6.1	Data Collection and Documentation	44
3.6.1.1	Focus Group	44
3.6.1.2	Audio Recordings	46
3.6.1.3	Qualitative Observations	46
3.6.1.4	Field Notes	47
3.7	THEMATIC DATA ANALYSIS	47
3.7.1	Background to the Thematic Data Analysis	47
3.7.2	Limitations of Data Analysis	49
3.8	ENHANCING TRUSTWORTHINESS	49
3.8.1	Crystallisation	49
3.8.2	Credibility	49
3.8.3	Transferability	50
3.8.4	Dependability	50
3.8.5	Confirmability	50
3.9	RESEARCH ETHICS	51
3.9.1	Informed Consent	51
3.9.2	Avoidance of Harm	51
3.9.3	Confidentiality and Anonymity	51
3.9.4	Deception of Subjects	52
3.9.5	Debriefing of Participants	52
3.9.6	Privacy	52
3.10	CONCLUSION	52
4	Chapter 4: Results and Findings of the Study	54
4.1	INTRODUCTION	54
4.2	RESULTS OF THE THEMATIC ANALYSIS	56
4.2.1	Theme 1: Individual Influence	57
4.2.1.1	Personal Characteristic Traits	57

4.2.1.2	Positive Parenting and Optimism for the Future	59
4.2.1.3	Cultural Beliefs.....	59
4.2.2	Theme 2: Roles and Connectedness	60
4.2.2.1	Co-parental Involvement.....	61
4.2.2.2	Support from Family, Friends, and Community Members	62
4.2.2.3	Parental Roles and Support.....	63
4.2.3	Theme 3: Coping Strategies	64
4.2.3.1	Open Communication and Shared Decision Making	65
4.2.3.2	Internal Locus of Control.....	66
4.2.4	Theme 4: Risks Experienced by Single Parents.....	67
4.2.4.1	Limited Financial Resources	69
4.2.4.2	Absence of a Father Figure.....	70
4.2.4.3	Role Overload and Limited Parental Supervision	71
4.2.4.4	Raising Children and Behavioural Challenges	73
4.2.4.5	Limited Knowledge of Educational Support Methods	74
4.2.5	Discussion of Findings for Theme 4	75
4.3	CONCLUSION	76
5	Chapter 5: Conclusion and Recommendations	77
5.1	INTRODUCTION.....	77
5.2	SUMMARY OF CHAPTERS 1 TO 4.....	77
5.3	ADDRESSING THE RESEARCH QUESTIONS.....	77
5.3.1	Primary Research Question.....	77
5.3.2	Secondary Research Questions.....	80
5.4	ADDRESSING THE CONCEPTUAL FRAMEWORK.....	84
5.5	ADDRESSING THE WORKING ASSUMPTIONS.....	86
5.6	POSSIBLE CONTRIBUTIONS	87
5.7	LIMITATIONS AND RECOMMENDATIONS.....	87
5.8	RESEARCHER'S REFLECTIONS.....	87

5.9	IMPLICATIONS OF THE FINDINGS	88
5.10	CONCLUSION	89

REFERENCES.....	91
------------------------	-----------

6 APPENDICES	108
---------------------------	------------

6.1	Appendix A: Participation Information Sheet	108
6.2	Appendix B: Letter of Informed Consent (Template).....	110
6.3	Appendix C: Reflective Journal.....	112
6.4	Appendix D: Excerpt of Axial Codes	117
6.5	Appendix E: Excerpt of Transcriptions	147
6.6	Appendix F: Excerpt of Member Checking.....	161
6.7	Appendix G: Interview Schedule.....	162
6.8	Appendix H: Photos of Research Site.....	163

List of Tables

Table 1.1 <i>Overview of research design and methodology</i>	8
Table 4.1 <i>Participant selection schedule</i>	54
Table 4.2. <i>List of Abbreviations</i>	54
Table 4.3 <i>Demographic information of the single-parent participants</i>	55
Table 4.4 <i>Themes and sub-themes</i>	56
Table 4.5 <i>Inclusion and Exclusion Criteria for Theme 1</i>	57
Table 4.7 <i>Inclusion and exclusion criteria for Theme 2</i>	60
Table 4.8 <i>Themes and Sub-themes for Theme 3</i>	64
Table 4.9 <i>Inclusion and Exclusion criteria for Theme 3</i>	64
Table 4.10 <i>Themes and Sub-themes for Theme 4</i>	67
Table 4.11 <i>Inclusion and Exclusion criteria for Theme 4</i>	68
Table 5.1 <i>Participants' three resilience processes</i>	84
Table 5.2 <i>Comparison between the Family Resilience Framework and the resilience model derived from the themes in this research</i>	85

1 Chapter 1

Background and Overview of the Research

1.1 INTRODUCTION

The primary scholar is a primary school child of about six to 12 years of age. This definition is indicated according to the age norms policy outlined in Notice 2433 of 1998 of the South African Schools Act (SASA) No. 84 of 1996 (Department of Education, 1996). The primary school age group (seven-twelve years) is in Grades 1 to 7. This means that a Grade 1 learner is expected to be seven years old and a Grade 7 learner twelve years old. Theron (2007) states that each child faces unique challenges often associated with their own make-up, homes, or communities. They may have difficulties for several reasons, including living in fragmented families, living in poverty, suffering from abuse, struggling at school, having HIV – positive parents, orphaning and living in children’s homes (Theron, 2007). She says that while these and other challenges pose significant challenges to healthy development and positive adaptation, some children are adaptive. Many are not coping with and reacting in ways that create additional difficulties, such as turning to substance abuse, becoming depressed or avoiding responsibility. Some, however, cope with difficulties and avoid them, despite negative circumstances. Those who cope are thought to be resilient (Theron, 2007).

Gladding (1998) defines a single parent as “a type of family that includes families created by divorce, death, abandonment, unwed pregnancy and adoption” (Gladding, 1998, p. 264). Mrinde (2014) indicated that single-parent families are becoming a societal challenge as the number of single-parent families is increasing. Many children are raised by one single mother living below the poverty line; however, a small number of women can support their children reasonably easily. In South Africa, 40% of all households are run by single parents (Department of Social Development [DSD], 2012). A gap is created when one parent is absent. Cheeseman (2010) highlighted the challenges single parents face in the following areas: psychological distress, mental health, financial difficulties, and dual role overload. Tassoni (2002) supported the idea that single parents cannot provide their children with learning and developmental support due to poverty and unemployment. According to Ferrel (2009), single mothers and fathers cannot contribute fully to their children’s schooling, thus

creating additional challenges to their children's positive development. Because of these challenges, the cycle of poverty is often repeated in the lives of children. It is also important to recognise that lessons can be learned from those families where children achieve their objectives and, in some cases, perform better than expected (Seccombe, 2002). Mahlangu (2015) added that a family with strong family values, beliefs and expectations is more likely to have a sense of purpose and thus improve children's resilience. Todd and Worrel (2007) specify that a family unit is important for children's physical, emotional and psychosocial development, thus contributing to their resilience. Walsh defines resilience as "the ability to resist and recover from the challenges of disruptive life" (Walsh, 2003, p. 399). Walsh also pointed out that resilience does not mean bouncing back without getting bruised, but rather resilience is "to incur the same bruises but continue to fight well" despite the damage sustained (Walsh, 2001, p.14). Werner and Smith (1982) saw resilience as an individual's ability to cope with the internal stress of their respective vulnerabilities and internal stressors. Wang, Haertel, and Walberg (1997, as cited in Foster, 2013) illustrated that, despite environmental adversities, academic resilience is the increased likelihood of success in school and other life achievements.

1.1 RATIONALE

My main reason for undertaking this study is to understand the strategies single parents employ to enhance the resilience of their school-going children. In my experience working as an inclusion specialist with schools, I became aware that in the face of challenging circumstances, many school-going children seem to cope well. However, there are also children who, due to behavioural challenges or home circumstances, find themselves in trouble at school and seem not to cope with it. Often these children are excluded based on their behaviour or attitudes. This can result in negative school experiences, low marks or dropping out. I have also become aware of teachers' concerns about the schoolwork of such learners, their behaviour, and parental involvement. Most teachers want parents involved, but some may have a narrow vision of how this involvement should look. Brewer (2014) stated that many schools operate on a "deficit model", which is the belief that inactive parents are incompetent and unable to help their children. She said this is simply not true because these parents are often very interested in and supportive of their children's education, but not always in ways that the school recognises. I used Walsh's resilience-oriented

family approach as the resilience framework to explore how single parents experience challenging events and overcome adversity. The present research focused on the processes on which the conceptual framework for family resilience is based, and the key processes that should be used.

1.2 PURPOSE OF THE STUDY

The literature highlights the need to move away from a deficit approach to a positive strength-based approach in investigating risk and resilience strategies employed by single parents in supporting their school-going children. There has been little research on the resilient attributes of school-going children in single-parent families in the South African context. Studies on the role of single parents and academic performance were conducted mainly in high schools and universities. Therefore, research on primary school learners is limited (Fry & Scher, 1984; Krein & Beller, 1988; cited in Abudu & Fuseini, 2013). This omission creates a gap in knowledge on resilience in primary school learners. This study will help understand the strategies single parents employ to support the resilience of their school-going children. The present study explores the strategies single parents employ to enhance the resilience of their school-going children.

1.3 PROBLEM STATEMENT

South Africa has been a democratic nation for 28 years, yet the nation still faces countless socioeconomic difficulties and adversity at all levels of culture (Department of Social Development, 2011). Poverty is described not only by an absence of vital materials, property, and income but also by restricted possibilities and decisions, according to Mayekiso and Tshemese (2007). Risk variables contributing to family and community problems include “poverty, unemployment, HIV/AIDS, exploitation, and the absence of funds” (Mahlangu, 2015, p. 3). Unfortunately, poverty is much more prevalent among blacks, especially black Africans (Woolard, 2002). This research was carried out in a predominantly black housing region of Mamelodi, in the south of Pretoria, to explore and understand participants’ backgrounds and how resilience is reflected in their family life. The study discovered that in 2005, the nuclear family was South Africa’s most prevalent type of family, according to the Department of Social Development, (2011). It included 23.25% of all domestic households, followed by 20.40% of single-adult households. Single-parent households comprised 11.06%, while child-headed households comprised 1% of South African households.

Approximately 54% of all female-headed households consisted of three generations and single (unmarried) parents.

The percentage of single adult households among men was nearly twice as large as among women. The Eastern Cape had the largest proportion of single-parent (unmarried) households, with 13.62%, followed by 11.91% in Mpumalanga. The largest incidence of single-parent female-headed households was in Western Cape (35.10) and Gauteng (31.68%). Single-parent (unmarried) households encountered the country's greatest level of poverty. The present family resilience literature focuses primarily on nuclear families and international empirical proof (Bachoo & Bhana, 2011; Walsh, 2002) and is insensitive to the indigenous groups, a gap this research addresses. Resilience procedures are also essential in the local communities to enhance families and ensure they can overcome adversity and eventually thrive.

1.4 CONTEXTUALISING THIS RESEARCH

Mamelodi Township, with a population of about a million people, is situated about 20 kilometres East of the City of Tshwane (Gottsmann, 2009). According to Blokland (2014), Mamelodi locals must travel great distances to reach urban regions because few resources are available in Mamelodi. In Mamelodi East, immigrants, some of them undocumented, come in search of employment in the nearby big cities of Pretoria and Johannesburg. The inverse holds for South Africans who, in search of more affordable living conditions outside of their home area, go to live in Mamelodi.

Due to other ongoing contextual concerns, such as reducing crime rates or repairing stolen cables, service delivery may not always receive priority in townships (Blokland, 2014). Townships like Mamelodi face major issues, including excessive litter, ruptured sewers that provide an unpleasant odour, unpaved or patched roads, and bridges too low to prevent flooding from heavy rains (Hamann, 2015). Participants were selected from a drop-in centre in Mamelodi managed by a non-governmental organisation (NGO). The NGO is involved in ongoing research partly supported by the DSD and manages the drop-in centre, supporting trained caregivers providing day-to-day after-school meals and homework assistance for the children. (DSD, 2012). Most of these children will be identified at their schools, all falling into lesser socioeconomic categories, by the official caregivers placed at the schools, all of which fall into the

lower socioeconomic categories. The participants in this research are all single parents from informal settlements. Many individuals live in tiny brick buildings inherited from the housing system of the apartheid government. There are also enormous informal settlements where individuals constructed their corrugated iron shacks—a phenomenon characteristic of the democratic state since 1994.

With big fields of informal settlements, Mamelodi is densely populated. Apartheid's legacy is liable for abandoning poor cities, elevated unemployment, and poor education, resulting in a range of socioeconomic issues (Buthelezi, Alexander & Seabi, 2009).

1.5 RESEARCH QUESTIONS

The primary and secondary research questions that guide this study are presented below.

Primary research question:

How do single parents support the resilience of their school-going children?

Secondary research questions:

- *Which strategies can impede the resilience of school-going children?*
- *What strategies can single parents use to enhance the resilience of their school-going children?*

1.6 WORKING ASSUMPTIONS

The working assumptions that guide this study are presented below.

- Single parents struggle to develop resilience among their school-going children.
- Single parents employ unique strategies to develop resilience in their school-going children.
- Single parents play an important role in the academic achievement of their school-going children.
- Parental involvement in their children's academic activities leads to high levels of resilience.

1.7 CONCEPT CLARIFICATION

1.7.1 Single Parents

Thomlinson and Walker (2010) state that single-parent family structures are formed either by an unmarried mother or by unplanned transitions such as divorce or death.

Gladding (1998) defines a single parent as “a type of family that includes families created by divorce, death, abandonment, unwed pregnancy and adoption”.

1.7.2 Parent

This term refers to a learner’s parent or guardian, “a person who is legally entitled to a learner’s custody; or a person who undertakes to fulfil the obligations to educate the learner at school”, as outlined in Notice 2433 of 1998 of the SASA No. 84 of 1996 (Department of Education, 1996).

1.7.3 Resilience

According to the literature, resilience is the ability to thrive, mature and increase competence whilst faced with adverse circumstances or obstacles. These may be extreme and unusual or chronic and consistent circumstances. People must utilise all available resources to thrive, mature, and increase biological, psychological, and environmental skills. Therefore, resilience is a multidimensional phenomenon and “the ability to resist and recover from the challenges of disruptive life” (Walsh, 2003 p. 399). Walsh also pointed out that “resilience does not mean bouncing back on the way without bruises, but rather suggests that resilience is to incur the same bruises and continue to ‘fight well’ despite the damage sustained” (Walsh, 2001, p.14). Werner and Smith (1982) saw resilience as an individual’s ability to cope with the internal stress of their respective vulnerabilities and internal stressors.

1.7.4 Family Resilience

The ability of families to “resist and recover from disruptive life challenges” is family resilience (DSD, 2012, p. 3). Walsh indicated that “the concept of family resilience extends one’s understanding of healthy family functioning in situations of adversity” (Walsh, 2003, p. 399).

1.7.5 Support

Family support is supporting the normal development of children in hostile and normal conditions. It includes activities in which children in school, family and community indulge while living their lives. Family support can also occur naturally through families’, neighbours’, and friends’ informal support systems. Professionals or paraprofessionals like health workers, social services and education workers can also provide support (DSD, 2011).

1.7.6 School-going Children

The primary scholar is a primary school child of about six to 12 years of age (Van den Aardweg & Van den Aardweg, 1988). Children in school are denoted in accordance with the age norms policy outlined in Notice 2433 of 1998 of the SASA No. 84 of 1996 (Department of Education, 1996). The primary school age group (seven - twelve years) describes children in Grades 1 to 7. This means a Grade 1 learner is expected to be seven years old and a grade 7 learner twelve years old.

1.8 THEORETICAL FRAMEWORK

The Family Resilience Framework focuses on the family's strengths in challenging and adverse circumstances (Walsh, 2016). The framework accepts that no specific model of healthy functioning is appropriate for all families. This research used Walsh's Family Resilience Framework as a theoretical framework to guide the research in exploring whether the three key processes that promote wellness in families can be identified in the participants who represented single-parent families.

The three key processes are:

- "Family Belief Systems
- Organisational Patterns
- Communication or Problem Solving" (Walsh, 2016).

1.9 RESEARCH DESIGN AND METHODOLOGY

This section summarises the research design and methodology. An in-depth discussion of the research process is presented in Chapter 3.

Table 1.): Overview of research design and methodology

Research Design Feature	Choice for the present research
Methodological Approach	Qualitative methodology
Epistemology of the study	Interpretivism
Research Design	Phenomenological Research Design
Selection of Participants	Five male and five female single parents between the ages of 25 and 50 years. Purposive Sampling
Research Site	Mamelodi East
Data Collection and Documentation	Focus Group
Data Analysis and Interpretation	Thematic Data Analysis

1.10 RIGOUR OF THE STUDY

Methodological rigour and trustworthiness were achieved in the present research using the four quality criteria strategies: credibility, transferability, dependability, and conformability (Kumar, 2014; Schurink, Fouche, & De Vos).

1.11 ETHICAL CONSIDERATIONS

The following were the most important ethical considerations:

1.11.1 Informed Consent and Voluntary Participation

Mash and Wolfe (2013) state that “informed consent requires all participants to be fully informed of the nature of the research as well as the risks, benefits, expected outcomes and alternatives before they agree to participate” (Mash & Wolfe, 2013, p. 78). Before participating, participants were required to give their informed consent. I had to tell them that they were free to participate in the study or withdraw at any stage without penalty. Potential participants were invited to participate, giving them the power to decide whether to participate in the study without being forced or bribed to participate. (Mash & Wolfe 2013).

1.11.2 Privacy

Privacy refers to the element of personal privacy where the individual decides when, where, to whom and to what extent the individual's attitudes, beliefs and behaviours can be revealed (De Vos, Strydom, Fouche & Delpont, 2002).

1.11.3 Confidentiality and Anonymity

Confidentiality and anonymity ensure that the identity of the participant will be protected (Weiten, 2016). Individuals should be informed that any information they disclose will be kept confidential, and they will be notified of any confidentiality exceptions before participating in the research (Mash & Wolfe, 2013).

1.11.4 No Harm

No research procedures were pursued that could physically or psychologically harm the participant (Weiten, 2016). Participants did not suffer any physical or psychological harm. They did not have to face unusual stress, embarrassment, or loss of self-esteem (Leedy & Ormrod, 2005).

1.11.5 Debriefing

Debriefing occurred after the completion of the study. During the debriefing, the researcher reveals the hypotheses and possible implications of the results as to why the study was conducted (Weiten, 2016).

1.11.6 No Deception

Deception happens when the researcher deprives the participants of information about the study's true intention. It also occurs when participants are not fully informed about the study's hypotheses or how to use the data (Weiten, 2016). The findings were reported in a completely honest manner. During data collection and analysis, I strictly adhered to all ethical guidelines and standards concerning honesty and trustworthiness (Weiten, 2016).

1.12 CONCLUSION

This chapter introduced the research, explored the South African context and acted as an introductory guide to this research. I provided the rationale for the research, including my personal work experiences with teachers and children. I discussed my working assumptions and clarified concepts pivotal to the research: single parents, parent, resilience, family resilience, support and school-going children. I briefly discuss the paradigmatic lens that guided my study, the methodology and the research design used. Quality criteria and ethical considerations that relate to this study were briefly outlined. The chapter concluded with an outline of all the chapters.

In the following chapter, I explore existing literature on single-parent families, types of single-parent families, challenges faced by single parents and children in single-parent families, resilience, and parental support in single-parent families. I further introduce and explain the selected theoretical framework in detail.

1.13 OVERVIEW OF CHAPTERS

Chapter 1: Through its introduction, issue statement, justification, and research questions, this chapter explains the background of the study. It has also supplied idea clarification and a conceptual framework explanation.

Chapter 2: This section describes the conceptual framework for the present study by analysing current literature pertinent to the investigation, emphasising family resilience.

Chapter 3: This chapter will describe the research technique and design. It will also include the employed paradigm. It will discuss the selection of respondents, data collection methodologies, and data analysis and interpretation. In addition, the proposed research's ethical considerations and quality standards will be addressed.

Chapter 4: This chapter will present the study's findings based on the collected and subsequently analysed data. In addition, results will be presented based on the themes and subthemes that arose.

Chapter 5: This chapter is the study's conclusion, where the researcher's results and recommendations will be discussed.

2 Chapter 2

Literature Overview

2.1 INTRODUCTION

This literature review investigates the strategies single parents employ to improve the resilience of their school-aged children. It summarises the literature pertinent to the present research, then explores the meaning of resilience and elaborates on the concept. The chosen theoretical approach of the Family Resilience Framework by Walsh is described to examine the key processes of family resilience (2012).

The South African government has enacted several policies and legislation to assist parents and family members in recognising their children's entitlement to basic education. According to the SASA of 1986, all children between the ages of seven and fifteen must attend primary and lower secondary school. All parents must enrol their children in school and ensure that they attend, and the Department of Basic Education (DBE) must provide adequate space in schools to accommodate all children (SASA N Act 84 of 1996). The cost of early, basic and tertiary education remains a major obstacle to education for children in the care of poor families. The DBE provides free schooling to children living in poverty based on the local community's deprivation rankings or by a means test. However, this exemption policy for school fees has been challenged as discriminating against single parents. The means test to qualify for a school fee exemption is based on the parents' combined gross annual income. This principle posed a problem for single and divorced mothers who claimed exemptions but received no financial support from the other parent and could not confirm the other parent's income.

Support for disadvantaged families encouraging the inclusion of their children in schools goes beyond free schooling. According to Hall, Richter, Mokomane, & Lake, (2018, p. 122), other school costs that parents have to accommodate include "uniform, transport and opportunity costs ... Although uniform and school transport policies have been developed with a view to reducing or eliminating these costs for poor families, they have not yet been systematically implemented or adequately funded."

Between school-going-age children who do not attend school, the key factors for non-attendance, that include the cost of school fees, school uniforms and transportation,

are linked to financial constraints. According to Hall et al. (2018, p. 150) “The second most common set of reasons is related to perceived learner or education system failures, such as a perception that ‘education is useless’ (8%), feeling unable to perform at school (7%), or exam failure (5%).” The researchers continue by pointing out other reasons for disability as “disability (16%) and illness (4%). Pregnancy accounts for around 7% of drop-out amongst teenage girls not attending school (or 3% of all non-attendance)” (Hall et al., 2018, p. 150). Children from poor families with fewer economic support, lower parental education rates, or those who have lost their mothers are more likely to drop out or progress more slowly than their advanced peers (Lam & Seekings, 2005).

Research has repeatedly shown that family structure can promote or restrict how parents can positively impact their children’s psycho-social and educational outcomes. (Amato & Keith, 2000). A child from a household with a father and mother should be well cared for and socialised in the best possible way. This is because the socialisation process relies on both parents playing supplementary roles in raising the child. Such a child may gain self-socialisation later in life (Azuka-Obieke, 2013). The single parent’s inability to cope is due to the parent’s double responsibilities, which require extra time, attention, and money. Therefore, less attention is paid to the child’s psychological health and education (Azuka-Obeke, 2013).

2.2 COMPOSITION OF A FAMILY

The family today is a very different entity than it was 20 or 30 years ago. The definition of a family is complex, according to the most recent South African White Paper on Families (DSD, 2012). Diversity and complexity are the “new normal” in modern family life. The family developmental life cycle can be disrupted by divorce, breakup, death and remarriage, and all families are subject to numerous pressures, irrespective of their structure. They will also experience multiple stresses as they transition from one stage of family development to the next. Today a growing number of family arrangements are recognised. According to Hall et al. (2018, p. 27) the South African White Paper on Families (DSD, 2012) “consciously departs from assumptions regarding Western or nuclear families from assumptions about Western or nuclear families as a normative model” and is careful to acknowledge the diversity of family forms, stating that: “there are different types of families in South Africa which are

products of various cultures and social contexts. Therefore, the need exists to recognise the diverse nature of South Africa’s families in all initiatives that address their plight” (DSD, 2012, p. 9).

Family structures and organisations cover nuclear families, stepfamilies, single-parent-headed families, adoptive-child families, same-sex spouse families, grandparent-headed families, and non-relative families. Family forms are evolving worldwide, and South Africa is no exception, resulting in various family structures and household types, a decline in marriage rates, and an increase in women-headed households. A survey of 49 countries representing most of the global population found significant family shifts across the globe. In every country except South Africa, children have been most likely to live in two-parent families over the past fifty years. (Lipman & Bradcock Wilcox, 2014). According to Hall et al. (2012), “the only other countries with similarly high rates of parental absence are Namibia, Swaziland, Zimbabwe and Lesotho, all of which have a long history of supplying labour to South Africa” (Hall et al., 2012, p. 25).

Families can be described as having stepfamilies, being blended, having one parent, or having children who live with their birth parents, according to Perales, Johnson, Baxter, Lawrence and Zubrick (2017). According to Amoateng and Richter (2007), families are social groups that are related to one another through blood (kinship), marriage, adoption, or other forms of affiliation. They have strong emotional bonds that last through time and transcend a specific place of residency. Except for focusing more on marriage-related links, the White Paper on Families (DSD, 2012) definition is very similar to that of Amoateng and Richter (2007) (instead of just marriage). This refers to a family unit of two people (joined by marriage) who may be cohabitating as the ideal definition of parents. It should be underlined; nonetheless, that family composition is incredibly complicated and not simple.

Blended families emphasise this aspect since they frequently have two or more children, one of whom is a stepchild of one of the parents and the other is either a biological or adopted child of both parents (in this case, the definition of “ties of marriage” is more applicable) (Perales, Johnson, Baxter, Lawrence & Zubrick, 2017).

The United Nations Human Rights Committee's (1990) recognition of the concept of family aligns with the above-mentioned idea that family compositions are very complex and not straightforward. The committee indicates that it is not possible to give the term one standard definition since there is a strong recognition that "the concept of the family may differ in some respects from state to state, and even from region to region within a State, and that it is therefore not possible to give the concept a standard definition".

According to Thomlison (2010), whatever form it takes, a family can be interpreted through its social structure, responsibilities, community, values, class or ethnic group, and interpersonal relationships in which personal and family fulfilment is preserved. Parents' ability to develop a sense of a child's well-being, self-identity and family identity is vital to children's developmental outcomes. A family brings a sense of identity, lifelong loyalty, and emotional connection. Individual, behavioural, and social effects are determined by quality parenting and family care experiences. When a child is raised consistently by one or both parents, giving them good physical, social, and emotional treatment, the child feels loved and respected. According to McLanahan and Jencks (2015), the most important aspect of family life is that family members take care of one another, have committed relationships, and engage in healthy family interaction, as these characteristics support the family's overall functioning.

Healthy families will perform the roles responsibly, whereas less healthy families have members overburdened with family responsibilities and undefined roles contributing to difficulties. Research reveals a range of changes that impact family life and work. Families are now living in more demanding conditions, and the number of families with low incomes is growing. In the United States, eighteen per cent of children live in officially poor households (Hernández, Jiang, Carrión, Phillips, & Aratani, 2008). Families of single parents are at greater risk of economic deprivation than families with two parents. According to the 2011 Green Paper on Families (DSD, 2011), South African families are regularly exposed to some unfavourable circumstances, which may hinder resilience. According to the White Paper on Families (DSD, 2012), there are several factors that South African families must contend with, including child abuse, absent fathers, teenage pregnancies, decay of moral standards, troubled

intergenerational relationships as well as “poverty, unemployment, HIV/AIDS, exploitation, and the absence of funds” (Mahlangu, 2015, p. 3).

Such social factors appear to accompany family discord and poor development outcomes for children. Thomlison and Craig (2005) suggested that poverty and other social and cultural threats could increase family stress, contribute to inconsistent parenting and poor child-rearing practices, and place children at risk of physical, emotional, behavioural, educational, and other developmental difficulties. According to the 2017 Child Gauge (Hall et al., 2018), many children are not at risk in these conditions and are safe because of their families’ talents, support, and resilience. Hence the need to strengthen family structures is significant. Households in South Africa are highly diverse, but “what matters most for children are the resources available in the family (within and beyond the household) and the quality and stability of relationships and care. Irrespective of its shape, size or wealth, a family may be at times intimate, warm and supportive, or a place of uncertainty, neglect and risk” (Hall et al., 2018, p. 25).

2.3 TYPES OF FAMILIES

The present research considered single-parent families and emphasised the approaches employed by single parents to strengthen the resilience of their school-going children. Holborn and Eddy (2011) discuss how it is difficult to generalise about families in the South African setting since there is no universal definition of a South African family. Children frequently reside with mothers, guardians or caretakers, extended families, and families headed by a single parent (Ratele, Shefer & Clowes, 2012). To give a holistic image of the different family structures in South Africa, I discuss other family structures under different subheadings to form part of the literature review process.

2.3.1 The Nuclear Family Household Form

The White Paper on Families (DSD, 2012) notes that the nuclear family is the most common form and consists only of parents of biological or adopted children. Kimani and Kombo (2010) conducted a study on nuclear families with absent fathers in Kenya and suggested that the nuclear family only appears to be the predominant cultural model in countries like the United States of America. Pascua and Ordonio (2012) observed that the nuclear family is focused primarily on parental affection and sibling

bonding. They also suggest that financial security is one of the strongest points in such households because there are fewer individuals in these households and therefore, the households face fewer expenses. In comparison, Kimani and Kombo (2010) suggested that many parents find it hard to execute their work as well as their family responsibilities.

Statistics South Africa (2018) indicated that “quarter of all children live in strictly nuclear households (consisting only of children and their biological parents)”, while “10% live in lone-parent households”. Taking the whole population into account, “approximately five million children live in nuclear households, and two million live in lone-parent households, while 12 million are in extended households”. As far as African children are concerned, “two-thirds of African children (66 per cent) live in extended households, while just 21 per cent live in nuclear households” (Statistics South Africa, 2018, as cited in Hall et al., 2018, p. 35). Various analyses have shown that extended types of households continue to predominate, and the number of nuclear systems does not increase (Wittenberg & Collinson, 2007).

According to Hall et al. (2018, p. 34), “a rural analysis concluded that a decline in nuclear family structures and an increase in three-generation households was due largely to changes in migratory behaviour (such as an increase in female labour migration” (Wittenberg & Collinson, 2007, p. 136). Urbanisation and modernisation have put heavy burdens on families by causing an influx of people searching for employment, especially men, into the cities. As a result, many nuclear families in Africa have absent fathers seeking better livelihoods (DSD, 2012).

2.3.2 The Extended Family Household Form

Extended households include multigenerational households (such as children, parents, and grandparents) as well as a variety of different combinations, “such as a mother living with her child and her sister or households where cousins are included” (Hall et al., 2018, p. 35). The White Paper on Families (DSD, 2012) describes the extended family as “a multigenerational family that may or may not share the same household”. Extended family households are prevalent among Africans in South Africa due to HIV/AIDS but also due to the division of African families by labour migration. Children get accustomed to being cared for by a variety of people from an early age,

which means they are not too attached to any person. They indicated that this family process is even more successful in preserving and passing family practices from one generation to the next. The community, grandparents, and other extended family members serve as additional caregivers for today's single mothers, according to Louw (2018).

2.3.3 Grandparent-headed Household Form

According to Hall et al. (2018, p. 38), "over 7 million children live in households where the household head is defined as their grandparent or great grandparent". The death of a parent or potential parental abandonment of children can transfer childcare responsibilities to grandparents (Conway, Jones & Speakes-Lewis, 2011). Many grandparents take on the role of co-caregivers or primary caregivers when it comes to labour migration and non-marital childbearing (Statistics South Africa, 2018). The presence of grandparents in the household helps adult family members to become labour migrants and take care of the migrants' children (Ardington, Case & Hosegood, 2009).

Grandparent-headed families are still ignored in South Africa because very few people address the difficulties they might face, such as the daunting demands of grandchildren left orphaned (Gasa, 2013). Smith and Palmieri (2007) note that children living in the United States with their grandparents have been found to have more behavioural issues and adverse academic results than children not living with their grandparents. The presence of grandparents may, on the other hand, help children grasp cultural norms and promote psychological wellness, according to research on Chinese immigrants living in America (Tang, Xu, Chi & Dong, 2016).

Grandparents may enrich grandchildren's culture, personality, self-esteem development, and interpersonal interactions, according to a second study on African American households in America (Tang, Jang & Copeland, 2015). According to Tang, Xu, Chi and Dong (2016), grandparents who support their grandchildren feel content because they can pass on their knowledge and balance caregiving for single mothers who work full-time in supporting their grandchildren.

A common concern regarding grandparent care is that the grandparents may be frail and physically incapable of providing adequate care. Despite these difficulties, grandparent-headed families were resilient, as the grandchildren felt embraced by their grandparents as they lived in a secure community despite the pain of being separated from their parents (Gasa, 2013). Research has found that African grandmothers, who cared for their families, possessed the capacity and perseverance to conquer the intense feelings of fear and distress while trying to cope with running a household (Casale, 2011). External protective factors for orphaned grandchildren included schoolteachers offering motivation and guidance and good social ties with school peers (Gasa, 2013). Other supports for grandparent-headed family arrangements are the South African grants: the child support grant, the foster care grant and the old age grant that can support these family structures (Ardington et al., 2009).

2.3.4 Child-Headed Family Household Form

According to The White Paper on Families (DSD, 2012), child-headed households can be defined as non-adult households where children live without parents. Mturi et al. (2005) and Meintjes, Hall, Marera and Boulle (2009) indicated that child-headed families are at risk of not only coping without their parents, but also with less favourable living conditions. For instance, they lack a daily income from wages and social subsidies, are less likely to reside in formal housing, and are disproportionately located in rural locations with limited service availability.

In South Africa, HIV, AIDS, and violence have made child-headed households more prevalent (Freeks, Strydom & Bartlett, 2015). According to Ratele et al. (2012), this is a burden that negatively affects South African families, causing a significant proportion of children to grow up without adequate guidance. According to a study by Statistics South Africa (2018) on young Black African children (aged 0 to 4 years), 45,6 per cent (45.6%) of them lived with their biological mother, 21,0 per cent (21%) with neither parent, and 21 per cent (21%) with just their biological father.

According to Holborn and Eddy (2011), orphans are more likely to miss out on education, grow up in families with poorer food security, suffer from anxiety and despair, and have a higher risk of contracting HIV. According to the White Paper on

Families (DSD, 2012), poverty in South Africa appears to affect all orphan categories more frequently than a child with both parents. Orphans typically face more risk factors; thus, they must rely on strong family resilience characteristics to overcome their obstacles.

2.3.5 Blended Family Household Form

Kleingeld and Le Roux (2010) pointed out that mixed (reconstituted or stepfamilies) are families in which the remarried couples carry children into the relationship. Since divorce and remarriages are increasingly common, there are usually blended families. In these families, children face an unfamiliar network of relationships, especially with a person with whom they have no connections and with whom they have not chosen to be. During their effort to cope with a new parent, new grandparents, potential new stepsiblings, and a new family lifestyle, they frequently experience some degree of distress. They may have few resources to utilise. When the new couple forms and ritualises their lives, young people are facing a whole new set of standards, practices, and experiences.

2.3.6 Latchkey Family Household Form

According to Kleingeld and Le Roux (2010), Latchkey families are those in which the parents are inaccessible to the children before or after school and during school holidays. A high percentage South African mothers are in the workplace, and many children are either left alone at home or are cared for outside of the home by others. This puts children at risk, and it is found that many latchkey children suffer from anxiety, boredom, and isolation, as well as becoming more vulnerable to injuries, and may even participate in acts of vandalism or crime.

2.3.7 Single-Parented Family Household Form

A single-parent family is neither stable nor dysfunctional, nor good nor evil. It can be safe and provide its members with a stable, stimulating atmosphere. Much is dependent on the reasons for being a single-parent family and how these reasons have been addressed. Kleingeld and Le Roux (2010) suggested that multiple qualifying circumstances can lead to single parenting. Single parents are typically the result of divorce, but a widower or mother who has never been married may also be a single parent. Typically, single-parent families consist of a mother or father and one or more children. Most families comprise a mother as opposed to a father. The average

South African child is raised by his mother in a single-parent family, according to research. (Holborn & Eddy, 2011).

Single parents face an uphill struggle, no matter the reasons for the single-parenting. Holborn and Eddy (2011) suggest that unemployment among single parents is high and that HIV/AIDS profoundly affects this household status. According to Mampane and Bouwer (2011), South African families in townships are subject to many diverse stresses, such as single-parent households, the unemployment of the primary caregiver, and the loss of close relatives. According to the White Paper on Families in South Africa (DSD, 2012), Black families are the most affected because they comprise the majority of single-parent homes (more than 40 per cent [40%]).

Single-parent households within South Africa exist across all races, settings, and socioeconomic levels. Holborn and Eddy (2011, p. 3) stipulate that 13% of single mothers were between 16 and 24 years of age, 33% between 25 and 34 years of age, 24% between 35 and 44 years of age and 23% between 45 and 64 years of age, based on the study of single African parents in urban areas. When examining single parenthood in South Africa, Ratele et al. (2012) discovered that mothers are more frequently raising their children than fathers. The White Paper on Families (DSD, 2012) highlights that fathers are rarely present in South African families, confirming that women are frequently the head of single-parent households. Mokomane (2012) indicated that the number of absent fathers is rising due to modified marital trends. However, one should be aware that some households were fatherless due to the migratory trend.

Choi and Jackson (2011) point out the significant difficulties that single mothers suffer due to fathers' diminishing involvement in their children's lives, which may be detrimental to the well-being of their children. According to the White Paper on Families (DSD, 2012), female-headed households frequently lack basic resources like property investment, domestic animals, financial support, and educational opportunities. Holborn and Eddy (2011) indicated that single parents face financial pressure when their incomes do not meet the family's basic needs. Dearing, McCartney, and Taylor (2006) noted that economic hardship had been shown to cause

emotional distress in parents, which in turn may hamper the ability of the parent to be compassionate, sensitive, and cooperative with their children.

Auzka-Obieke (2013) noted that households with single parents are more likely to be low-economy families. Such children will also face problems related to their socioeconomic group. The family is still less well off financially because there's just one parent, which is the biggest explanation for many family issues. The study reveals that being from a low-income household can result in concerns such as a lower education level, poorer economic performance, and feelings of isolation and loneliness. (Azuka-Obieke, 2013). Benokraitis (2012) indicates that the absence of one parent has severe effects on the adolescent as homes led by lower household income from the inexperience of the single mother eventually negatively influence educational opportunities and school success.

Benzies and Mychasiuk (2009) mentioned that having a sufficient income is a significant protective factor for the family as it prevents the pain of being unable to meet the basic needs of the family. Schatz, Madhaven, and Williams (2011) discovered in a South African study that single mothers exhibit high resilience indicators under challenging circumstances. According to McLanahan and Jencks (2015), some mothers demonstrate resilience because they build more robust support networks than fathers, regardless of where their male counterparts are. According to the 2011 Green Paper on Families (DSD, 2011), households led by women are more likely than those headed by men to be part of extended family households.

2.4 STRENGTHS IN THE SINGLE-PARENTED FAMILY FORM

Moore and Beazley (1996) challenge the widespread misunderstandings regarding the disadvantages of living in single-parent households. With parents living apart, the strengths of a divided family include an abundance of resources and a strong sense of belonging to the family unit. Children can identify resources, are resourceful and appreciative of parental help, and are tolerant of economic hardships. Moore and Beazley (1996) contrast positive qualities such as family engagement, social satisfaction, and respect for the views of others against the normal tendency of negative representations of fractured family life.

Pryor and Trinder (2004) have demonstrated that material and emotional resources, understanding and evaluation of the breakup, letting go and moving on are protective factors, and that on average, women fare better emotionally. On average, 80 per cent (80%) of females and males have substantially changed lifestyles six years after divorce and most children do not experience long-term depression (Baca Zinn, Eitzen & Wells, 2005). Davidson and Moore (1992) indicate that “the relationships of single fathers with their children were equal to or better than those in two-parent families, and that three-quarters of fathers believed that single-parenthood did not inhibit the achievement of their own lifegoals in father-headed single-parent households” (Davidson & Moore, as cited in Strauss, 2011, p. 94). Pryor and Trinder add that “although coming from single-parent families poses a higher risk for adversity (one and a half to two times more likely), most children do not go on to experience difficulties and, over time, their distress lessens” (Pryor & Trinder, 2004).

2.5 CAUSES OF THE SINGLE-PARENTED HOUSEHOLD FORM

Multiple factors contribute to men and women parenting their children alone. Being a single parent may be a choice or a result of circumstances. These include divorce among couples with children, abandonment by a spouse or death of one of the parents, birth outside marriage or due to unplanned pregnancies, and the adoption of a child by a single parent..

Many single-parent families came into being in the mid-twentieth century because of a spouse’s death. Most children in South Africa do not live with their biological fathers. The father’s absence may be due to migratory labour practices, crime, abandonment of a spouse, HIV/AIDS, death, deprivation, and unemployment (Hosegood & Madhaven, 2010).

2.5.1 Conscious Choice

According to Matjeke (2017), some single men and women deliberately decide to have children and intend to raise their own children. It is believed that financial independence, a decline in the relative earning power of men and women, and a decline in the stigma traditionally associated with having a child or children outside of marriage influence the decisions of single parents. Some men and women choose to be single parents because they believe they do not need a partner to raise a child or they cannot find a suitable partner.

2.5.2 Unmarried Mothers

Sugarman (2003) suggests a disappearance of the stigma associated with unmarried parents contributed to this family type. A rise in the percentage of births outside of marriage (Torremocha, 2002) and women's economic independence (Burns & Scott, 1994) may have contributed to a surge in this type of family. Kiernan, Land and Lewis (1998) note that parents who have never-married represent the poorest segment of single-parent families. According to Nzimande (2007), non-marital childbearing is high among Africans and Coloureds. Non-marital birth in South Africa is among the world's highest, being almost four times the 16 per cent average prevalence in Sub-Saharan Africa (Nzimande, 2005). Manning (2002) suggested that nonmarital childbearing negatively affects children's educational, economic, and overall well-being. In contrast, studies show that healthy marriages benefit almost every aspect of children's health. It includes enhanced educational opportunities, improved mental and physical health, and a decrease in the prevalence of antisocial behaviours such as drug abuse, early girl sexual activity, and boy delinquency.

2.5.3 Unplanned Pregnancy

Unplanned pregnancy affects women of all ages and happens more in teenage women than in mature working women. In the past, it was assumed that women should give their child away for adoption or marry their boyfriend. Women can now keep their children and raise them as single parents with the financial independence gained over the years. Women often do not accept an infant born from an unplanned pregnancy. Instead, literature talks of the missing yet living father's phenomenon. This behaviour negatively impacts children because they may have psychological issues (Matjeke, 2017). However, adolescent childbearing rates have also dropped since the 1880s and have continually decreased since 1994 (Jewkes, Morrell & Christofides, 2009).

Teenage mothers frequently receive assistance from their mothers and other older relatives who provide child care. With these supports, girls are more likely to be able to complete their education (Panday, Makiwane, Ranchod & Letsoalo 2009). Legal amendments have made it possible for pregnant students to continue their education, which has increased the visibility of teen parenting (Hall et al., 2018).

2.5.4 Divorce or Separation

Olaleye and Oladeji (2010) stated that separation is the act of breaking up the marriage. Divorce is a legal result of separation following the emotional reality, although not all separation leads to divorce. The White Paper on Families reveals that Whites had the highest divorce rate in South Africa when normalised for the racial group population of South Africa between 2001 and 2010, followed by the African population (DSD, 2012). Divorce was also relatively high among Coloureds (64,9 per cent). It is also noteworthy that most divorces in South Africa involve children. In 2010, 54,4 per cent of the divorces granted involved children younger than 18 years (Statistics South Africa, 2010).

The increasing number of divorces can be attributed to several factors, including a decline in the availability of jobs for men (where a man struggles to fulfil his primary role as a provider), women leaving bad marriages due to financial independence, and a change in society's perception of divorce. In the past, divorced women were considered losers. However, today, women are encouraged to leave violent, unhappy, or poor relationships in search of happiness elsewhere. Nelsen, Erwin, and Delzer (2012) stated that granting the father custody of the children is a rare but possible cause of divorce.

Fortunately, there is also evidence that children from single parents, separated or dysfunctional families, with encouragement, have become successful adults, maintained stable marriages and relationships with their own children, and have shown a desire to thrive (Amoakohene, 2013).

2.5.5 Death of a Spouse or a Widowed Family

Matjeke (2017) found that the death of a spouse was a cause of single parenthood for both men and women. In the past, women raised their children alone when their husbands perished in work-related accidents or while participating in wars. In contrast, men typically become single parents when their partners die after childbirth. In contrast to divorce, society's attitude regarding widowhood is more fitting.

Multiple stressors, extreme grief, less efficient coping, reduced resource use, and poor health characterise single-parent widows. They face numerous stressors, including

fielding both the mother and father's dual responsibilities, managing their grief issues, limited time for family-building activities, limited social and dating opportunities, inadequate housing and income, unemployment, parental concerns, and a high risk of depression. Effective accommodation of single-parent widows is contingent on the availability of resources. As seen above, no one is immune to the effects of single parenting, which are caused by multiple factors. The single-parent trend is a reality based on these causes and will remain a challenge.

2.6 CHALLENGES FACED BY THE SINGLE-PARENTED FAMILY HOUSEHOLD FORM

Although it is very common in South Africa, life in a single-parent household can be quite stressful for both the adult and the child. Single-parent families are subjected to stressors not experienced by the average nuclear family (a mother, father, and children). These obstacles include visitation and custody issues, ongoing parental discord, fewer opportunities for quality family time, the effects of failure on the children's academic success and peer relationships, the deterioration of extended family relationships, and the difficulties resulting from new romantic partners in their parents' lives (American Psychiatric Association, 2016).

Single mothers face problems such as absent husbands, a lack of work and unforgiving family members. Some single mothers find themselves in circumstances where their families have employment, acceptance, and support, allowing them to raise their children in safe, stable environments. The challenges faced by a single parent tend to differ at the individual, national and international levels. Single parents who have emigrated face all the common and some unique challenges. Single parents struggle at the national level with issues such as employment, income, social engagement, health and access to health and housing services. According to Ochala and Mungai (2016), international issues include human experiences as refugees, inadequate knowledge of foreign countries' support systems, and cultural values and practices.

Kavas and Gunduz-Hosgör (2013) found that single mothers face several primary challenges in Turkey. These challenges include maintaining the legitimacy they have built in a new family environment, attempting to maintain a sense of a complete family,

and managing negative social perceptions of single mothers and their children. Single parents have more family and work problems and conflict than individuals who are part of a couple-parenting unit. Bellavia and Frone's (2005) affirmed that single parents struggle to cope with many family demands and the highest time-based and strain-based conflict rates (Milkie, Mattingly, Nomaguchi & Bianchi, 2004).

2.7 CHILDREN IN SINGLE-PARENT FAMILIES

Children aged 7-13 years are classified as primary school age, and children aged 14-17 are classified as high school age (South African Child Gauge, 2018). For the present study, children between the ages of 5-12 years shall be identified as males or females. Children aged 14-17 years are classified as high school age (Hall et al., 2018). Previous research has demonstrated that children who have experienced family change have poorer behavioural outcomes than those in stable nuclear family units with two-parent households (Cherlin, 2005). Thus, children from single-parent households appear to have poorer cognitive and behavioural outcomes than children from intact families (Sigle-Rushton & McLanahan, 2004).

Married parents are more likely than single parents to be interested in their children's education (Nyarko, 2011). When parents participate in their children's academic activities, their academic success is usually affected positively. It does not automatically mean, however, that if parents get involved in the academic activities of a child, the child would be academically successful, as the child's own ability and the school environment often play crucial roles in that respect.

Similarly, Donkor (2010) says parents acknowledge that their children's poor performance stems from their lack of adequate control of homework for their children.

Salami and Alawode (2000) note that both parents have defined roles in educating the child. The father provides the requisite resources for the progress of the child's education, and the mother supplements this effort. If the father is absent and the mother cannot provide for the child's basic needs and monitor their academic performance, the child will either struggle in school or withdraw. The same occurs when the mother is absent, and the father lacks sufficient visitation rights.

Because of the positive impact of parental participation, deemed essential for children's educational outcomes, children in single-parent family systems cannot benefit to the extent that children in complete nuclear families with two parents do because the many responsibilities overwhelm the single parent. Amoakohene (2013) note that children in single-parent families are three times more likely to drop out of high school than those from two-parent families. Since single parents are the primary and often the sole source of financial support, they have less time to help children with homework, are less likely to use consistent discipline and have less parental influence. All these factors can result in less academic achievement.

However, a few studies suggest that single-parent households do not impact academics as widely and adversely as is written. Findings by Debell indicate that conventional wisdom can exaggerate the harmful impact of the absence of a father (Debell, 2007). Debell's study seemed to suggest that there is a much-lessened impact on academic achievement and the overall health and the psychological or behavioural issues of the child once the socioeconomic factors are managed. Hopf (2010) commented that children of single parents could attain their educational and career goals and establish close ties.

2.8 THE CONSTRUCT OF RESILIENCE

Different researchers have defined resilience as a trait, a process, an outcome, the pattern of the course of life, or a broad conceptual domain encompassing all those concepts (Bryant & Mancini, 2017; Luthar, 2006; Masten & Gicchetti, 2016; Panter-Brick & Leckman, 2013; Patterson, 2002). Some scholars described resilience as a trait like an individual or family characteristic; others regarded resilience as the hypothesised capability to adapt to adversity based on the apparent success in overcoming challenges (Masten, 2018).

According to Masten and Gicchetti (2016), resilience is based on two quantifiable criteria: obstacles (risks, stressors, or adversities) facing a child or family and posing a significant threat to their well-being or work, and successful adaptation (how well an individual or family performs based on the defined criteria, which are typically measured based on performance). Some researchers defined resilience as the family or individual's capacity to fulfil normative expectations regarding family or child

functioning. Competence has also been characterised by multidimensional standards, as it is widely acknowledged that families and children are expected to be competent in various areas.

Family roles, such as parenting, caring for elderly family members, offering a sense of purpose or belonging, and carrying out community responsibilities, often differ across the family life cycle at the family unit level. From a system perspective, a system's resilience at any stage depends on the resilience of the related systems. Thus, individual resilience will depend on other systems that interact with the individual, especially systems that directly support that individual's resilience, such as a parent or extended family. According to Walsh, "the resilience of a child at a given point in time will depend on the resources and supports available to the child through many processes, both within the child, and between the child and the many systems the child interacts with" (Walsh, 2016, p.16).

According to this viewpoint, adult caregivers are likely to play a significant role. Similarly, family resilience in a system context is focused on ability through family and process interaction involving family experiences with other systems and cultural or environmental structures (Boss et al., 2017; Henry, Morris & Harrist, 2015; Walsh, 2016). Masten (2018) described resilience as the ability of a system to adapt successfully to serious challenges threatening its operation, viability, or growth. Therefore, resilience can be fostered by improving or building the ability to respond effectively to specific challenges.

Families, communities, and societies all contribute significantly towards resilience growth at various system levels as an investment in their children's future. According to Foster (2013), academic resilience is characterised by academic success, hard work and a constructive mindset on the part of the learner in the face of adversity. Foster (2013) suggested that academic resilience can be fostered by programmes that enhance children's learning, strengthen their skills, and protect them from harm from the environment. Foster (2013) adds that four broad categories can be used to analyse protective factors with respect to risk factors. These types include factors involving individuals, families, colleagues, and the community.

2.9 CONCEPTUALISING FAMILY RESILIENCE

Family resilience is the capacity of families to survive and recover from disruptive life situations, according to the White Paper on Families (DSD, 2012). According to Walsh (2012), these difficulties in life will make a struggling family stronger and more resourceful in dealing with whatever difficulties they may encounter.

Some of the best examples of pathway analysis in family science have been done in preventive studies that connect the parent-to-child function. Patterson and colleagues have shown that training in parent management changes parent actions with expected effects on child development (Patterson, Forgatch & DeGarmo, 2010). Fisher and colleagues have demonstrated that driven changes in foster parenting predict normalisation in the stress biology of traumatised foster children (Fisher, Gunnar, Dozier, Bruce, & Pears, 2006). For the present study, family resilience is understood as a family's capacity to overcome adversity by making use of the resources at their disposal (DSD, 2012; Walsh, 2012)

Several family social scientists who researched resilience sought to understand the mechanisms of promotion and security to strengthen intervention (Masten & Monn, 2015; Walsh, 2016). The strength of the family is the result of family relationships (Patterson, 2002, 2004), and is seen as a singularity of purpose that takes them to a position of existence. Walsh (2006) holds the same sentiments, in fact, she calls this “relational resilience”. In joining together, we strengthen our capacity to conquer adversity. According to Benzies and Mychasuik, “Family resilience does not just grow through the avoidance of risk, but through successful application of protective factors to participate in adverse situations and to emerge from them stronger” (Benzies & Mychasuik, 2009, p. 103).

According to Ungar (2015), a lack of resources in the neighbourhood may affect families' capacity for resilience. As an alternative, having access to resources and financial aid may improve dysfunctional family dynamics (Masten & Monn, 2015). The length of a family's crises, the family's life cycle, and internal and external resources, according to Rutter (2012), may also affect their resilience. Resilience can manifest when people have access to extended family members who can offer financial assistance and other resources. According to Theron (2007), risk factors are

something that most children in townships deal with every day. Walsh (2012), and Masten and Monn (2015) build on the abovementioned concepts by arguing that families must foster a sense of belonging. What better way to do so than by overcoming a problem as a unit?

2.10 CONCEPTUAL FRAMEWORK

The family resilience framework developed by Walsh (2012) was chosen as the conceptual framework for the current study. This framework aims to understand factors which contribute significantly to family resilience processes. The framework should play a role in conceptualising the participants' adaptation processes. The present study seeks to explore and understand what strategies single parents use to enhance their school-going children's resilience. The present research used the three domains of family functioning used by single parents as a method for family resilience. I use the family resilience framework to explain how difficulties are viewed by single parents and how they overcome adversity. The conceptual family resilience framework describes how families can act in healthy ways, even during vulnerability. The conceptual family resilience framework has three key processes that families should use to protect their resilience.

Families interpret their environment according to their belief systems from their subjective orientation, depending on how they perceive living environments and their associated protective and risk factors (Nieuwenhuis, 2007). In the present study, I explored which of the three domains of family functioning components the families used as the basis for their family resilience. Communication or problem solving will be determined by the capacity of the family to communicate effectively. Families must be motivated to share their feelings to show relational resilience, allowing emotional communication among families.

2.11 FAMILY RESILIENCE FRAMEWORK

Family coping mechanisms are not automatically inherited; their nature, including the associated rules and behaviours must be passed from generation to generation, (Walsh, 2003). The framework for family resilience can be used to explain how families interpret stressful situations and how they can overcome adversity. The emphasis was on the processes which form the basis for the conceptual framework for family resilience. Three key processes are outlined: “the family belief system, organisational

patterns and communication or problem solving” (Walsh, 2006) to explain the basis for family resilience.

In the present study, Walsh's (2012) family resilience framework is modified to describe the strengths family shows. The study aimed to identify which key processes families rely on for resilience.

2.11.1 Family Belief Systems

Thomlison (2010) claimed that family beliefs relate to the attitudes and perceptions that affect the functioning of different family areas. Identifying and clarifying family beliefs help families consider the relationships and partnerships established within families. It describes family behaviours and teaches us about working within the family. Beliefs and assumptions are formed from family interactions and are closely related to behaviour. Over time, families may have developed rules and behaviours based on beliefs that may not actually be true, which may have contributed to myths. These unwritten rules or beliefs about events and circumstances play a role in family interactions (Thomlison, 2010).

Walsh says (2016) that belief systems include mechanisms such as meaning-making, cultivating a positive attitude, and fostering a sense of faith and transcendence. Walsh (2016) reflects on the importance and power of relationships for making meaning of adversity and dealing with it. According to Walsh (2012), shared facilitative beliefs foster family resilience, which enhances effective functioning and problem solving, recovery and growth options. These beliefs help members make sense of difficult situations; foster an optimistic vision for hope, and offer transcendent or spiritual ideals and connections. Nevertheless, how people make meaning of adversity can be affected by the complexity of their relationships with others and their inherent strengths or hardiness; the latter has a corresponding effect on the outcome of family resilience.

2.11.1.1 Making Meaning of Adversity

Walsh (2012) indicated that well-functioning families treat a crisis as a mutual challenge. Gottman's work on couple relationships showed that successful couples were solving challenges as a team and stressing the strength they had gained from one another. Hardships are seen as challenges that can be conquered together, and they agree the hardships have made their relationships stronger. The propensity to

blame, shame, and pathologise decreases when issues are seen as human dilemmas and complicated feelings in similar circumstances are seen as normal. When faced with adversity, family members do their utmost by helping to build a common sense of coherence (Hansson & Cederblad, 2004)

2.11.1.2 *Positive Outlook*

Walsh (2016) identified a second process in the belief system domain: maintaining a positive view. In this regard, she wrote extensively about the presence of hope and optimistic bias.. Well-functioning families tend to have a more positive view of life (Beavers & Hampson, 2003). The influence of the principle of learned optimism from Seligman (1990) holds important significance for understanding what makes or contributes to resilience. Seligman (1990) showed that optimism could be learnt, and helplessness could be unlearned through experiences of mastery and building confidence that one's efforts can make a difference. To be revitalised, productive interactions and a stable social environment will promote a positive outlook. Walsh (2012) indicated clinicians could help multi-stressed families combat a sense of helplessness, disappointment, and blame while fostering pride, trust, and a spirit of go-getting. While coping with loss, families are encouraged to find ways to turn a loved one's lived experiences into a spiritual presence through cherished memories and stories about the deceased.

2.11.1.3 *Transcendence and Spirituality*

Walsh (2016) established a third process in the realm of belief systems, namely spirituality and transcendence. In difficult times, most families seek strength, support, and encouragement through “connections with their cultural and spiritual traditions, especially those facing barriers of poverty and discrimination. Research shows that spiritual resources lead to resilience through deep faith such as prayer, reflection, and congregational participation” (Walsh, 2009). Family members find spiritual nourishment beyond formal religion through profound links with nature, culture, and arts.

2.11.2 Organisational Patterns

Three elements must be considered within the framework's organisational patterns: flexibility, connectedness, and social and economic resources. Walsh (2012) suggested that contemporary families with different systems and resources need to coordinate their households and relationship networks in several ways to meet life's

challenges. It is further indicated by Walsh (2012) that resilience is strengthened by a flexible structure, connectedness, and social and emotional resources.

2.11.2.1 Flexibility

According to Olson and Gorall (2003), flexibility refers to the family's willingness to be open to transition. Walsh (2012) described it as the capacity of the family to rebound, which is considered as bouncing backwards. Adaptability is the family's ability to adapt due to its varied circumstances. Walsh (2002) points out that the willingness of the family to adjust means not a bounce backwards but rather bouncing forward. She also suggested that many families need support in the rebound process because this phase might be new to them (Walsh, 2012). Therefore, families need stability during challenging times that can be obtained by keeping to daily routines such as going to bed at the prescribed times and sharing mealtimes with family members. Walsh (2012) suggests that such routines are very important within families as they assist family members with boundaries where they encounter feelings of nurturing.

2.11.2.2 Connectedness

Walsh's (2012) connectedness refers to the capacity of the family to support one another and stand together in difficult times. She further suggests that problems and persistent tension or difficulties can lead to family conflict and confusion that can lead to failure or difficulty depending on each other (Walsh, 2012). Resilience can be enhanced by shared support, collaboration, and commitment to work together to survive difficult times. Research by Gottman showed that successful couples speak about their relationship in terms of mutual support and collaboration. The partners and family members must respect individual differences, separateness, and boundaries. Parents should be empowered in stepfamilies to create workable parenting coalitions inside and across family boundaries and to tie biological and step relationships, including extended families, together.

2.11.2.3 Social and Economic Resources

Walsh (2012) described economic resources as contributions that enable a family to meet its physical needs, while social capacity is defined as a family's willingness to accept community assistance in difficult circumstances. It is proposed that families with a low socioeconomic status may encounter family problems and conflict like any other family but also face further difficulties such as potential community loss and

isolation. It is further noted that their capacity to be resilient decreases tremendously when these families encounter loneliness and depression with a lack of social support.

Families with trauma and hardship will also require help from social institutions where social measures have been placed in place to enable the family to develop and resolve their hardship (Hall et al., 2018). Kin and social networks, community groups, and faith congregations in times of distress can be critical lifelines that can provide practical and emotional support. Relational ties for well-being and resilience are important for interventions and recovery, according to Walsh (2012).

Many families enduring economic distress are notable for their resilience and capabilities (Orthner, Jones-Sanpei, & Williamson 2004). Financial stability is, therefore, essential to the family's well-being. Persistent unemployment or a breadwinner's loss can be disturbing. Significant financial pressure is the most important factor when children perform poorly in single-parent families (Anderson, 2003). Families in the workforce, health care and other broader institutions require supportive institutional policies, processes, and services. Helping disadvantaged families resolve the odds against them is not enough; social policy must also adjust the probability for them to thrive (Seccombe, 2002).

2.11.3 Communication or Problem-Solving Processes

Walsh (2003) describes “clarity, open emotional expression, and collaborative problem solving” as resiliency mechanisms that comprise the third domain of her family's resiliency. Therefore, communication is defined as the family's ability to transfer spoken and nonverbal information to one another. Walsh emphasises the significance of open emotional expression, which includes acceptance of diversity, particularly gender differences, and the capacity to express a wide range of emotions. Also revealed was the significance of humour to the development of resilience.

2.11.3.1 Clear Information

Clear information ensures that messages are transparent and understandable and that healthy family communication is encouraged. When families face confusion, it can block understanding, closeness, and mastery. When family members don't address issues, it can contribute to the anxiety felt by children and can be conveyed through problem or somatic behaviour (Walsh, 2012).

Walsh (2012), therefore, recommends that parents or caregivers should clearly communicate with their children and be ready and able to clarify and address situations at an acceptable age level. When communication between families is clear, informed decisions and plans can be made.

2.11.3.2 *Emotional Expression*

Emotional expression is the family members' ability to communicate about their emotions with one another. Families in times of trouble can express a wide range of emotions, especially when communication is clear and empathy is expressed. Walsh (2012) notes that parents may often suppress emotional reactions to continue functioning at work or in the family. On the other hand, children may suppress their feelings so that they do not burden their parents. However, when these feelings are held back, it can also cause family members to have extreme emotional outbursts where tension is experienced. Walsh (2012) noted that when families are struggling, it is also necessary for them to stand together and share laughter and communicate positively, which may improve their resilience.

2.11.3.3 *Collaborative Problem Solving*

Families are typically more resourceful when they engage in collaborative problem solving and conflict management through shared decision-making based on justice. Walsh (2003) asserts that combined family cooperation fosters a more positive approach to future challenges.

Walsh suggests that "through adversity, families will find their own directions to suit their circumstance, cultural orientation, and personal strengths and resources" (Walsh, 2012, p. 415). Collaborative problem solving is when the families work together and agree to solve problems together.

When faced with multiple challenges, it is important to set clear goals and clear targets. Families need to be oriented towards the future and establish structures on what to do to overcome their challenges and unforeseen circumstances. Families should always be open-minded to seek support in case of trouble.

2.12 CONCLUSION

This chapter offered a comprehensive overview of family resilience. There are diverse factors that contribute to South Africa's fractured family structures. In this chapter, I tried to illustrate an overview of the approaches used by families and single parents to enhance the resilience of their school-going children to have an understanding of the struggles they face. The sense of resilience was explored, and the role of family resilience in maintaining family unity and functioning is further highlighted. Walsh's theoretical resilience framework that outlined the key processes contributing to family resilience was discussed.

The key processes are protective factors that isolate individuals from adversity and enable families to work and experience healthy growth through adverse experiences. The goal of exploring the family resilience framework is to decide what makes a family resilient and to analyse whether the single parents encountered similar resilient processes to those of the family resilience framework in this study.

3 Chapter 3

Research Design and Methodology

3.1 INTRODUCTION

This chapter describes a qualitative research methodology and the research design that includes the data collection techniques. I also discuss my role as a researcher and the data analysis process. The present study aimed to explore the strategies single parents employ to enhance the resilience of their school-going children.

Walsh's family resilience framework (Walsh, 2016) has been used to identify the family processes single parents use to enhance the resilience of their school-going children. Therefore, it will be imperative to identify which processes accounted for family resilience. Therefore, the primary research question that the study asked was: *How do single parents support the resilience of their school-going children?*

Qualitative research is "a naturalistic, interpretive method concerned with investigating phenomena from the participants' perspective" (Flick, 2009, as cited in Mahlangu, 2015, p. 42). According to Ritchie, Lewis, Nicholls, and Ormston (2013), qualitative research seeks to understand the participants' culture. Researchers can familiarise themselves with the participants' "social and material circumstances, experiences, perspectives, and histories" (Ritchie et al., 2013). I used the qualitative methodology to address the research question guiding the present study. This chapter will cover the research design of the current study, including its strategies, instruments, data collection methods, and analysis methodologies. It will outline the phases and procedures of the study, the researcher's role, and any ethical concerns. (Mahlangu, 2015).

3.2 RESEARCH METHODOLOGY: QUALITATIVE APPROACH

According to Merriam (2009), "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds and what meaning they attribute to their experiences" (Merriam, 2009, p. 5). I wanted to determine whether the key processes of the family resilience framework (Walsh, 2016) were present in the research sample.

Denzin and Lincoln (2005) stated that "qualitative research is an operation located in the world that locates the observer" (Denzin & Lincoln, 2005, p. 3). A qualitative researcher also analyses things in their natural contexts, attempting to make sense of them or explain events in terms of the meanings individuals ascribe to them, according to their report (Denzin & Lincoln, 2005). Van Maanen (1979, as cited in Ma & Abbott, 2016, p. 22) proposed that "qualitative research is an umbrella term covering an array covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, and not the frequency, of more or less naturally occurring phenomena within the social environment". According to Merriam (2009), qualitative researchers are consequently interested in understanding the meanings that people have constructed, specifically how individuals make sense of their reality and their experiences in the world.

Merriam (2009) identified four characteristics of qualitative research as the key to understanding its essence: the emphasis is on "process, understanding, comprehension, and meaning". The researcher is the primary instrument in data collection and analysis; the technique is inductive, and the outcome is descriptively rich.. Qualitative research aims to comprehend how individuals make sense of their lives, delineate the meaning-making process, and explain how people perceive their experiences. It is important to recognise the phenomenon of interest from the participants' rather than the researchers' perspectives.

In the present study, qualitative research was used to gather data through a phenomenological research design through semi-structured interviews, field notes and audio recordings to identify common themes of how single parents support the resilience of their school-going children in the Mamelodi area. The advantage of conducting qualitative research is that it includes the research process and the outcome (Fraenkel & Wallen, 1990). A qualitative research approach enabled me to collect data by going to the community centre in Mamelodi to discuss the strategies they are employing to enhance their school-going children's resilience with the participants.

Other advantages indicated by Merriam (2009) are that the researchers can expand their understanding through nonverbal and verbal communication, immediately

process information, clarify and summarize material, and confirm the accuracy of their interpretation with respondents. According to Leedy and Ormrod (2005), quality research is “typically used to answer questions about the complex nature of phenomena”, often to explain and manifest the phenomena from the participants' point of view. This approach delivers in-depth knowledge to the researcher, which may not be possible with quantitative approaches. By using interviewing and analysing participants in the study, qualitative methods provide a better interpretation of the meanings of the individuals. However, the findings of a qualitative approach are not generalisable, as the sample size is always limited, and the larger population is necessarily not represented accurately. However, Creswell (2007) claimed that it was not appropriate to collect data from everyone in a population, even though it was feasible, to obtain reliable findings.

I'll use a qualitative research approach to understand single parents' strategies to support the resilience of their school-going children. There may also be statistical bias and a lack of rigour. I used the crystallisation method and member checking by consulting my supervisor, fellow researchers, or participants to see if any discrepancies in the results could be identified (Leedy & Ormrod, 2005).

3.3 RESEARCH DESIGN: PHENOMENOLOGICAL RESEARCH DESIGN

3.3.1 Phenomenological Research Design

A research design is a plan or representation of how you intend to undertake the research (Mouton, 2001). Leedy and Ormrod (2005, p. 139) define a phenomenological research design as “a study that attempts to understand people's perceptions, perspectives and understandings of a particular situation”. Phenomenology is about people talking about their experiences of a specific phenomenon and the meanings these experiences have for them. Van Manen (2007) specified that “all phenomenological research efforts in the human sciences are really explorations into the structures of the human lived world as experienced in everyday situations and relations”.

Phenomenological studies emphasise the significance of specific lived experiences for participants, i.e., they can provide a detailed account of what an experience means to those who have undergone it (Maree, 2016). A phenomenological study describes

the significance of a concept or phenomenon to the lived experiences of multiple individuals. Phenomenologists focus on describing what all participants in a phenomenon have in common, which in the case of the present research are the strategies employed by single parents to improve the resilience of their school-aged children.

Creswell (2013, p. 76) asserts that

“the basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence. The enquirer then collects data from persons who have experienced the phenomenon, and develops a composite description of the essence of the experience for all the individuals. This description consists of ‘what’ they experienced and ‘how’ they experienced it.”

Moustakas (1994) emphasises that a critical focus is also to try to bracket out the self and enter the other person's perspective and experience; that is, to see the world through the eyes of the other. Furthermore, phenomenology emphasizes the impact of research experience on the researcher.

A phenomenological design is therefore relevant for my present study because it allows me to ask questions to the participants, and they can talk about their experiences. It will allow me to get a better insight into the experiences of single parents and the strategies they employ to support the resilience of their school-going children. Phenomenology is based on the understanding that the world and reality are not objective but are socially constructed by people. Phenomenological research is interested in studying the everyday experiences of individuals and provides an understanding of their social reality issues from their perspectives (Weiten, 2016). A researcher who adopts a design for phenomenological research is interested in asking questions, such as “What is this kind of experience like? What does that experience mean?” Therefore, in phenomenological research, subjective experience is essential (Weiten, 2016). Phenomenological research has two basic departure points. Firstly, “experience is a valid, rich and rewarding source of knowledge”. The second opinion of phenomenological research is that “the everyday world is a valuable and productive source of knowledge and that we can learn from it” (Morrissey & Higgs, 2006).

3.4 RESEARCH PARADIGM: INTERPRETIVISM

Terre Blanche, Durrheim and Painter (2002) define the epistemological paradigm as a relationship between the researcher and how something is learned. Kivunja and Kuyini (2017) described it as a study of “the nature of knowledge and justification”. The proposed study was situated in the interpretive paradigm because it would help me to establish my faith in my data (Kivunja & Kuyini, 2017). Understanding the subjective world of human experience is the key function of this approach, and understanding human beings is important. The key tenet is that reality is socially constructed. The interpretive analysis aims to provide a thorough description of the studied participants (Terre Blanch et al., 2002). It is a meaning theory that could refer to a conversation in which the researcher uses methods such as interviews, and it thus fits the interpretive approach well.

Terre Blanche et al. (2002) also pointed out that interpretive research requires special skills such as listening and interpreting. This approach is chosen in line with research methodologies and methods for collecting and analysing qualitative data. The research question examined is aimed at understanding the strategies used by single parents to enhance the resilience of their school-going children.

3.4.1 Key Assumptions of the Interpretivist Approach

According to Maree (2016), “interpretivism is [also] referred to as constructivism because it emphasises the ability of the individual to construct meaning”. Maree (2016) documented that interpretivism was also strongly influenced by phenomenology. This approach argues that the subjective interpretations of humans and their views of the world should serve as the beginning point for comprehending social phenomena. The interpretivist approach focuses on the interaction between individuals and how they give meaning to their experiences (Jansen, 2016; Nieuwenhuis, 2013). Nieuwenhuis (2013) stated that the individual's environment is very important when attempting to understand how an individual constructs meaning from their experiences. The participants live in the low socio-economic environment of Mamelodi, which influences their family resilience and the risk factors that could prevent their families from being resilient.

Interpretivist researchers assume that access to reality is only possible through “social constructions such as language, consciousness, and shared meanings” (Maree, 2016). In general, interpretive studies seek to comprehend events through the interpretations that individuals ascribe to them.

By discovering how individuals develop the meanings they construct, the researcher can gain insight into the meanings that individuals attach to certain experiences (Fouche & Schurink, 2011; Nieuwenhuis, 2013). Interpretivism suggests that there is no primary reality stemming from phenomena; rather, multiple realities occur and differ across time and place (Crous, 2011; Nieuwenhuis, 2013). Through the data collection process, I hope to explore the meanings the single parents living in Mamelodi attributed to their school-going children’s resilience.

Interpretivism's ontological assumptions include that plurality characterizes social reality, since diverse individuals interpret events differently, resulting in many viewpoints on an event. To comprehend how people generate meaning amid this diversity, we must immerse ourselves in their reality and watch it from the inside through their direct experience (Maree, 2016). In light of this, Cohen, Manion, and Morrison (2007) say that the task of the scientist in the interpretative paradigm is to comprehend, explain, and clarify social reality through the eyes of many actors.

Fouche and Schurink (2011) indicated two types of ontological belief. The first belief is that reality should be approached objectively where the researcher remains separated from the study being conducted. The second belief is based on a reality that is constructed. Therefore, the goal of the research is based on finding meaning and interpretation (Fouche & Schurink, 2011). The interpretive method works most appropriately when trying to discover the meanings the participants attribute to their own family resilience while living in financially adverse circumstances.

The interpretive approach was advantageous as it allowed me to understand everyone’s experiences (Babbie, 2010). Furthermore, Maree (2016) specified that interpretivists believe that “reality is not objectively determined” but “is socially constructed”. Therefore, examining individuals in their social contexts or natural environments provides a more significant opportunity to comprehend their

assessments of their own actions (Hussey & Hussey, 1997). The breadth and depth of the explorations and descriptions produced by the interpretivist method are its major assets (Maree, 2016). Creswell (2009) remarked that it allows multiple interpretations to emerge from a specific problem or issue.

By investigating phenomena' richness, depth, and complexity, we can begin to comprehend the meanings that people assign to occurrences in their social contexts. By revealing how meanings are produced, we can get insights into the meanings conveyed and enhance our understanding of the phenomenon as a whole. (Maree, 2016). The interpretive approach has been criticised for focusing on individuals' or groups' personal experiences and ignoring the social and historical background of the research participants (Eagle, Hayes, & Sibanda, 2002). Therefore, the unique background of Mamelodi needs to be considered as well.

I must also be aware of accounting for the meaning the participants will share with me and not use the interpretations held in the literature (De Vos, Strydom, Schulze, & Patel, 2011). When working with experiences shared by the participants, I must differentiate clearly between what had been read in the existing literature and what insights into family resilience were generated from the participants themselves. Another drawback of using the interpretivist approach is that the findings cannot be generalised, and the approach is subjective (Nieuwenhuis, 2013). Therefore, to view the world as external and independent of our own understanding and knowledge is to disregard the subjectivity of our own endeavours (Maree & Pietersen, 2011).

3.5 SAMPLING AND SELECTION OF PARTICIPANTS

Purposive sampling techniques are typically employed in qualitative research and can be defined as the selection of participants based on specific objectives to answer research questions. (Teddie & Yu, 2007). Maxwell (as cited in Teddie & Yu, 2007) defined purposeful sampling as a method of sampling in which specific environments, people, or events are purposefully selected for the valuable information they can provide that cannot be obtained through other options.

Purposive sampling techniques are also called “non–probability sampling, involving selecting certain units or cases based on a specific purpose rather than randomly”

(Tashakkori & Teddie, 2003, p. 713). The choice of the sampling method assumes that the researcher “wants to find, understand and gain insight and must therefore select a sample from which the most can be learned” (Merriam, 2009). Patton (2002) argues that the logic and power of purposeful sampling is to select in-depth study cases rich in information. Information-rich cases are cases from which a great deal can be learned about topics of prime importance for the investigation, and “therefore the term purposeful sampling is used” (Merriam, 2009, p. 77). For the present study, participants were selected using a convenience sampling strategy.

Convenience sampling is just what the term implies: one selects a sample based on time, money, location, site, or respondent availability (Merriam, 2009). Participants were selected from an NGO in Mamelodi. Participants had to be single parents with children attending primary school and could be a mother or a father residing in the Mamelodi area. The participant’s age category could be between 25 and 50 years, depending on availability, and ten participants were selected.

Non-probability sampling has specific advantages, such as being appropriate when the research study does not have access to funding or has a very low budget, when there is a short space of time to find the sample and conduct the data collection and when the population is difficult to find (Maree & Pietersen, 2011). Therefore, non-probability sampling was the most appropriate for this study. For this research, I planned to include 12 participants from the OVC Centre in Mamelodi in the focus group who were single parents with school-going children and lived in the Mamelodi East environment. The parents were selected from a population of 99 families and 70 orphaned and vulnerable children who received some form of support from the OVC Centre in Mamelodi East (Personal communication, February 17th, 2020).

3.6 DATA COLLECTION

3.6.1 Data Collection and Documentation

I implemented a focus group and observations of the focus group for data collection during July 2020 and would do member checking in August 2020.

3.6.1.1 Focus Group

For this study, focus group interviews were selected in the hope that the data collected could provide an understanding of the strategies single parents used to enhance the

resilience of their school-going children in the Mamelodi East area. The OVC Centre in Mamelodi East was approached. A meeting was held to gain knowledge of the centre and identify potential participants from families that utilised the services at the centre as resources. By selecting 12 single parents to join the focus group, the centre would facilitate the data collection process for this study. These participants were considered appropriate based on the criterion that they were single parents with school-going children living in Mamelodi East and using the centre's services.

A focus group is a form of group discussion in which, led by a professional moderator, a small group of people discuss their views, attitudes, and experiences.. Participants drew on each other's ideas and observations in focus-group interviews and provided an in-depth perspective that was not attainable from individual interviews. You can quickly discuss surprising feedback and fresh insights within the focus group and add value to your study (Maree, 2017). The interview method for the focus group, according to Maree (2017), assumes that group interaction would be effective in broadening the range of responses, triggering forgotten experience details, and relaxing inhibitions that might otherwise deter participants from giving information. The defining characteristics of a focus group are the topic-specific dialogue, the encouragement of debate and even disagreement, and the contribution of group dynamics to data gathering.

The focus group was based on a semi-structured interview (Morgan, Ataie, Carder & Hoffman, 2013) with six to twelve participants per group. The group size had to be small enough to allow all members to express opinions and large enough to allow diverse views. The focus-group session duration could range from one and a half to two hours. The interviews were conducted on-site at an NGO in Mamelodi. Results from interviews with focus groups are recorded in terms of recurring themes and quotations selected.

Morgan et al. (2013) claimed that among the advantages of focus group interviews is that they are inexpensive to perform, participants draw on the suggestions and experiences of each other, and the community offers an opportunity to discuss new or unusual perspectives. Some of the disadvantages of the focus-group interview mentioned by Weiten (2016) could be the focus-group composition which can

influence the participants' responses, which is problematic because a dominant or outspoken member biases the results. The focus group of twelve participants lasted two hours. The focus group interview gave useful details about how people speak about a subject and react in a situation where they are subjected to other people's views and experiences. An understanding of group dynamics is essential for researchers of the focus groups in two ways. This understanding will help the researcher recognise the conditions encouraging contact and open exchange of views and experiences of the participants within groups. Maree (2016) indicated that this might also assist the researcher in interpreting the data by knowing what was happening inside the community and why it could have happened. Maree (2016) indicated that techniques for data collection should include recording procedures, taking notes, and capturing non-verbal cues. One of the focus-group characteristics is the integration of oral data with observation.

3.6.1.2 Audio Recordings

Therefore, I used audio recordings to capture the group discussions and non-verbal elements. I immediately wrote up the transcripts on site and wrote my own reflective notes on what I observed during the focus-group session. I also used a peer researcher to observe during the focus-group session, who recorded her own observations, which added value to my data and enhanced the present study's credibility. The transcripts were composed in a question-by-question format to record the group's responses to each inquiry (Maree, 2016). Before proceeding to audio recordings in the focus group and member checking sessions, I first obtained consent from the participants to audio record all the information (Nieuwenhuis, 2013).

3.6.1.3 Qualitative Observations

According to Nieuwenhuis (2007, p. 83), "observation is a systematic process of recording the behavioural patterns participants display without necessarily questioning or communicating with them". I could gain an insider's perspective on the dynamics and behaviours of the participants in many different situations through observation. According to Patton, qualitative observation assumes that "behaviour is purposeful and expressive of deeper values and beliefs. Furthermore, observation permitted the researcher to understand the setting of the study to an extent not entirely possible using only insights obtained through interviews or secondary data" (Patton, 1987, as cited in Mahlangu, 2015, p. 52).

3.6.1.4 *Field Notes*

Field notes were used to record the participants' age, gender, ethnicity, and other relevant characteristics. The primary purpose of the observational description is to share what had been observed by the researcher with the reader. The notes the researcher jotted down during observations or semi-structured interviews had to be converted into adequate observation or field notes as soon as possible (Strydom, 2011). Maree (2016) indicated that permission must first be obtained from the participant before doing a digital recording. A written record needed to be made of what was said for data analysis. An interview should also be transcribed as soon as possible while still fresh in the memory (Maree & Pietersen, 2011).

3.7 THEMATIC DATA ANALYSIS

3.7.1 Background to the Thematic Data Analysis

The main goal of thematic data analysis is to change the data into themes that reveal the participant's core experiences (Schurink et al., 2011). The advantage of using qualitative thematic data analysis is that it brings meaning to the data collected (Braun & Clarke, 2006; Schurink et al., 2011). The researcher's role is to make the thematic data analysis process inductive, where the researcher narrows the data into themes (Schurink et al., 2011). In qualitative research, the subjectivity of both the participants and the researcher contributes to the emerging themes (Flick, 2009). I will present the main themes that emerged from the data collection process to assist readers in gaining context-specific perspectives on single parents' strategies to enhance the resilience of their school-going children and acknowledge the risk factors they endure in Chapter 4.

I used thematic data analysis for the present study because Braun and Clarke (2006) argue that "thematic data analysis provides an accessible and theoretically flexible approach to qualitative data analysis" (Braun & Clarke, 2006, p. 2). They also state that thematic data analysis "searches for themes or patterns related to different epistemological and ontological positions" (Braun & Clarke, 2006, p. 2). According to the researchers, "the thematic data analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed analysis through its theoretical freedom, which can possibly provide a rich and detailed yet complex account of data" (Braun & Clarke, 2006, p. 5). The researchers further state that "thematic data analysis

is a method for identifying, analysing, and reporting data patterns (themes) within data” (Braun & Clarke, 2006, p. 6). Thematic data analysis can therefore be a method that “reflects reality and unpacks or unravels the reality surface” (Braun & Clarke, 2006). Thematic data analysis is also useful in summarising the most important features of a large collection of data since it compels the researcher to manage the data efficiently, which helps to produce a relevant, to-the-point final report (King, 2004, as mentioned in Nowell, Norris, White & Moules, 2017). Some disadvantages of thematic analysis are immediately clear; for instance, the lack of literature and guidelines on how to conduct a rigorous thematic data analysis may leave researchers uncertain how to proceed. According to Nowell et al. (2017), this is one of the most obvious disadvantages of thematic data analysis, Others are much more subtle; for instance, according to the literature, simple thematic data analysis is disadvantageous compared to other research methods that support discourse analysis or conversation analysis, as it does not allow researchers to make claims concerning the language use of participants (Braun & Clarke, 2006). Although thematic data analysis is flexible, according to Halloway and Todres, “flexibility can lead to inconsistency and lack of coherence” in the development of research data themes (Halloway & Todres, 2003, as mentioned in Nowell et al. 2017).

Braun and Clark (2006) proposed the following six steps for undertaking any thematic analysis for a research study:

- a) “Familiarisation with the data through perusing the data meticulously and repeatedly and noting initial ideas;
- b) Generating initial codes through the systemic coding of features across the data set and collecting the data applicable to each code;
- c) Searching for themes through the grouping of codes into themes and collecting all the data applicable to each code;
- d) Reviewing themes through checking whether the themes and the coded data could fit together and by establishing how the themes corresponded to the entire data set;

- e) Defining and naming themes through continually analysing and refining each theme, and doing the overall narrative of the analysis, which results in clear definitions for each theme; and
- f) Producing the report through selecting examples and extracts, relating the analysis back to the research question and literature, and reporting on the analysis”. (Braun & Clark, 2006, as cited in Mahlangu, p. 53).

3.7.2 Limitations of Data Analysis

A limitation of qualitative research is a lack of accuracy (Creswell, 2014). Triangulation was used to mitigate this limitation. Triangulation is a process of using multiple techniques to verify the meaning of a specific observation or theme developed in qualitative research (Creswell, 2014).

3.8 ENHANCING TRUSTWORTHINESS

When undertaking qualitative research, the researcher must consider various criteria for enhanced validity to deal with quality and trustworthiness (reliability) issues. These criteria include “credibility, transferability, dependability, and confirmability” (Maree & Van der Westhuizen, 2007).

3.8.1 Crystallisation

Regarding crystallisation, I employed a single-method data collecting strategy (focus-group discussions, audio recordings, field notes, and informal observations) to understand fully how single parents foster resilience in school-aged children. The crystallisation was necessary for comparing the data for congruence. During focus group discussions and consultations with colleagues, constant reflection on what participants said was utilised for member checking. There were peer reviews, and the supervisor provided assurances about the study's validity.

3.8.2 Credibility

How consistent are the findings with reality? How do I assure that the reader will accept my findings? (Maree, 2016). The study's credibility is bolstered by an early acquaintance with the participants and participating organisations, and the use of well-defined, purposeful sampling, precise data collection procedures, and triangulation. (Lincoln & Guba, 1985). Other steps to ensure credibility may include periodic debriefing sessions between the researcher and their superiors, reflective notes from the researcher, and member checks.

Member checks entail submitting your transcripts or field notes to the participants to fix factual inaccuracies. During subsequent interviews, participants may be prompted to confirm the information acquired in earlier interviews or informally. The participants' first comprehensions might be clarified to ensure that the interpretation of what has been conveyed is accurate. (Maree, 2016).

3.8.3 Transferability

Transferability does not include generalisations but allows research readers to compare relevant parts of the study with their own experience or research (Lincoln & Guba, 1985). Qualitative researchers can choose between two approaches to maximise the transferability of a study. The first is via a lengthy description. A deep description presents the readers with a thorough and deliberate overview of the environment, participants, and research methodology so that the readers can make their own transferability determinations (Lincoln & Guba, 1985).

3.8.4 Dependability

The concept of dependability is used in preference to reliability. A robust research design and its implementation, the operational details of data collection, and the project's reflective evaluation all demonstrate dependability. As the study progresses and new data sources and data collection methods become accessible, the initial research design may be modified. These data sources and data collection methods are utilised to strengthen the study. Such changes are managed by keeping a journal of decisions made throughout the research process, particularly during data collection and analysis, when it is crucial for others to be able to follow your logic. The analysis process should be documented so that another person can view the decisions made, how the analysis was conducted, and how interpretations were reached (Lincoln & Guba, 1985).

3.8.5 Confirmability

Lincoln and Guba (1985, p. 318) define confirmability as “the degree of neutrality, or the extent to which the findings of a study are formed by the participants and not by researcher bias, motivation or interest”. Triangulation is among the confirmability-enhancing strategies. Confirmability is the quantitative equivalent of dependability and assesses if the results of a study can be replicated by other researchers (Kumar, 2014). It is difficult to achieve objectivity in qualitative research. My research

supervisor supervised this study, and it was also read by a peer debriefer to ensure objectivity.

3.9 RESEARCH ETHICS

Researchers in the social sciences employ complex issues to protect humans from being harmed or taken advantage of in any way during the research process (Strydom, 2011). Various ethical issues were addressed in the present study, such as informed consent, avoidance of harm, confidentiality, anonymity, deception of subjects, debriefing, and the demands and pressure placed on the participants resulting from the research.

3.9.1 Informed Consent

Informed consent means that participants understand the purpose and objectives of the research study and agree to provide information about themselves related to the data collection processes and the research objectives (Kumar, 2014). Mash and Wolfe (2013) state that “informed consent requires all participants to be fully informed of the nature of the research as well as the risks, benefits, expected outcomes and alternatives before they agree to participate” (Mash & Wolfe, 2013, p. 78). Participants had to give their informed consent before participating in the study. I informed them that they were free to participate in the study or withdraw at any stage without penalty. Potential participants are invited to participate, giving them the power to decide whether to participate in the study without being coerced or bribed (Mash & Wolfe, 2013).

3.9.2 Avoidance of Harm

Avoidance of harm is necessary in all social research (National Research Council, 2003; Strydom, 2011). No research procedures should be present that could physically or psychologically harm the participant (Weiten, 2016). Participants must not suffer any physical or psychological harm. They will not be placed under unusual stress, face embarrassment or loss of self-esteem (Leedy & Ormrod, 2005).

3.9.3 Confidentiality and Anonymity

Confidentiality is necessary to conduct ethically sound research (National Research Council, 2003; Nieuwenhuis, 2007, 2011; Strydom, 2011). Confidentiality and anonymity guarantee that the participant's identity will be protected (Weiten, 2016). Individuals should be informed that any information they disclose will be kept

confidential and be notified of any confidentiality exceptions before their research involvement (Mash & Wolfe, 2013).

3.9.4 Deception of Subjects

Deception of subjects includes misinforming participants about the true aim of the research study or withholding information from the participants (Struwig & Stead, 2001). Deception happens when the researcher deprives the participants of information about the study's true intention. It also occurs when participants are not fully informed about the study's hypotheses or how to use the data (Weiten, 2016). The findings will be reported completely honestly, and during data collection and analysis, I adhered strictly to all ethical guidelines and standards relating to honesty and trustworthiness (Weiten, 2016).

3.9.5 Debriefing of Participants

Typically, debriefing occurs after the study, when participants have the opportunity to process their emotions around what transpired or arose for them during the research process. (Strydom, 2011). At the debriefing, the researcher reveals the hypotheses and possible implications of the results (Weiten, 2016). The demands and stress placed on the participants must be carefully evaluated during the research process (Flick, 2011). The researcher must always assess whether the demands placed on the participants are reasonable or are causing harm to the participants (Flick, 2011).

3.9.6 Privacy

Privacy refers to the element of personal confidentiality where the individual decides when, where, to whom and to what extent the individual's attitudes, beliefs and behaviours can be revealed (De Vos et al., 2002). The ethics committee assesses whether the researcher has accounted for ethical considerations in the research proposal before giving consent to the researcher to begin the research study (Schnell & Heinritz, 2006). I applied for ethical clearance from the University of Pretoria, Faculty of Education's ethics committee and approval was obtained before conducting data collection for the present study.

3.10 CONCLUSION

This study was conducted from an interpretivist paradigm to understand the findings from the participants' perspectives. Non-probability sampling was used to select the participants to address the research question. The fourth chapter will focus on the

study's findings and results, detailing the key research findings that emerged from the thematic analysis of the gathered data.

4 Chapter 4

Results and Findings of the Study

4.1 INTRODUCTION

Chapter 4 presents the findings and results of the research as gathered during the data collection process. Sampling was achieved with the support of the research centre coordinator, who will be referred to as the gatekeeper for the purpose of this research. The sample of the study included 13 single parents which also comprised one father and twelve mothers. The parents who participated in this study has children who range in age from eight to fifteen.

The following process was followed to finalise the selection of participants:

Table 4.1: Participant selection schedule

Date	Purpose of the meeting	Comment
17 February 2020	Site visit Introductions and meeting with NGO's	Held interviews with six people
12th of March 2020	Gathering information about the research site Plan invitation of participants	Introduction and explanations
20th of March 2020	Ethics and informed consent Arrange a date and time to meet with the participants	Meeting cancelled due to Covid concerns
1st of June 2020	Schedule a new date and time Agree on a venue for the meeting	31 st of July 2020 at 9h00
31 st of July 2020	Discussions on ethics and informed consent Focus group discussion	13 participants
7 th August 2020	Focus group discussion	12 participants present
12 October 2020	Data verification and authentication after transcribing the data	Gatekeeper and six members present
11 May 2022	Member checking (conclusion)	Ten participants present

Table 4.2 provides the list of abbreviations used in this chapter.

Table 4.2: List of Abbreviations

Abbreviation	Participant Pseudonym
P1	Participant 1
P2	Participant 2
P3	Participant 3
P4	Participant 4
P5	Participant 5

Abbreviation	Participant Pseudonym
P6	Participant 6
P7	Participant 7
P8	Participant 8
P9	Participant 9
P10	Participant 10
P11	Participant 11
P12	Participant 12
P13	Participant 13

Table 4.3: Demographic information of the single-parent participants

Participant *	Age group	Qualification	Capacity	Children	Family dwelling
P1	Late 20's	Diploma in HR	Coordinator	One boy, 1 g	Mamelodi East Phase 1
P2	Mid 40s	Bachelor in education	Administrator	3 boys	Extension 6
P3	Mid 40s	Bachelor in social wor	Auxiliary work	1 boy	Lusaka
P4	Early 30's	Bachelor in social wor	Auxiliary work	Taking care 2 siblings	Section Nellmapius
P5	Late 20s	Matric	Care worker	1 girl	Extension 4
P6	Early 40's	Diploma in Auxilia worker	Care worker	2 girls	Section 14
P7	Early 20s	Upgrading Grade 12	Care worker	Taking care siblings	Extension 5
P8	Early 40s	Grade 12	Computers	1 boy, 2 girls	Thomolong
P9	Late 20s	Upgrading Grade 12	Care worker	2 boys	Marryme
P10	Late 30s	Engineering	Care worker	1 boy	Extension 5
P11	Late 20s	Diploma in Nursing	Auxiliary work	1 girl	Mamelodi West A1
P12	Early 30s	Certificate in Early Childhood Development	Care worker	2 girls	Marryme

Participant *	Age group	Qualification	Capacity	Children	Family dwelling
P13	Late 30s	Certificate in Childhood Development	Expanded Public Work Process	2 girls	Extension 10

* All participants were single mothers

I will begin this chapter by addressing the themes and sub-themes established. The results in the topics and sub-themes will be extracted from thematic raw data research., An in-depth discussion on each theme will be correlated with existing literature to confirm or contradict the results. It may provide new insight into the subject of research.

4.2 RESULTS OF THE THEMATIC ANALYSIS

The following themes emerged after analysing and interpreting the raw data: Individual influences, roles and connectedness, communication/problem-solving and risk experienced by single parents (personal issues). I outlined these themes and sub-themes in Table 4.1. These themes are confirmed by statements made by participants during data collection and by field notes documented in my study journal.

Table 4.4: Themes and sub-themes

Themes	Sub-themes
Individual Influence	Personal characteristic traits Positive parenting and optimism for the future Cultural beliefs
Roles and connectedness	Co-parent involvement Parental roles and support Social support from family, friends, and the community
Coping strategy	Open communication and shared decision-making Internal locus of control
Risks experienced by single parents	Limited financial resources Absence of a father figure Role overload and little parental supervision Raising children and behavioural challenges Limited information on educational support methods

4.2.1 Theme 1: Individual Influence

This theme highlights the importance of the participants' personal characteristics concerning their family resilience. Three sub-themes emerged based on the participants' perspectives of how individual beliefs, personal strengths, positive parenting, optimism for the future, and cultural beliefs, play a role in their daily lives. Table 4.2 outlines the inclusion and exclusion criteria for the sub-themes.

Table 4.5: Inclusion and Exclusion Criteria for Theme 1

Sub-theme	Inclusion Criteria	Exclusion Criteria
Personal characteristics	Any reference to personal characteristic traits	References that exclude personal characteristic traits
Positive parenting and optimism for the future	Any reference to positive parenting and a positive outlook	References that exclude positive parenting and a positive outlook
Cultural beliefs	Any reference to cultural beliefs	Reference that excludes cultural beliefs

4.2.1.1 Personal Characteristic Traits

Single parents were asked to explain their perception of the term resilience to provide a sense of the participants' level of understanding. Some of the explanations given included:

“I think it’s all about the bases of your challenges that you go through and personal” (P.1, Lines 6-7).

“I think resilience mean[s] that you are not letting an obstacle allow you to face your different challenges” (P.10, Lines 9-10).

“Maybe it’s the capacity of how you are dealing with what you are experiencing” (P.8, Lines 10-11)

Regarding the responses given to this question, they reflected an understanding of the construct of resilience. The theme of personal characteristics was identified as a

protective factor by Brodsky (1999, p. 156, as cited in Cheeseman, 2010, p.33), who provided the following explanation: “You move on with life, while life is not perfect, or it could be worse. Therefore, it was internal resources that motivated individuals to advance. In this study, the single parents reported that they had either grown stronger, increased in self-confidence, or gained inner strength.

Some of the comments from the parents included:

First, I say as a single parent every time when things don't go my way or when something shouldn't come my way. I just looked at my kids, then I say like the negative is not worth it. But these kids are worth everything, so, I like always tell people around me that my kids are worth the effort that I make. (P1, Lines 104-107)

Yes, self-motivation is very important in our lives. It does, because if I say I'm going to sit there and try to change something that I can't change. Okay let me say I can do this then I motivate myself so for me it does work. (P.1, Lines 186 - 188)

P.10 stated:

Again, it can be self-motivation. If you show any finance problems or excitement to your children. So, by motivating yourself like having your inner strength, it will make your children feel like a hero ... Indicated that it is necessary to avoid negativity as well (Line 201).

He further added “You need to understand and to stop worrying or complain, that's what I think also” (p.10, Line 239-240).

The parents added:

To add on that one, to take the time to tell him or her helps them to not pretend and just show them that, look boy, I love you That's when I know that she will eventually notice that my mother loves, them very much. (P.3, Lines 256-259)

Can I add on that, to be a role model to present yourself in front of your children or in your community also my children for me, but if I do whatever. So, as a parent I think you should be a role model. (P.5, Lines 240-263)

4.2.1.2 Positive Parenting and Optimism for the Future

Optimism, or a positive outlook for the future, has been identified as a protective factor (Murray, 2003). The participants discussed positive things that keep them going and staying focused on life despite their difficulties. The characteristics they show and share seem beneficial to them. The following were some of their responses showing hope:

Another point is that you don't want to see your child suffering the way you are brought up. So, I got up in the morning because I want my child to have a positive and bright future. So, I must wake up and pull up my socks and make the right thing for my child. (P.11, Lines 122-124)

Because I would say that we are all trying like at all costs. We are preventing our kids to grow up the way we grow up. That's why we teach them to work hard and to always learn. (P. 3, Lines 127-128)

When you see your child have a problem or dodgy behaviour. You must support them by asking them what's the problem. Then guiding them not to have bad behaviour and telling them that everything will be okay. And support the child on what he wants to be supported, telling the consequences of wrong behaviour, and she must know that this will lead to this. (P.12, Lines 134-141)

4.2.1.3 Cultural Beliefs

Walsh (2012) defines culture as an ongoing social framework in which life arises and shows that culture affects how people feel, think, and act. According to Louw and Louw (2014), culture is also described in terms of memories, ethnic identity, parenting, class, wealth, celebrations, and gender roles. According to Feltham and Horton (2006), culture is always changing and can even differ between members of the same culture. The following responses indicate the participants' views on cultural beliefs:

For me, I will be motivated by our elders for making sure that I will be strong for my kids. I want to be seen as a role model. You know, in our culture, there are many beliefs. You can be a father, but for the child, you are the mother. (P.10, Lines 352-355)

In our culture, it says like that. Tomorrow, I want to be seen as a role model, because, as a father, I can also own the child. So, it is believed that the men

are only the father, but the men can also be the parent. I will be seen as a role model. (P.10, Line 357-359).

P.5 added, *“But a child belongs to the mother” (P.5, Line 356)*

Some of the other parents added:

Yes, it is what is said. In our culture, many people believe that children belong to the mother. It simply means that if I broke up with my daddy child. I, the mother, is supposed to take the child in as the main guardian, not the father. So, it is basically saying that it should be seen differently this time and to make him an example of others saying, ‘Even the father can be the main guardian to the children’. (P. 1, Lines 365-372)

“And sometimes the child will ask about his father. Then you will think like I’m not ready. Like, ‘I want my father’, he will keep on asking, and I am not ready” (Lines 20-22)

“He doesn’t understand that I can’t be a mother and the father at the same time, and financially he expects more, he feels that I’m the only son, how can’t you afford to buy me everything I want” (P.3, Lines 269-280).

Another challenge is if you are a single mother, then we are raising a boy and all the schoolwork. The challenge is when teachers give them homework, or they ask them to do homework about life skills, is that the answers about how that, especially puberty, then it’s difficult for me as a mother to tell a boy, so, sometimes I ask the uncle to help with that. (P. 2, Lines 73-77)

4.2.2 Theme 2: Roles and Connectedness

Table 4.7 depicts the inclusion and exclusion criteria for Theme 2.

Table 4.6: Inclusion and exclusion criteria for Theme 2

Sub-theme	Inclusion criteria	Exclusion criteria
Co-parental involvement	Any reference to co-parental involvement.	References that exclude co-parental involvement.
Parental roles and support	Any reference to parental roles and support.	References that excludes parental roles and support.

Sub-theme	Inclusion criteria	Exclusion criteria
Social support from family, friends, and the community	Any reference to social support from family, friends, and the community	References that exclude social support from the family, friends, and the community.

4.2.2.1 Co-parental Involvement

When asked regarding the involvement of the children’s fathers in their lives or any other support from family members, the participants mentioned the following:

“My personal person that I go to is my mother. Yah, she is always there for me and my support structure. I can go to her with any problem” (P.1, Lines 44-45).

P.1 (Lines 129-133) indicated that she does get some help from her parents at times and added:

Even though we grew up with both parents, that we also had challenges to face while we grew up. So, even if I’m a single parent, my parents were both there, to give my kids a better life then the life that I had before. (P.1, Lines 296-299)

Some other parents added:

It depends how you are connected. You can have both father and mother, but sometimes you can’t talk to them and sit with them down and talk about stuff. Things like, if you are getting married or having problems, or especially your child [needs] to respect you. It depends [on] how connected you are. Your mom can be there, but sometimes you need another person to talk to. I personally talk to my aunt. (P.10, Lines 48-52)

“We are still on yes; we are still connecting for the wellbeing of the child’s sake. So, we are communicating for the sake of the children” (P.11, Lines 339-340).

“Me, I have three children. If my firstborn needs something, like shoes. So, I communicate with him. After that, no, I don’t want to see or hear about him anymore”. (P.8, Lines 341-343)

4.2.2.2 Support from Family, Friends, and Community Members

According to Tchombe et al. (2012), and Bhana and Bachoo (2011), a robust social and family support network and high levels of affection, warmth, and expressive care displayed by family members toward one another are the biggest contributors to family resilience. According to Louw (2018), today's single parents rely on many caregivers like neighbours, grandparents, and other community members for assistance with childrearing. P.8 commented: *“Now sometimes we have that problem because sometimes somebody help with the problem, I get help from the friends”* (P.8, Lines 30-31).

Some of the other parents added:

I think you mostly get help from your colleagues and your family because, at some point, I believe that the problem has the own problems and most of the time if you have the remedies for it, you must talk about it and then it goes over. Or if that doesn't work, then sum it up. Because most of the time, it's not about the problem we have; it's about how you react on the problem. It is sometimes what's making the original problem bigger, so sharing it with someone else or resisting your mind. But it is important to share things with people. (P.5, Lines 32-38)

I'm talking to my pastor for assistance or advice, and also my friends, or anyone that is available (Line 34) ... Being there for each other is always what is important and could be working because sometimes you need a person to cry on, so that shoulder for help. That person will also need you next time to cry on your shoulder. (P.1, Lines 41-42)

“Someone who is always listening to me is my neighbours. You know, like sometimes when I'm making the garden, I'll be talking to my neighbours about stuff. The same participant elaborates further on the same comment” (Lines 104-106).

“While we are gardening and drinking coffee outside, we are discussing sometimes the things that is happening to us” (P.9, Lines 55-57).

We have a forum we meet and discuss our problems. The mission was to see men talking about stuff, so that they cannot be blamed for things like abuse,

family, or the girlfriend. To see men who is having issues. The mission is to cover the community using community halls, police stations and the issues are discussed. (P.10, Lines 107-112)

When I have a serious problem, I call the police, and then I try to hear from them how to handle this. My colleagues are the first ones to hear from me and know that even if I tried to resolve the problem. Sharing is important, like sometimes it's like that person has already experienced that thing, then they can assist you. (P.6, Lines 168-173)

P.4 added the comment “prayer.” (P4, Line 175).

4.2.2.3 Parental Roles and Support

Brown and Robinson (2012) propose that roles in the family may refer to recurring patterns that are evident through individual behaviour and are stable within the family. However, Walsh (2012) believes these patterns ought to be flexible depending on the family's situation or developmental stage. P10 commented: *“After school, we spent an hour or so together, just to let him know that my son is not alone. My child does have a father”* (P.10, Lines 66-68). He added that he supported his son, *“And supervision in the schoolwork or check the books to help in homework”* (P.10, Lines 147-148).

Some of the other parents commented:

When I come from work. I cook, then supervise the schoolwork of my children and then make sure they go to bed the time they should. They regularly attend school, also attend church. Wherever they go to play, then make sure I know who they are playing with, and [who] their friends' parents are. (P.4, Lines 61- 65)

“My routine is like when I come from work. After work, I fetch my children, we go to the park sometimes and then supervise the schoolwork. I also try to visit the school often” (P.1, Lines 76-78).

“During the week it's the same but only on weekends are when we spend time together because in the week its school and after school activities” (P.8, Lines 80-83).

Okay, when we serve food, he always has data to chat with girls or things. But when I ask about his schoolwork, he always needs data. So, he doesn't support me. I try to teach him that he must also give support to and must understand that my mom does not have enough money. I will tell him the reason why I don't have money or data. He must know that he must do his online schooling. (Lines 38-42) ... I do regular school visits to his teachers. (P.3, Lines 146)

But you also need to understand your child so that you can support your child; if you don't notice anything, you will think everything is alright. My child failed twice on primary school. You, as a parent need to go to the teacher and ask for assistance, like extra support classes. I know we struggle and don't have the money for that, but some parents never sit with the child to see why the child is struggling. We need to empower our kids also so that they can cope. (P.6, Lines 299-303)

"Asking the teachers their numbers, so that you can call the teacher and ask what going on with my child regularly" (P.13, Lines 150-151).

"Getting our attention, so that you can see if they want something" (P.5, Line 153).

4.2.3 Theme 3: Coping Strategies

Table 4.8 depicts the Theme and sub-themes for Theme 3, while Table 4.9 lists the inclusion and exclusion criteria for Theme 3.

Table 4.7: Themes and Sub-themes for Theme 3

Theme	Sub-theme
Coping strategies	Open communication and shared decision-making
	Internal locus of control

Table 4.8: Inclusion and Exclusion criteria for Theme 3

Inclusion Criteria	Exclusion Criteria

Open communication and shared decision-making	Any reference to open communication and shared decision-making.	References that exclude open communication and shared decision-making.
Internal locus of control	Any reference to internal locus of control	References that excludes internal locus of control

4.2.3.1 Open Communication and Shared Decision Making

Successful single parents encourage open dialogue. As a means of fostering sincere and dependable connections, these parents promote the transparent and honest expression of views and feelings within the family. They encourage individuality within a loving family structure. By encouraging each child to develop their own interests and skills, these parents want to achieve this individuality and independence (Families, INC, 2000). The participating parents commented:

One thing is communication with your kids so that you know who your kids are surrounding themselves with. Build a relationship with them and with their friends. The friends can tell you what is happening. So, a relationship with the people she surrounds themselves with. (P.6, Lines 156-163)

Be transparent when it comes to your child when you throw your budget together, so that he can see that only this amount will be left. I make sure that he understands that this is for lunch, this is for the house, this is for taxi, my lunch, So, that in the middle of the month, when he asks something, he will be knowing that mamma doesn't have, or maybe she only has R20 left, so sometimes like that. (P.3, Lines 214-219)

If maybe my kids say they want something then we decide together. Okay child, this month there is going to be nothing left, but let's arrange, let's say in 6 months I will buy the bicycle for you. If you do that, they will understand. Okay, mom will try to buy it, but not now. (P.1, Lines 220-224)

Sometimes, it can be understanding. It's about responsibility. So, if you are chilling with the child, you can make them aware and then they will understand

the circumstances. And then some stuff that is needed and some stuff that is wanted, so make them understand. (P.10, Lines 225-228)

4.2.3.2 Internal Locus of Control

According to Cherry (2021), a locus of control orientation is a viewpoint on whether the results of our actions depend on what we do (internal control orientation), or on circumstances that are out of our personal control (external control). According to Rotter (1990), having an internal locus of control, or the conviction that one has influence over how their life will turn out, has been linked to resilience.

In this study, participants show that when they are dealing with challenges in their lives, they feel they have control over what happens in their lives and respond positively, as is clear from their comments below.

Even if I feel heartbroken, but when I look at them, I say no, I can't put my kids through that because they deserve better. I could say that sometimes I am mad but happy at the same time. I have found a way to understand and adjust that being a single parent is hard. I must work hard to provide for them. And that one way or another, as much as it is difficult for me, I told them that they must also manage to adjust that I am the only parent that is there for them and will not disappoint them, and they must not disappoint me. (P.1, Lines 111-117)

"We must be patient and strong" (P.1, Lines 32-33).

"So, we are trying our best, although it's hard, but we are trying our best." (P.11, Lines 122-124).

The longing that you must teach your child not to complain or to compete. Stay with your child and teach them. Let us take it easy, neh, and count your blessings. There are so many things, food, money; those are things we [need to] survive. Make sure we show the positive side in your child because as a parent, I always try not to cry in front of my children, to teach your child to be content, especially about finances. It is important to teach your child the bigger things in life. (P.5, Lines 229-237)

P.1 indicated why things are easy for her:

I think it has been easier for us in our day-to-day life. One thing about we have. No, like from my side, the love that we give to our kids and the love they give to us as single parents. That is the only thing that is keeping us surviving. Because that one second you tell your child that you love them, or you are doing great. Like you tell them that you appreciate them. Just to tell your kids, ‘baby, I love you’. That little thing changes everything in that in that little child’s heart. Even though they can’t say it out loud, ‘mommy, I love you’. Eventually the bigger love I see, is my kids love on their faces. They don’t have to say, ‘mommy, I love you’. (P.1, Lines 453-462):

P.2 added:

Even if I run out of food or something. We try not to lack anything. That’s why we came to the centre to volunteer. Because with this stipend, we can do as much as we can, so that you don’t find you in a situation. Let me say, for example, washing powder. You that if you run out of washing powder, that R30 you have saved can allow you to buy.(P.2, Lines 120-124)

4.2.4 Theme 4: Risks Experienced by Single Parents

Kraemer, Lowe and Kupfer (2005) defined risks as the adverse individual, societal and/or environmental issues that negatively impact a child's healthy development. Single-parent families experience higher stress and social isolation in their lives. Furthermore, the family’s well-being is at risk of unemployment and inadequate education. The risks identified in the research included: limited financial resources, absence of a father figure, role overload and limited parental supervision, raising children and behavioural problems, and limited knowledge of educational support methods.

The themes and -sub-themes, as well as the inclusion and exclusion criteria for Theme 4 are set out in Tables 4.10 and 4.11.

Table 4.9: “Themes and Sub-themes for Theme 4”

Themes	Sub-themes
--------	------------

Risks experienced by single parents	Limited financial resources Absence of a father figure Role overload and limited parental supervision Raising children and behavioural problems Limited knowledge of educational methods and support
-------------------------------------	--

Table 4.10: Inclusion and Exclusion criteria for Theme 4

Sub-theme	Inclusion criteria	Exclusion criteria
Limited financial resources	Any reference to limited financial resources	References that exclude limited financial resources
Absence of a father figure	Any reference to the absence of a father figure	References that exclude the absence of a father figure
Role overload and limited parental supervision	Any reference to role overload and limited parental supervision	References that exclude role overload and limited parental supervision
Raising children and behavioural challenges	Any reference to raising children and behavioural challenges	References that exclude raising children and behavioural challenges
Limited knowledge of educational support methods	Any references to limited knowledge of educational support methods	References that exclude limited knowledge of educational support methods.

4.2.4.1 Limited Financial Resources

The importance of financial security for resilience should not be neglected, according to Walsh (2003). Many studies find that financial strain is the most common risk factor in single-parent families where parents are overwhelmed and children fare poorly (Anderson, 2003). A major problem reported was financial concerns, with participants explicitly stating they had financial challenges. For example, P.1 commented:

The thing is, it's always the time when you are not financially stable when they got out of hand. It's always that time when they want money or something. My girl would understand but not my boy (Lines 94-96). ... Finances are always our struggling point even if we are willing to give our kids the best life we are imagining in our live. (P.1, Lines 197, 198)

P1 further explained how she dealt with her financial difficulties, stating:

If maybe my kids say they want something, then we decide together. Okay child, this month, there is going to be nothing left. But let's arrange, let say, in 6 months, I will buy the bicycle for you. If you do that, they will understand. That's okay, mom will try to buy, but not now. (P.1, Line 220-224)

Another participant made a comparison with two-parent families who are better off in raising their children:

Raising a teen child is my challenge. They are so demanding; they are competing with their friends. When his friends have an expensive shoe, he would also want the same shoe as his friends. He is not looking at the situation in his family. Sometimes you will find that their parents are working, and they are not single parents, and I am his single parent. He is friends with children who has both parents working, they are not single parents. (P.6, Lines 4-9)

P.10 responded, “And then financially you are always worrying about money” (P.10, Lines’ 239-240). P.3 agreed with the above-mentioned sentiment, stating: “And financially they expect more. My son feels that he is the only son. How can't you afford to buy me everything I want?” (P.3, Lines 20-22). P.3 also shared her strategy for dealing with her finances, saying:

Be transparent when it comes to your child when you throw your budget together so that he can see that only this amount will be left. I will make sure he

understands that this is for lunch, this is for the house, this is for your taxi, my lunch. So, in the middle of the month, when he asks something, he will know that mommy does not have, or maybe she only has R20 left, so sometimes like that.
(P.3, Lines 214-219)

P.8 added, *“But because we can’t afford to give, we are only giving them what we can, so finances are the main problem”.* (P.8, Lines 199-200):

4.2.4.2 Absence of a Father Figure

From the data, it seems that some of the research participants felt that girls are easier to raise than boys and that boys need guidance from their fathers.

P. 3 shared the following:

As a single mother with a son, I thought sometimes he needs a father figure. Because if I want to guide him, he always says that: ‘I want my father to tell me because I am a man, and you are a woman. You don’t know how I feel as a man.’ He is a boy and a teenager, and sometimes I thought that he needs a father figure to guide him, and as a single parent I struggle to guide him.
(P.3, Lines 14-16)

P.3 added, *“He doesn’t understand that I can’t be a mother and a father at the same time. And financially, he expects more, he feels that ‘I’m the only son, how can’t you afford to buy me everything I want?”* (P.3, Lines 20-22).

P.1 agreed, stating:

I agree, that as a single mother, raising two kids, it’s quite a challenge, because it’s a boy and a girl child. And sometimes, emotionally they can’t open to me. But then I get a feeling that if maybe the father was around, that thing would be easier, especially for the boy. Because [for] the boy child [it] is the father that needs to guide and discipline so that they can do the right thing. And the girl child needs the mother to rely on. (P.1, Lines 156-163)

Two participants responded to P.1’s comments:

Another challenge is if you are a single mother, then [if] we are raising a boy. The challenge is when teachers give them homework or they ask them to do

homework about life skills. The answers are now about puberty, then it's difficult for me as a mother to tell a boy. (P.2, Lines 73-77)

I also want to add, how can I put this. The baby daddy can also sometimes be a problem. Like me, as a single mother, I'm not referring to anyone, I like to put things personally. Here am I, as a single mother, every time when I do something for my kids there is [a] baby daddy that I need to consult first before my kids can go and visit my mom. I must consult their dad, even though we are not together. Even if he is an absent father, he does care and ask[s] why you want to do that. If he says no, I teach my children to respect their father's decision as well. (P.1, Lines 278-287)

These comments build on another comment from P.1,

The school called me the other day, saying that my child has a screwdriver in his bag. I don't know where he got it, why he got it, or how he got it in his bag. So, it was a case; now it's a crime. I had to call his father and say come now; you need to intervene. This is now out of my control. (P.1, Lines 202-210)

From this sub-theme, most of the participants experienced challenges with raising boys. They indicated that the girls find it easier to communicate with them, but the boys seem to need their fathers. Their complaints are mostly about discipline and withdrawal issues.

4.2.4.3 Role Overload and Limited Parental Supervision

Research suggested that role overload in single mothers was a significant predictor of stress and strain (Cheeseman, 2010). The lack of time available was identified as a concern, and most participants reported that parenting and spending time with their children was a high priority. Most participants experienced huge challenges due to limited supervision since they were overloaded with work and came back late from work. On the question of how they balance their life as single parents, the participants mentioned the following:

When I'm at work, I'm at work. When I'm at home, I'm at home. I must balance this to develop lessons so that I cannot allow that if there is an issue at home

or work, that thing must stay at home or at work. It's just role-playing. (P.10, Lines 15-20)

Yes, I think prioritising what your obstacle is, things like when you get home, and you see your family and your kids, you already feel better. You put aside everything and just focus on what is in front of you. (P.1, Lines- 21-23)

Yes, you are tired you just hoping that he has done the work and you think that everything was fine. But you must trust them. Like we go through that point, that you say, now I trust my child and that everything is alright, then later you will be disappointed. Because you find that he is not doing his homework and doing all the wrong things. Because we are not always there to hear and see what they are doing. (P.9, Lines 89-97)

P.10 indicated that due to long working hours, limited time is spent with his son:

So we don't spend most of the time together because I am at work, and he is at school. So, after school, we spent like an hour or so together, to let him know that he is not alone. He does have a father. (Lines 61-68) ... Another challenge can be disciplining the child and spending quality time with the child. And most of the time they are overloaded with work and then financially you are always worrying about money, and then another is motivation. (P.10, Lines 11-13)

P.8 commented:

Another challenge is when you are a single parent, we have too much work to do. You must go to work, and at home, you do all the things. So, teenagers are too demanding when it comes to schoolwork. They don't do their work and if you ask, they say it's already done. If we are not checking their homework or the classwork, we find that he does not do anything for one month or a longer time, or they are not attending school. The truth is that he is bunking classes and doesn't go to school. Because I come late from work, he just tells me that he is done already and then goes to his friends; and practically, giving him discipline or looking at his work, you are too tired. (P.8, Lines 78-88)

4.2.4.4 Raising Children and Behavioural Challenges

All the participants are working at the Drop-in Centre and did not finish high school. Most of them indicated that they experienced common challenges regarding schoolwork assistance and certain challenges experienced by their children.

If we are not checking their homework or the classwork, you find that they are not doing anything for one month or [a] longer time, or they are not attending school. And you will see that if you are not giving them attention in their work and at home. You must focus on your child even if you are tired, and you must never give up on them, even if they are doing wrong things. Try to talk to them and show them the right path while it's not too late. My problem was that my child was cheating until I found out that my child was bunking school, and I always ask[ed]. I was not thinking that he was lying. The truth was found out that he is bunking classes and he doesn't go to school. Because I came late from work, he just tells me that he is done already and then go to his friends; and to practically discipline him and looking at his work, you are tired. (P.9, Lines 89-103):

I think that also his conducting or misbehaving of a child. Sometimes as a parent, there is a lot what your child can show you at school. You see for example if you don't mind. I think it was two years back. I was called from his school saying that he has a screwdriver in his school bag. Yes, so I don't know where he got it, why he got it, or how he got it in his bag. So, it was a case because it is now a crime. So, we had to sit him down. I had to call his father and say come now, you need to intervene. This is now out of my control. And so, we figured out that one of the bigger kids had planted one in his school bag. So, I gave him a pen and paper to write down what he feels and then we saw that it wasn't him. So, we must think of other ways how to communicate with our children. (P., (Lines 276-287):

Yes, you are tired, you [are]] just hoping that he has done the work and you think that everything was fine. But you must trust them. Like we go through that point. That you say, now I trust my child, and that everything is alright. Then later we will be disappointed, you will find that he is not doing his homework and doing all the wrong things. They have been bunking school and doing other

stuff that is very tricky as teenagers. Then we will be disappointed, being like my child. That is reality that we all exactly face, and not standing up for when people are saying that yours has been doing this and that. Because we are not always there to see or to hear what they are saying. You must just give them support and guide your child to be a better person. (P.9, Lines 89-103)

I also have challenges with teachers. You know we, only hear the side of the learners and not the teachers. At school, our kids meet with other kids, and they adopt to their behaviours. How children are taught at school is different. The teachers can even tell your child to go and look for a job because they are slow learners and struggle. I was called to school because my child was rude to the teacher. As I have seen in that video, the child was wrong. He was throwing the book to the teacher and another child was taking the video. The child was chased out of the class, and when he got out of the class, he throws the dustbin to the teacher. The teachers are also the parents at the school. This violence at school is also not right. (P.10, Line 288-298)

P.1 and P.3 also commented: *“Bullying is also another issue.” (P.1, Line 278.)*

“And peer pressure.” (P 3, Line 273).

4.2.4.5 Limited Knowledge of Educational Support Methods

A few participants shared their opinions and basic frustrations of not being able to assist with schoolwork due to limited knowledge of educational methods and support structures. They commented:

Kids of nowadays feel like or make us feel like if we are stupid. Let me speak from my personal side. My kids don't know what I'm going through, especially when it comes to their schoolwork. With their homework, they tell me how I should teach them, how to do their homework. But I should be the one teaching them their homework, so it's somehow challenging because we are not educated. I told them, I went to school, and I went through the grades that they are going through. I told them that I was also once a Grade 2 learner, I was also once a Grade 3 learner. I will, for example, try to explain how you do number line. They will tell me, 'no my teacher taught us like this'. I will tell them that there are many ways to do the number line. My parents did not do this with us, so I just want to help them. (P.1, Lines 45-55)

Even when I pronounce something in life skills, then he will say, 'no, my teacher told me like this'. I will tell him that I may not say it the way the teacher said it, but that is how we [have] done it, then he will understand. (P.3, Lines 56-58)

Another challenge could be that they have been changing for some time. Now I don't know how many times it can be a challenge to us if Grade 2 children or many primary kids come to you for assistance here at the centre. You will notice that some of the children you are helping here, they don't pronounce the alphabet the way we pronounce them. Growing up, they pronounce them now another way around, so that we can understand them better. I don't know why, so it can be quite a challenge. (P.10, Line 59-64):

And then financially speaking, we can't be dismissing. I was taught another method of dividing, so it will be a very, quite [a] challenge for me to assist them with their methods. I am scared to show them our methods of being that is back in our days because it might create confusion, so it is quite a challenge. (P.10, Lines 65-68):

P.3 tries to explain the difference between phonics and the alphabet, saying, "Like for example, we used to say a, b, c, d (alphabet), now they say it differently (phonics)" (P3, Lines 71-72).

Most of the participants showed determination to resolve and to support their children's education. They wanted to be involved in their children's schoolwork to have a better future for themselves.

4.2.5 Discussion of Findings for Theme 4

Single-parent families experience financial insecurity, but this is not their only stress. These families may also experience a lack of employment, supervision and health insurance. In addition, children from low socio-economic areas living in single-parent homes may experience insufficient nutrition and inadequate schooling. Children living in single-parent homes where the mother is the breadwinner, mostly working long hours, present with behavioural challenges that lead to school dropouts.

Participants in this study described their financial issues as parents who desired to do so much for their children yet felt financially constrained. According to research, single mothers have limited wage options, unstable jobs, and problematic work schedules.

The participants in the present study expressed their gratitude for working at the drop-in centre since they could provide food for their children with the little stipend received.

Some participants outlined the challenges of raising their sons alone without the support of the children's fathers as role models. In this research, the mothers were not romantically involved with their children's fathers. Some of the participants indicated that the children's fathers supported them with clothes when it was needed, but their main struggle was disciplinary issues and behavioural challenges at school.

Lastly, the participants expressed how difficult it was to raise their children, especially their boys, without the support of their fathers. Research shows results about raising children without a father. South African black fathers are commonly known for not supporting their children financially.

A report in 2012 found that 69% of black children in South Africa live without their fathers (Hall, Meintjes, & Sambu, 2014).

4.3 CONCLUSION

In the current study, risks experienced by single-parent families included, among others, limited financial resources, absence of a father figure, role overload, limited parental supervision, raising children, behavioural challenges, and limited knowledge of educational support methods. Despite these risk concerns, single-parent families are having great outcomes due to their optimistic outlook, positive personality qualities, and optimism as individuals. The focus group conversation with the single parents was enlightening and served as a forum for the single parents to bond via shared experiences, where advice and support were offered to one another. One of the common risk factors most participants experienced was limited financial resources, mostly due to lack of education and the absence of a father figure. However, the participating single parents were currently working at the Drop-in Centre and received a stipend which allowed them to support their families with food, clothes, and schooling. They were also making use of vouchers to save money. One male participant indicated that one of his dreams was always to be a businessman and run his own tuck-shop to earn extra money to support his family.

5 Chapter 5

Conclusion and Recommendations

5.1 INTRODUCTION

This chapter provides an overview of Chapters 1 through 4. In addition, the conceptual framework is examined, and contextualization and research problems are addressed. Also given are the study's limitations and recommendations for professional practice, training, and future research.

5.2 SUMMARY OF CHAPTERS 1 TO 4

Chapter 1

The introduction to the study included a summary of the relevant background information and the investigation's purpose. The topic's significance and the need to investigate it were outlined. The research questions that prompted this study are introduced, along with the study's fundamental themes. Additionally, the ethical implications of the work were examined.

Chapter 2

Relevant literature regarding the resilience of single parents in supporting their school-going children was reviewed. The chapter included a section on the different family structures found in South Africa and an in-depth discussion based on the family resilience framework of Walsh.

Chapter 3

The qualitative approach that led the study and the interpretivist paradigm that guided the research technique are explored. This study's methodological features included the sampling of participants, the gathering of data, and the analysis of data.

Chapter 4

The outcomes of the data analysis were communicated. Several subthemes were associated with each of the four major themes. The results were correlated with the literature covered in Chapter 2, and the findings were elaborated upon.

5.3 ADDRESSING THE RESEARCH QUESTIONS

5.3.1 Primary Research Question

How do single parents enhance the resilience of their school-going children?

Based on the study's results, this chapter addresses the main research question by comparing the results to the family resilience framework created by Walsh (2012).

Among my participants, the single parents were the ones who could shed the most light on how they provide support to their school-going children in the context of developing family resilience. The answer to this question is based on individual influences, roles and connectedness, and communication and problem-solving skills.

Regarding individual factors, resilience researchers have showed that children exposed to extreme pressures and challenges can experience favorable results. A common result is that having a competent and caring parent promotes healthy developmental pathways and prevents children from maladjustment despite adversity (Masten, 2015). According to Luthar and Ciciolla (2015), investigating aspects that contribute to the well-being of mothers and, in turn, their parenting may be one of the most effective strategies to promote children's adjustment. Perceived social support and internal qualities may boost the well-being of single mothers as resilience factors. These variables, notably optimism, self-efficacy, and self-esteem, are associated with positive coping mechanisms.

Regarding roles and connectedness Ahern, Ark and Byers (2008) indicated that previous research suggested that parents may be either a protective or a risk factor depending on the context. One participant noted supportive parents in a positive manner to the degree that she had hoped. This participant indicated that her mother is her role model, and she can ask for help at any time needed. The one male participant, however, indicated the opposite regarding support received from his parents and indicated that it all depends on how connected you are to your parents. This participant indicated that he is closer to his aunt and would instead approach his aunt when support is needed. The other participants indicated that they received support from their parents regarding supervision, especially over weekends and when working late during the week. Another participant received support from the children's uncle concerning schoolwork.

Employment has been associated with meeting several needs, including financial, emotional, and a positive self-image. Within this study, all ten participants are currently working at the drop-in centre. They all spoke positively about their work. They indicated that they found their job enjoyable on a day-to-day basis especially working with the children whilst supporting their schoolwork. One participant shared the love

they gave and received from the children at the drop-in centre. Another participant shared information on how they saved money with vouchers from Shoprite and the borrow and take method when money is needed. They also shared information on how support is given amongst colleagues regarding challenges experienced with their own children and how they trust and learn from each other.

One male participant indicated why he prefers to be involved with the men's forum which is currently taking place at the police station to empower men on how to deal with anger and certain issues. All participants spoke positively concerning friends, with many experiences of support reported. They indicated that friends are primarily visited over the weekends and are mainly involved with emotional support and advice on dealing with behavioural challenges.

The participants indicated that they are not romantically involved with their children's fathers, but they do communicate for the children's sake. They indicated they communicate with the fathers when certain things are needed, and the children visit the father and the grandparents. None of the participants indicated if they received money for support monthly, but one mentioned the example of a child that needed shoes, which she would communicate to the father. One participant (P1) indicated how she involved the father regarding certain challenges experienced with behaviour at school and how she involved the father when children visited the grandmother. She felt that it was her duty to teach her children to respect the father's opinion as well.

In this research, half of the participants mentioned the neighbourhood as a resource or a protective factor, noting the importance of their neighbours. One of the participants indicated that while gardening, she occasionally communicated with a neighbour, and they shared their frustrations regarding their children while drinking coffee on the verandah.

The single parents confirmed that the drop-in centre supports families in need, such as the participants from low socio-economic households in the present study. This assistance is manifested through the supply of daily meals and a space to learn to the children from the participants' households after school to improve the children's life

skills and assist with their homework. The participants acknowledged the services they received as employees and the advantages their children enjoyed.

5.3.2 Secondary Research Questions

Which strategies can impede the resilience of school-going children?

Limited financial resources, absence of a father figure, role overload, limited supervision, raising children and behavioural challenges, and limited knowledge in educational methods of support, are regarded as the greatest risk to resilience by the participants.

Participants confirmed that inadequate financial resources will always be a challenge, regardless of their hard work. Single-parent households are highly susceptible to financial stress, which can harm mental health. Despite high work rates, single parents are more likely than other family arrangements to experience poverty (Liddell, 2008). Moreover, single-parent households are nearly twice as likely to be impoverished as those with two parents, with 67% of single parents experiencing financial difficulties (Gingerbread, 2015). Therefore, single parents must manage multiple stresses, including stigma, employment, and poverty. Multiple populations have established the relationship between economic hardship, poor health, and mental health. A study of 27 European countries indicated that single parents had poorer health than cohabiting parents and married parents, with the United Kingdom being one of the most afflicted European nations (Campbell-Sills, Cohan & Stein., 2015; Van de Velde, Bamba, van der Bracht, Eikemo & Bracke, 2014).

Regarding absent father figures, Langa (2014) defined father absence as the absence of a biological father, even with frequent or infrequent contact, as well as those absent due to death. This covers fathers who are unknown or physically absent from their children's lives (Langa, 2014). According to Nock and Einolf (2008), absent fatherhood is the male parent's physical, emotional, or financial absence. This is the case when the father fails to care for the child's fundamental physical and emotional needs or to dramatically improve their lives (Boothroyd & Perrett, 2008; Kevorkian, 2010; Makusha, 2013). In addition, the father is uninvolved in the children's upbringing and provides little emotional value to the family (Boothroyd & Perrett, 2008; Kevorkian, 2010; Kimani & Kombo, 2010; Knoester, Nock & Einolf, 2008; Petts & Eggebeen,

2007; Makusha, 2013). McLanahan and Sandefur (2009) defined absent fatherhood as the absence of a father during his children's youth and young adulthood. Segal (2010) defines absent fatherhood as a relationship in which the father lacks emotional connection and does not share the responsibility of parenting his children. Financial assistance is merely one aspect of being present in a child's life; it does not encompass the complete concept of being available to satisfy all of the child's needs.

Fathers who are not interested in getting involved in their children's upbringing appear to be on the rise in South Africa and are gradually becoming the norm (Makofane, 2015). Due to the increase in the number of households headed by a single female, absent fatherhood has become the norm in contemporary South Africa. According to the DSD, the number of female-headed households in the nation is expanding tremendously (2012). Poverty and high unemployment rates are the most prevalent contributing factors in South Africa, resulting in many dads refusing to assume responsibility for their children (Makofane, 2015). Similarly, a minority of contemporary fathers assist and care for their children or young adults.

One male participant stated that he wants to be recognised as a role model and is highly involved with his son. This participant expressed assertiveness and noted how his child's performance has changed because of new routines. This participant stated that the lockdown had a detrimental impact on his child's academics since the child could not read or do mathematics as well as before the lockdown and wished to help the child. Another participant mentioned that while her daughter readily connects with her, her son struggles to open up to her about some issues. She believes things would be much simpler for her if the father were more active in the children's lives to guide them. Another participant in this study stated that she finds it difficult to assist a boy child with some subjects such as life skills, which includes themes such as puberty, which she believes is a father's responsibility. This indicates that the single parent finds it difficult to switch roles within the family and that cultural differences may also be a factor. Things are done differently in different cultures. In some cultures and religions, it is thought that it is the father's responsibility to educate males on matters such as puberty. That is why the parent asked the uncle to assist her in that capacity.

Another participant remarked that as a single mother with a son, she believes he needs a father figure to assist him at times. She stated that the boy had informed her on the occasion that he needs his father to advise him since he is a man and believes that the mother cannot guide a boy because she is a woman who does not understand how a boy feels. Single parents may be too protective of their children and withhold certain information from them, or they may have their own reasons for not sharing certain information with their children, particularly knowledge concerning their fathers. One participant stated that the child longed for a father figure and would repeatedly inquire about his father, but the mother believed the child was not yet ready to be told who his father was.

With role overload and limited parental supervision, single parents encounter unique challenges, as they have to assume both gender roles. Single mothers and fathers may experience role overload when attempting to provide for their family's financial security while simultaneously managing the household and finances. Parental supervision has been linked to various problem behaviours, including school achievement, when characterised as direct monitoring of the children's activities or being present should the child want assistance (Cookston, 2014). It is crucial to emphasise, however, that while parents may acknowledge the need for supervision, several factors, such as work and personal obligations, limit the parents' ability to supervise their children (Peterson & Stern, 1997). Furthermore, the quantity of parental supervision may fluctuate directly as a function of the child's age and may be linked to rates of problem behaviour.

School-going children require regular monitoring, with children in elementary school only able to go from five to fifteen minutes without supervision (Peterson, Ewigman, & Kivlahan, 1993). Low supervision and monitoring were associated with low performance (Coley & Hoffman, 1996) and behaviour issues for children in intact homes according to two studies that looked at family structure and parental supervision together. When monitoring was high, children from single-mother families were no more likely than children from intact families to engage in harmful behaviours (Cookston & Remy, 2014). The participants in this study indicated that they experienced challenges with bullying, peer pressure, disrespecting teachers, lying about homework, and truancy.

Due to limited knowledge of educational support methods, in some South African schools with low socioeconomic status, a poor illiteracy rate (Singh, Mbokodi & Msila, 2004) and educational level of parents (Maphanga, 2006) contribute to the parents' non-involvement (Singh et al., 2004). Many parents in Limpopo and Mpumalanga are not involved in their children's education due to their lack of education which leaves them unable to assist them with their studies (Bush, Joubert, Kiggundu & van Rooyen, 2010).

Because of their parents' illiteracy, the learners lack confidence and do not speak or engage in school (Ngubane, 2006). These parents refuse to attend parent-teacher conferences because they fear teachers will criticise them (Mbokodi & Singh, 2011). Mbokodi and Singh (2011) also discovered that parents do not assist pupils at home and stay away from school because they feel humiliated about their lack of literacy. In contrast, Bojuwoye and Narain (2008) discovered that parents had positive expectations of their children, assisted them with homework assignments, and monitored and supervised their children's out-of-school activities. Participants in this study said they help their children with their education and go to school more frequently. They also say they take the teachers' phone numbers so they can connect with them about their children's education on a frequent basis. The participants stated that they check their children's schoolbooks regularly and would like to assist them with their schoolwork, but it is impossible to do so since the children believe they are ignorant and refuse to do so.

Which strategies do single parents employ to enhance the resilience of their school-going children?

The framework for family resilience (Walsh, 2003) is presented through three main processes: belief systems, organizational patterns, and communication/ problem-solving. Walsh (2003) states that family resiliency is visible when risk and protective elements balance. In addition to the three processes described above, the conceptual framework for family resilience focuses on the family's interaction within its subsystems. The conceptual framework elaborates on how families confront life crises

and/or persistent vertical and/or horizontal pressures. Families can recover from their stressors through optimal connection with one another and external systems.

Open communication and shared decision-making skills

Table 5.1: Participants' three resilience processes

Resilience Process	Characteristics
Individual influence	Personal characteristic traits and strengths Positive parenting and optimism for the future Cultural beliefs
Roles and connectedness	Co-parent involvement Parental roles and support Social support from family, friends, and the community
Coping strategies	Open communication and shared decision-making

Individual beliefs and personal strength are an anchor for the single parents included in this study.

5.4 ADDRESSING THE CONCEPTUAL FRAMEWORK

Walsh (2012) indicated that family resilience involves more than managing adverse and stressful circumstances, as it encompasses the potential for growth in relational and personal transformation despite the family's adversity. The family resilience framework has three key processes, namely belief systems, organisational patterns and communication/problem-solving, that foster healing and growth in a family experiencing chronic adversity (Walsh, 2012). The focus group of twelve participants in this study experiences multiple resilient processes and risk factors while living in the low socioeconomic area of Mamelodi. The family resilience framework further identifies the family's adversity but does not include the single-parent family risk factors. However, in the present research study, the family resilience model based on the identified themes includes the risk factors that single-parent families experience.

The Family Resilience Framework of Walsh (2012) assumes that no single model of healthy functioning can fit each family and every situation. This research has found that single-parent families living in the low socio-economic environment of Mamelodi utilised all three key processes of the family resilience framework. In Table 5.1, a comparison is provided between Walsh's (2012) family resilience framework and the resilience model derived from the themes of this research.

Table 5.2: Comparison between the Family Resilience Framework and the resilience model derived from the themes in this research

Family Resilience Framework (FRF) (Walsh, 2012)	Resilience model derived from the themes in this research
Belief systems	Individual influences
Make meaning of adversity	Personal characteristic traits and strengths
Positive outlook	Positive parenting and optimism for the future
Transcendence and spirituality	Family Values
	Cultural beliefs
Organisational patterns	Roles and connectedness
Flexibility	Co-parent involvement
Connectedness	Parental roles and support
Social and economic resources	Social support from family, friends, and the community
Communication/Problem-solving	Coping strategies
Clarity	
Open emotional expression	Open communication and shared decision-making
Collaborative problem-solving	
No correlation to the theme of this study	Risks experienced by single parents
	Limited financial resources
	Absence of a father figure
	Role overload and limited supervision
	Raising children and behavioural challenges
	Limited knowledge of educational support methods

The family resilience framework of Walsh's (2012) key processes of communication/problem-solving and organisational patterns correlates well with the researcher's theme of roles, connectedness and communication as they both discuss social and economic resources, open communication and shared decision-making. However, the concept of culture is not present in Walsh's (2012) Family Resilient Framework. In South Africa, there is a paucity of research on the role of THE African culture's influences on an individual's resilience (Theron & Theron, 2010).

The key processes of the family resilience framework have been shown to support families in adverse circumstances. The family resilience framework could assist mental health professionals in assessing family resilience in low socio-economic areas in South Africa and recognising which areas need intervention.

5.5 ADDRESSING THE WORKING ASSUMPTIONS

This portion of the research evaluates whether the working assumptions hold up against the findings in the study.

- Single parents struggle to develop resilience among their school-going children.
- Single parents employ unique strategies to develop resilience in their school-going children.
- Single parents play an important role in their school-going children's academic achievement.
- Parental involvement in their children's academic activities leads to high levels of resilience.

The single-parent families' resilience is due to conscious choices. The single parents confirmed that they live in unfavourable conditions, although they consider their lives to have meaning. In addition, as described in Chapter 4, the participants could identify elements contributing to their resilience and enhancing the research's validity through credibility, transferability, dependability, and confirmation. In terms of believability, the findings are consistent with reality; hence reliability has been proven. In addition, the findings were reliable (reliability) for this sample in this context based on the various data collection techniques used. As noted, the study is qualitative in nature. As the researcher, I was conscious that my own opinions, attitudes, and prejudices affected

the research process in some manner; therefore, peer assessment helped establish the impartiality of this study by providing an objective perspective from my supervisor and co-researcher.

5.6 POSSIBLE CONTRIBUTIONS

This study's findings contribute to the extensive body of literature on the resilience of single-parent families. Although the present study's findings cannot be generalised or transferred to other settings, it highlights risk and protective factors present in the lives of single-parent households.

5.7 LIMITATIONS AND RECOMMENDATIONS

The qualitative study's findings cannot be generalized because the sample is not representative of the community; hence, they cannot be applied to a larger context. The limitation is that the findings are context-dependent, and additional quantitative research must be conducted to identify South African elements that are generalizable and important to the universal population.. The inclusion of one male participant among the other twelve participants, offering an imbalanced image of single-parent families, compounded the difficulties with generalisation in this study. It is more crucial to conduct a thorough investigation of the phenomenon being examined while using qualitative research than it is to generalise the results. I prioritised transferability over generalisability to ensure that the findings would include detailed explanations and information to support the resilience framework (Walsh, 2012). As a result, this study may not accurately represent all single parents since it only included individuals from 13 single-parent homes in South Africa (Mammen & Sano, 2012). The study showed positive and negative perceptions of single-parent families in Mamelodi East. Still, it seemed that the participants' perception of family resilience was healthy due to the resources and networks to which they were exposed.

5.8 RESEARCHER'S REFLECTIONS

During the research process, I needed to be mindful of my own beliefs about family resilience and what protective and risk factors a family may be exposed to from my frame of reference. Because I wanted to improve people's lives, I worked for FAMSA in the Northern Cape in 2013. Since I had no idea how to get involved in the community, those two years were difficult. After working in the community for two years, primarily with single parents, I realised that despite their challenges, single parents are still capable of overcoming these difficulties. These single parents inspired

me because they persevered in the face of hardship. I had to be careful when considering my function as a researcher in this study because I had been exposed to similar circumstances. I may have some personal biases that have affected this study's objectivity, which could be extremely harmful, and might have led to incorrect conclusions about the backgrounds and experiences of the participants. I've come to understand that my personal background, perspective, history, and prior experiences could influence the data analysis. I kept a study notebook and talked about my feelings, ideas, and behaviours with my peer researchers to keep aware of these biases.

When I compare my childhood to that of the single-parent families who participated in this study, I see that a positive developmental outcome results from their family bond, belief system, flexibility in role reversal, and family connection. Despite their low socioeconomic condition, the single parents in this study demonstrated that they could operate successfully. The single parents provide valuable life lessons to their children, and the children's responsibilities are changed to correspond to the family structures they inherited. The single parents in this study described how they employ resilience within their families based on the available resources within the family (such as a positive outlook, positive parenting, shared decision-making, and open communication skills) as well as support from family, friends, and community resources.

5.9 IMPLICATIONS OF THE FINDINGS

The findings showed that the study's participants depend on one another and use support from their peers and colleagues. The findings and observations made during the focus group further suggested that the participants had a close bond and showed each other love, trust, and respect. They were observed to complement one another and provide a strong support system.

Everyone knows each other's circumstances and is willing to share their stories, both the good and the bad, so the participants don't seem to be keeping any secrets from one another. They benefit from one another's knowledge and use each other's assistance and guidance. With the help of this knowledge, it was discovered that single parents develop better bonds with one another when they can communicate, trust, and respect one another's shortcomings and struggles.

One of the things that stood out was how important it was for everyone to never give up on their children, to see the positive side of things, and never view difficulties as barriers. What I've observed during this study is that the participants know how to manage a limited budget and make the most of what they have. They are incredibly loving, patient, appreciative, and aware of their children's challenges. The participants have bigger goals for their kids and believe that they are capable of reaching their goals despite their circumstances.

They continue to assist the children with their education and do not neglect their parental duties. They ensure they know the children's whereabouts and relationships with other people. They've made it clear that they've adjusted to their circumstances and accepted their status as single parents.

It suggests that many other single parents in society can benefit from these participants' experiences to raise children who are more resilient, operate better for their own wellness, and enjoy life despite daily challenges.

5.10 CONCLUSION

The objective of this study was to explore the strategies single parents employ to support the resilience of their school-going children. The research provided insight into the resilience processes and risk factors that the single-parent families perceived and how these strengthened their family resilience or inhibited them from becoming resilient. This study revealed that each participant amassed resources or protective variables that reflected their individuality and environment, resulting in beneficial adaptation. A central tenet of this study was that these single parents placed a high premium on their children despite frequently lacking time and resources. Although some risk factors were discovered, numerous protective factors, such as personal growth, inner strength, and hope for the future, were also detected.

The data was analysed inductively, and the themes were compared with Walsh's family resilience framework to assess whether the framework was relevant to South African families facing adversity. The research found that single-parent families used the same and similar resilient processes as those in the family resilience framework. Therefore, the family resilience framework can be used and adapted by psychologists to assess a family's resilience when creating interventions.

REFERENCES

- Abudu, A. M., & Fuseini, M. N. (2013). Influence of single parenting on pupils' academic performance in basic schools in the Wa municipality. *International Journal of Education Learning and Development*, 85-94. <http://www.eajournals.org/wp-content/uploads/Influence-of-Single-Parenting-on-Pupils'-Academic-Performance-in-Basic-Schools-in-the-Wa-Municipality.pdf>
- Ahern, N. R., Ark, P., & Byers, J. (2008). Resilience and coping strategies in children. *Paediatric Nursing*, 20, 32-36. <https://doi.org/10.7748/paed2008.12.20.10.1.c6905>
- Amato, P. R., & Keith, B. (1991). Separation from a parent during childhood and adult socioeconomic attainment. *Social Forces*, 70(1), 187-206. <https://doi.org/10.1093/sf/70.1.187>
- American Psychiatric Association. (2016). *Single parenting and today's family*. Available at <https://www.apa.org/topics/parenting/single-parent>
- Amoakohene, A. (2013). *Relationship between Single Parenting and Academic Performance of adolescents in senior high schools: A case study of Afigya Sekyere district in Ashanti region*. (Doctoral dissertation, Kwame Nkrumah University of Science and Technology).
- Amoateng, A. Y., & Richter, L. M. (2007). Social and economic context of families and households in South Africa. *Families and households in post-apartheid South Africa: Socio-demographic perspectives*, 1-25.
- Anderson, k. (2003). *Family Structure, Schooling Outcomes, and Investment in Education in South Africa*. Populations Studies Center, Institute for Social Research, University of Michigan.
- Ardington, C., Case, A., & Hosegood, V. (2009). Labor supply responses to large social transfers: Longitudinal evidence from South Africa. *American Economic Journal: Applied Economics*, 1(1), 22-48. <https://doi.org/10.1257/app.1.1.22>
- Azuka-Obieke, U. (2013). Single-parenting, psychological well-being and academic performance of adolescents in Lagos, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(1), 112-117.
- Babbie, E. (2007). *Tile practice of social research*. *Istanbul Bilgi University Library*.
- Baca Zinn, M., & Eitzen, D.S. (2005). *Diversity in families*. (7th ed.). Sydney: Allyn and Bacon.

- Beavers, W. R., & Hampson, R. B. (2003). Measuring family competence: The Beavers Systems Model. In F. Walsh (Ed.), *Normal family processes* (3rd ed., pp.549-580). New York, NY: Guilford Press.
- Bellavia, G., & Frone, M. (2005). Work-family conflict. In J. Barling, E. K. Kelloway, & M. Frone (Eds.), *Handbook of work stress* (pp. 185-221). Thousand Oaks, CA: Sage Publications.
- Benokraitis, N. J. (2012). The changing family. In *Marriages and Marriages and Families: Changes, Choices, and Constraints*. London: MySoclab
- Benzies, K., & Mychasiuk, R. (2009). Fostering Family Resilience: A review of the key protective factors. *Child and Family Social Work*, 14(1), 103-114. <https://doi.org/10.1111/j.1365-2206.2008.00586.x>
- Bhana, A., & Bachoo, S. (2011). The determinants of family resilience among families in low-and middle-income contexts: *A systematic literature review*. *South African Journal of Psychology*, 41(2), 131-139. Retrieved from <https://hdl.handle.net/10520/EJC98641>
- Bhengu, T. (2003). *Accountable parental involvement in primary school*. (Master of Education, Unpublished thesis). University of Zululand, Kwadlangezwa
- Boss, P., Bryant, C. M., & Mancini, J. A. (2017) (Eds.). *Family Stress Management: A conventional approach* (3rd ed.). Thousand Oaks, CA: Sage.
- Bojuwoye, O., & Narain M. (2008). Parental involvement and children's academic achievement in a South Africa setting. *Journal of Psychology in Africa*, 18(2), 275- 278
- Boothroyd, L. D., & Perrett, D. I. (2008). Father absence, parent-daughter relationships and partner preferences. *Journal of Evolutionary Psychology*, 6(3), 187–205. <https://doi.org/10.1556/JEP.6.2008.3.3>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-10. <https://doi.org/10.1191/1478088706qp063oa>
- Bush, T., Joubert, R., Kiggundu, E., & van Rooyen, J. (2010). Managing teaching and learning in South African schools. *International Journal of Educational Development*, 30(2), 162-168. <https://doi.org/10.1016/j.ijedudev.2009.04.008>
- Buthelezi, T., Alexander, D., & Seabi, J. (2009). Adolescents' perceived career challenges and needs in a disadvantaged context in South Africa from a social cognitive career theoretical perspective. *South African Journal of Higher*

- Education*, 23(3), 505-520. Retrieved from <https://hdl.handle.net/10520/EJC37541>
- Blokland, L. M. E. (2014). Mental health care in Mamelodi East: Disadvantaged geographical positioning in a South African township. *De Jure*, 47(2), 175-188. Available at <https://hdl.handle.net/10520/EJC166196>
- Brewer, J. (2014). *Introduction to early childhood education: preschool through primary grades* (6th ed.). (pp. 514-515). London: Pearson New International Edition.
- Brown, O., & Robinson, J. (2012). Resilience in remarried families. *South African Journal Of Psychology*, 42(1), 114-126. Available at <https://hdl.handle.net/10520/EJC98672>
- Burns, A., & Scott, C. (1994). *Mother-headed families and why they have increased*. Hillsdale, NJ: Lawrence Erlbaum Associates. <https://doi.org/10.1080/07491409.1997.10162403>
- Campbell-Sills, L., Cohan, S. I., & Stein, M. B. (2006). Relationship of resilience to personality, coping, and psychiatric symptoms in young people. *Behaviour Research and Therapy*, 44, 584-599. <https://doi.org/doi:10.1016/j.brat.2005.05.001>
- Casale, M. (2011). 'I am living a peaceful life with my grandchildren. Nothing else.' Stories of adversity and 'resilience of older women caring for children in the context of HIV/AIDS and other stressors. *Ageing & Society*, 31(8), 1265-1288.
- Cheeseman, S. (2010). *The experience of single mothers: Resilience in their multiple roles* (Honours thesis). Retrieved from <http://ro.ecu.edu.ac/>
- Cherlin, A. J. (2005). American marriage in the early twenty-first century. *The future of children*, 33-55. Available at <https://www.jstor.org/stable/3556562>
- Cherry, K. (2010). *The Everything Psychology Book: Explore the human psyche and understand why we do the things we do*. Holbrook, MA: Adams Media.
- Choi, J. K., & Jackson, A. P. (2011). Fathers' involvement and child behavior problems in poor African American single-mother families. *Children and youth services review*, 33(5), 698-704. <https://doi.org/10.1016/j.childyouth.2010.11.013>
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education*, (6th ed.). London: Routledge.
- Coley, R. L., & Hoffman, L. W. (1996). Relations of parental supervision and monitoring to children's functioning in various contexts: Moderating effects of

- families and neighborhoods. *Journal of Applied Developmental Psychology*, 17(1), 51-68. [https://doi.org/10.1016/S0193-3973\(96\)90005-2](https://doi.org/10.1016/S0193-3973(96)90005-2)
- Conway, F., Jones, S., & Speakes-Lewis, A. (2011). Emotional strain in caregiving among African American grandmothers raising their grandchildren. *Journal of Women & Aging*, 23(2), 113-128. <https://doi.org/10.1080/08952841.2011.561142>
- Cookston, J. T., & Remy, L. N. (2015). Who am I if we're not us? Divorce and identity across the lifespan. In K. C. McLean & M. Syed (Eds.), *The Oxford handbook of identity development* (pp. 454–471). Oxford University Press.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oakes: Sage.
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approach* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2013). *Steps in conducting a scholarly mixed methods study*. DBER Group Discussion, 144 November 2013, at the University of Nebraska, Lincoln.
- Creswell, J. W. (2014). *Research design: Qualitative, Quantitative, and mixed methods approaches* (4th ed.). Los Angeles, CA: Sage.
- Crous, S. (2011). *Possibility and limits of life design counselling with an abandoned adolescent* (Master's dissertation, University of Pretoria, Pretoria, South Africa). Retrieved From <https://repository.up.ac.za/bitstream/handle/2263/30469/dissertation.pdf?sequence=1>
- Davidson, J. K. Sr., & Moore, N. B. (1992). *Marriage and family*. Dubuque, IA: Wm. C. Brown.
- Dearing, E., McCartney, K., & Taylor, B. A. (2006). Within-child associations between family income and externalizing and internalizing problems. *Developmental psychology*, 42(2), 237. <https://doi.org/10.1037/0012-1649.42.2.237>
- Department of Education. (1996). South African Schools Act No. 84 of 1996. https://www.gov.za/sites/default/files/gcis_document/201409/act84of1996.pdf
- Government Gazette*, No 377. 17579, pp. 1. (2011).
- Department of Social Development. (2011). *Green Paper on Families: Promoting Family Life and Strengthening Families in South Africa*. [Online] Retrieved from https://www.gov.za/sites/default/files/gcis_document/201409/34692gen756a0.pdf [Accessed on 22 September 2022]

- Department of Social Development. (2012). *White Paper on Families in South Africa*. [Online]. Retrieved from www.dsd.gov.za/index.php?option=com_docman&task=cat_view&gid=33&Itemid=39 [Accessed 30 May 2004].
- De Vos, A. S., Strydom, H., Fouche, C. B. & Delpont, C. S. L. (2002). *Research at grass roots: For the social sciences and human service professions*. Pretoria: Van Schaik.
- De Vos, A. S., Strydom, H., Schulze, S., & Patel, L. (2011). The sciences and the professions. In A. S. de Vos, H. Strydom, C.B Fouche, C.S. L. Delpont (Eds.) *Research at grass roots: For the social sciences and human service professions* (4th ed., pp. 3-26). Pretoria, South Africa: Van Schaik.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Donkor, A. K. (2010). Parental involvement in education in Ghana: The case of a private elementary school. *International Journal about Parents in Education*, 4(1), 23-38.
- Eagle, G., Hayes, G., & Sibanda, T. (2002). Standpoint methodologies: Marxist, feminist and black scholarship perspectives. In M. Terre Blanche & K. Durrheim (Eds.), *Research in practice: Applied methods for the social sciences* (pp. 438-461). Cape Town, South Africa: University of Cape Town Press.
- Families, INC. (2000). *Counselling Services*. [Blog]. Available at <https://www.familiesinc.net/blogs>
- Feltham, C., & Horton, I. (2006). Psychotherapy: Introduction. *The SAGE Handbook of Counselling and Psychotherapy*, 238.
- Ferrel, R.T. (2009). *The effects of single-parent households versus two-parent households on student academic success, attendance, and suspensions*. (Doctoral Dissertation, Education, Lindenwood University, St. Charles, Missouri).
- Fisher, P. A., Gunnar, M. R., Dozier, M., Bruce, J., & Pears, K. C. (2006). Effects of therapeutic interventions for foster children in behavioural problems, caregiver attachment, and stress regulatory neural systems. *Annals of the New York Academy of Sciences*, 1094, 215-225. <http://doi.org/10.1196/annals.1376.023>
- Flick, U. (2009). *An introduction to qualitative research* (4th ed.). Los Angeles, CA: Sage.

- Flick, U. (2011). *Introducing research methodology: A beginner's guide to doing a research project*. London: Sage.
- Fouche, C.B., & Schurink, W. (2011). Qualitative research designs. In A.S. de Vos, H. Strydom, C. B. Fouche, & C. S. L. Delpont (Eds.). *Research at grass roots: For the social science and human service professions* (4th ed. pp. 307-327). Pretoria, South Africa: Van Schaik.
- Foster, T. A. (2013). *An exploration of academic resilience among rural students living in poverty* (Doctoral thesis) Retrieved from ProQuest Dissertations (UMI No 3560885).
- Fraenkel, J. R., & Wallen, N. E. (1990). *How to design and evaluate research in education*. New York, NY: McGraw-Hill.
- Freeks, F. E., Strydom, C., & Bartlett, E. (2015). Die impak van afwesige vaders op adolessente dogters se psigososiale welstand. *Health SA Gesondheid*, 20(1), 45-58.
<https://doi.org/10.1016/j.hsag.2015.03.002>
- Fry, P. S., & Scher, A. (1984). The effects of father absence on children's achievement motivation, ego-strength, and locus-of-control orientation: A five-year longitudinal assessment. *British Journal of Developmental Psychology*, 2(2), 167-178. <https://doi.org/10.1111/j.2044-835X.1984.tb00780.x>
- Gasa, V. (2013). Resilience in the context of learners and youth raised in grandparent-headed families. *Commonwealth Youth and Development*, 11(1), 22-31.
<https://hdl.handle.net/10520/EJC142720>
- Gingerbread. (2015). Paying the price: The impact of the summer budget on single parent families. Retrieved from <https://barrowcadbury.org.uk/wp-content/uploads/2015/10/Gingerbread-impact-analysis-Summary-briefing.pdf>
[Accessed 22 September 2022]
- Gladding, S. T. (1998). *Family Therapy: History, Theory, and Practice*. London, UK: Pearson.
- Gottzman, D. (2009). *Servant core in support of multi-functional service facilities*. (Dissertation, March, University of Pretoria). Available at <http://hdl.handle.net/2263/30056>
- Hanson, K., & Cederblad, M. (2004). Sense of coherence as a meta-theory for salutogenic family therapy. *Journal of Family Psychotherapy*, 15, 39-54.

- Henry, C. S., Morris, A. S., & Harrist, A. W. (2015). *Family resilience: Moving into the third wave*, *Family Relations*, 64, 22-43. <https://doi.org/10.1111/fare.12106>
- Hernández, D., Jiang, Y., Carrión, D., Phillips, D., & Aratani, Y. (2016). Housing hardship and energy insecurity among native-born and immigrant low-income families with children in the United States. *Journal of Children and Poverty*, 22(2), 77-92. <https://doi.org/10.1080/10796126.2016.1148672>
- Hesse-Biber, S.N. & Leavy, P. (2011). *The practice of qualitative research*, (2nd ed.). Thousand Oaks, Ca: Sage.
- Hopf, S. (2010). Risk and resilience in children with parental divorce. *Dartmouth Undergraduate Journal of Science*, 12(3).
- Holborn, L. & Eddy, G. (2011). *First steps to healing the South African Family*. Johannesburg: South African Institute of Race Relations.
- Hussey, J. & Hussey, R. (1997). *Business research: a practical guide for undergraduate and postgraduate students*. London: Macmillan.
- Jansen, J. D. (2016). Introduction to the language of research. In K. Maree (Ed.). *First steps in research* (2nd ed., pp. 16-24). Pretoria, South Africa: Van Schaik.
- Jewkes, R., Morrell, R., & Christofides, N. (2009). Empowering teenagers to prevent pregnancy: lessons from South Africa. *Culture, health & sexuality*, 11(7), 675-688. <https://doi.org/10.1080/13691050902846452>
- Kavas, S., & Gündüz-Hoşgör, A. (2013, September). The parenting practice of single mothers in Turkey: Challenges and strategies. In *Women's Studies International Forum* (Vol. 40, pp. 56-67). Oxford, UK: Pergamon.
- Keller, A., Ford, L., & Meacham, J. (1997). Dimension of self-concept in preschool children. *Developmental Psychology*, 14, 483-489.
- Kevorkian, C. (2010). Father absence and self-esteem amongst economically disadvantaged children. *Social Work Theses*, 55. Retrieved from http://digitalcommons.providence.edu/socialwrk_students/5.
- Kimani, E., & Kombo, K. (2010, December). Challenges facing nuclear families with absent fathers in Gatundu North District, Central Kenya. In *The African Symposium* (Vol. 10, No. 2, pp. 11-25).
- Kiernan, K., Land, H., & Lewis, J. E. (1998). *Lone motherhood in twentieth-century Britain: from footnote to front page*. Oxford University Press.
- Kivunja, C & Kuyini, A. B. (2017). Understanding and applying research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6(5), 26-41.

- Kleingeld, C., & Le Roux, C. (2010). *Social Auxiliary Work Methods and Techniques I: Working with Individuals and Families*. NICDAM.
- Knoester, C., Petts, R., & Eggebeen, D. J. (2007). Commitments to fathering and the wellbeing and social participation of new, disadvantaged fathers. *Journal of Marriage and Family*, 69(4), 991–1004. <https://doi.org/10.1111/j.1741-3737.2007.00426>.
- Kraemer, H. C., Lowe, K. K., & Kupfer, D. J. (2005). *To your health: How to understand what research tells us about risk*. Oxford University Press.
- Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). London, England: Sage.
- Lam, D., & Seekings, J. (2005, July). Transitions to adulthood in urban South Africa: Evidence from a panel survey. In *IUSSP General Conference* (pp. 1-19).
- Langa, M. (2014). Meaning making in growing up without a father: Narratives of young adolescent boys. *The Open Family Studies Journal*, 6(1), 56–61. <https://doi.org/10.2174/1874922401406010056>
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research*. London: Pearson Custom.
- Liddell, C. (2008). *The impact of fuel poverty on children*. Save the Children, Belfast. Retrieved from [https://www.savethechildren.org.uk/sites/default/files/docs/TheImpact_of_Fuel_Poverty_on_Children_Dec_08\(1\)_1.pdf](https://www.savethechildren.org.uk/sites/default/files/docs/TheImpact_of_Fuel_Poverty_on_Children_Dec_08(1)_1.pdf)
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage.
- Lipman, L. & Bradcock Wilcox, W. (2014). World Family Map 2014: *Mapping Family change and child-wellbeing outcomes*. www.childtrends.org. Retrieved from <https://www.childtrends.org/publications/world-family-map-2014-mapping-family-change-and-child-well-being-outcomes> [Accessed on 22 September 2022]
- Louw, J. A. (2018). *Adolescents' perceptions of family resilience in an absent father family*. (Master's Dissertation, Educational Psychology. University of Pretoria).
- Louw, D., & Louw, A. (2014). *Child and adolescent development*. Johannesburg, South Africa: UJ Press.
- Luthar, S. S. (2006). Resilience in development: A synthesis of research across five decades. In D. Gicchetti & D. J. Cohen (Eds.). *Developmental psychopathology: Vol 3, Risk, disorder, and adaptation* (2nd ed.), p 739-795). Hoboken, NJ: Wiley. <https://doi.org/10.1002/9780470939406ch20>

- Luthar, S. S. & Ciciolla, I. (2015). Who matters mommy? Factors that contribute to mothers well-being. *Developmental Psychology*, 51, 1812-1823. <https://doi.org/10.1037/dev0000051>
- Ma, X. & Abbott, M. (2016), "Growth and conflict: the views of Chinese private higher education managers", *Journal of International Education in Business*, 9 (1), 17-30. <https://doi.org/10.1108/JIEB-04-2016-0003>
- Manning, W. D. (2002). The Implications for Cohabitation for Children's Well-being. In A Booth and AC Crouter (Eds.). *Just Living Together: Implications of Cohabitation on Families, Children and Social Policy*. Mahwah, NJ. Lawrence Erlbaun Associates, Inc.
- Mahlangu, E. S. (2015). *Resilience processes employed by families from a low socio-economic background* (Master's dissertation, University of Pretoria).
- Makofane, M. D. M. (2015). "Not all men are fathers": Experiences of African women from families with absent fathers. *Social Work*, 51(1), 22–44.
- Makusha, T. (2013). *Determinants of father involvement: Children, women and men's experiences of support children receive from men in KwaZulu-Natal* [Doctoral dissertation, University of KwaZulu-Natal, Durban].
- Mammen, S., & Sano, Y. (2012). Gaining access to economically marginalized rural populations: Lessons learned from nonprobability sampling. *Rural Sociology*, 77(3), 462-482. <https://doi.org/10.1111/j.1549-0831.2012.00083.x>
- Mampane, R., & Bouwer, C. (2011). The influence of township schools on the resilience of their learners. *South African Journal of Education*, 31(1). <https://doi.org/10.15700/saje.v31n1a408>
- Maphanga, N. C. (2006). *Parental involvement in children's education in selected schools in Inanda area, KwaZulu Natal province* (Doctoral dissertation, University of Kwazulu-Natal).
- Maree, K. (2016). *First steps in research*. (2nd ed.). Pretoria, South Africa: Van Schaik.
- Maree, K., & Pietersen, J. (2011). Sampling in K. Maree (Ed.), *First steps in research* (pp. 171-178). Pretoria, South Africa: Van Schaik.
- Maree, K., & Van der Westhuizen, C. (2007). Planning a research proposal. In K Maree, *First steps in research*, 1.
- Mash, E, J & Wolfe, D. A. (2013). *Abnormal Child Psychology*. (5th ed.). London: Cengage Learning.

- Masten, A. S. (2015). *Ordinary magic: Resilience in development*. New York, NY: Guilford
- Masten, A. S. (2018). Resilience theory and research on children and families: Past, present, and promise. *Journal of Family Theory & Review*, 10(1), 12-31. <https://doi.org/10.1111/jftr.12255>
- Masten, A. S., & Gicchetti, D. (2016). Resilience in development: Progress and transformation. In D. Gicchetti (Ed.). *Developmental psychopathology* (3rd ed.). Vol, 4, pp. 271-333. New York, NY: Wiley. <http://doi.org/101002/9781119125556.devpsy406>
- Masten, A. S., & Monn, A. R. (2015). Child and family resilience: A call for integrated science, practice, and professional training. *Family Relations*, 64, 5-21. <https://doi.org/10.1111/fare.12103>
- Matjeke, K. T. (2017). *Factors influencing work satisfaction of single parents in the South African National Defence Force: An exploratory study* (Master's thesis). Stellenbosch University.
- Mayekiso, T., & Tshemese, M. (2007). Contextual issues: poverty. In Duncan, N., Bowman, B., Naidoo, A., Pillay, J., Roos, V., Eds, *Community Psychology: Analysis, Context and Action*; 150-165.
- Mbokodi, S. M., & Singh, P. (2011). Parental partnerships in the governance of schools in the black townships of Port Elizabeth. *Perspectives in Education*, 29(4), 38-48.
- McLanahan, S., & Jencks, C. (2015). Was Moynihan right? What happens to children of unmarried mothers. *Education Next*, 15(2), 14-21.
- McLanahan, S., & Sandefur, G. D. (2009). *Growing up with a single parent: What hurts, what helps*. Harvard University Press.
- Meintjes, H., Hall, K., Marera, D, & Boulle, A. (2009). *Child-headed Households in South Africa: Statistical Brief*. Cape Town: The Children's Institute.
- Merriam, S. (2009). *Qualitative Research: A guide to design and implementation. Qualitative research and case study applications in education*. New York, NY: Jossey-Bass.
- Michael, S., Wolhuter, C. C., & van Wyk, N. (2012). The management of parental involvement in multicultural schools in South Africa: a case study. *Center for Educational Policy Studies Journal*, 2(1), 57-82.

- Milkie, M. A., Mattingly, M. J., Nomaguchi, K. M., Bianchi, S. M., & Robinson, J. P. (2004). The time squeeze: Parental statuses and feelings about time with children. *Journal of Marriage and Family*, 66(3), 739-761. <https://doi.org/10.1111/j.0022-2445.2004.00050.x>
- Mokomane, Z. (2012, September). Role of families in social and economic empowerment of individuals. In *United Nations Expert Group Meeting on Promoting Empowerment of People in Achieving Poverty Eradication, Social Integration and Full Employment and Decent Work for All* (pp. 10-12).
- Moore, M., & Beazley, S. (1996). Split family life. In M. Moore, J. Sixsmith & K. Knowles (Eds.), *Children's reflections on family life* (pp. 66-80). London: The Falmer Press.
- Morgan, D. L., Ataie, J., Carder, P., & Hoffman, K. (2013). Introducing dyadic interviews as a method for collecting qualitative data. *Qualitative health research*, 23(9), 1276-1284. <https://doi.org/10.1177/1049732313501889>
- Morrissey, G., & Higgs, J. (2006). Phenomenological Research and adolescent female sexuality: Discoveries and applications. *The Qualitative Report* 11(1), 161-181.
- Morwe, K. G., Tugli, A. K., Klu, E. K., & Matshidze, P. E. (2015). Absent Fatherhood: Implications for Single Mother Families in the Odi Region, South Africa. *Journal of Social Sciences*, 44(1), 15–20. <https://doi.org/10.1080/09718923.2015.11893453>
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Mouton, J. (2001). How to succeed in your master's & doctoral studies. A South African guide and resource book. *New Voices in Psychology*, 7(2), 148-152.
- Mrinde, N. J. (2014). *Challenges that single-parented students face in attaining secondary school education in Kinondoni municipality Dar-Es-Salaam*. (Master's Dissertation, Education in Administration, Planning and Policy Studies In The Open University of Tanzania).
- Murray, C. (2003). Risk factors, protective factors, vulnerability, and resilience: A framework for understanding and supporting the adult transitions of youth with high-incidence disabilities. *Remedial and special education*, 24(1), 16-26. <https://doi.org/10.1177/07419325030240010>

- Naicker, K. (2013). The factors promoting parental involvement at a secondary school in Kwa-Zulu Natal (Master of Education Unpublished thesis). University of KwaZulu-Natal, Durban.
- Narain, M. (2005). *Parental involvement and academic performance in selected secondary schools in KwaZulu-Natal*. (Dissertation, Master of Education, University of KwaZulu-Natal, Durban.)
- National Research Council. (2003). *Protecting participants and facilitating social and behavioural sciences research*. Washington, DC: The National Academic Press. <https://doi.org/10.17226/10638>
- Nelsen, J., Erwin, C., & Delzer, C. (2012). *Positive Discipline for Single Parents, Revised and Updated 2nd Edition: Nurturing Cooperation, Respect, and Joy in Your Single-Parent Family*. New York, NY: Harmony.
- Ngubane, W. S. (2006). An investigation into the implementation of participative management in a rural school in the Pietermaritzburg district (Master of Education Unpublished thesis). Rhodes University, Grahamstown.
- Nieuwenhuis, J. (2007a). *Analysing qualitative data*. In K. Maree (Ed.). *First steps in research* (pp. 99-119). Pretoria, South Africa: Van Schaik.
- Nieuwenhuis, J. (2007b). Qualitative Research Designs and Data Gathering Techniques. In K. Maree, *First Steps in Research* (pp. 67-97). Pretoria: Van Schaik.
- Nieuwenhuis, J. (2013). Introducing qualitative research. In K. Maree (Ed.), *First steps in research* (pp.46-68). Pretoria, South Africa: Van Schaik.
- Nock, S. L., & Einolf, C. J. (2008). The one hundred billion dollar man: The annual public costs of father absence. *National Fatherhood Initiative*, 1–16. Retrieved from <https://www.fatherhood.gov/research-and-resources/one-hundred-billion-dollar-man-annual-public-costs-father-absence> [Accessed on 22 September 2022]
- Nojaja, J. M. (2009). *A model for parent involvement in disadvantaged South African schools* (Unpublished Doctor of Philosophy thesis). North-West University, Vanderbijl
- Nowell, L, S; Norris, J, M; White, D, E; Moules, N, J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*. 16(1), 1-13. <https://doi.org/10.1177/1609406917733847>

- Nyarko, K. (2011). The influence of authoritative parenting style on adolescents' academic achievement. *American Journal of Social And Management Sciences*, 2(3), 278-282.
- Nzimande, N. (2005). *The Extent of Non-Marital Fertility in South Africa*. Poster presented at the International Union for the Scientific Study of Population XXV International Population Conference, Tours, France, July 18-23, 2005.
- Nzimande, N. (2007). *Exploring the Link between Childbearing and Entry into Conjugal Unions among South African Women Non-Competing Alternatives?* Paper presented at the Union for African Studies Fifth African Population Conference, Arusha, Tanzania, 10-14 December 2007.
- Ochala, Y., & Mungai, N. W. (2016). The challenges facing single female parents of African background in regional Australia. *Australian Social Work*, 69(3), 311-322. <https://doi.org/10.1080/0312407X.2014.993671>
- Olaleye, Y. L., & Oladeji, D. (2010). Single parenthood impact on street children in Ibadan Metropolis, Nigeria. *African Research Review*, 4(2).
- Olson, D. H., & Gorall, D. (2003). Circumplex Model of marital and family systems. In F. Walsh (Ed.), *Normal family processes* (3rd ed., pp. 514-544). New York: Guilford Press.
- Orthner, D. K., Jones-Sanpei, H., & Williamson, S. (2004). The resilience and strengths of low income families. *Family Relations*, 53, 159-167.
- Panday, S., Makiwane, M., Ranchod, C., & Letsoala, T. (2009). *Teenage pregnancy in South Africa: with a specific focus on school-going learners*. (Commissioned by UNICEF, July). <http://hdl.handle.net/20.500.11910/4711>
- Panter-Brick, C., & Leckman, J. F. (2013). Editorial commentary: Resilience in child development- Interconnected pathways to wellbeing. *Journal of Child Psychology and Psychiatry*, 54, 333-336. <http://doi.org/10.1111/jcpp.12057>
- Patterson, J. M. (2002). Integrating family resilience and family stress theory. *Journal of Marriage and Family*, 64, 349-360. <https://doi.org/10.1111/j.1741-3737.2002.00349.x>
- Patterson, G. R., & Forgatch, M. S., & DeGarmo, D. S. (2010). Cascading effects following intervention. *Development and Psychopathology*, 22(4), 949-970. <https://doi.org/10.1017/s0954579410000568>
- Patton, M. (1987). *How to use Qualitative methods in Evaluations*, London: Sage.

- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative social work*, 1(3), 261-283.
- Perales, F., Johnson, S. E., Baxter, J., Lawrence, D., & Zubrick, S. R. (2017). Family structure and childhood mental disorders: new findings from Australia. *Social psychiatry and psychiatric epidemiology*, 52(4), 423-433. <https://doi.org/10.1007/s00127-016-1328-y>
- Rutter, M. (2012). Resilience as a dynamic concept. *Development and Psychopathology*, 24(2), 335-344. <https://doi.org/10.1017/So954579412000028>
- Salami, S. O., & Alawode, E. A. (2000). Influence of single-parenting on the academic achievement of adolescents in secondary schools: Implications for counseling. *Ibadan: Department of Guidance and Counseling University of Ibadan*.
- Schatz, E., Madhavan, S., & Williams, J. (2011). Female-headed households contending with AIDS-related hardship in rural South Africa. *Health & place*, 17(2), 598-605. <https://doi.org/10.1016/j.healthplace.2010.12.017>
- Schnell, M. W., & Heinritz, C. (2006). *Forschungsethik: Ein grundlagen-und arbeitsbuch fur die Gesundheits-und Pflegewissenschaft* [Research ethics: A fundamentals and workbook for the health and nursing science]. Bern, Switzerland: Huber.
- Schurink, W., Fouche, C. B., & De Vos, A. S. (2011). Qualitative data analysis and interpretation. *Research at grass roots: For the social sciences and human service professions*, 4(1), 397-424.
- Secombe, K. (2002). "Beating the odds" versus "changing the odds": Poverty, resilience, and family policy. *Journal of Marriage and Family*, 64(20), 384-394.
- Segal, J. (2010). The return of absent father. In K. V. Mortensen & L. Grünbaum (Eds.), *Play and power*, (pp. 115–128). Karnac Books Ltd
- Seligman, M. E. P. (1990). *Learned optimism*, New York: Random House.
- Sigle-Rushton .W. & McLanahan,.S. (2004) Father Absence and Child Well-being: A Critical Review. *The future of the family*, 116, 120-122.
- Singh, P., Mbokodi, S. M., & Msila, V. T. (2004). Black parental involvement in education. *South African Journal of Education*, 24(4), 301-307.

- Smith, C., & Palmieri, P. A. (2007). Risk of psychological difficulties among children raised by custodial grandparents. *Psychiatric Services, 58*, 1303-1310. <https://doi.org/10.1176/ps.2007.58.10.1303>
- Statistics South Africa (2010). *Marriages and Divorces: 2010*. Pretoria: Statistics South Africa.
- Statistics South Africa (2018). Men, Women and Children: Findings of the Living Conditions Survey 2014/15. Report no. 03-10-02 (2015/15). Retrieved from <https://www.statssa.gov.za/publications/Report-03-10-02%20/Report-03-10-02%202015.pdf> [Accessed 22 September 2022]
- Strauss, W. F. (2011). *Resilience factors in single-parent families affected by HIV/AIDS* (Doctoral dissertation, Stellenbosch: Stellenbosch University).
- Struwig, F. W., & Stead, G. B. (2001). Understanding reliability and validity. *Andrea Natrass*. (3rd ed. 2004). *Planning, designing and reporting research*. Cape Town: Hanli Venter, 130-142.
- Strydom, H. (2011). Information collection: Participant observation. In A. S. de Vos, H. Strydom, C. B. Fouche, & C. S. L. Delport (Eds.), *Research at grass roots: For the social sciences and human social professions* (4th ed., pp. 328-340). Pretoria, South Africa: Van Schaik.
- Sugarman, S.D. (2003). Single-parent families. In M.A. Mason, A. Skolnick & S.D. Sugarman (Eds.), *All our families. New policies for a new century. A report of the Berkeley Family Forum* (2nd ed.) (pp. 14-39). New York: Oxford University Press.
- Tang, F., Jang, H., & Carr Copeland, V. (2015). Challenges and resilience in African American grandparents raising grandchildren: A review of the literature with practice implications. *Grand Families: The Contemporary Journal of Research, Practice and Policy, 2*(2), 2. <https://doi.org/10.1111/jgs.14455>
- Tang, F., Xu, L., Chi, I., & Dong, X. (2016). Psychological well-being of older Chinese-American grandparents caring for grandchildren. *Journal of the American Geriatrics Society, 64*(11), 2356-2361. Available at: <https://scholarworks.wmich.edu/grandfamilies/vol2/iss2/2>
- Tashakkori, A., & Teddie, C. (Eds.). (2003). *Handbook of mixed methods in social & behavioural research*. Thousand Oaks, CA: Sage.
- Tassoni, P. (2002). *Certificate in child care and education*. Portsmouth, NH: Heinemann.

- Tchombe, T. M. S., Shumba, A., Lo-Oh, J. L., Gakuba, T.O., Zinkeng, M., & Teku, T. T. (2012). Psychological undertones of family poverty in rural communities in Cameroon: resilience and coping strategies. *South African Journal Of Psychology, 42*(2), 232-242.
- Theron, L. C. (2007). Uphenyo ngokwazi kwentsha yasemalokishini ukumelana nesimo esinzima: A South African study of resilience among township youth. *Child and adolescent psychiatric clinics of North America, 16*(2), 357-375. <https://doi.org/10.1016/j.chc.2006.12.005>
- Tomlinson, M., & Walker, R. (2010). *Recurrent poverty: the impact of family and labour market changes*. York: Joseph Rowntree Foundation.
- Torremocha, I. M. (2002). Lone-parenthood and social policies for lone-parent families in Europe. In F. Kaufmann, A. Kuijsten, H. Schulze & K. Strohmeier (Eds.), *Family life and family policies in Europe*, Vol. 2 (pp. 175-216). Auckland: Oxford University Press.
- Uchena, C., & Onuoha, O. (2013). *Self efficacy, self esteem, and gender as factors predicting homesickness of freshmen. AJPSSI, 16*(2), 263-70.
- Ungar, M. (2015). Resilience and culture: The diversity of protective processes and positive adaptation. In *Youth resilience and culture* (pp. 37-48). Springer, Dordrecht.
- United Nations Human Rights Committee (1990) *General Comment No 19: Article 23 (The family) Protection of the family, the right to marriage and equality of the spouses*, 27 July 1990, Viewed 2 October 2018: <http://www.refworld.org/docid/45139bd74.html>. Para. 2
- Van den Aardweg, E. M. & Van den Aardweg, E. D. (1988). *Dictionary of Educational Psychology*. Pretoria: E and E Enterprises.
- Van de Velde, S., Bambra, C., Van der Bracht, K., Eikemo, T. A., & Bracke, P. (2014). Keeping it in the family: The self-rated health of lone mothers in different European welfare regimes. *Sociology of Health & Illness, 36*(8), 1220–1242. <https://doi.org/10.1111/1467-9566.12162>
- Van Manen, J. (2007). Phenomenology of Practice. *Phenomenology & Practice, 1*(1), 11–30.
- Walsh, F. (2002). Bouncing forward: Resilience in the aftermath of September 11. *Family Process, 40*(1), 34-36.

- Walsh, F. (2003). Family resilience: A framework for clinical practice: *Family Process*, 42(1), 1-18.
- Walsh, F. (2009). Human-animal bonds I: The relational significance of companion animals [Special section]. *Family Process*, 48(4), 462-480.
- Walsh, F. (2012a). Family resilience: Strengths forged through adversity. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (pp. 399-427). New York: The Guilford Press
- Walsh, F. (2012b). *Normal family processes: Growing diversity and complexity*. New York, USA: Guilford Press
- Walsh, F. (2016a). Applying a family resilience framework in training, practice, and research: Mastering the art of the possible. *Family Process*, 55(4), 616-632.
- Walsh, F. (2016b). Family resilience: a developmental systems framework. *European Journal of Developmental Psychology*, 13(3), 313-324.
- Weiten, W. (2016). *Psychology. Themes and Variations*. 2nd South African Edition. Boston, MA: Wadsworth Cengage Learning.
- Werner, E., & Smith, R. (1982). *Vulnerable but invincible: A longitudinal study of resilient children and youth*. New York: Adams, Bannister and Cox.
- Wittenberg, M., & Collinson, M. (2007). *Poverty and Migration: Restructuring of households in rural South Africa: Reflections on average household size in the Agincourt Sub-District 1992-2003*. SALDRU Working Paper 12. Cape Town: Southern Africa Labour Development Research Unit; UCT
- Woolard, I. D. (2002). *An overview of poverty and inequality in South Africa*. Human Sciences Research Council. Retrieved from <https://repository.hsrc.ac.za/bitstream/handle/20.500.11910/8690/2166.pdf?sequence=1>

6 APPENDICES

6.1 Appendix A: Participation Information Sheet



Faculty of Education

¶

Participation Information Sheet¶

Pretoria-0002 Republic of South Africa¶

Department of Educational Psychology¶

12 March 2020¶

¶

Good day ¶

¶

My name is Thelia Pedro, and I am currently doing a master's degree in the educational psychology programme at the University of Pretoria. As part of my degree requirements, I am conducting a research study on *The strategies single parents employ to enhance the resilience of their school-going children.*¶

¶

I therefore wish to invite you to participate in my study. Your participation is entirely voluntary and refusal to participate will not be held against you in any way. You may withdraw from the study prior or during the focus group/ and or member checking session and you may also refuse to answer any questions that may make you feel uncomfortable.¶

¶

If you agree to take part in this study, I shall arrange a focus group and member checking session at a time that is suitable to you, which will take place in the Orphaned and Vulnerable Children (OVC) community centre in Mamelodi East.¶

¶

The duration of the focus group will be a minimum of 60 minutes and a maximum of 90 minutes to complete. The member checking session will occur on a different day after the focus group has been completed and will last 30 to 60 minutes.¶

¶

The sessions will be conducted in English; however, my peer researcher will be present to explain information to you that you may not understand in English. The peer researcher will join in on the focus group and the member checking session in order to ensure that clear communication occurs between myself and you. The peer researcher's role is to assist with interpretation to translate anything that I am communicating in English that you do not understand into an African language.

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

that you do understand. This process will occur when you do not understand what I am saying or when you are not comfortable to express yourself in English.¶

¶

No one other than the research supervisor, and I will have access to the raw data that you contribute to. Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research. All audio-recordings will be destroyed after some time. Additionally, the researcher cannot promise any type of reward for participating in the research study. Your participation is completely voluntary.¶

¶

If you feel psychologically vulnerable after the focus group or member checking session in any way, please inform the researcher in order to arrange counselling for you.¶

¶

Please feel free to ask me or my supervisor any concerns or questions that you may have regarding the study.¶

¶

Thank you for considering participation in this study¶

¶

Yours sincerely¶

¶

¶

¶

_____ → → → → →¶	_____¶
<u>Thelia Pedro</u>	Prof Ruth Mampane¶
Research student.....	Supervisor¶
Department of Education Psychology.....	Dep. of Education Psychology.....¶
University of Pretoria.....	University of Pretoria¶
theliapedro@yahoo.com	ruth.mampane@up.ac.za ¶
079786-1688.....	012420-2339¶

¶

.....¶

6.2 Appendix B: Letter of Informed Consent (Template)

Dear Single Parents

Request for permission to participate in my study

I am currently enrolled as a Master's Educational Psychology student at the University of Pretoria. The title of my study is: **The strategies single parents employ to enhance the resilience of their school going children.** The purpose of the study is to better understand the strategies single parents used to enhance the resilience of their school going children. In order to collect data for this study, I would like to invite single parents from the Matimba Sinqobile Drop-in centre based in Mamelodi to take part in a one-hour focus group discussion.

The focus group will take place at the centre either before the learners come to the centre or after the learners leave the centre. The discussion will start with an introduction of who we are. Then I will ask all the single parents to discuss their strategies they use to enhance the resilience of their school-going children. After this I will divide the group into smaller groups to further discuss the themes that emerged for further clarification. At the end of the hour I will ask each group to choose two members that I can meet with later. I will arrange a meeting with the single parents once I have gone through all the data collected. The purpose of the second meeting is for the single parents to give me feedback and check if what I have written is a true reflection of their experience. This meeting should take approximately 30 minutes with each group.

As a researcher I am expected to follow certain ethical codes to protect your rights. Therefore, the activities will be done in a secure room to ensure confidentiality and your participation will be anonymous. If you agree to participate, I ask that you do not tell other people who were not part of the group what was discussed. Your participation is voluntary, and you are free to withdraw your permission at any stage. Should you decide to withdraw all the data collected from you will be excluded from the study. No incentives will be given to participants for taking part in the study. All the data collected will be stored at the University of Pretoria, according to the university's policy.

Should you be willing to participate in this study, kindly sign below to say that you are consenting to voluntarily participate in this study. If you have any questions, concerns or require more information, feel free to contact myself or Professor Mampane listed below.

Thanking you in advance for your participation and support.

Yours Sincerely

Thelia Pedro
Research student
Department of Education Psychology
University of Pretoria
theliapedro@yahoo.com
079 786 1688

Prof Ruth Mampane
Supervisor
Dep. of Education Psychology
University of Pretoria
ruth.mampane@up.ac.za
012 420 2339

Consent to participate in the study: The strategies single parents employ to enhance the resilience of their school going children.

Please indicate if you will be participating in this study by ticking the relevant box and return the forms to me as soon as possible. By agreeing to participate you agree that I can audio-record the discussions and that what is said during the discussions will remain confidential.

I give consent to participate in the research project.

I do not give consent to participate in the research project.

.....
Printed name of the participant

.....
Signature of the participant

.....
Date

.....
Cell number

6.3 Appendix C: Reflective Journal

1. REFLECTION

2. First visit: Stakeholders meeting (17 February 2020)
3. The stakeholders meeting was held at Matimba Sinqobile drop-in centre
4. in Mamelodi East. My supervisor Prof Ruth Mampane accompanied me
5. and my peer-researcher to the research site. The purpose of the meeting was
6. to introduce myself and my peer-researcher to the team at Matimba Sinqobile
7. drop-in centre and to gather more information about the research site. Prof
8. Mampane introduced myself and my peer-supervisor to the centre manager,
9. the social worker and three CCWS who work as auxiliary social workers
10. The meeting was attended by the coordinator of the centre, as
11. well as the centre management team who were responsible for the various
12. needs within the centre which include the administration, community workers,
13. social workers, and axillary social workers. My supervisor Prof Ruth
14. Mampane also attended the meeting as she has a long-standing relationship
15. with the centre since she has completed multiple research studies at the
16. centre. The purpose was also to see if the centre would be willing to assist
17. this research study in finding research participants as well as using their
18. venue for the data collection process. The team gave us the full overview of
19. what the centre does as indicated in chapter 1. We were then given the
20. opportunity to ask questions about the centre and to introduce our research
21. topic and an indication how many participants we will need for our respective
22. research study. The centre team was very accommodating and willing to find
23. research participants for the study. The request was to find research

24. participants who are single parents with school going children. They indicated
25. that they have many single parents who they provide services to and
26. indicated that participants will not be a challenge. The team indicated that
27. they will gather all the participants for us and will communicate with us for a
28. date to meet with the participants.

29. Second visit: Plan invitation of participants (12 March 2020)

30. This session was used to invite all the participants. The manager organised a
31. Space for me and my peer researcher to meet with the group. Twelve
32. participants were present and introductions was done. I introduce myself and
33. my peer researcher and explained the research procedures to the participants

34. Third visit: Ethics and informed consent (20 March 2020)

35. The team informed me that the meeting with the focus group will not take
36. place due to the Lock down implementation since no activities took place at
37. the drop-in centre. Due to the Lock down implementation the third
38. meeting could not be held, and the meeting was postponed till further notice.
39. After Lock down, on the 1st of June 2020, I phoned the coordinator again
40. to schedule another appointment .and the new date was scheduled for 31st of
41. July 2020 and schedule time and venue.

**42. Fourth visit Discussions on ethics and informed consent and focus
43. group discussion (31 July 2020).**

44. Me and my peer-researcher visited the center for the fourth time, and on the
45. day of arrival the participants who volunteered themselves to participate in the
46. focus group discussion were all present. The coordinator indicated that they
47. were 10 altogether, but on my arrival, they were 13.
48. Only one male participant was present. Some of the participants were very

49. shy and was not involved initially but engaged at a later stage when feeling
50. comfortable. The coordinator has organized a small room for us and the desk
51. was arranged in a half moon with our desk situated in front of the half moon.
52. On the specific date there was no electricity and I made only 10 copies of the
53. informed consent forms to be completed by the participants before starting
54. with the focus group discussion. The extra 2 participants were included in the
55. group and signed separated handwritten pages and informed the coordinator
56. that I will email two extras consent forms to be completed by the 2

participants. I realised the importance of preparing for extra copies and not to
rely on any resources of the research site but to be ready and well prepared in
advance. I introduced myself and my peer-researcher as well as the role of
the peer-researcher. Permission

57. was requested for audio recordings and the whole procedure were explained
58. to the participants. The informed consent was written together with them, and
59. the forms were signed. They know each other since they are working at the
60. centre but in different departments. The focus groups discussion was
61. conducted in English since all the participants could speak English, although
62. English was not their mother tongue. During the group discussions I have
63. noticed that some of the participants was more reserved than the other
64. participants and it was also needed from me to adapt the
65. questions to be more understandable for them. I was very impressed by the
66. participants responses and their general positive outlook towards life. It was
67. just amazing to hear how these single parents dealt with life challenges in
68. general. Most of the participants indicated that they are not romantically
69. involved with the childrens fathers or romantically involved with other

70. relationships. They indicated that their lives are about their kids and their well-
71. being only. I was a bit concerned about this in the beginning, and thought that
72. it could be related to unforgiveness, bitterness or not able to move on. I
73. needed to be mindful regarding this and needed to take culture also into
74. consideration and not to make my own impression. They desired positive
75. futures for their childrens lives, and they indicated that they are less
76. dependent on their families for financial support but need social and emotional
77. support from family, friends, and community members. They indicated that
78. they have the desire to be self-sufficient to provide for their children. After the
79. focus group and debriefing concluded, lunch was served, and they mingled
80. with each other spontaneously as if they were a one big happy family.

81. Fifth visit Focus group discussion (7 August 2020)

82. On the second focus group discussion, only twelve participants were present.
83. This discussion was held because we could not finish all the questions during
84. the first discussion. The group was more relaxed, and the discussion was
85. finished within an hour. The grouped was thanked for their participation and
86. another date was scheduled for data verification and authentication after
87. transcribing the data.

88. Six visit: Data verification and authentication after transcribing the data

89. (12 October 2020)

90. This appointment was made with the coordinator for data verification,
91. authentication, and member checking. Not all of them were present during the
92. member checking session. Only the gatekeeper and 6 members were
93. present. The transcript was read to the group. the themes that were
94. grouped during the data analysis processes were confirmed by the team

95. present.

96. Seventh visit: Member checking and conclusion (11 May 2022)

97. After transcribing the data, I went back to the centre and had a thirty-minute
98. session with ten members were present. I had one hard copy of the data with
99. me. I went through it with them to verify if my transcription was a true
100. reflection of the focus group discussion and the themes that were
101. grouped during the data analysis processes were confirmed by the
102. team present. The group informed me that the male participant
103. accepted a new job opportunity. Only female single parents were
104. present in this group and confirmed the analysis. My experience in data
105. collecting at the OVC centre in Mamelodi East, stretched my
106. understanding of what it means to live in a semi-urban township as
107. single parents and raising school going
108. children. I learned from my research participants the value of
109. appreciation for what one has and to be content with what you have. It
110. was just an eye opener for me to see how
111. these single parents approach life with a positive attitude, towards the
112. future, filled with hope despite their difficult challenges they
113. experienced on a daily basis

6.4 Appendix D: Excerpt of Axial Codes

6.4.1 Primary Research Question

How do single parents enhance the resilience of their school-going children?

OPEN CODES	EXAMPLE	AXIAL CODE	INCLUSION CRITERIA	EXCLUSION CRITERIA
1. Parental roles and support	Lines 73-77 “When I come from work, I cook, then supervise the schoolwork of my children, and then make sure they go to bed the time they should, attend regular school, they also attend church. Wherever they go to play, I make sure I know who they are playing with and who their friends’ parents are.”	Parental roles and support	Any reference to parental roles and family support	References that exclude parental roles and family support
2. Parental responsibilities, roles, and daily routines	Lines 89-91 “After work I fetch my children, we go to the park sometimes, and then supervise the schoolwork. I also try to visit the school often”	Parental roles and support	Any reference to parental roles and family support	References that exclude parental roles and family support
3. Family roles, support, and personal trait.	Lines 93-96 “On the weekends are when we spend time together because in the week its school and after school activities. We must	Family roles and support	Any reference to parental roles and family support	References that exclude parental roles and family support

	be patient and strong. They are sometimes with the grandmother”			
4. Parental responsibilities, support, and routines	Lines 98-101 “My children’s performance has changed a lot since this lock down, like when I ask her to go through her work. She doesn’t know anything it has changed a lot and she is always playing, and I try to show her it’s not right”	Parental roles and support	Any reference to parental roles and support	References that exclude parental roles and family support.
5. Parental concern and assertiveness	Lines 103-104 “He could read at his age and the Math’s was very good, it was amazing”	Parental role and support	Any reference to parental roles and family support	References that exclude parental roles and family support
6. Teaching values and skills	Lines 166-172 “Okay, when we serve food, he always has data to chat with girls or things. But when I ask about his schoolwork, he always needs data. So, he doesn’t support me. I try to teach him that he must also give support too and must understand that my mom does not have enough money or data. He must know that he must do his online	Positive parenting	Any reference to positive parenting	References that exclude positive parenting

	schooling. So, that he does not budget with my data.”			
7. Positive outlook and courage and personal traits	<p>Lines 288-292</p> <p>“Another point for me is that you don’t want to see your child suffering the way you are brought up. So, I got up in the morning because I want my child to have a positive and bright future. So, I must wake up and pull up my socks and make the right things for my child”</p>	Positive outlook, courage	Any reference to positive outlook and courage	References that exclude positive outlook and courage
8. Work overload and lack of supervision	<p>Lines 196- 205</p>	Lack of supervision	Any reference to positive parenting that creates a moralistic context for children	Reference that excludes positive parenting that creates a moralistic context for children
9. Positive outlook	<p>Lines 226-229</p> <p>“You don’t want to see your child suffering the way you are brought up. So, I got up in the morning because I want my child to have a positive and bright future’s, I must wake up and pull up my socks and make the right things for my child”</p>	Parental intention to financially support their children	Any reference to the intention to financially support one’s children	Reference that excludes the intention to financially support one’s children

10. Positive outlook and courage	Lines 292-295 “We are all trying like at all costs. We are preventing our kids to grow up the way we grow up. That’s why we teach them to work hard and to always learn”	Positive outlook and courage, teaching skills.	Any reference to positive outlook and courage.	References that exclude positive outlook and courage.
11. Positive parenting and support	Lines 302-309 “When you see that your child has a problem or a dodgy behaviour. You must support them by asking them what the problem is. Then guiding them to not have bad behaviour and telling them that everything will be okay. And supporting the child on what he wants to be supported. So, support your child and even give him the guidance. That is the importance of both things and telling them the consequences of wrong behaviour and she must know that this will lead to this, and this will lead to that.”	Positive parenting and support to build mutual relationships	Any reference to positive parenting and support.	References that exclude positive parenting and support.
12. Roles and support	Lines 250-251 “Supervision in their schoolwork, check	Parental promotion to education	Any reference to improving children and family life	References that exclude improving children and family life

	their books to help with homework”		through education	through education
13. Parental involvement and support	Line 252-253 “Asking the teachers numbers to call and ask what is going on with my child regularly”	Involvement and support	Any reference to improving children and family life through education	References that exclude improving children and family life through education
14. Positive parenting, availability, and support	Lines 255-256 “Give our attention so you can see if they look or want something”	Positive parenting	Any reference to traditional beliefs and shared family values that provide/enable cohesiveness	References that exclude traditional beliefs and shared family values that provide/enable cohesiveness
15. Parental roles and protection	Lines 257-258 “Going to school with the child because you don’t know is the child going or not if you just send the kid”	Parental promotion of education	Any reference to improving children and family life through education	References that exclude improving children and family life through education.
16. Parental roles and involvement	Lines 322-331 “One thing is communication with the kids so that you know who your kid is surrounding themselves with. Build a relationship with the people he is surrounding themselves with.”	Communication	Any reference to parental roles and involvement	References that exclude parental roles and involvement
17. Co-parenting and communication	Line 334-337 “To me, it’s a no. We are not involved romantically, but for the sake of the child, we communicate. We relate through the	Co-parenting and communication	Any reference to co-parenting and communication.	References that exclude co-parenting and communication.

	child; we communicate when my daughter needs to come. So, we communicate well but we are not in love anymore”			
18. Co-parenting and communication	Lines 339-340 “We are still connecting yes, for the well-being of the child and communicating regarding the child”	Co-parenting and communication	Any reference to co-parenting and communication.	References that exclude co-parenting and communication.
19. Co-parenting and communication	Lines 341-343 “I have three children, if my child for example, my first-born needs shoe, I communicates with him. After that, no, I don’t want to see or hear about him anymore”	Co-parenting and communication	Any reference to co-parenting and communication.	Reference that excludes co-parenting and communication.
20. Co-parenting and communication	Lines 345-347 “Most on the times during weekends or when it’s necessary. If he asks for the child, then they go and sometimes the child asks to go, then they go”	Co-parenting and communication	Any reference to co-parenting and communication.	Reference that excludes co-parenting and communication.
21. Cultural beliefs and motivation from elders	Lines 352-355 “I will be motivated by my elders, for making sure that I will be strong for my kids. I want to be seen as a role model. You know in	Cultural beliefs, support, and personal traits	Any reference to cultural beliefs and motivation from elders	Reference that excludes cultural beliefs and motivation from elders

	our culture there are many beliefs. You can be a father, but the child is for the mother”			
22. Cultural beliefs	Line 356 “But a child belongs to the mother”	Cultural beliefs	Any reference to cultural beliefs	References that exclude cultural beliefs.
23. Cultural beliefs	Lines 357-359 “Yes, in our culture it says like that. But tomorrow, I will be seen as an example, as a role model, because as a father, I can also own the child” Lines 361-362 “It is believed that the man is only the father, but the man can also be the parent. I will be seen as a role model”	Cultural beliefs and personal desires or traits	Any reference to cultural beliefs	References that exclude cultural beliefs.
24. Cultural beliefs	Lines 365-372 “It is what he says. In our culture many people believe that children belong to their mother. It simply means that if I broke up with my daddy child. I, the mother is supposed to take the child in as the main guardian, not the father. So, he is basically saying that he wants to think differently this time, and to make	Cultural beliefs	Any reference to cultural beliefs	References that exclude cultural beliefs.

	him an example of what others are saying. Even a father can be a main guardian to his children.”			
25. Parental roles and responsibilities	Lines 373-376 “My hope is my children, in the morning, the first thing when I wake up, they are the first thing I think about. I brought them into this world, so I must work for them”	Roles and responsibilities	Any reference to parental roles and responsibilities	References that exclude parental roles and responsibilities.
26. Parental roles and responsibilities	Line 377-378 “I must work for them because I don’t want them to grow up the same way I was growing. I want to be confident.	Parental roles and responsibilities and personal traits	Any references to parental roles and responsibilities	References excludes parental roles and responsibilities.
27. Positive parenting and a positive outlook	Lines 340-344 “The love that we give to other kids and the love they give to us as single parents. That is the only thing that is keeping us surviving. Tell your child you love them, or you are doing great, or you appreciate them”	Positive parenting	Any reference to traditional beliefs and shared family values that provide /enable cohesiveness	References that exclude traditional beliefs and shared family values that provide/enable cohesiveness.
28. Positive parenting and belonging	Lines 351-353 “To not pretend and just to show them look boy I love you, that’s when they notice that my	Positive parenting and belonging	Any reference to traditional beliefs and shared family values that	References that exclude traditional beliefs and shared family values that

	mother loves me very much”		provide/enable cohesiveness	provide/enable cohesiveness.
29. Personal values	Lines 354-356 “To be a role model to present yourself in front of your children or in your community”	Personal values and a positive outlook	Any reference to positive parenting, beliefs, and shared family values that provide/enable cohesiveness	References that exclude positive parenting, traditional beliefs, and shared family values that provide/enable cohesiveness.
30. Parental roles and involvement	Lines 358-362 “Understanding your child and the reason for your child’s behaviour. To talk to them so that they can trust you.”	Parental roles and involvement	Any reference to traditional beliefs and shared family values that provide/enable cohesiveness	References that exclude traditional beliefs and shared family values that provide/enable cohesiveness.
31. Parental roles and support and problem-solving	Lines 380-382 “I gave him a pen and paper to write down what he feels and that is how we saw that it was not him. So, we must think of other ways how to communicate with our children.	Roles and problem-solving	Any reference to traditional beliefs and shared family values that provide/enable cohesiveness	References that exclude traditional beliefs and shared family values that provide/enable cohesiveness.
32. Positive parenting and support	Lines 388-389 “I tried to explain to my child that they must respect their teachers and must listen to them because they are the parents at school when we are not there.”	Positive parenting, support, and values	Any reference to traditional beliefs and shared family values that provide /enable cohesiveness	References that exclude traditional beliefs and shared family values that provide/enable cohesiveness.

6.4.2 Secondary Research Question

Which strategies can impede the resilience of school-going children?

OPEN CODES	EXAMPLE	AXIAL CODE	INCLUSION CRITERIA	EXCLUSION CRITERIA
1. Family relationships	<p>Lines 59-64</p> <p>“It depends how you are connected, or how like you can have both mother and father but sometimes you can’t talk to them and sit with them down to talk with them stuff. Like maybe if you want getting married or having problems or expecting your child to respect you. It depends how connected you are, your mom can be there, but sometimes you need another person to talk to”</p>	Family relationships, absent parents	Any reference to family relationships	Reference that excludes family relationships.
2. Work and limited quality time	<p>Lines 78-81</p> <p>“So, we don’t spend most of the time together because I’m at work and he is at school. We spend like an hour or so together just to let him know that he is not alone, he does have a father”</p>	Work and limited quality time	Any reference to work and limited quality time.	References that exclude work and limited quality time.
3. Limited quality time over weekends	<p>Lines 84-88</p> <p>“Only on weekends we spend time together because during the week is</p>	Limited quality time and leisure	References to limited quality time	References that exclude limited quality time.

	school and after school activities”			
4. Challenges with schoolwork	Lines 78-79 “She does not understand anything. It has changed a lot and she is always playing”	Challenges with schoolwork	Any reference to learning difficulty	Reference that excludes learning difficulties
5. Limited financial resources.	Lines 111-115 “Except for being naughty, that comes naturally. The thing is its always the time when you are not financially stable when they get out of hand, it’s always the time when they want money or something. My girl she would understand but my boy when he hears that, then I am not happy with his performance”	Limited financial resources (boys vs girls)	Any reference to limited financial resources	Reference that excludes limited financial resources
6. Limited financial resources	Lines 127-134 “My challenge is raising a teen child, that is my challenge. They are so demanding they are competing with their friends. When the friend has an expensive shoe, he would also want the same shoe as his friends. He is not looking at the situation in his family. Sometimes	Financial difficulty and raising teenagers	Any reference to limited financial resources.	References that exclude limited financial resources

	you find that their parents are working as they are no single parents. You see and that I am his parent working and they are not single parents”			
7. Limited quality time spending	Lines 136-139 “Another challenge can be disciplining the child and spending quality time with the child. And most of the time, we are overloaded with work and then financially you are always worrying about money and then another can be, motivation”	Limited quality time spending, lack of supervision, work overload, limited financial resources	Any reference to limited quality time spending and discipline problems.	References that exclude limited quality time spending and discipline problems
8. Absent father figure regarding parental roles	Lines 141-145 “As a single mother with a son I thought sometimes he needs a father figure to guide him. If I try to guide him, he always says that I want my father to tell me because I am a man, and you are a woman. You don’t know how I feel as a man.”	Lack of a father figure regarding parental roles	Any reference to the absence of father figures	References that exclude absent father figures
9. Absent father figure regarding parental roles	Lines 146-153 “It’s a boy and he is a teenager and I sometimes thought that he needs a father figure to guide him and as a	Lack of a father figure regarding parental roles (Exchanging roles)	Any reference to the absence of father figures.	References that exclude the absence of father figures.

	<p>single parent, I struggle to guide him. He doesn't understand that I can't be a mother and a father at the same time, and financially he expects more, he feels that he is the only son, how can't you afford to buy me everything I want"</p>			
10. Absent father figures	<p>Lines 156-163 "I also agree that as a single mother raising two kids is quite a challenge because it's a boy child and a girl child, and sometimes emotionally they can't open up to me. But then I get a feeling that if maybe the father was around, that things would be easier, especially for the boy. Because a boy child it is the father figure that needs to guide and discipline, so that they can do the right thing. The girl child needs their mother to rely on, so, we are trying our best"</p>	<p>Absent father figures and parental roles regarding discipline and guidance</p>	<p>Any reference to absent father figures</p>	<p>References that exclude absent father figures.</p>
11. Absence of a father	<p>Lines 207-212 "Another challenge is if you are a single</p>	<p>Roles influenced by culture/religion</p>	<p>Any reference to absence of a father figure</p>	<p>References that exclude the</p>

	<p>mother then you are raising a boy and all the schoolwork. The challenges are that when teachers give them homework, or they ask them to do homework about life skills, is that the answers about how that that from especially puberty, it's difficult for me as a mother to tell a boy. So, sometimes I ask the uncle to help with that"</p>	<p>(Exchange of roles)</p>		<p>absence of a father figure</p>
<p>12. Work overload and limited supervision</p>	<p>Line 230-241 "Yes, you are tired, you just hoping that he has done the work and you think that everything was fine. But you must trust them, like we go through that point, that you say, now I trust my child and that everything is alright. The later we will be disappointed because you find that his not been doing homework and doing all the wrong things. They have been bunking school and doing other stuff that is very tricky as teenagers. Then we will be disappointed being like my child, that's the reality we all face and not</p>	<p>Work overload, working long hours and limited supervision</p>	<p>Any reference to work overload and limited supervision</p>	<p>References excluded work overload and limited supervision.</p>

	standing up for when people are saying that yours has been doing this and that. Because we are not always there to see or to hear what they are saying, you must just give the support and guide your child to be a better person.”			
13. Limited knowledge on educational support	Lines 173-185 “Yes, the schoolwork. I’m like kids of nowadays feel like or make us feel like we are stupid. Let me speak from my personal side. My kids, they don’t know what I’m going through, especially when it comes to their schoolwork. Their homework, they tell me how I should teach them, how to do their homework. But I should be the one teaching them how to do the homework, so its somehow challenging because we are not educated. I told them, I went to school, and I went through the grades that they are going through. So, I told them that I was also	Limited knowledge on educational support	Any reference to limited knowledge on educational support	Reference that excludes limited knowledge on educational support.

	once a Grade 2 and a Grade 3 learner. I will for example try to explain them how to do the number line method. They will tell me no, my teacher taught me like this. I will tell them that there are many ways to do the number line. My parents did not do this thing with us, so, I just wanted to help”			
14. Limited knowledge on educational issues	Lines 186-189 “When I pronounce something in life skills then he says no, my teacher taught me like this. I will tell him that I may not say it the way the teacher said it, but that is how we have done it. Then he will understand.”	Limited knowledge on educational issues	Any reference to limited knowledge and educational issues	Reference that excludes limited knowledge and educational issues.
15. Limited knowledge in educational support	Lines 190-197 “Another challenge could be that they have been changing for some time. Now I don’t know how many times it can be a challenge for us, if a Grade 2 child or many primary kids comes to you for assistance. You will notice that some of the children who we are helping here,	Limited knowledge in educational issues	Any reference to limited knowledge in educational issues	Reference that excludes limited knowledge and educational issues.

	they don't pronounce the alphabet the way we pronounced them. Growing up, they pronounce them another way around, so that we can understand them better. I don't know why, so, it can be quite a challenge”			
16. Limited knowledge in educational support	Lines 198-202 “Financially speaking we can't be dismissing. I was taught another method of dividing so it will be very challenging for me to assist them with their methods. I am scared to show them our methods because that's back in our days”	Limited knowledge in educational support	Any reference to limited knowledge in educational support	Reference that excludes limited knowledge in educational support
17. Limited knowledge in educational support	Lines 205-206 “Like for example we used to say A, B, C, D, now they say it differently” (They refer to phonics)	Limited knowledge in educational support	Any reference to limited knowledge in educational support	Reference that excludes limited knowledge in educational support
18. Work overload and limited supervision	Lines 213-229 “We have too much work to do. We must go to work and home doing all the things. So, teenagers are too demanding when it comes to schoolwork. They	Work overload, long working hours, and limited supervision and discipline	Any reference to work overload and limited supervision	Reference that excludes work overload and limited supervision

	<p>don't do their work and if we ask, they say it's already done. If we are not checking their homework, you find that he does not do anything for one month or a longer time, or they are not attending school. And you will see if you are not giving the attention in their work and at home. You must focus on your child even if you are tired and you must never give up on them, even if they are doing wrong things. Try to talk to them and show the right path while it's not too late. My problem was that my child was cheating until I found out that my child was bunking school and I always ask and was not thinking that he was lying. The truth just found out that he is bunking classes and he doesn't go to school. Because I come late from work, he just tells me that he is done already and then goes to his friends and practically giving him discipline or looking at his work you are tired."</p>			
--	--	--	--	--

<p>19. Challenges raising teenagers</p>	<p>Lines 242-252</p> <p>“I also have challenges with teachers. You know we only hear the side of the learners and not the teachers. At school our kids meet with other kids, and they adopt to their behaviours. How children are taught at school is different. The teachers can even tell your child to go and look for a job because they are slow learners and struggle. I saw the other video, but the child was wrong, and the teacher wanted to show the child his wrongdoing. The friend took the video, and it was wrong by throwing the teacher with the book. When the teacher chased him outside, he throws the teacher with the dustbin. This violence is also not right. The teacher is also the parent of the child</p>	<p>Challenges raising teenagers</p>	<p>Any reference to challenges raising teenagers</p>	<p>Reference that excludes challenges raising teenagers.</p>
<p>20. Behavioural challenges</p>	<p>Lines 261-264</p> <p>“I have noticed the other day that my child came home with stationary which I did not buy.</p>	<p>Behavioural challenges</p>	<p>Any reference to behavioural challenges</p>	<p>Reference that excludes behavioural challenges.</p>

	She was starting to steal the other kids' stuff, and it started small but, in the end, it was more seriously”			
21. Limited knowledge in educational support	Lines 265-267 “Yes, we must lead by example. It is embarrassing if my child asks me what level did, I finished school. It is important to go to school and to learn how to support the child”	Limited knowledge in educational support	Any reference to limited knowledge in educational support	Reference that excludes limited knowledge in educational support.
22. Limited financial resources	Lines 404-405 “Finances are always our struggling point even if we are willing to give our kids the best life we are imagining in our lives”	Limited financial resources	Any reference to limited financial resources	References that exclude limited financial resources
23. Limited financial resources	Lines 406-407 “But because we can't afford to give, we are only giving them what we can, so finances are the main problem”	Limited financial resources	Any reference to limited financial resources	References that exclude limited financial resources
24. Negativity	Line 408 “Negativity as well, we must always avoid negativity”	Negativity (Emotions)	Any reference to negativity	References that exclude negativity
25. Longing for a father figure	Lines 478-480 “And sometimes the child will ask about his father. The you will think like he is	Longing for a father figure (Over-protectiveness)	Any reference to longing for a father figure	References that exclude longing for a father figure

	not ready. Like, I want my father, he will keep on asking and he is not ready.”			
26. Behaviour challenges	Line 484 Bullying is also another issue.	Behaviour challenges Limited supervision	Any reference to behavioural challenges	References that exclude behavioural challenges
27. Behaviour challenges	Line 485 “And peer pressure”	Behaviour challenges (limited supervision)	Any reference to behaviour challenges	References that exclude behaviour challenges
28. Behaviour challenges	Lines 486-498 “I also think his conducting or misbehaving of a child. Two years back I was called from his school saying that he has a screwdriver in his school bag. Yes, I don’t know where he got it, why he got it, or how he got it in his school bag It was a crime yes because what was he going to do about it. I had to call his father and say come now, you need to intervene, this is now out of my control. We figured out that some of the bigger boys planted in his bag. So, I gave him a pen and paper to write down what he feels and then we saw that it was not him, so we must	Behaviour challenges and parental involvement	Any reference to behavioural challenges	References that exclude behaviour challenges.

	think of other ways how to communicate with our children”			
--	---	--	--	--

6.4.3 Secondary Research Question

Which strategies do single parents use to enhance the resilience of their school-going children?

OPEN CODES	EXAMPLE	AXIAL CODE	INCLUSION CRITERIA	EXCLUSION CRITERIA
1.Coping mechanisms	Lines 13-16 “To develop lessons so that I cannot allow that if there is an issue at home or work that thing has to stay at home or at work”	Coping mechanisms to balance life in general	Any reference to coping mechanisms	Any references that exclude coping mechanisms
2. Coping mechanisms	Lines 19-21 “I think prioritizing what is your obstacle. You put aside everything and just focus on what is in front of you.”	Acceptance of your circumstances and a positive family outlook	Any reference to coping mechanisms	Reference that excludes coping mechanisms
3.Social support	Line 34 “I get help from the friends”	Social support	Any reference to social support	Reference that excludes social support
4.Family and social support	Lines 35-42 “I think you mostly get help from your colleagues and your family, because at some point, I believe that the problem has the own	Family and social support	Any reference to the understanding of social support for single parents	Reference that excludes the understanding of social support for single parents

	<p>problems and most of the time you have the remedies for it. You must talk about it and then it will go over, or if that does not work, then sum it up. Because most of the time it's not about the problem we have, it's about how you react on the problem. Its sometimes what making the original problem bigger, so sharing it with someone else or resisting your mind. But it is important to share things with people."</p>			
5. Religious support	<p>Lines 43-44 "I'm talking to my pastor for assistance or advice and also my friends"</p>	<p>Support Coping mechanism</p>	<p>Any reference to religious support</p>	<p>References that exclude religious support</p>
6. Religious support	<p>Lines 45-47 "I have a friend at church, we share all our problems with each other, or just relax and talk about everything you are going through"</p>	<p>Religious support</p>	<p>Any reference to religious support</p>	<p>References exclude religious support</p>

7. Belonging and support	Lines 50-53 “Being there for each other always, that is what is important, and sometimes you need a person to cry on so that shoulder for help.”	Belonging and support	Any reference to belonging and support	References that exclude belonging and support.
8. Family support structure	Lines 56-58 “My personal person that I go to is my mom, yah she is always there for me and my support structure. I can go to her with any problem”	Family support structure, relationships	Any reference to family support	Reference that excludes family support
9. Family support structure	Line 67 “I talk to my aunt”	Family support structure	Any reference to family support	Reference that excludes family support.
10. Social support structure	Lines 68-70 “Someone who is always listening to me is my neighbors. You know like sometimes when I am making the garden, I will talk to my neighbors, that is who I personally speak to”	Social support structure, leisure	Any reference to social support	Reference that excludes social support
11. Family support	Lines 85-88 “On weekends, when I’m not at home, the children, they will be with the mom, then normally	Grandparent support (Co-parenting)	Any reference to family support and co-parenting	Reference that excludes family support and co-parenting

	they visit at their granny. “			
12. Family support, and leisure	Lines 90-92 “We go to the park sometimes, and then supervise the schoolwork. I also try to visit the school often.”	Family support with schoolwork and supervision	Any reference to family support and supervision	References that exclude family support and supervision
13. Social support	Lines 117-119 “While we are gardening or drinking coffee outside, we are discussing sometimes the things that is happening to us.”	Social support	Any reference to social support	References that exclude social support
14. Community support/ external resources	Lines 120-124 “We as men in the community. We have a men’s club where we go and speak about this and try to make the most of it. Because like when you say something wrong or talk louder than the other times the wife can easily say I’m abusing her. So sometimes we need that speaking to someone so that we don’t do that. We meet at the police or at the community hall.”	Community support and coping mechanism	Any reference to community support	References that exclude community support

15. Financial support	Lines 296-299 “Even if I’m a single parent, my parents were both there to give my kids a better life than the life that I have before.”	Financial support from grandparents	Any reference to financial support from the family of origin	References that exclude financial support from the family of origin
16. Parental involvement with school	Line 311 “I do regular school visits to his teachers.”	Parental involvement with school	Any reference to parental involvement with school	References that exclude parental involvement with school
17. Parental involvement with teachers	Lines 312-313 “And supervision in their schoolwork or check their books to help in homework.”	Parental involvements with teachers	Any reference to parental involvements with teachers	References that exclude parental involvement with teachers.
18. Collaboration with school and teachers with regards to the children’s schoolwork.	Lines 314-315 ‘Asking the teachers numbers so that he can call the teacher and ask what’s going on with my child regularly.’	Parental involvement with school and teachers	Any reference to parental involvement with school and teachers	References that exclude parental involvement and teachers
19. Parental involvement and assertiveness	Lines 319-321 “Going to the school with the child because you don’t know if the child is going or not if you just sent your kid.”	Parental involvement and assertiveness	Any reference to the parental involvement in schoolwork and assertiveness	References that exclude parental involvement and assertiveness
20. Community support and social support	Lines 379-384 “When I have a problem, I call the police and then I	Community and social support	Any reference to community and social support	References that exclude community and social support

	try to hear from them, how do I handle this. My Colleagues are the first ones to hear from me. Sharing is important like sometimes it's like that person has already experienced that thing, and then they can assist you with the problem you have"			
21. Faith/ religious support	Line 386 "Prayer"	Religious support	Any reference to religious support	References that exclude religious support
22. Family relationships and support	Lines 387-391 "My mom, even though she was not a single parent. Her advice means the world to me. She is my support system. When she says bring the kids here, let me raise them, Then I say no, I want to raise them myself so that I can see the challenges and things that I must go through"	Family relationships with regards to family support	Any reference to family support and relationships	Reference that excludes family support and relationships.
23. Communication and involvement in shared problem solving	Lines 422-428 "Be transparent when it comes to your child when you throw your budget together	Communication and involvement in shared problem solving	Any reference to communication and shared decision making	References that exclude communication and shared decision making

	so that he can see that only this amount will be left.”			
24. Communication and shared decision making	<p>Lines 429-433</p> <p>“If maybe my kids say they want something, then we decide together. Ok child, this month there going to be nothing left, but let’s arrange, let’s say in 6 months, I will buy the bicycle for you. If you do that, they will understand. That’s okay, I will buy it, but not now”</p>	Communication and shared decision making	Any reference to communication and shared decision making	References that exclude communication and shared decision.
25. Open communication and shared decision making	<p>Lines 434-438</p> <p>“Sometimes it can be understanding. It’s about responsibility. So, you can make them aware about the circumstances then they will understand what is needed and what is wanted.”</p>	Open communication and shared decision making	Any reference to open communication and shared decision	References that exclude open communication and shared decision
26. Father involvement	<p>Lines 413-418</p> <p>“There is my baby daddy that I first need to consult before my kids can go and visit my mom. I must consult their</p>	Father involvement and respect	Any reference to father involvement and mutual respect	References that exclude father involvement and mutual respect

	dad even though we are not together anymore. Even if he says no, I teach my children to respect their father's decision as well."			
27. Community support	Line 516-520 "Even if I run out of food or something. We try not to lack anything. That's why we come to the Centre to volunteer. Because with this stipend we can do as much as we can, so that you don't find you in a situation. Let me say for example, washing powder. That R30 that you have saved can allow you to buy"	Community support and resourcefulness, able to preserve	Any references to community support and resourcefulness	References that exclude community support and resourcefulness
28. Community support and resourcefulness	Line 521-526 "Yes, we are doing vouchers here at work. We have that thing, that okay, we buy stamps from Shoprite. Let's say for we are saving for December, but if say for instance, anything happens during the month.	Community support and resourcefulness	Any reference to community support and resourcefulness	References that exclude community support and resourcefulness'.

	<p>You say, okay, can I borrow something for I can borrow. When you financially stable, you can always repay it”</p>			
--	--	--	--	--

6.5 Appendix E: Excerpt of Transcriptions

First Meeting

All the information that you would be giving us today will be stored at the university of Pretoria. Please feel free to contact my supervisor. Here are my details on the right side and on the left side is my supervisors information, so and beneath there is a concept/consent form. It states there is my topic, The strategies of a single parents use to enhance the resilience of their school going children. Then I ask you please indicate if you will be participating in this study by ticking in the first block if it is alright. First box if you say you are okay with it and you will participate and if you don't want to it, do not give consent then you tick in the second block.

So, this is what they say "that you also by aligning that I can record because it will be difficult for me to write down everyone's responses otherwise it will take the whole day to write down and I also might write incorrect things and that's why I'm making use of my audio recorder for me to go back and to listen what you have shared with me today. So, you are not telling me things you are sharing things with me as a parent regarding you as single parents and your children. So, do all of you understand or is there anything else I must explain?

Everyone is up to standard here okay. And then the last part says that the decisions that was said during the discussions will remain in this room.

Facilitator: So, as a focus group the focus group works like that. Uhm. Whenever I am going to ask a question, I am going to like to throw it over to uh ha to you I don't need to show everyone can give an answer. It's not going according to this point to point. Feel free but as I said earlier everyone should also try to also answer according to what the other person was saying, and you also don't have to agree with what the other person was saying. And also, if someone is saying something please mamas and papas let's not laugh to make the other person feel bad or look bad. No this is not what it's all about e are all in the same boat. We are all single parents otherwise you would not be here ok.

1 Facilitator: So, the question I would like to ask is that as a single parent what kind of
2 challengers do you as a single parent experience? You can put it in a positive or in a
3 negative way, any way will be okay.

4 Participant 6: My challenge is that raising a teen child that is my challenge. They are too
5 demanding, they are competing with their friends. When his friend has an expensive shoe
6 he would also want the same shoe as his friends. They are not looking at the situation in his
7 family. Sometimes you find that their parents are working as in they are not single parents
8 you see and that I am his single parent and then he is with the children who has both parents
9 working they are not single parents.

10 Facilitator: Is there anyone who would like to add?

11. Participant 10: uhm, another challenge can be disciplining the child and spending quality time with the child or most of the time they are overloaded with work and then financially you are always worrying about money and then another can be motivated.

13. Facilitator: okay all right mam your hand was up.

14. Participant 3: yah as a single mother with a son I thought sometimes he needs a father figure because if I try to guide, he always says that “I want my father to tell me because I am a man, and you are a woman. You don’t know how I feel as a man

17. Facilitator: That is boy

17. Participant 3: It’s a boy and he is a teenager and sometimes so sometimes I thought that he needs a father figure to guide him and as a single parent I struggle to guide him.

19. Facilitator: So, you can’t be a mother and a father?

20. Participant 3: He doesn’t understand that I can’t be a mother and a father at the same time. And also, financially he expects more he feels that I’m the only son how can’t you afford to buy me everything I want.

23. Facilitator: It seems very difficult to be a single parent, anyone else want to add to that specific point that was raised now from other participants or do you experience the same? Do you agree or not agree?

26. Participant 1: I also agree that as a single mother raising two kids, it’s quite a challenge because it’s a boy child and a girl child and sometimes emotionally they can’t open up to me but then I get a feeling that if maybe their father was around that things would be easier especially for the boy child, because a boy child because it is the father figure that needs to guide and discipline so that they can do the right thing and the girl child needs their mother to rely on so we are trying our best although it’s hard, but we are trying our best.

34. Facilitator: Regarding the given points now as a parent or issues, finances, friends what about schooling your kids at school. Not what the children are the challenges they have your challenges they have that’s not what you have touched you touched on most of it but what was your experiences.

38. Participant 3: Regardless of the question, okay when we serve food, he always has data to chat with girls or things. But when I ask about his school work. He always needs data. So, he doesn’t support me he must also give support too and understand that my mom does not have enough money. The reason I don’t have money or data is that I must do my online schooling. So that he does not budget with my data.

43. Facilitator: So, there you can see. There are preferences to the school work. Does anyone else want to add something about schoolwork school work.

45. Participant 1: Yes, the school work I'm like kids of nowadays feel like or make us feel like.
46. let me speak from my personal side, My kids like they I don't know what they are going
47. through especially when it comes to their school work. Their homework they tell me how I
48. should teach them how to do their homework that, but I should be the one teaching them
49. their homework so its somehow challenging to know but when I {speak in Setswana}
50. because I know them, I went to school, and I went through the grades that they are going
51. through but like you have to continue now let them know that I was also once a grade 2. I
52. was also once a grade 3, and they understand what you do you have to explain that ok
53. Number Line was that one than like these you say your teacher taught us like this, but 54.
54. Number Line is the best when you do it like this. You need to convince them, that you were
55. also in Grade 2, 3.

56. Participant 3: even if for my mention when I pronounce something in life skills then he
57. says no my teacher taught me like this in Life skills. They lough if I say something wrong
58. for example amoeba.

59. Participant 10: Another challenge could be that they have been changing for some time.
60. Now I don't know how many times it can be a challenge to us if a grade 2 child or many
61. primary comes to you for assistance you will notice some of the children who are helping
62. here. They don't pronounce the alphabet the way we pronounce them. Growing up they
63. pronounce them another way around so that we can understand them better. I don't know
64. why so it can be quite a challenge.

65. Participant 10: And then again financially speaking we can't be dismissing. I was taught
66. another method of dividing so it will be a very quiet challenge for me to assist then with
67. their methods. I am and I am scared to show them our methods of being that's back in our
68. days because it might choose a challenge it is quite a challenge.

69. Facilitator: Yes, it makes sense that you must be up to date with everything and to be on
70. the same level.

71. Participant 3: Like for example we used to say A, B, C, D now they say a,b.,c, (Explaining
72. the phonics),

73. Participant 2: Another challenge is if you are a single mother then we are raising a boy
74. and all the school work the challenge is that when teachers give them homework, or they
75. ask them to do homework about life skills is that the answers about how that from
76. especially puberty then it's difficult for me as a mother to tell a boy. How they grow, is
77. difficult as a mother to tell a boy that part.

78. Participant 8: Another challenge is if you are a single parent, we have too much work to
79. do. We have you go to work and home doing all the things, so teenagers are too
80. demanding when it comes to schoolwork, they don't do their work and if we ask, they say
81. it's already done. If we are not checking their homework or the classwork's we find that he

82. does not do anything for one month or a long time, then or they are not attending school.
83. And you will once see if they are not giving my attention at work and not at home or school.
84. You have to focus on your child. My problem was that my child was cheating until I found
85. out that your child was bunking school and I always ask I was thinking that he was telling
86. the truth just found out that he is bunking classes and he doesn't go to school. Because I
87. come late from work, he just tells me that he is done already and then go to his friends
88. and practically giving him discipline or looking at his work you are tired.

89. Participant 9: Yes, you are tired you just hoping that he/she has done the work and you
90. think that everything was fine. Like you trust them. Like we go through that point. That you
91. say now I trust my child and that everything is alright than later on we will be disappointed
92. because you find that he's not been doing his homework they have been banking schools
93. and doing other stuff that is very tricky as teenagers or even small kids, then we will be
94. disappointed being like my child that's the reality that we all exactly face and not standing
95. up for when people and not standing up for when people are saying that yours has been
96. doing this and that. because we are not there to see or to hear what they are saying you
97. just have to give them support and guide your child to the be a better person.

98. Facilitator: okay so you see we are pointing now in another direction that's support before
99. I go back to support the question. now I first want to here, what are the positive things so
100. we are talking about challenges. There are a lot of challenges, lets here about the
101. positive things you as a single parent. Here you are you came through all these difficult
102. things but. still here you are the perfect parent. What brings you, what you did you do to
103. make it thus. far?

104. Participant 1: uhm first of all I say as a single parent every time when things don't go my
104. way or when something shouldn't come my way. I just look at my kids than I say like the
106. negative is not worth it. But these two is worth everything .so I like always tell people like
106. around me. like my kids are worth the effort that I am making worth the effort.

108. Facilitator: So it's actually the kids that keep you going?

109. Participant 1: Yes

110. Facilitator: Alright

111. Participant 1: Even if I feel broken or held but when I look at them, I say no no no... I
112. can't put my kids through that. The deserve better. I could say that I am mad but happy
113. at the same time because if minds to find a way to understand and adjust that being a
114. single parent and that one way or another as much as it is difficult, they have to manage
115. to adjust that I am the only parent that is there for them, and they are willing to
116. compromise as my kids sometimes I don't care of that kind of troubles. I am happy to be
117. a single parent and my kids have managed to adjust to have a single mom.

118. Facilitator: That's beautiful thanks speaker. Sometimes you can put all your challenges
119. aside and just look in front of you. Anyone else wants to share positive things? We are
120. done with the rest and there are many. So, the other ones are still quiet can you see if
121. you have something like that you can add your inputs.

122. Participant 11: another point for me is that you see my child is suffering like when I go
123. up. So, I want my child having a positive and bright future. I must wake up and pull up
124. my socks and make the right things for my child.

125. Facilitator Like that neh the way you or where you are coming from is also taking your
126. extra mile because if it was not there what would you say?

127. Participant 3: Because I would say that we are all trying like at all costs. We are
128. preventing our kids to grow up the way we grow up.

129. Participant 1: Even though we grew up with both parents that we also had challenges to
130. face while we grew up so even if I am a single parent. My parents were both parents to
131. give my kids a better life then the life that I had before.

132. Facilitator: So, the challenges you grew up with you are trying to prevent that from
133. happening to your kids?

134. Participant 12: More important is that when you see your child has a problem or has an
135. dodgy behaviour you have to support them by asking them what's the problem and then
136. guiding them to not have bad behaviour and telling them that everything will be okay what
137. do you want to be the future? And supporting the child according to what he wants the
138. good things she wants the good things she wants to be supported so support your child
139. and even give him the guidance the importance of both things and telling them the
140. consequences of their behaviour and she has to know that this will lead to this and this
141. one will lead to this. Support the child of what he wants for the future.

142. Facilitator: This is becoming again from support let me also ask regarding positive or
143. negative challenges or problems what type of support are you giving your children. What
144. support are you to giving to your kids to do better at the school work. Because we are
145. talking about school going children.

146. Participant 3: I do regular school visits to his teachers.

147. Participant 10: And supervision in the school work or check their books to help in home
148. works

149. Facilitator: supervision, visiting schools they doing their homework alone or?

150. Participant 1: asking the teachers numbers so that he can call the teacher and ask
151. what's going on with my child regularly

152. Facilitator: Anyone else?

153. Participant 5: Give our attention so you can see if you look or want something.

154. Participant 8: I think going to the school with the child because you don't know if the
155. child is going or not if you just sent your kid.

156. Participant 6: One thing is you need to communicate with the kids that your kid is
157. surrounding themselves in because in that way you can understand that okay right this
158. happened today ok so it's then easier to open up to you when anything is wrong or
159. something like that or even if he or she can't open up to you then build a relationship with
160. them or his or her friends. When they share something together with their friends can
161. come tell you ok. So, this and this has been happening and he/she said this and this
162. today. So, build a relationship with the people he/she surround themselves with.
163. Interacting with them is very important.

164. Facilitator: So, what we can see is that we as parents that most of the time we focus on
165. the wellbeing what about us as single parents. How do we deal with that don't you also
166. have challenges? I'm talking about you yourself as a single parent how do you deal with
167. where you get your support from. How do you deal with your own personal challenges?

168. Participant 6: I share with my colleagues, sharing is important. When I have a problem,
I 169. call my colleagues and then I try to hear from them how do I handle this. My colleagues
is 170. the first one to hear from me and know that even if I tried to or the only one to try to
171. resolve the problem and sharing is important like sometimes it's like that one has already
172. experienced that things and then they can assist you thought the thing or problem you
173. have.

174. Facilitator: Are you also experiencing the same or what are your ways to get help.

175. Participant 4: Prayer

176. Facilitator: prayer

177. Participant 1: I will say my first priority is my mom's advice even though she was not a
178. single parent. Her advice is to me the world when she say bring the kids here let me raise
179. them. Then I say no I want to raise them myself so that I can see the challenges and
180. things I must go through she is my support system

181. Participant 10: Again, it can be self-motivation if you show any finances or feeling down
182. to your children so by motivating yourself like having that inner strength like it will make
183. your children feel like a hero otherwise you are going to have that strategy for themselves.
184. Show your children you are strong.

185. Facilitator: Ladies do we agree with the gentlemen?

186. Participant 1: yah self-motivation is very important in our lives it does because if I say
187. am going to sit there and try to change something that I can't change okay let me say I
188. can do this then I motivate myself so for me it does not work. I do agree with you.

189. Facilitator: Okay anyone else in the group that wants to add on self-motivation or inner strength your family or sharing is there anyone else that wants to add and you going through all of this as a single parent there are three ladies, I haven't heard their voices or what is there anything that they want to add, regarding challenges, support strategies, or how you support yourself.

194. Facilitator: So, what are the challenges that is standing in your way now. You know sometimes you have that support structures but there are hampers these are challenges that's always in the way to support your child.

197. Participant 7: Finances are always our struggling point even if we are willing to give our kids the best life we are imagining in our lives.

199. Participant 8: But because we can't afford to give, we are only giving them what we can so, finances are the problem.

201. Participant 10: Negativity as well we must always avoid negativity.

202. Participant 1: I also want to add how can I put this uhm baby dadding the baby daddy can also sometimes be like the problem like me as a single mother I am not referring to anyone I like to put things personally because here am I as a single mother every time I do something for my kids. There is a baby daddy that I need to consult first before my kids can go and visit my mom; I have to consult their dad even though we are not together anymore I have to consult them that what's going on and somehow, he can think so that he can be absent even care like why you want to do that. Like if he says now, it's now even though its challenging. I need to consult always with my kids father. Sometimes he can deny. Sometimes, he doesn't care why I want to do that.

211. Facilitator: Thank you for sharing. Any one who wants to share regarding that point.

212. Facilitator: So, you have mentioned finances, but how do you resolve that problem about finances. How do you cope?

214. Participant 3: Be transparent when it comes to your child when you throw your budget together so he can see that only this amount will be left. I make sure that he understands and make that if this goes this way this is for lunch this is for the house this is for your taxi my taxi my lunch so that in the middle of the month when he asks something he will be knowing that mamma doesn't have or maybe she only has R20 left so sometimes like that.

220. Participant 1: Yes, I want to add something on that as well. If maybe my kids say they want something then we make some kind of arrangement ok child this month there is going to be nothing left but let's make an arrangement that let's say in 6 months I will buy

223. the bicycle for you. If you do that they will understand. That's okay mom will try to buy
224. but not now.

225. Participant 10: Sometimes it can be understanding like responsibility so if you are
226. dealing with a child, you can make them understand and then be aware of the
227. circumstances and then some stuff that is needed and some stuff that is wanted so to
228. make them understand

229. Participant 5: Another thing for a single parenting for a child and mom so to acknowledge
230. that you have to teach your child not to complain or compete. Stay with your child and
231. teach. And let us take it easy neh and then count your blessings there are so many things
233. food money those things are the things we survive make sure we show the positive side
234. in your because as a parent I should. I try always even the child but if you teach your
235. child to be content then you also as a parent especially about finances, but you must
236. teach your child the bigger things in life. Children need so many things, but they need to
237. be explained about finances, teach them.

238. Facilitator: Anyone would like to apply to what she was saying?

239. Participant 10: You need to understand to appreciate what they have and to stop worry
240. and complain. I think.

241. Facilitator: We can really sit the whole day about single parents and what they are going
242. through. So, my research topic, how does single parents support the resilience of school
243. going children so that basically answers the whole question. So, what strategies. is there
244. anything else you would like to add? Which question would that be? Remember we are
245. talking about single parents and their struggles positive and negative.

246. Participant 1: I think it has been easier for us because it's our day-to-day life. One thing
247. about we have no like from my side the love that we give to other kids and the love to us
248. as single parents. that is the only thing that is keeping us surviving cause that one second
249. you tell your child you love them ore you done a great like you said appreciate them. Just
250. by telling your kids baby I love you like that little thing changes everything in that little
251. Childs heart even though that they can't say it out loud tat mommy I love you eventually
252. the bigger love I see is my kids love on their faces they don't have to say mommy I love
253. you. But I can see it. You done great, irrespective of how angry they make you. I see
254. their love on their faces.

255. Facilitator: You can see it in their actions

256. Participant 3: Add on that one to take the time to tell him or her helps them to not pretend
257. and just to show them that look boy I love you that's when I know that she will eventually
258. notice that my mother loves me very much. My mother loves me, show them so that they
259. must not look for love in sugar daddy's.

260. Participant 5: Can I add on that to be the role model to present yourself in front of your
261. children or in your community also my children for me but if I do whatever so as a parent,
262. I think that you should be a role model. To do the right things in front of my children, to
263. lead by example.

264. Facilitator: That's right yes, your hand was up mam.

265. Participant 6: The thing that plays a bigger part is understanding your child I think
266. understanding what the reason for your child's behaviour the child is sometimes will play
267. out what they feel inside outside. So, we should understand why the child is going on like
268. this. They play out how they feel inside. Need to understand first. Sit down with your
269. child and watch your child.

269. Participant 3: And sometimes the child will ask about his father. Then you will think like
270. he is not ready. Like I want my father he will keep on asking and you are not ready.

270. Facilitator: So, all of you has given your input in this focus group, are you happy cause
271. I am happy. And is there anything else you did not talk about but that one thing you
272. haven't talked about is what is the child's challenge at school because we have raised
273. everything 184. but are there others?

274. Participant 3: Peer pressure

275. Facilitator: Yes! peer pressure

276. Participant 1: I think that also his conducting or misbehaving of a child sometimes as a
277. parent there is a lot of what your child can show you at school you see for example if you
278. I don't mind for, I think 2 years back my child has been. I was called from his school
279. saying that he has a screw driver in his school bag. Yes, so I don't know where he got it,
280. why he got it or how he got it in his school bag, so it was a case because it is now a crime
281. yes, because what was he going to do about it. You see so we had to sit him down. I had
282. to call his father and say come now you need to intervene this is now out of my control
283. and so, we figured out that one of the bigger kids had planted one in his school bag.
284. Okay, if you can't talk to me, write it down or draw. So, I gave him a pen and paper to
285. write down what he feels and then we saw that it wasn't him. Use their own strategies, if
286. you can't talk, write for me. So, what is the meaning of this drawing for me. If you don't
287. understand your child, you can help your child.

288. Participant 10: Okay can I add my child one of his friends at school was rude to the
289. teacher and he made a video of what happened the child was chased out of the class.
290. And when he got out, he threw the dust bin to the teacher on the end of the day both of
291. them were wrong because now putting your phone on in class is also wrong so ja. There
292. is a lot of violence. We only hear the children's side of the story. Children come from
293. different families, and we need to teach them to behave. At school they meet different

295. children and involve them with violent behaviour. Our children are told to go and look for
296. job because they can't cope with schoolwork. They can be wrong. My child throws the
297. book to the teacher and the video was shown to me. Why was the video taken, its wrong,
298. This violence is experienced by both teachers and the learners.

299. Participant 6: Teachers can play an important role and can harm as well. Talk to
300.. teachers about the coping strategies. Teachers can tell that your child is dump. You
301. need to sit with your child. Try to understand and find a way to move on. Empower your
302. child with other sources. Lead by example. Tell them that education is important. They
303. must study not to be like you.

304. Facilitator: Thank you for sharing and participating. Okay I think we have come to the
305. end of our focus group because we said for an hour. I think we have been long in after
306. so uhm I would like to thank you for participating and for being here.

Second Meeting

3 Facilitator: What does resilience means to you? Please remember you are
4 not at school, so there is no right or wrong answers. You are here to share your
5 3. experiences as single parents.

6 Participant 1: I think it is all about the bases on your challenges that you go through
7 and personal.

8 Facilitator: That's why I say, there is no right or wrong answers.

9 Participant 10.: I think resilience mean that you are not letting an obstacle allow you
10 to face your different challenges.

9. Facilitator: Anyone else who would like to add on that.

10. Participant 8: Maybe it's a capacity of how you are dealing with what you are
11. experiencing.

12 Facilitator: How do you balance your life as a single parent? For example, how do
13 you balance life and work. Please tell me if I must speak up, I know the masks can
14 make it more challenging to hear.

15 Participant 10: I think uh, how do I balance my life in general? I think when I'm at
16 work, I'm at work and when I'm home I'm at home. So, I must balance this two and
17 develop lessons so that I cannot allow that if there is an issue at home or work. That
18 thing must stay at home or work, so I think its is just role playing

19 Facilitator: Do you agree with what he is saying, or would you like to add. If you have
20 struggles at home, do you go to work with that problem. How do you deal with that?

21 Participant 1: I think prioritizing what is your obstacle, things like when
22 you get home and you see your family and your kids you already feel better,
23 you put aside everything and just focus on what is in front of you.

- 24. Facilitator:** So, you are saying, you focus on what is in front of you and put
25. aside what happened. Okay so, you as a group must talk together and
26. sharing your ways of dealing with things in general.
- 27. Participant 10** If you can manage working, then at home so you must know
28. when you say some stuff and think before you speak about work stuff.
- 29. Facilitator:** So where do you get help from, if its not from the doctor?
- 30. Participant 8:** Now sometimes we have that problem. Because somebody help with
that problem, like you are saying, yes, I get help from my friends.
- 31. Participant 5:** I think you mostly get help from your colleagues and
32. your family because at some point, I believe that the problem has the own
33. problems and most of the time if you have not the remedies for it. You must talk
34. about it and then it goes over or if that doesn't work. Then sum it up. Because
35. most of the time it's not about the problem we have, it's about how you react
36. on the problem. It is sometimes what's making the original problem bigger, so
37. sharing it with someone else or resisting your mind. But it is important to
38. share things with people.
- 39. Facilitator:** So, on that point. Let me add this question. How do you relate to your
40. family? How can you work together with your family?
- 41. Participant 1** Being there for each other always that is what is important. That could
42. be working because sometimes you need a person to cry on:
- 43. Facilitator:** So, there must be someone in the family that you feel free to go to?
- 44. Participant 1:** My favourite person I go to is my mom. Yah, she's always there for me,
45. like I also said on Friday.
- 46.** Okay, now I want to know is your mom also your number one priority, because
47. everyone has different support structures.
- 48. Participant 10:** It depends on how you are connected or how likely you can have both
49. mother and father. But sometimes you can't talk to them and sit them down to talk
50. about some stuff. Maybe you are getting married or having problems or expecting your
51. child to respect you. It depends how you are connected to them. Your mom can be
52. there but sometimes you need another person to talk to.
- 53. Facilitator:** So, in your case, who are you connected to talk about your challenges?
- 54. Participant 10:** For me it's my aunt.
- 55. Participant 9:** Someone who always listen to me, is my neighbours. You know like
56. sometimes when I'm making the garden, il be talking to my neighbours. That is who I
57. personally speak to.
- 58. Facilitator:** Are there any one else who wants to add on that point.? As a single parent,

59. what are your daily activities? You know that
60. we have a routine that we follow, or does yours change daily?
61. **Participant 4:** When I come from work, I cook, then supervise the
62. schoolwork of my children and then make sure they go to bed the time they
63. should. They regularly attend school; they also attend church. Wherever
64. they go to play; I make sure I know who they are playing with and who their
65. friends' parents are.
66. **Participant 10:** So, we don't spend most of the time together because I am
67. at work and he is at school so after school we spend like an hour or so
68. together just to let him know that he is not alone, he does have a father.
69. **Facilitator:** So, can I ask you how your daily routine was before the
70. lockdown?
71. **Participant 10:** Going to work than after work then we spend time together
72. or maybe see some friends and on weekends. On weekends when I'm not at
73. home the children, they will be with the mom then normally they visit at their
74. granny. So yes, most of the time when I'm not at home, they are at their
75. mother.
76. **Participant 1:** My routine is like I'm when I come from work. After work,
77. I go fetch my children, we go to the park sometimes, and then supervise the
78. schoolwork. I also try to visit the school often.
79. **Facilitator:** Does someone have a different routine?
80. **Female Participant:** During the week, it's the same but only on the weekends
81. are when we spend time together because in the week its school and after
82. school activities. We must be patient and strong. They are sometimes with the
83. grandmother.
84. **Facilitator:** So how is your children's performance are you happy with it?
85. **Participant 10:** My children's performance has changed a lot since this
86. lock down like when I ask her to go through her work. Yes, she does but she
87. doesn't know anything it has changed a lot and she is always playing,
88. and I try to show her it's not right.
89. **Facilitator:** Okay, so how was it in the beginning before lockdown?
90. **Participant 10:** Yes, a lot because he could read at his age and the
91. Maths was very good, it was amazing.
92. **Facilitator:** And the rest of you, do you have the same experience?
93. **Participant 1:** Except for being naughty, that comes naturally.
94. The thing is its always the time when you are not financially stable
95. when they get out of hand its always that time when they want money

96. or something. My girl, she would understand but the boy when he
97. hears that, is when I'm not happy with the performance.
98. **Participant 10:** The thing is that like when you talk rude or harsh to
99. the children, they are always going to school and when they get there,
100. they say the things I said that night. So, it's difficult for me to be rude or
101. to discipline them because then they go and speak to their friends like
102. that. Then it will look as if you are a bad father.
103. **Facilitator:** So how do you handle these challenges?
104. **Female Participant:** Like the other lady said, while we are gardening
105. and drinking coffee outside, we are discussing sometimes the things
106. that is happening to us.
107. **Participant 10:** We as men in the community. We have a men's club
108. where we go and speak about this and try to make the most of it.
109. Because like when you say something wrong or talk louder than the
110. other times, they can easily say I'm abusing them, so sometimes we
111. need that speaking to someone so that we don't do that. We meet at
112. the police or at the community hall.
113. **Facilitator:** What about you ladies, are you not belonging to a community group
114. like him?
115. **Participant 1:** We do belong to a group here at work. Even if I run out of food
or
116. something. We try not to lack anything. That why we come to the centre to
117. volunteer, because with this stipend we can do as much as we can. So that you
118. don't find yourself in a situation. Let me say for example washing powder. That
119. R30 that you have saved can allow you to buy.
120. **Participant 2:** Yes, we are doing vouchers here at work. We have that thing,
121. that okay, we buy stamps from Shoprite. Let's say we are saving for
December.
122. But say for instance, anything happens during the month. You say, okay, can I
123. borrow something. Yes, you can, and when you financially stable you repay it
124. back.
125. **Participant 10:** Yes, it's like our forum for men. The mission was to see men
126. talking about stuff, so that cannot be blamed for things like abuse. We need to
127. equip ourselves as me.
128. **Facilitator:** Thank you for sharing, everyone. I think we have come to the end
129. of our focus group discussion, and I am sure that everyone is exhausted and
130. hungry by now. I will come back to the coordinator regarding the transcribing

- 131.** and results to make sure that everything that we have discussed here are a
132. true reflection. Thank you very much for every ones input. This study cannot
be
133. done without your inputs, and I really appreciate your participation and
134. experiences shared today.

6.6 Appendix F: Excerpt of Member Checking

6.7 Appendix G: Interview Schedule

THE STRATEGIES SINGLE PARENTS EMPLOY TO ENHANCE THE RESILIENCE OF THEIR SCHOOL GOING CHILDREN

FOCUS GROUP QUESTIONS

- What does resilience mean to you?
- How do you balance your life as a single parent?
- How do you relate to your family?
- What are your daily activities as single parents?
- How is your childrens performance at school?
- How do you support your children?
- What do you struggle in?
- How do you handle these challenges?
- What are the positive things in your life?
- Where do you get your strengths from?
- Are you romantically involved in relationships?
- What gives you hope?

PRIMARY RESEARCH QUESTION:

How do single parents support the resilience of their school going children?

SECONDARY RESEARCH QUESTIONS:

Which strategies can impede the resilience of school going children?

What strategies can single parents use to enhance the resilience of their school going children?

6.8 Appendix H: Photos of Research Site

6.8.1 Research Site



6.8.2 Research Site – Parking Area



Research Site- Area for Member Checking



1.