

**An investigation on the motherly roles played by grandmothers as caregivers in rearing children in South Africa: A case study of Zwelitsha location in the Eastern Cape.**

**By,**

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## **DECLARATION**

I Qhama Ntsomi (201003046), declare that this research project is a result of my work. It has not been submitted anywhere before for any degree purpose or examinations in any other university. It is being submitted in partial fulfilment of the requirements for the Master of Social Science (Social Work) at the University of Hare, Alice Campus.

Signature

Date

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## **ABSTRACT**

Grandmothers of today are playing motherly roles in rearing their grandchildren. This study sought to investigate the experiences of motherly roles played by grandparents in rearing children;, the challenges faced by grandmothers in becoming full parents again; the kind of support that grandmothers as care givers receive from social service practitioners to meet the needs of the children under their custodial care; and the kind of empowerment services the grandmothers need to provide motherly care to their grandchildren.

The study utilized a qualitative research method in the form of in-depth interviews and focus group discussions. The process was made possible through the use of purposive sampling and quota sampling to generate the targeted respondents of the study. The study was framed within the structural functionalism theory and the system theory. The structural functionalism theory suggests that all social institutions, including family, exist to fulfil a need in every society as grandparents are there to fulfil a need especially in time of crisis. This has inspired

researchers to look to broader societal forces that express changes in the family and adapt to other changes and paradigms that are valuable for the study of grandmothers who are rearing children. On the other hand, the systems theory advances that the family, just like the group, is a system interacting with its environment like all living organisms. The theory was befitting for this study since grandmothers are resuming motherly roles to ensure the upkeep of their grandchildren in the absence of their biological parents.

The results of the study have shown that most of grandmothers have emotional problems and are not doing well physically. In addition, some grandmothers find it difficult to access social welfare services from the government and because of various reasons. Some of them reside in some areas that are far reaching and can hardly access information and basic service delivery services. Moreover, the study has shown that the grandmothers do fulfil motherly roles though they are besieged by their age and financial problems. In some situations, they play roles that may go beyond those of the biological mothers

## **LIST OF ABBREVIATIONS AND ACRONYMS**

FAO- Food and Agricultural Organisation

NSAF- National Survey of America's Families

RDP- Reconstruction and Development Programme

SASSA- South African Security Agency

SIPP- Self Invested Personal Pension

US - United States

UK – United Kingdom

UNICEF-United Nations Children Emergency Fund

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## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### 1.1 Introduction and background

The number of grandparents who provide primary care for their grandchildren is growing worldwide. In due course, the traditional family roles are being reversed as old family members take responsibility for the physical and psychosocial needs of children. Historically, grandparents often served as an alternative when birth parents were unable to take care of their children. The number of grandparents who are taking care of grandchildren in South Africa is an issue that is unlikely to go away. According to Pierson (2012:1) grandparents are faced with the responsibility of raising their grandchildren for a variety of reasons that may include parental death, substance abuse, incarceration, mental health issues, military deployment, teen pregnancy, abandonment, abuse or neglect.

These grandmothers often encounter severe predicaments in providing basic needs and other related fundamentals to their grandchildren. In addition, the demands that are made by children may at times be overwhelming. Consequently, some may need support with school work and on how to cope with life challenges as well as finding some sense of direction. It may also be perceivable that grandmothers may not be coping with all the motherly requirements of their grandchildren due to their age, financial and deteriorating health problems.

The prevalence of grandparent raising grandchildren is increasing being dramatically in South Africa and worldwide. In California, the U.S. Census Bureau report that 1.2 million children under the age of 18 live in grandparent-headed homes, with the highest concentrations of these families residing in the Los Angeles and San Diego regions. A decade ago, a little more than 10,000 grandparents reported that they stepped in as caregivers in San

Diego (U.S. Census, 2000). This city has now been ranked to be on the 7th among the top ten cities with the highest numbers of grandparents raising grandchildren. Nearly, 30,000 grandparents are raising their grandchildren within San Diego (U.S. Census Bureau, 2010). Of San Diego grandparents raising their grandchildren, the majority of these families have been identified as being African-American or Latino (U.S. Census Bureau, 2010).

In South Africa, 42% of all children are residing with one parent and 23% (1, 400, 000) are residing with neither parent. Clearly, large numbers of children (orphaned and non-orphaned) are not residing with either of their biological parents and many are brought up in households in which they are under the custodial care of grandmothers (Villiers and Giese 2008).

## 1.2. Conceptual framework

According to the research carried out by Thomson and Minkler (2005) grandparents present higher chances of being poor, female, unmarried and African American parents (Thomson and Minkler 2005: 131- 9). Using a US national sample of 3,260 parents, the authors found that 40.4% of non-caregivers, 47.5% of intermediate or occasional caregivers, 6.8% of extensive and 5.3% were custodial grandmothers. Further, some of these extensive and custodial grandparents were younger in age than their peers. Marlatt (2005:8) confirm that the US national studies of grandparents-headed households indicate disproportionate high poverty rates among these families with economic variables that were strongly associated with poor health outcomes. It may be possible that the economic demands of custodial grand parenting, frequently not accompanied by economic support from social services agency, end up taking also a toll on the already compromised health of these adults.

Edwards and Ray (2010) attest that most of the grandmothers do not fulfil the motherly roles due to numerous problems which may include illiteracy, emotional problems and most of them are not doing well physically. Furthermore, their health is ever more at risk as they

advance in years. They reach a time when they confront the realisation of severe limitations on their bodies creeping in subtly and gradually as they find themselves increasingly unable to attend events outside their homes (Edwards and Ray 2010).

Moreover, Alpaslan and Mabutho (2005) cited in (Mudavanhu 2008) conducted a research among grandparents in Botswana and found out that elderly surrogate parents all reported having health problems either from old age or from the stress caused by care giving. They are often overwhelmed by poor sight and/or hearing, backache, high blood pressure, and chest and side pains. All these physical problems, combined with other multiple losses experienced, may impede their ability to provide adequate care to children.

On the other hand Baird, John and Hayslip (2001: 139) reported some focus group findings with custodial parents where the urgent need for financial assistance was offset by the constant sense of being discounted by providers of social services because of their position as grandparents, perhaps a reluctance of welfare workers to place children within their family in the belief that it was the family dysfunction that contributed to the need for placement in the first place.

Moreso, Schatz and Ogunmefun (2007) cited in Mathambo & Gibbs (2008) pointed out that in South Africa, grandparents receiving pensions from the government are regarded as the key breadwinners in extended families. This highlights the shift in demands on the elderly as the AIDS epidemic becomes more pronounced. In this respect, there are two types of grants that can be paid out to relative caregivers in South Africa: the Child Support Grant, and the Foster Care Subsidy. These grants are administered by the South African Social Security Agency (SASSA).

With regard to the provision of these grants, grandparents do not need to have legal custody or guardianship of the child to receive this grant, but they must produce documents that

confirm that the child lives with them and the parent does not. They must also provide documentation such as a birth certificate to prove that they are a blood relative of the child. The complexity of the system and the bureaucracy that surrounds it make it difficult for many grandparents to understand and navigate the systems of public assistance. Lack of training and commitment of officials who administer these services can also lead to some grandparents being turned away or being given less than they qualify for. Some of the grandparents are not even aware that these grants can cover children up to the age of 18 (Chambless and Jack 2007; SASSA 2010).

In South Africa there is no provision for the one-time expenses associated with children grandparents are responsible for. This type of grant can help to purchase school uniform, a bed or new clothes. It can also be a good supplement to the two aforementioned grants that do not cover many of the needs of beneficiaries (Chambless and Jack 2007).

Grandparent-headed households, where grandmothers take on the replacement parental role for children without a parent present, have emerged as one of the fastest growing family constellations in South Africa. In many of these grand-families, grandparents are rearing children not by choice or tradition but as the result of family crises that necessitate grandparent intervention. These family crises may have resulted from teenage pregnancy, abandonment, parental death, military deployment, deportation, parental neglect or abuse, or some other situation requiring kinship care (Hayslip and Kaminski 2008; Cox 2000).

Moreso, in UK there are thousands of grandparents who take on full time care of their grandchildren. A significant proportion of the parents of these children have significant drug problems. Many children in these situations have witnessed and even assisted parents in managing their drug problems (Marlatt 2005:7).

On the other hand, Children in the care of grandparents may receive inappropriate care due to care giver deteriorating emotional and social capacities. This may also be due to diminished household economic capacity. Furthermore, children's non-material needs may be overshadowed by the urgency to provide for their basic everyday needs Ansell & Young (2005). In this regard, grandparents do not seek legal guardianship or adoption because it might cause hostility within the family, especially in cases where issues over financial child support arise. This makes it difficult for these grandparents to apply for the financial assistance they are eligible for. In cases where they do apply, they often experience considerable delay, red tape, and other difficulties (Mudavanhu 2008). All these studies were focusing on the problems faced by grandmothers in rearing children as well as factors leading to the adoption of children by grandparents. This study in particular is going to focus on the motherly roles played by grandmothers in rearing children.

### 1.3 Research problem

Large numbers of African Xhosa children (orphaned and non-orphaned) are not residing with either of their biological parents and many are brought up in households in which they are under the custodial care of grandmothers. Statistics indicate that this study would investigate challenges of motherly roles experienced by grandmothers as caregivers to their grandchildren.

### 1.4. Theoretical framework

#### **1.4.1 Functionalism theory**

This study is going to utilize the structural functionalism theory and the systems theory. According to Desfor (2008:349) structural functionalists envision society as a system of interrelated parts and they emphasize how the different parts work together for the good of the society. This theory suggests that all social institutions, including family, exist to feel a need in society as grandparents are there to feel a need in time of crisis. It encourages

communities to look to larger societal forces to explain changes in the family as it adapts to other changes that are valuable for the study of grandmothers who are rearing children as mothers. The structural functionalism theory looks at stability but however does not necessarily value it as superior to other possible forms (Kingsbury and Scanzoni 2009).

Furthermore, modern interpretations of the structural functionalism theory have attempted to integrate conflict and change into the paradigm. This theory recognizes that as times and circumstances change, other structures or functions may prove to be more useful as grandparents proved to be more useful during the time of crisis. It brings forth an acknowledgement that equilibrium can change and therefore be understood as dynamic. It is basically labelled as a theory of social survival. Its key idea is that families, despite classification, perform the critical functions of procreation and socializing of children so that they will fit into the overall society (Kingsbury and Scanzoni 2009:195:217). In this regard grandmothers play a vital role in socialization.

According to Lee (1982) the structural functionalism theory has a tremendous impact on family studies during the 1950's. In addition, the theory also provides an understanding of different family forms and why they work at various times and in various places (Lee 1982). Unlike other theories, the structural functionalism theory does not only dwell much on the nuclear family with the husband, wife and children (Kingsbury and Scanzoni 2009:195:217). In this regard, this theory brings to an understanding why grandmothers who are acting as mothers should be given support and recognized as a valuable form of the family that brings solution in times of crisis. In many of these grand-families, grandmothers are rearing children not by choice or tradition but as the result of family crises that necessitate grandmothers intervention. These family crises may have resulted from abandonment, parental death, military deployment, deportation, parental neglect or abuse, or some other situation requiring kinship care (Hayslip and Kaminski 2008; Cox 2000).

### **1.4.2 Systems theory.**

The systems theory holds that the family, just like the group, is a system interacting with its environment like all living organisms. In bid to explain the continuation upkeep of the children after the crisis, the study will also utilise the systems theory. The theory was propounded by Ludwig Von Bertalanfy and others as a framework within which to conceptualize the emergent properties of organisms and complex non-biological phenomena that could not be explained by a mechanistic summation of the properties of their constituent parts (Buckley cited in Carr, 2008). The theory argues that exchange across the boundary is necessary for a system to continue to survive. Healthy systems have selective, semi-permeable boundaries and are able to boundaries and are able to integrate new information or close their boundaries and are if the system's survival is threatened. New energy enters the group, there is a disturbance to the equilibrium as people cross the boundary and there is a disclosure or expression of feeling. Challenges to the status quo of the group result in the reinforcing of the previous structure. In this respect grandmothers are regarded as previous structures due to the fact that they are assuming motherly roles again.

### **1.5 Research aim**

The aim of this study is to investigate the motherly roles played by grandmothers as care givers in South Africa.

### **1.6 Research objectives**

- To found out the experiences of motherly roles played by grandparents in rearing children
- To find out the challenges faced by grandmothers in becoming full parents again

- To investigate the kind of support that grandmothers as care givers receives from social service practitioners to meet the needs of the children under their custodial care?
- To find out the kind of empowerment services the grandmothers need to provide motherly care to their grandchildren.

### 1.7 Research Questions

- What are the motherly roles played grandparents in rearing children?
- What are the challenges faced by grandmothers in becoming full parents again?
- To investigate the kind of support that grandmothers as care givers receives from social service practitioners to meet the needs of the children under their custodial care?
- What kind of empowerment services do the grandmothers need to provide motherly care to their grandchildren?

The table below presents a summary of the research questions, objectives and methodology

**Table: 1**

<b>objective</b>	<b>Research question</b>	<b>Research method</b>	<b>Justification</b>
<b>Objective 1</b> To found out the experiences of motherly roles played by grandparents in rearing children	What are the motherly roles played by grandparents in rearing children?	<b>Qualitative method</b>	Seeking an in-depth understanding of the roles that they play

<p><b>Objective 2</b></p> <p>To find out the challenges faced by grandmothers in becoming full parents again</p>	<p>What are the challenges faced by grandmothers in becoming full parents again?</p>	<p><b>Qualitative method</b></p>	<p>Help to understand human or social problems from a multiple perspective.</p>
<p><b>Objective 3</b></p> <p>To investigate the kind of support that grandmothers as care givers receives from social service practitioners to meet the needs of the children under their custodial care?</p>	<p>To what extent are the motherly roles played by grandmother meet the needs of the children under their custodial care?</p>	<p><b>Qualitative method</b></p>	<p>Help to discover the underlying meaning and patterns of relationships in a more explanatory way.</p>
<p><b>Objective 4</b></p> <p>To find out the kind of empowerment services the grandmothers need to provide motherly care to their grandchildren.</p>	<p>What kind of empowerment services do the grandmothers need to provide motherly care to their</p>	<p><b>Qualitative method</b></p>	<p>Help to enable the researcher to interpret phenomena in terms of the meanings people bring.</p>

	grandchildren?		
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## 1.8 Research design and methods

This study has employed a qualitative research method which has allowed the researcher to interpret phenomena in terms of the meanings that people bring to them. Creswell, (1994) state that qualitative research is a process of inquiry with the goal of understanding a social or human problem from multiple perspectives; conducted in a natural setting with the goal of building a complex and holistic picture of the phenomenon of interest. Mason (1996) further define qualitative approach as the non-numerical examination and interpretation of observation, for the purpose of discovering underlying meaning and patterns of relationship. At its point of departure qualitative research takes the insiders perspective of the social actors themselves. Therefore qualitative research approach was preferred in this research because it helped the researcher to understand a social or human problem from a multiple perspective. The objective being to describe and understand rather than explain the behaviour of the subjects under study.

### 1.8.1 Research instruments

Since the purpose of this study is to investigate the roles played by grandmothers as mothers again, the focus was be on the primary data which was collected using in-depth interviews. These interviews were conducted face to face with Zwelitsha grandmothers who were rearing these children who were under their custodial care.

### 1. 8.2 Population

Many studies on grandmothers as mothers focus on the challenges faced by grandparents in rearing children as well the underlying reasons why grandmothers become mothers again.

This study has endeavoured to broaden the scope by also focusing on the motherly roles played by grandmothers. De Vos (1998) contend that the population of the study consist of all members of a defined class of people, events or objects who, for the purpose of the research were recognised as being the focus of the study. In this study the Zwelitsha Township constituted the population. In addition, Norman (2000) define population as the entire set of objects and events of groups of people. It is the object from which the researcher wanted to ascertain certain characteristics and determine certain patterns. It was not, however, feasible to use the entire population in this research study, but a representative sample was selected for the purpose of this study.

### **1.8.3 Sample**

According to Cresswell (2011) sample is the fraction of the population considered for actual inclusion in the study. The sample of the population was taken from the group of grandparents residing in Zwelitsha location in King Williams Town. In addition Bailey (2001:84) assert that sampling denote the process of selecting a fraction of the population from which to obtain descriptive and analytical data about the population as a whole. The researcher utilized a sample of 15 grannies for individual interviews, and 8 participants for a the focus group interviews. These were comprised of 2 social workers, 2 teachers, 2 nurses, 1 official from SASSA and one community member to come up with a total of 23 participants. All of them were drawn from Zwelitsha location in King Williams Town.

The rationale behind this sampling frame is that the two different groups would have different perceptions and experience regarding the research topic. This was important in that the researcher was able to discover and gain insight from the participants' perspectives regarding the topic. In this respect the researcher utilised two non-probability sampling methods which were purposive. The power of purposive sampling lies in selecting information-rich cases for

in-depth analysis that are related to the central issues being studied (De Vos, 2005). Purposive sampling targets a particular group of people so the researcher purposefully selected the research participants. Purposive sampling is particularly relevant in exploring and deeply understanding the phenomenon under study (Creswell, 2005).

#### **1.8.4 Data Analysis**

According to De Vos (2005), qualitative data analysis transforms data into findings; this involves reducing the volume of raw information, sifting for significance patterns and constructing a framework for communicating the essence of what the data reveals. The goal of qualitative research was to understand the phenomenon from the different point of views of the participants. Thus, the data was analysed in terms of its emerging themes and subthemes. Content analysis was used to analyse data in this research. Notable is that in the analysis of data the researcher made use of this approach to analyse the motherly roles played by grandmothers in Zwelitsha location. Thus the data was also analysed in terms of themes that were derived from government policies, identification of the basic needs, and alternative survival strategies. The data from the focus group interview was triangulated with the individual interviews.

#### **1.8.5 Significance of the study**

- The study will contribute to the knowledge production and research in the sense that it will expose the motherly roles played by grandmothers in South Africa. These grandmothers are playing a vital role in rearing children hence keeping the society functional.
- The publication of this study will provide objective academic research for further policy planning and on

- How the government can implement and effectively offer assistance to these grandmothers.
- Lastly, Professionals such as community educators, policy planners and health workers are poised to benefit immensely.

### **1.8.6 Ethical considerations**

To fulfil the ethical considerations, the researcher took three steps that were related to inter alia; gaining of entry, guarantee anonymity and confidentiality and ensure the strict use of collected data. Initially, the researcher had to apply for ethical clearance through the office of the Ethics committee at the University of Fort Hare. The researcher also had to adhere to the South African Social Service Professions (SACSSP) code of conducts as prescribed she is a registered social worker.

### **1.8.7 Gaining entry**

During the data collection process, entry was gained through seeking permission from the Municipal Manager who granted permission for the study to be conducted. In conjunction with this, the results of the study were also not to be falsified but analyzed as objectively as possible. In addition, in order to achieve maximum research accountability, communities sampled for the study we would disseminated to them on completion of the study.

### **1.8.8 Guarantee anonymity and confidentiality**

Ethical behavior is of profound importance in every study. To ensure this, the rights of the participants were respected. For instance, after provided with the purpose of the study and what it entailed they were requested to participate on their own free will. In addition, pseudonyms were used to guarantee the principles of anonymity and confidentiality. They

were also guaranteed that their rights would be respected. This study also observed the University of Fort Hare ethical protocols and participants were required to sign a consent form before the commencement of the fieldwork

### **1.8.9 Strict use of collected data**

Punch (2005) argue that all social research involve ethical issues. This is because the research involve collecting data from people, and about people. The information gathered in this research was used only for academic reasons and was treated with strict discretion. Though this study was conducted in a scientific way, the findings and conclusions of the study could not be generalized in macro or broader perspective since the study was confined to the University of Fort Hare.

## **1.9 Chapter outline**

### **Chapter 1: INTRODUCTION AND BACKGROUND OF THE STUDY**

Chapter 1 has provided a general overview to the study, including the rationale for the study. This chapter also contains the research problem, research questions, and purpose of the research and definition of terms.

### **Chapter 2: LITERATURE REVIEW**

Chapter 2 has outlined the conceptual framework for the study by providing a literature exploration with regard to information on motherly roles played by grandparents as well as the challenges that are being experienced by grandparents in raising their grandchildren.

### **Chapter 3: RESEARCH METHODOLOGY**

Chapter 3 provided the research instrument, sampling procedures and professional support strategies to grandmothers as mothers again.

#### **Chapter 4: INTERPRETATION OF FINDINGS AND DATA ANALYSIS RESULTS AND**

Chapter 4 will describe the research process in depth, including the research design and methodology followed in the study as well as ethical considerations and data analysis.

#### **Chapter 5: RESEARCH FINDINGS**

Chapter 5 will present the raw data, analysis of the data and the findings of the study. Results are presented in accordance to themes identified during data analysis..

#### **Chapter 6: SUMMARY OF FINDINGS AND RECOMMENDATIONS**

Chapter 6 will present the summary of findings and recommendations

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

The previous chapter presented the synopsis of the study at hand by outlining the background of the study, problem statement, aims and objectives of the study, significance of the study and literature review. Furthermore, the chapter briefly discussed the research methodology to be employed, data analysis, ethical considerations, limitations of the study, and research structure. This chapter seeks to expand the literature review basing on the discourses and empirical studies on the grandparent-headed households, where grandmothers take on the surrogate motherly roles for children without a present parent. This kind of household has emerged as one of the fastest growing family patterns in South Africa. In many of these grand-families, grandmothers are rearing children not by choice or tradition but as a result of family crises that necessitate their intervention. These family calamities may have resulted from various factors that include teenage pregnancy, abandonment, parental death, military deployment, deportation, parental neglect or abuse, or some other situation requiring kinship care among others (Hayslip and Kaminski 2008; Cox 2000).

Grandmothers play many important roles in the lives of their grandchildren. According to Tinsley and Parke (1984), grandmothers can act as baby sitters and playmates as well as giving relief to the biological parent and time to the child and also as a surrogate of the absent parent. They can also act as counselors, teachers and historians and offer support, advice and a sense of the past. In addition, grandmothers have been positively associated with a mother's emotional stability and her warmth toward her children in such diverse cultures as the United States, India, Mexico, Africa and the Philippines (Miniturn & Lambert 1964 cited in Nancy H. Apfel and Victoria Seitz 1994: 421-429)

Therefore, this chapter outlines the conceptual framework for the study by providing a literature exploration with regard to information on the roles played by grandmothers to the children in their custodial care in South Africa and worldwide. In addition the literature concerning their challenges will be outlined, their economic conditions, their psycho emotional coping and health coping.

## 2.2 STRUCTURAL FUNCTIONALISM THEORY

The structural functionalism theory has brought a significant debate today over what structures build up a family and what they need to do in order to be successful. Basically, the structural functionalism theory has a great impact on family studies during the 1950's (Lee 1982). In this study it focuses on whether grandparents are conforming to the requirements of a family. This focus does not only matter because of public recognition but also because many of government programs and civil rights are allied to how the term family is defined. Fundamentally, this issue of grandmothers as grandmothers again is evaluated through the key aspects of structural functionalism theory. More so, the theory has been successful in providing with a comprehensive understanding of different family forms and why they work at different times and in various places. The structural functionalism theory suggests that all social institutions, including family, exist to fulfil a need in every society as grandparents are there to fulfil a need especially in time of crisis. It inspires researchers to look to broader societal forces to express changes in the family as it adapts to other changes and paradigms that are valuable for the study of grandmothers who are rearing children.

Unlike many other family theories, the structural functionalism theory does not claim that all families need are nuclear, with the wife and husband as reflected in a triadic relationship (Kingsbury and Scanzoni 2009). There are modern scholars, such as Blakeslee and Wallerstein (1989) and Popenoe (1996), who contend that the intact nuclear family is still an

important component in healthy child rearing. Despite them not understanding the significance of the nuclear family in bringing order and stability in the child's world, the structural functionalism theory looks at stability. However it does not essentially value it as superior to other possible forms (Kingsbury and Scanzoni 2009).

Contemporary interpretations of the structural functionalism theory have tried to integrate conflict and change into the paradigm. This theory envisaged that as times and settings change, other structures or functions may prove to be more valuable as grandmothers proved to be more important during the time of crisis. Furthermore the theory brings forth an acknowledgement that stability can change and therefore be understood as dynamic. It is fundamentally labelled as a theory of social survival (Kingsbury and Scanzoni 2009). Its key aspect is that families, despite classification, execute the critical purposes of procreation and socializing of youngsters so that they will fit into the overall society (Kingsbury and Scanzoni 2009). This structural functionalism theory brings to an understanding why grandmothers who are rearing children should be given support and recognized individuals who brings stability and solution in times of crisis. Grandparent-headed households, where grandmothers take on the surrogate parental role for children without a biological parent present, have emerged as one of the rapid growing families in South Africa. In many of these grandparents' households, grandmothers are rearing children not by choice or tradition but as the result of family crises that necessitate their intervention to bring stability. These family crises may have been induced by teenage pregnancy, parental death, abandonment, military deployment, parental neglect or abuse, or some other circumstances requiring kinship care (Cox 2000).

On the other hand, increasing incidences of divorce and rising rates of substance abuse, homelessness, and poverty are major factors contributing to the rise inter-generational households headed by grandmothers (Mudavanhu 2008). More so, Karim and Karim (2005) argued that rapid increases in the number of imprisoned parents, the HIV/AIDS epidemic and

other public health problems, are other growing factors contributing to the phenomenon of grandmother caregiving. Therefore the structural functionalism theory fully complements the role of grandmothers in bringing order and stability in families during the time of crisis.

### **2.2.1 System's Theory**

The systems theory holds that the family, just like the group, is a system interacting with its environment like all living organisms. In bid to explain the continuation upkeep of the children after the crisis, the study will also utilise the systems theory. The theory forwards that exchange across the boundaries and environments are necessary for a system to continue to survive. As such, the theory is befitting for this study since grandmothers are resuming motherly roles to ensure the upkeep of their grandchildren. Healthy systems have selective, semi-permeable boundaries and are able to boundaries and are able to integrate new information or close their boundaries and are if the system's survival is threatened. New energy enters the group, there is a disturbance to the equilibrium as people cross the boundary and there is a disclosure or expression of feeling. Challenges to the status quo of the group result in the reinforcing of the previous structure. In this respect grandmothers are regarded as previous structures due to the fact that they are assuming motherly roles again.

## **2.3 Challenges experienced by grand-mothers world wide**

### **2.3.1 Health and coping**

The involvement of grandmothers in their grandchildren's care varies a great deal, depending on individual, ethnic, cultural, economic and parent's age factors. It is also not a static situation: as parents evolve around different life challenges, grandmothers may change from "vacation buddies" to daily caretakers and eventually can be pushed into a full custody situation or, less likely, transition back to their previous roles (Fuller-Thomson and Minkler 2001) However numerous researches has consistently found out that custodial grandparents

present high rates of depression, poor self-rated health and/or frequent presence of multiple chronic health problems such as hypertension and diabetes (Malat 2005:8) In addition, Custodial grandmothers are also said to have higher level of distress, emotional problems, clinical depression, insomnia and less health-services. However, a number of authors have documented the presence of several risk factors for the problems described above among custodial grandmothers.

According to Malat (2005), one of the risk factors affecting grandmothers is social isolation, known by its association with several mental disorders and physical illnesses. In addition, households headed by grandparents may experience social isolation due to the stigma related to substance abuse, AIDS or incarceration of the absent parents. Custodial grandparents can also be isolated from their age peers simply because they are performing tasks and taking responsibilities that are not matched with what other people of their age are doing.

Furthermore, Goodman and Silverstein (2002) argue that another important risk factor for poor health is emotional distress. In the situation of custodial grandparents, grief and disappointment over the parent's situation, source of guilt, resentment and confusion causes deep emotional distress. In de facto, Goodman and Silverstein (2002:676-89) found that custodial grandmothers present very similar levels of stress and well-being.

US national studies of grandparents-headed households also indicate disproportionate high poverty rates among these families, an economic variable strongly associated with poor health outcomes. It is possible that the economic demands of custodial grand parenting, frequently not accompanied by economic support from social services agency, end up taking also a toll on the already compromised health of these adults. Whitley (2001: 105-14) argued that "interventions besieged to improve quality of life of custodial grandmothers should

consider the need to increase financial aid to support their grandchildren, decrease their social isolation, motivate them to look for treatment for their health problems, and increase their access to health providers”. In addition, it would be also very important to render some counselling that could help them on coming to terms with their children’s situations, mitigating their sense of guilty, failure and shame. Researchers suggest that the physical functioning of the grandmothers is at a level that could destroy the quality of life of their grandchildren. In spite of their diminished physical capacity, the grandmothers reported that their emotional state is equal to or better than the general population (Whitley 2001:105-14).

Furthermore, Geen and Mudavanhu (2008) conducted a research on grandmothers and found out that Most of grandmothers are illiterate, have emotional problems and are not doing well physically. Their health is increasingly at risk as they advance in years. They reach a time when they confront the realisation of severe limitations on their bodies creeping in subtly and gradually as they find themselves increasingly unable engage in labour activities outside their homes (Edwards and Ray 2010).

More so, in a study conducted among grandparents in Botswana, Alpaslan and Mabutho (2005) found that elderly surrogate parents all reported having health problems either from old age or from the stress caused by caregiving. They are often plagued by poor sight and hearing, backache, high blood pressure, and chest and side pains. All these physical problems, combined with other multiple losses experienced, may impede their ability to provide sufficient care to their grandchildren. As a result of their age and health, they turn to have further constraints on their level of physical activity. Low levels of energy and lack of knowledge about current childrearing practices are commonly experienced problems associated with the wide age difference between the grandparents and children in their care (Letiecq et al. 2007).

## 2.4 Economic conditions, Income and Discriminatory Laws

The guardianship also places more economic pressure on grandmothers who, in many cases, depend primarily on state-funded old-age pensions because they are unable to work. Grandmothers are often overwhelmed by the various logistical and physical demands placed on them. Smit (2007) argued that grandmothers do not merely struggle to keep up with the school, social and physical demands of children, but also have to endure the financial cost and cope with accessing services and financial assistance programs to meet the needs of the grandchildren. Hayslip and Kaminski (2005) confirmed that the aforementioned challenges have a great impact on children who rely on their grandparents' sound behaviour, financial stability and mentoring.

According to UNICEF (2007), elderly women are the most vulnerable and marginalised members of society in many developing countries. Lewis 2007 cited in Tloubata (2009) posited that grandmothers have the extra burden of caring for the children mostly orphaned by AIDS. They face challenges of rearing traumatized children and teenagers in risky impoverished conditions.

Furthermore, in some cases unequal employment opportunities and discriminatory laws compel many women to continue working well into old age. As a result of deaths of their husbands, many elderly women manage to survive on low wages earned in physically strenuous jobs in the informal sector. For instance, in Uganda, a study by the United Nations Food and Agricultural Organisation (FAO) found that widows were working two to four hours each day to make up for reduced income following the deaths of their husbands (UNICEF, 2007). It is not surprising that older people, especially elderly women are impoverished and remain one of the poorest groups in Africa (Nhongo 2004).

Peter Brandon (1992) conducted a study on the economic well-being of families headed by grandmothers to investigate the sources and levels of family income, paying particular attention to the role of targeted income transfers (cash welfare, Food Stamps, SSI, and foster care payments) in reducing poverty for low-income families.

He asked the following questions: how some types of grandmother-headed families face a greater risk to their economic well-being and are more likely to receive income support than others, and examined how households differ in their pre- and post-transfer poverty status?. The results found of the study have shown that poverty rates for children in grandparent-headed households were higher than those for all parent-headed households except single mothers, and that children living with grandmothers only were less likely to enter welfare than those in other grandparent-headed families

According to a study conducted by Cynthia Andrews Scarcella, Jennifer Ehrle, and Rob Geen, in 1999 in America, they found that two-thirds of the children living in their grandparent's home were in families with incomes below 200 percent of the poverty line, and over one-third were below the poverty line, but that only 29 percent were reported to be receiving foster care or TANF payments.

The study also yields that by 2000, approximately 2.4 million grandparents were responsible for most of the basic needs of their grandchildren. The research was done using using 1999 data from the National Survey of America's Families (NSAF). In addition, grandparent primary caregivers may be affected by federal and state policies within two main realms: public income assistance and child welfare. Cash grants through the welfare system's income assistance program (AFDC or since 1996, TANF) or foster care payments through the child welfare system have been major forms of financial support for grandparent primary caregivers. More recently, public welfare and child welfare policymakers have expressed

greater interest in developing programs and services that specifically address kinship families' needs, and states and localities have begun to consider alternative programs, such as subsidized guardianship, for relative caregivers who are not involved with traditional foster care or TANF programs.

A similar study was conducted by Lynne and Bryson in 1999. The research was focusing on how the use of public income assistance and foster care payments has varied among different types of grandparent-headed families since the 1996 welfare reform in America. Using 1997 SIPP data, the study found that single grandmothers in skipped- generation families were more likely to receive public assistance than three-generation families with both grandparents present.

More so, Hwa-Ok Park (2004) conducted a research in America based on the well-being and economic assistance of the grandmothers. The majority of grandmother primary caregivers in the sample were under age 60 with an average age of 51. Almost half lived with a spouse at the time of the interview, and more than one-third reported having fair or poor physical health. Grandmothers were diverse in their race and ethnicity; approximately 41 percent of them were white, 44 percent were African American, and about 13 percent were of Hispanic origin. Half of the grandmothers in this sample lived in the South, and the average family size was four. Almost one-third did not have a high school diploma. More than half had worked in the year before the interview, many of them full time (31 percent). This pattern of work did not vary among the four family types. Although annual family income in the sample averaged roughly \$32,000, 31 percent of grand-parent-headed families had incomes below the federal poverty line.

Family configuration is systematically associated with some of the characteristics of grandmother caregivers in this sample and most of the differences were statistically

significant. Regardless of the presence of a spouse, grandmother caregivers in skipped-generation households were older and more likely to care for older grand-children than those in three-generation households. Racial and ethnic differences were also statistically significant. More specifically, married grandmother caregivers in three-generation households were more likely to be white than those in other types of families. In contrast, single grandmother caregivers were more likely than married grandmother caregivers to be African American, regardless of the presence of the grand- children's parents.

Single grandmothers in skipped-generation households showed the highest levels of disadvantage in the sample. They were less likely than those in other types of families to have completed high school education; they were also more likely to have the lowest family incomes. Single grandmother caregivers were more likely than married grandmother caregivers to live in poverty, to have poor health, and to live in the Northeast in both skipped- and three-generational households. They were, however, more likely ever to have married than their counterparts living in three-generation households.

### **2.4.3 Inadequate Housing**

According to Hayslip and Kaminski (2008), access to adequate and affordable housing is a major concern for many grandmothers who are raising children especially teenage learners. Low-income caregivers in particular may be severely limited in their ability to purchase adequate housing, and state-level public housing authorities lack policies that address the special needs of such families. Even grandmothers who do have a house oftenly report that space is an issue, particularly with regard to an adequate number of bedrooms (Jordan Institute for Families 2004). Teenagers might be at a stage in their lives whereby they need privacy and a space of their own. Besides the lack of housing, they also face more

socioeconomic risks that can affect their development than other children. This includes a greater risk of falling into poverty, living with a caretaker without a high school qualification.

In the South Africa, according to Zirimenya (1999) insufficient housing and shack settlements are as a result of the legacy of the apartheid government's policy which did not provide adequate houses. In addition, Zirimenya (1999) further argues that shack settlements are today a common feature of African township life within South Africa. The problem of insufficient housing is one of the serious predicaments faced by grandparents living with orphaned grandchildren.

The grandmothers or grandparents sometimes share the same inadequate housing with their own children and grandchildren. Some grandparents face the challenge of trying to accommodate one or more orphaned children in their state provided housing namely, the Reconstruction and Development Programme (RDP) houses. This becomes a problem as the children grow older and need their own space and privacy. Some grandparents who live in shacks or informal settlements, on the outskirts of the cities, live in areas without proper sanitation. The areas will have problems of electricity, running water and a sewerage system and these are basic primary needs for survival in a city. Some grandmothers ended up in these settlements because as stated earlier on, they lost their houses due to discriminatory laws that forced the grandmothers to live with their relatives or saw them taken to 'homes' after the death of their husbands.

#### **2.4.4 Motherly roles played by grandmothers/ styles of grandparenting**

Hagestad cited by Bond, et-al (1996) pointed out that the strongest feature of contemporary or modern grand parenting is its diversity. argued that in a society where grandmothers range from the age of 30 to 110, and grandchildren range from new-born to retirees, one should not be surprising to find various ways of grand parenting style and few behavioural prospects

regarding grand-parenting (Hagestad cited by Bond, et-al 1996). According to Cherlin & Furstenberg, (1992) posited that styles of grand parenting can be classified into five distinctive groups namely, detached, supportive, passive, authoritative, and influential.

He added that even though detached and passive grandparents have little interaction with their grandchildren, the detached do not see their grandchildren often whereas the passive do. The supportive type of grand parenting refers to those who have interactions involving helping each other and running errands or chores for each other. According to Cherlin & Furstenberg (1992) the authoritative type refers to those who have high attributes scores on parent-like behaviours such as disciplining, giving advice, discussing problems, correcting behavior, and being asked for advice by grandchildren. After all, the influential type refers to those who have high scores for both supportive and authoritative dimensions.

## 2.8 International Perspective on Grandparenting

According to a research conducted in america by Priscilla Gibson 1999, it was found that 12 grandmothers ranged in age from 46 to 76, with a mean age of 60, and were caring for children ages 29 months to 8 years. The aim of the study was to assess the experience of grandmothers as primary care givers in African America.

Sub questions were asked about specific areas of experiences, for example, differences between caring for grandchildren and for own children, changes in daily activities, coping with raising grandchildren, relationship with the parents of the grandchildren and other adult children, contact with the child welfare system, and the needs of the family.

### 2.8.1 Procedures

Each consultant was interviewed for 45 to 90 minutes. The interviews were audiotaped, and complete transcriptions were used as the basis for the data analysis. Then the author read each transcription while she listened to the tape recording. The results of the study yield that the

majority of the grandmothers were without husbands, and half of them had more than a high school education. However, having a spouse and a high level of education did not provide grandmothers with a financial safety net. Among the grandmothers, some of them receiving governmental assistance and some were receiving Supplemental Security Income. Furthermore, some grandmothers were caring for sibling groups; others were caring for grandchildren who had been ill-treated.

### **2.8.2 Kinship Care among African Americans**

According to (Burton & Dilworth-Anderson, 1991; Minkler & Roe, 1993), Kinship care, formerly called kin keeping, is a tradition of strength in African American families. During slavery, African American adults assumed the primary caregiver role for children whose parents were separated from them because they had been sold to different slaveholders (Sudarkasa, 1981; Wilson, 1989).

Later, relatives, particularly grandmothers, assumed the primary caregivers' role with grandchildren whose parents migrated from the South to the North during the great migration of the 1930s (Hill, 1972; Stack, 1974; Wilson, 1989). Despite this historical tradition, the current group of grandmothers provide kinship care to their grandchildren for different reasons (Burton & Dilworth-Anderson, 1991; Minkler & Roe, 1993). They take on this role in "skipped-generation" families because of the "absent middle generation" parents with problems, such as drug abuse, incarceration, and financial difficulties, or who otherwise cannot care for their children (Dressel & Barnhill, 1994). The situation of the absent middle generation today is different from that of the generation who migrated with plans for upward mobility and, when achieved, for regaining their children. In their study of grandmothers who were caring for grandchildren of incarcerated parents, Dressel and Barnhill (1994)

Found that the combined effects of race, gender, and social class marginalize grandmothers. Therefore, grandmothers who are primary caregivers are not included when policies are developed and services are delivered (Burnette, 1997; Gleeson, 1995; Minkler & Roe, 1993), and there are fewer services for kinship caregivers than for foster care parents (Berrick et al., 1994). In their new role as primary caregivers, grandmothers tend to have a limited or contentious relationship with the foster care system and social workers. They receive fewer services from and no supervision by social workers (Berrick et al., 1994) and are less trusting of social workers (LeProhn, 1994).

### **2.8.3 Support Groups**

According to Watson (2002), support groups for grandparents are increasingly becoming important sources of assistance to grandmothers because they remove a sense of isolation, promote socialisation, and can also help in educating grandparents on parenting issues and services. More so, empowerment groups are specific types of support groups that have been recognised as effective in developing the parenting skills, coping abilities, and community involvement of grandmothers as caregivers (Watson 2002). Empowerment programs normally follow a specific curriculum that focuses on specific issues. Among the programs, Cox (2007), includes curricula on areas such as grief and loss, self-esteem, behavioural problems, and navigating services. In addition, Particular attention is given to encouragement because it is an important part of empowerment. Finally participants learn to become important advocates for policy and service changes through training.

### **2.8.4 Grandparenting among Native Americans**

Being a grandparent is an example of a social role where there are different expectations among different racial and ethnic groups Kivett (1991) cited in Andersen & Taylor (2006) stated that the dominant culture defines grandparents as 25 indulgent, playful and fun-

seeking, but also hand-off. This role differs, however, among various groups in the society, and it is more important for some than for others. African American men, for example, tend to see grandfathering as a more central role in their identity than do most White men. Multigenerational households may give grandparents a primary role in child rearing; whereas in other groups, grandparents are supposed to take an assisting, but hand-off approach to child care. In many cultures, grandparents are also defined as the dispensers of wisdom.

Taylor (2007) has conducted a study on grand parenting among Native American groups and found that, within these cultures, there are diverse roles for grandparents, all of which reflect the high esteem in which old people are held in Native American societies. In addition, she identified few styles which are cultural conservator, ceremonial instructor, and custodian. As cultural conservator, grandparents pass on the traditions of the group, proving cultural continuity and identity for young children as Native Americans. Storytelling can be an important way that this role is enacted, given that stories pass on the cultural beliefs of the group. Grandparents also teach young Native Americans a wide array of ceremonial activities -sun dance, rodeos, powwows, and memorial feasts. Through this instruction, children learn the values of the group. As custodians of young children Native American grandparents also provide essential household labor typically assigns this role to women.

### **2.8.5 Utah's Policies on Kinship Care**

There are numerous reasons for the increase in grandparents as caregivers, and there are both demographic and public health factors at play (Betoumay 2007). In Utah, the Division of Child and Family Services has a pre-requisite of considering kin first when seeking out-of-home placement for a foster child. Utah is currently encouraging kin caregivers to complete a foster care licensing process (Betoumay, 2007). This allows the state to provide them with

more benefits to (Betoumay, 2007). If grandparents want to become licensed, they have to apply and pass the same requirements as any other foster parent (Betoumay, 2007).

In Utah, the increase in number of grandmothers caring for grandchildren is related to the Increase of methamphetamine use among parents. Utah Division of Child and Family Services data has shown that there are about 12,500 reported victims of abuse and neglect done by Child and Family Services in Utah during the year 2004. Drug abuse was also a contributing factor for the neglect, abuse or dependency that led to removal for over 1,000 of the 1,894 children who were placed out of their homes (Betoumay, 2007).

## 2.9 Conclusion

In this chapter, literature from various empirical studies and discourses has been reviewed, indicating that grandmothers are rapidly and increasing being recruited into caregiving of grandchildren. However, the literature has shown that there are various reasons why grandmothers assume motherly roles again. Many of them assume the motherly roles not because they want to, but they are forced by the circumstances. There are also obstacles that hinder them to successfully rear the children and they vary widely depending on their financial situation, their health and what other plans they had for their lives.

## **Chapter 3**

### **Research Methodology**

#### 3.1 Introduction

This chapter of the study mainly discussed the kind of methods that were applied in the research. The chapter focused on how the data was collected and how this study was conducted. The choice of research methods utilised in research depended mainly upon the research methodology adopted, and the research questions to be addressed (Wisker 2008). Methodology entailed further than merely the techniques intended to be utilised to gather data. This chapter has also included a deliberation of the notions and theories which has underlaid and inspired the methods applied in the study. This chapter has further explained on how the qualitative methodology application has led to the methods used in data collection which involved the conduct of in-depth interviews and observations.

Research methodology, therefore, is a framework of procedures, practices and rules that are employed by researchers in order to solve research problems. It is a way that explain how research can be undertaken. It focus on the research design, sampling techniques and data collection methods as well as data analysis (Kumar, 2005: 26). In order to get a deeper understanding of the motherly roles played by grandmothers in Zwelitstha location in King Williams Town, this study utilised a qualitative methodology and followed the steps listed below;

The following are six steps that were utilized by the research:

- Selection of a qualitative method and design;
- Decision to use the qualitative research paradigm;
- Sampling procedure and preparation of participants;
- Data Collection method in form of in-depth interviews and Focus group discussions;

- Data analysis in form of narrative descriptions ;
- Data verification.

### 3.2 Qualitative Research Methodology

Qualitative research methodology is defined as a system of inquiry which seeks to build a holistic, largely narrative, description to inform the researcher's understanding of a social or cultural phenomenon (Hale, 2009; Terre Blanche, Durrheim & Painter, 2009). On the other hand, Babbie (2010) also subscribe to the definition of qualitative methodology by arguing that qualitative research tend to be associated with the idea that social life is the product of social interaction, relationships and actions that characterize the social world. This means that qualitative research study objects in their natural settings and attempt to make sense of or interpret phenomena in terms of the meaning that people bring to them. Therefore a qualitative research method was found useful for this study because it emphasised the importance of the social context for better understanding the social world. For the case of this study, the method helped to explore the motherly roles played by grandmothers in Zwelitstha location in King Williams Town by looking at the meanings that they gave in the context in which it appeared.

In the researcher's view, the notion of social context is of greater importance when carrying out a qualitative research in that relevant data can be gathered directly and properly from the context of the phenomena under study. In support of this, Myers (2009) argue that qualitative research is designed to help researchers to understand people, and the social and cultural contexts within which they live. This according to Philip (1998) allow for the complexities and differences of the phenomenon under study to be explored and represented. Furthermore, Silverman (2000:89) argue that the "methods used by qualitative researchers exemplify a common belief that they can provide a 'deeper' understanding of social phenomena than

would be obtained from purely qualitative data”. In this regard, the researcher preferred a qualitative method to be relevant to use in the study.

Furthermore, a qualitative research ideally solicited rich information on peoples’ views that pertained to motherly roles played by grandmothers in Zwelitstha location in King Williams Town. More so, qualitative research made it easier for the researcher to flexibly explore the field with the aim of assessing specific information and to come up with accurate and correct results. Therefore, qualitative inquiry can employ different knowledge claims, strategies of inquiry, and methods of data collection and analysis (Walliman, 2006).

This methodology allowed participants to present how the grandmothers played their motherly roles in rearing their grandchildren. In addition, an exploratory research design was used and the rationale behind was due to the fact that the topic needed to be explored a turf where minimal research has been conducted. The aim was also to access specific information rather than mere generalising of findings. Since the study topic sought to find out the views of the participants, this approach was found viable. The researcher found it rational to adopt the qualitative approach to the study as it focused on the quality of human experiences, and emphasized the participants’ viewpoint. The importance of this research was to study and discuss the personal experiences of the participants, as they expressed them in their everyday lives.

According to Silverman (2000:89), “methods used by qualitative researchers exemplify a common belief that they can provide a ‘deeper’ understanding of social phenomena than would be obtained from purely qualitative data”. The researcher and the participants have their own values and realities as multiple realities exist. Biklen (1992) argue that researchers who use this approach were interested in the ways that different people make sense out of their lives. In other words, the research was concerned about participant perspectives in the

context of the research study under investigation. Last but not least, the researcher utilised a qualitative method based on the idea that the study rested upon the assumption that one can obtain extensive in-depth data from ordinary conversations with people. This therefore required the use of unstructured and flexible data collection methods to make room for more expressions by informants. A quantitative approach would not offer this opportunity because of its rigid and structured form of eliciting information and the leaved the qualitative approach as the obvious choice.

### **3.3.1 Research design**

According to Leedy and Ormrod (2001) a research design is the complete strategy for attack on the central research problem. Research design provides the overall structure of the procedures that the researcher follows, the data that the researcher collects and the data analysis that the researcher conducts. Simply put, a research design was the plan of how the data was collected and analyzed (Welman, Kruger & Mitchell, 2006). In this study, the research followed an exploratory research design. According to Denzin and Lincoln (2005), a research design is based on a situated activity which studies things in their natural setting in an attempt to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

Hence, qualitative research is defined as an activity that situate the observer in the world. It is comprised of a fixed interpretive, materials practices that renders the world discernible. These practices turn the world into a series of representations encompassing fieldnotes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research embody an interpretive, naturalistic approach to the world. This means that qualitative research study things in their natural settings by attempting to make sense of, or to interpret a phenomena in terms of meanings that people bring to them (Denzin and Lincoln, 2000: 3). Some researchers have also emphasized on the key aspects of methodology as

defining features of qualitative research (Patton, 2002). These fundamental features are comprised of the general research perspective and the importance of participant's frame of reference and the flexible nature of research design (Mason, 2002). The volume and richness of qualitative data, the different approach to analysis and interpretation, and the kind of outputs are derived from qualitative research. Certain data collection methods have also been recognized with qualitative research such as observational methods, in depth interviewing, group discussions, narratives and the analysis of documentary evidence.

However it is fundamental to note that experts of qualitative research vary considerably in the extent to which they rely on particular methods of data collection. Some scholars define qualitative research as any research not primarily based on counting or quantifying empirical material. It denote any type of research that produce findings not arrived at by statistical procedures or other means of quantification. Therefore, qualitative method in this study has been used to address the research questions that required an explanation or understanding of social phenomena and their context. It was particularly well suited to explore issues that held some complexity and to study processes that have occurred over time.

Moreover, qualitative research was strictly an emic approach or an insider, inductive or bottom-up. It took as its initial point the perspectives and words of research participants. Emic constructs are accounts, descriptions and analyses expressed in terms of the conceptual schemes and categories that are regarded as meaningful, appropriate and as interpreted by the subjects. Emic approach requires that the researcher put aside theories and assumptions in order to let the participants speak to them and to allow themes, patterns and concepts to occur. Qualitative research is an approach that facilitate exploration of a phenomenon within its context using a variety of data sources. This means that the issue was not explored through one view, but rather a variety of approach which allowed for multiple facets of the phenomena to be revealed an understood.

Qualitative research is holistic in nature and development is seen as an interconnected process with many different dimensions. A key focus of investigation is not on the diverse dimensions in isolation but understanding the inter linkage and tension between them. Whereas quantitative methods seek to separate and simplify indicators and the impact process in order to measure them. In essence, qualitative methods seek to understand the complexity as a more accurate reflection of reality. Where reality is seen as inherently subjective. The focus is on understanding different perceptions, aspirations and interests and how these influence accounts of facts and events rather than attempting to reduce them to one version of reality. Qualitative methods view these differences as interesting in themselves and as indicators of relative power and as possible explanatory factors in differential impacts of development interventions.

Qualitative research evolves rather than restricts itself to predetermined questions or hypotheses. Any assessment starts with an intensive familiarization with the context, institutions and policies to be evaluated and progressively build up a comprehensive understanding of the process involved. Because of the emphasis on understanding the scope and focus of the research these are continually redefined as an understanding of different parts of the process that increases with new issues arising. According to (Atkinson et al, 2001) qualitative research is a form of social inquiry that focus on the way people interpret make sense of their experiences and the world in which they live. He argues that it is an umbrella term and a number of different approaches exist within the wider framework of this type of research. Most of these have the same aim; to understand the social reality of individuals, groups and cultures. Researchers use qualitative approaches to explore the behaviours, views, feelings and experiences and what lies at the core of their lives. Qualitative methodology is also useful in the exploration of change or conflict. The basis of qualitative research lies in the interpretive approach to social reality and in the description of

the live experience of human beings. It is also oriented toward understanding of a natural world, and is highly interpretive in nature.

The purpose of qualitative research is not to verify a causal relationship by falsifying a no relationship hypothesis. Instead it recognize the multifaceted interpretations of human experience, and the interactive relation within social and cultural systems. The focus of qualitative research is on understanding how people make sense of their world with exploitation of different aspects and different expressions.

According to (Parkinson and Drislane, 2011) qualitative research is a methodology whose methods such as participant observation or case studies result in narrative, descriptive account of a setting or practice. Qualitative research is a located activity that locate the observer in the world. It consist of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into series of representations that may include field notes, interviews, conversations, photograph, recordings, and memos to the self. Qualitative research is inductive in nature, meaning the initial step is observation and theories are formulated towards the end of the research and a result of observations (Goddard and Melville, 2004). It thus involve the search for pattern from observation and the development of explanations-theories-for those patterns through series of hypotheses (Bernard, 2011:7). Theories are inapplicable at the beginning of the research and the researcher may be free in terms of altering the direction for the study after the research process had commenced. Neuman (2003:51) affirm that inductive research may begin with detailed observations of the world, which may move towards abstract generalizations and ideas. In others words, when following inductive approach, beginning with a topic, a researcher may develop empirical generalizations and identify preliminary relationships as one progresses through the research. In addition, qualitative research design focus on description and interpretation that might lead to development of new concepts or

theories, or to an evaluation of an organisational process (Hancock, Ockleford and Windridge, 2007).

As strategy preferred for the study, the researcher decided what the research questions should be, what data was to be required to answer the research problem, from whom the data should be obtained, and what exactly could be the best criterion to gather the data. Therefore, this strategy or plan was the complete scheme or the program of the research. In other words, it was a procedural plan that was adopted by the researcher to answer questions accurately and objectively. There was also an arrangement of conditions for collection and analysis of data in a manner that aimed to combine relevance to the research purpose. For the purpose of this study, the researcher used the exploratory, descriptive and contextual design, because of having interest in the views and experiences of grandmothers in rearing their grandchildren

Babbie and Mouton (2006:232) refer to exploratory studies as, "... a mode of inquiry used to explore new topics or to learn more about issues where little is known". This exploratory study was conducted to gain insights into situations, phenomenon, community or individuals. Descriptive design was used in the analysis section to describe systematically a situation, problem, phenomenon and the living conditions of the community as well as describing attitudes towards an issue (Babbie and Mouton 2006). The descriptive research also presented a picture of the specific details of situations, social settings, or relationships, and focused on the how and why questions (Babbie and Mouton 2006). It also produced descriptive data in the participant's own written or spoken words. It thus has involved and identified the participant's beliefs and values that underlid a phenomenon. In this study, a descriptive design was used as the researcher interviewed 15 households to cover the sample in order to accurately describe their views and experiences on the phenomenon under investigation

### **3.3.2 Research paradigm**

According to Olsen, Lodwick, and Dunlop (1992:16) “a paradigm implies a pattern, structure and framework or system of scientific and academic ideas, values and assumptions”. Hence, it involve the underlying assumptions and intellectual structure upon which research and development in a field of inquiry is based. Furthermore, Parahoo (2006) define a research paradigm as a world’s view from a general point or a way of breaking down the complexities of the real world to make concepts simpler. In this way, a research paradigm entail the set of beliefs that normally guides action, particularly in terms of disciplined inquiry in a wider sense thereby making concepts on how a particular phenomenon should be studied and understood (Wellington, 2008). The following are the paradigms mainly used in research; the interpretive, the critical and the positivist paradigm.

The interpretive research paradigm seeks understanding and places emphasis on the human capacity as it seeks to understand others through sympathetic introspection and reflection based on detailed narrative gathered through direct observation, in-depth, open-ended interviewing, and case studies (Cooper & Schindler, 2003). The critical paradigm focuses on oppression whereby it aims to promote democracy by making changes in different social, political, cultural, economic, ethical as well as other society oriented believes and systems. The positivist paradigm is distinct concepts that produce constructive results, that is, it involves experiments and testing in order to gather data (Wellington, 2008). The main functions of a paradigm is that it define how the world works, how knowledge is extracted from this world, and how one is to think, write, and talk about this knowledge (Neuman, 2006). In that respect, the study was based upon the interpretive research paradigm in form of a Qualitative research so as to understand the motherly roles played by grandmothers in rearing their grandchildren.

### **3.3.3 Population**

Population is the total number of possible units or elements that were included in the study (McClendon, 2004). Also, Hair *et al.*, (2008) strongly agree that a population was an identifiable set of interests to the research and related to the phenomena under study. It entailed the specification of the survey group which was under investigation and the specifications that defined the elements that belonged to the target group and those that were not to be included (Flick, 2009). In that respect, this study sought to explore the motherly roles played by grandmothers in Zwelitsha location in King Williams Town. Therefore, the population (N) of the study was constituted of all the social workers and grandmothers who are rearing their grandchildren in Zwelitsha.

### **3.3.4 Sample and Sampling**

Sampling is defined as the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group (Cooper & Schindler, 2003). Various authors are in strong agreement that a sample is a small part of the population with the same attributes as those in the entire population which can be analyzed to make various decisions about a particular population (Sekaran, 2004). The main idea of sampling was to select some elements of a population and the researcher could draw conclusions about the entire and defined group of elements which were the target population (Wellington, 2008). The following subsections provide details on the sampling procedures and sampling techniques that were used in this study.

#### ***3.3.4.1 Sampling procedure***

Various research use probability and non-probability sampling procedures for sampling participants when they are conducting their studies so as to save costs and time. Probability

sampling was used as it entailed that all members in the population had an equal chance to be chosen for the study (Cohen, Manion & Morrison, 2007). A non-probability sampling according to LoBiondo-Wood and Haber (1998:249),” is less vigorous and tends to produce less accurate and less representative samples than probability or random samples”. In addition, non-probability sampling implies that not every element of the population has an opportunity for being included in the sample, such as convenience (accidental), quota, purposive and network sampling procedures (Burns & Grove, 2001). Therefore, De Vos et al. (2004) insisted that purposive sampling is entirely based on the judgement of the researcher, in that the sample is composed of elements that contain the most characteristic, representative or typical attributes of the population.

Thus, the selection of participants from the population was random. This study adopted a probability sampling procedure to obtain the sample of grandmothers required in the study. The researcher determined the sample according to the nature of the research problem. The advantage of purposive sampling is that it increased the likelihood of variability common in any social phenomena to be presented in the data (Creswell, 2009). As such, a minimum sample size of 15 was the targeted unit of analysis for this study and the researcher expect data saturation from this number of participants. In this way, the adequacy of the research data was attained when sufficient data has been collected so that saturation and variation were both understood and accounted for. Saturation meant that the themes and categories in the data became repetitive and redundant, to the extent that no new information could be gathered by further data collection (Denzin and Lincoln, 1994: 43).

#### **3.3.4.2 *Gaining entry***

The researcher sought permission of entry through informed consent (see appendix 1) to access the participants. The informed consent letter contained the following information in order to gain access and participation from the participants, namely:

- Their participation in the research (voluntary and anonymity)
- The purpose of the study
- The participant's right to stop the research at any time
- The protection of confidentiality

Participants were invited to participate in the study as well as their ethical rights during the research process.

#### **3.3.4.3 *The researcher used the following criteria to select participants:***

- Willing participation: In this way, the researcher sought to ensure that the participants would be interviewed willingly and with the understanding of what the study entails.
- Informed consent: The researcher convinced the participants and made them fully aware of the purpose and objectives of the research.

#### **3.3.5 Research instrument**

Qualitative research involves the process of forming questions and asking them, and this can be achieved through interviews (Bernard and Ryan, 2010). This study utilised in-depth interviews which ideally led to narrative descriptions. In-depth interviews sought to understand the world from the participants' point of view and to unfold the meaning of people's experiences and to uncover their lived world prior to scientific explanations (Flick, 2007). Prior going to the field, the researcher prepared an interview guide to facilitate the

process. De Vos et al., (2002:302) posit that “the interview schedule provide the researcher with a set of predetermined questions that can be used as an appropriate instrument to designate the narrative terrain”. In this regard, the researcher prepared a set of questions to cover before engaging the participants in the field. More so, difficulties as well as sensitive areas of the project were anticipated before going into the main data gathering exercise.

The interviews that were conducted in this study were transcribed soon after they occurred. Preparing a transcript from audio-taped interviews was an important source of data for a qualitative study. According to Measor (1995), transcribing is usually recommended soon after the interview has occurred, while it is still fresh in the researcher’s mind. Preparing one’s own transcript provided an important opportunity to relive the interview and the researcher thus became more familiar with the data (Norman, 2000).

The interviews provided an appropriate opportunity of inquiry bearing in mind the aforementioned nature of the study which had to elicit the meaning the grandparents gave in relation to the motherly roles.

### **3.3.6 Preparation for Data Collection**

Preparation for data collection involved the drawing of boundaries or parameters for the study. Miles and Huberman in (De Vos 1998:46) has described four aspects that the researcher needed to be cognizant of when ready for data collection. These were:

#### ***3.3.6.1 The setting:***

This is mainly linked to answering the question such as, “where will the research take place?” During the time of the study, the researcher resided in Zwelitsha location where the data was collected and this has provided the researcher with some convenience and feasibility for the study. As a result of this, the participants were interviewed in pre-arranged places like

churches, their homes and other places which did not violate their ethical rights for example, the right to privacy and anonymity.

### **3.3.6.2 *The Actors:***

Refers to the people who are going to be interviewed or observed according to the sampling procedure and sampling criteria. Kerlinger in (De Vos et al., 2004:198) define sampling as, “taking any portion of a population or universe as representative of that population or universe”. Mason (1998:83) on the other hand define the sampling and sampling selection procedures as the process used to “identify, choose, and gain access to relevant units which will be used for data generation by any method”. In this study the actors were the grandmothers and social workers in Zwelitsha location in King Williams’ town.

### **3.3.6.3 *The events:***

The participants were expected to relate their personal experiences on how the grandmothers cope with the rearing of their grandchildren.

### **3.3.6.4 *The process:***

This refers to the process of collecting data and it include the procedures that the researcher took to access and engage with the potential participants.

## **3.4 Methods of Data collection**

Burns and Grove (2005) define data collection as the exact and methodical collection of information related to objectives and questions of the research study. For the purpose of this research semi-structured interviews were used in collecting data from sampled households and different selected stakeholders. A semi-structured interview is a technique of investigation utilized in social research. It is a data collection method which make use of

open ended questions hence permitting fresh ideas to be conveyed throughout the dialogue emanating from what the interviewee will be highlighting (Smith et al, 2005).

Semi-structured qualitative interviews with the grandmothers and social workers were the key tools that were used for data collection. By using semi-structured interviews, each informant was asked a set of questions. Semi-structured interviews were based on an interview guide that provided a list of questions and topics that have to be covered (Flick, 2007). As such, the interviewer covered each topic by making use of open-ended questions and probes. Topics were derived from the research objectives and questions. The advantage of making use of semi-structured interviews is that they were flexible and the interviewer could modify the order and details of how topics are covered (Bernard and Ryan, 2010). More so, in-depth semi-structured interviews allowed the collection of more extensive and detailed data from the participants through enabling them to air their views and experiences in an expanded manner. This meant that some control could be ceded to the informants on how the interviews could be proceeded. Since participants were asked similar questions, it was possible for the researcher to make comparisons across. The interviewer was allowed to maintain focus whilst also afforded flexibility to ask further questions and probe further than the questions in the prepared lists (Bamberger et al. 211). According to Bernard (1988) semi-structured interviews permit informants the liberty to express their assessments in their personal terms so as to provide reliable and comparable data.

Interviews were predominantly valuable in qualitative research as they led to the understanding of the story behind. An interviewee experiences and the interviewer were also afforded the opportunity to track in-depth facts about the subject (McNamara, 1999). In-depth face to face interviews were carried out with sampled grandmothers and social workers to get deeper understanding of their experiences with regard to motherly roles played by grandmothers

### **3.4.1 In-depth interviews**

An in-depth interview aim to obtain rich, meaningful, subjective data viewed through the eyes of the participant (Gubrium and Sankar, 2005:123). In this study the in-depth gave the researcher an opportunity to meet the subjects of his research and solicited both the detailed information and some fascinating contextual of other information (Wisker 2008). The in-depth interview was very useful to this study. Berg (2007) explain that interviewing is defined ‘as a conversation with a purpose’, with purpose obviously being to gather information from the key informants. Rubin (2005) also state that it is a structured conversation, possibly containing main questions, follow up questions and probes. Face-to-face interviews were characterized by synchronous communication in time and place. Due to this synchronous communication, interviews could take its advantage of social cues. The study also used focus group discussion to gather in-depth information.

### **3.4.2 Focus Group Discussions**

Holloway and Wheeler (2010:125) define a focus group as, “a group that involve a number of people often with common experiences or characteristics who are interviewed by the researcher for the purposes of eliciting ideas, thoughts and perceptions about a specific topic”. Therefore the main aim was to solicit in-depth information that could provide a comprehensive insight into the opinions, motivations, attitudes and concerns that generate a collective consciousness (McElroy, 1997).

Furthermore, focus group presented a more natural environment than that of the individual interview because participants were influencing and influenced by others-just as they are in real life ( Kreuger and Casey, 2000:11). This stronger social context offered an opportunity to see how ideas and language emerged in a more naturalistic setting than in in-depth interview, and on how conversation with others can be shaped. It also reflected the social constructions-normative influences that were collective as well as individual. Self-identity shared meanings

that were an important part of the way in which one perceived, experienced and understood the world views (Bloor et al, 2001). But this did not lessen the researcher's load as the focus group discussions needed to be carefully managed for this to happen. Focus groups are naturalistic rather than natural events and cannot and should not be left to chance and circumstance, their naturalism has to be carefully contrived by the researcher (Bloor et al, 2001:57).

The main advantage of focus groups in comparison to other qualitative method of data collection was that it afforded the opportunity to observe a large amount of interaction on a topic in a limited period of time based on researcher's ability to assemble and direct the focus group sessions. The focus group was able to draw upon participants' attitudes, feelings, beliefs, experiences and reactions in a way which would not be feasible in other methods. These attitudes, feelings and beliefs were partially independent of a group or its social setting that the focus group entailed. The focus group format easily facilitated the clarification of issues and has allowed for further probing or for additional data or for nuances of information already derived. In this study, 8 focus group members were utilised as a research technique to collect data through group interaction on a topic determined by the researcher. The researcher raised issues for discussion being guided by the interview schedule. Furthermore, the participants were encouraged to discuss the issues amongst themselves and with the researcher in an informal and relaxed environment. At the same time, the researcher was recording participants' views, perspectives and comments using a tape recorder. The consent to the use of a tape recorder was sought prior the interviews.

The focus group enabled the researcher to understand the phenomenon under study from a group perspective rather than from the individuals only. In addition, the focus group participants assisted the researcher with providing depth information on the phenomenon under investigation. To obtain clarity and understanding, probing questions were asked and

sometimes the researcher had to repeat what the participant had said to ensure that they had the same understanding. In addition, some observations were also be carried out by the researcher. The questions were open-ended to allow the researcher to probe relevant areas with a view to facilitate a process whereby participants would be free to relate to their personal experiences. Changes to the questions were made to the study where necessary.

The following interviewing techniques in De Vos et al. (2002:293-296) were adopted to ensure effective interviewing. Most of the talking was done by the participants, questions were clear and brief, open-ended, sensitive and leading questions were to be avoided. More so, the following communication techniques were utilized:

- **Minimal verbal response:** those that related to nodding and other facial expressions.
- **Paraphrasing:** involved a verbal response in which the researcher had to enhance the meaning by changing the participant's words into another form with the same meaning.
- **Clarification:** included the way in which the researcher used to get clarity on vague statements.
- **Reflection:** there were times that the researcher had to revisit something important that the person has just said in order to get him to expand on that idea.
- **Encouragement:** the participants were encouraged to pursue their line of thoughts and arguments.
- **Comments:** own ideas or feelings were encouraged so as to stimulate more conversations by the participants.
- **Spur:** say something to spur or challenge the participant into saying more

- **Listening:** having a good listening skill
- **Probing:** the purpose was to deepen the response to a question, to increase the richness of the data being obtained and to give cues to the participant about the level of response that was desired. It is a technique to persuade the participant to give more information about the issue under discussion. According to Greeff as cited in De Vos et al (2002).The following are probing methods used in probing:

**Contradicting:** a way of deliberately giving an opinion opposite to that of the participant, in an attempt to arouse ones' further comments.

**Challenging:** demanding more information to prove the validity of the participant's claims.

**Show understanding and allow time for elaboration:** letting the participants know that their comments were understood and treasured by allowing more time for further comments.

**Direct question:** further questioning was made to the participants to get more information.

**Procuring details:** asking questions to see if more information can be obtained. For the purpose of this research study, interviews were recorded on tape and the field notebook and sometimes the participants could request to write their answers on their own.

### 3.5 Data Analysis

According to Mouton (2001:108-109) "data analysis involves breaking up the data into manageable themes, patterns, trends and relationships". The aim of analysis was to understand the various constitutive elements of one's data and to see whether there were patterns or trends that could be identified or isolated, or to establish themes in interpretation. In this way, the researcher had to categorize, order, manipulate and summarize the data in order to obtain answers to research questions. The qualitative data that the researcher gained from the informants was transcribed and analysed thematically. This means that the gathered

data was grouped into themes which comprised of broad and specific categories. Broad categories were determined by the objectives of the research whilst specific categories were developed from a detailed examination of data after the identification of frequent or significant themes. Headings were also assigned to categories in order to identify their content and meaning. Therefore, the data was analysed using a thematic approach and the themes were derived from the research objectives. The themes, sub-themes and categories which emerged were reported in the research findings. The data from the focus group was triangulated. Through this process the research incorporated pre-existing knowledge and at times had to test the theory to support or negate the findings.

This assisted with the analyses of a mass of collected data and gave structure and meaning to it. Omery (1983: 61) support that data must be reported in the natural language of the event, as the information was obtained from a natural setting. Thus the data was analysed so as to understand the participants' experiences, as obtained from the interviews.

The study was valid and reliable and was consistent and dependable on the research instrument in measuring specific variables (Brink, 2006). The tools developed for this purpose was shared with the researcher's supervisor to ensure that it would generate the information required to investigate the motherly roles played by grandmothers. The research tool was not tested as it dealt with human beings who were the grandmothers and could perhaps evoke some form of emotional stress to participants.

An interview guide was the research tool that was used to gather data from the participants in this study. This was useful to find out whether the instrument precisely measured what it was supposed to measure, given the context within which it was to be applied. The process of sharing the tool with the informants was done to ensure content validity which is normally used in the development of interview guides. Content Validity is an assessment of how well

the tool represents all the components of the variables which are to be measured (Brink, 2006).

In order to ensure reliability the researcher consulted secondary literature to supplement the information collected from the interviews. According to Maxwell (1998) documents are non-reactive which means that the context used for literature control made it possible for the study to support, compare and contrast some of the information shared by the participants. Documents such as strategic plans, policies, reports and the government were used in the study.

The correctness, validity and reliability of the information was crucial to the study as there were recommendations that had to be developed at the end of the study which could be used as a solution to the challenges identified.

### 3.6 Data Verification Methods

The research used Guba's model of trustworthiness. The model was used to verify data for the purpose of ensuring the credibility of the research findings (Krefting 1991:215-221). The following are four components proposed by Guba (1981) for assessing the trustworthiness of qualitative data:

**Truth-value:** Guba's model of trustworthiness as cited in Krefting (1991:215-221), true value require the researcher to establish confidence in the truth of the findings from the participants and the study.

**Peer-examination:** is the dialogue that the researcher engaged with colleagues regarding the findings and challenges encountered in a qualitative research (Krefting 1991:220).

**Applicability:** is the extent to which the findings of the study could be generalized to other context, settings, or with other groups. In some way, this created a possibility to generalize

the research findings to larger populations. Consistency was the strategy used to attain applicability.

**Consistency:** refers to whether the same findings would be yield again if the study was to be repeated with the same participants or in a similar context (Krefting, 1991:216). The strategy to measure consistency was that of dependability. The following was used to achieve dependability.

**Peer examination:** was employed to verify the truth-value with peers and to enhance and emphasize the trustworthiness of the research findings.

**Code and recode procedure:** the researcher had to code the data obtained from the conducted interviews and had to allow some time to pass in order to have a fresh look at the coding again. The process would be repeated over again in order to assess the applicability of the initial coding process as well as to make the necessary changes (Krefting 1991:221).

Neutrality: Guba as cited in (Krefting 1991:215) defined neutrality as the “degree to which the findings function solely on the informants and conditions of the research, and not to other biases, motivations and perspectives.” The next section has discussed ethical issues which this study took into cognisance.

### 3.7 Ethical Considerations

Scholars such as Best & Kahn (2006); Field & Behrman (2004); Trimble & Fisher (2006) attest that ethics are a cornerstone for conducting meaningful and effective research. To this end, ethical behaviour of researchers must be under scrutiny. In addition, all aspects that concerns unethical practises will adversely influence science (Mauthner, Birch, Jessop, & Miller, 2003).

The researcher took appropriate steps to ensure that ethical clearance was obtained from the University of Fort Hare and had to adhere and observe the rules and regulations. In addition, the researcher provided the participants information about the project, purpose of the study, selection criteria, as well as the researcher's identity. In addition, the informed consent gave the participants the rights to withdraw their participation from the study at their own free will.

Informed consent clearly stated the appropriate information about the study under investigation that is the aims and objectives (Willis, 2007) Respondents were assured that their responses would remain confidential in that information would not be shared with neighbours, friends and others. In this respect, participants' anonymity was assured. Therefore, this study involved the collection of delicate data from individuals whose rights were to be observed at all times. As such, the researcher treated the participants with dignity in that they were honoured and respected during the interviews.

This was done through upholding the principles of voluntary participation, informed consent, and confidentiality. In line with these principles, participants were not coerced to take part in this study. Those willing to participate did so with the knowledge that they could stop their participation at any time they wished to do so. Above all, the data gathered was not falsified and information gathered from secondary sources was referenced properly.

Informed consents were obtained from the individuals participating in the study. The subjects were notified about the reasons and contents of the study prior to their participation. The process of informed consent was done to ensure that participating individuals would be interviewed willingly and with adequate understanding of what the study entailed.

The researcher obtained consent with regard to anonymity and confidentiality in order to participate in the study, before the collection of actual information. The participants were assured that their participation would be voluntary and they would be at liberty to withdraw

from the research process at any time. Vernacular language was also used to accommodate informants who were not able narrate their situations in English.

### **3.7.1 Trustworthiness**

On qualitative data, the researcher have to ensure trustworthiness. Lincoln and Guba (1985) posit that trustworthiness of a research study is important to evaluate its worth. Therefore trustworthiness involved the establishing of the factors that were related to inter alia conformability, credibility, transferability and dependability. Conformability refer to the extent of neutrality to which the findings of the study were determined by the informants and not the researcher bias, interest or motivation. Credibility denoted the confidence in the truth of the findings. Transferability showed that the findings were applicable to other contexts. Last but not least dependability showed that the findings were consistent and could not be repeated (Lincoln and Guba, 1985) Therefore, to ensure trustworthiness in this study, the above factors by (Lincoln and Guba, 1985) were ensured in the peoples' views.

**Confidentiality** is a process, or condition, in which information revealed by an individual in a relationship of trust will not be disclosed to others without the permission of the informant. During the transcription and data analysis anonymity was assured through the allocation of pseudonyms. Informants were given a detailed explanation of how information would be handled, such as the coding system, so that the information could not be traced back to identify the informants, except by the researcher.

### **3.8 Limitations of Study**

The researcher encountered a number of constraints and challenges in the execution of data collection. These constraints were:

- The time taken to carry out the study was so limited that rush judgements were inevitably possible. The field research was executed in a short space of time but it

would require several more months, if not years, to accomplish this task and get to the crux of the matter.

- Resources like money were limited because the researcher had to cover costs for transport, printing and other essentials.

### 3.9 Conclusion

The purpose of this chapter has been to provide an in-depth discussion of the following aspects: research design, data collection methods, sampling techniques and analysis methods. In this study, the researcher made use of qualitative research because one cannot understand human behaviour without understanding the framework within which subjects interpreted their thoughts, feelings, and actions. Qualitative research as a broad approach sought to study the social phenomena and to gain a deep understanding of the activities and perceptions of people. The chapter also highlighted the validity and reliability of using qualitative methodology. The instruments of data collection used were in-depth interviews and focus group discussions. For the analysis of the outcomes, the researcher used thematic analysis to gain a deeper understanding of the themes that emerged from the research. This chapter has formed the basis of data gathering and the ways in which the research undertook. The next chapter is the interpretation of findings and data analysis based on the narrative descriptions.

## CHAPTER 4

### INTERPRETATION OF THE FINDINGS AND DATA ANALYSIS

#### 4.1 Introduction

The primary purpose of this chapter is to discuss the major findings, interpretations, analyses of this study. The aim of the study was to address the underpinning factors associated with motherly roles played by grandmothers: The case study of Zwelitsha Location in King Williams's town Eastern Cape, South Africa. The keys issues investigated were:

- To find out the challenges faced by grandmothers in becoming full parents again
- To investigate the kind of support that grandmothers as care givers receives from social service practitioners to meet the needs of the children under their custodial care.
- To find out the kind of empowerment services the grandmothers need to provide motherly care to their grandchildren.

These issues were selected as they were amongst the principal factors that determined the underpinning factors that were associated with motherly roles played by grandmothers.

The main theoretical framework underpinning this study was the structural functionalism theory. The theory provided a comprehensive framework for embracing the study on motherly roles played by grandmothers. Furthermore, the theory explained the importance and complexities of a family, social, and cultural factors that influence every society. In this regard, the theory helped to embrace the study in answering the research questions of the topic under study. In this chapter, the data was obtained from the individual interviews that were conducted with the participants as well as from the focus group discussions. In this chapter, the researcher reported the findings that emerged from the process of data analysis and verified the findings by means of literature control. Creswell (1994:20) postulate that,

“...in a qualitative study, literature should be used inductively”. In other words, the research findings must be compared and contrasted with the already existing literature.

In this segment of the thesis, the narratives of the informants were presented in support of identified themes and sub-themes. The researcher also compared and contrasted the findings with existing theories and previous research reports.

### **Theme One: Biographical details of the individual participants**

**Table: 2**

<b>name</b>	<b>age</b>	<b>Marital status</b>	<b>No. of grandchildren</b>	<b>Employment status</b>
<b>1. zukelwa</b>	<b>69</b>	<b>Married</b>	<b>4</b>	<b>Unemployed</b>
<b>1. Nomonde</b>	<b>56</b>	<b>Married</b>	<b>6</b>	<b>Unemployed</b>
<b>2. Linda</b>	<b>60</b>	<b>Married</b>	<b>2</b>	<b>Unemployed</b>
<b>3. Vuyiswa</b>	<b>58</b>	<b>Single</b>	<b>2</b>	<b>Unemployed</b>
<b>4. Nomini</b>	<b>71</b>	<b>Widowed</b>	<b>1</b>	<b>Unemployed</b>
<b>5. lindiswa</b>	<b>66</b>	<b>Married</b>	<b>3</b>	<b>Unemployed</b>
<b>6. Nomfundo</b>	<b>56</b>	<b>Married</b>	<b>4</b>	<b>Employed</b>
<b>7. Nonqaba</b>	<b>48</b>	<b>Widowed</b>	<b>2</b>	<b>Employed</b>
<b>8. Sweetness</b>	<b>49</b>	<b>Married</b>	<b>3</b>	<b>Employed</b>
<b>10. Neliswa</b>	<b>61</b>	<b>Widowed</b>	<b>5</b>	<b>Unemployed</b>
<b>11. Zonke</b>	<b>68</b>	<b>Widowed</b>	<b>4</b>	<b>Unemployed</b>
<b>12. Nondumiso</b>	<b>54</b>	<b>Married</b>	<b>2</b>	<b>Employed</b>
<b>13. Nobantu</b>	<b>70</b>	<b>Married</b>	<b>3</b>	<b>Unemployed</b>
<b>14. Thandiswa</b>	<b>76</b>	<b>Widowed</b>	<b>1</b>	<b>Unemployed</b>

<b>15. Nonceba</b>	<b>81</b>	<b>Married</b>	<b>2</b>	<b>Unemployed</b>
<b>16. liziwe</b>	<b>35</b>	<b>Married</b>		<b>Employed</b>
<b>17. Nosipho</b>	<b>38</b>	<b>Married</b>		<b>Employed</b>
<b>18. Nolwazi</b>	<b>27</b>	<b>Single</b>		<b>Employed</b>
<b>19. Nonkululeko</b>	<b>34</b>	<b>Single</b>		<b>Employed</b>
<b>20. nokhwezi</b>	<b>35</b>	<b>Married</b>		<b>Employed</b>
<b>21. Fezeka</b>	<b>38</b>	<b>Married</b>		<b>Employed</b>
<b>22. Nompumelelo</b>	<b>30</b>	<b>Single</b>		<b>Employed</b>
<b>23. nosabatha</b>	<b>37</b>	<b>Single</b>		<b>Employed</b>

The table above provides the age, names, marital status, and number of grandchildren under custody and employment status of the participants. It shows that most of the old aged grandparents are unemployed mainly because of age.

### **GIVE A SUMMARY OF YOUR FINDINGS**

**Table: 3**

#### **Biographical details of the focus group interviews**

<b>Name</b>	<b>Age</b>	<b>Employment status</b>	<b>education</b>
<b>Vuyiswa</b>	<b>58</b>	<b>Unemployed</b>	<b>Diploma</b>
<b>Nomini</b>	<b>71</b>	<b>Unemployed</b>	<b>Never been to school</b>
<b>Lindiswa</b>	<b>66</b>	<b>Unemployed</b>	<b>Primary level</b>
<b>Nondumiso</b>	<b>54</b>	<b>Employed</b>	<b>Degreed</b>

<b>Nonqaba</b>	<b>48</b>	<b>Employed</b>	<b>High School</b>
<b>Neliswa</b>	<b>61</b>	<b>Unemployed</b>	<b>High school</b>
<b>Nomfundo</b>	<b>56</b>	<b>Employed</b>	<b>Diploma</b>
<b>Zonke</b>	<b>68</b>	<b>Unemployed</b>	<b>Primary level</b>

The table above provides the age, names employment status and educational qualifications of the participants that were interviewed in focus group discussion. Most of them have got lower educational qualification below a degree such as high school certificates and diploma. Some have never been to school and some have primary school qualifications.

#### 4.2 Summary of findings

The study has shown that grandmothers assume motherly roles due to different reasons. Amongst them are the deaths of biological parents and parents leaving to other places looking for greener pastures. In addition, the study yielded that some children opt to live with their grandmothers because their parents were abusive to them when they confronted with family disputes and divorce.

Furthermore, the study has shown that to the ages of the grandparents made them vulnerable to health problems such as diabetes, depression, poor self-rated health and/or frequent presence of multiple chronic health problems such as hypertension and diabetes. In addition, grand-mothers are vulnerable to psychosocial problems.

The study has also shown that the grandmothers have are receiving support from the government and social workers. In this regard, interventions are done to improve the quality of life of custodial grandmothers. However, stakeholders should consider the need to increase financial aid to support these grandchildren, decrease social isolation, motivate them to look for treatment for their health problems, and increase their access to health providers.

The study has shown that, in some situations, grandmothers find it difficult to access social welfare services from the government because of various reasons. Some of them reside in some areas that are far reaching and they hardly access information and basic service delivery services.

The findings of the study have shown that the grandmothers do fulfil motherly roles though they are besieged by their age and financial problems. In some situations, grandmothers played roles that were beyond those that are played by biological mothers.

Furthermore, the study has shown that grandmothers hardly help their grandchildren in their school work because they claim that their age inhibits them from doing that. In addition, some grandmothers were illiterate thus were unable to assist their grandchildren with their academic issues.

Another major finding is that adequate housing is one of the immediate need that was apparent among the grandparents who are rearing children. Thus, adequate and affordable housing is an important need for many grandmothers who are raising children especially teenage learners. Low-income caregivers in particular may be severely limited in their ability to purchase adequate housing, and state-level public housing authorities may lack adequate policies that address the special needs of such families. Furthermore, grandmothers who do have a house often reported that space is an issue, particularly with regard to an adequate number of bedrooms

The study has also shown that grandmothers need health facilities and money to buy food and pay school fees for their grandchildren and when they could be provided with these needs, their standards of living will improve, thus they will rear their grandchildren properly.

## **Theme Two: Challenges faced by grandmothers in becoming parents again**

**Table: 4**

Sub theme	Categories
Reasons why grandparents live with their grandchildren	<ul style="list-style-type: none"><li>• Death of biological parent/s</li><li>• Separation of the parents</li><li>• Poor health of the biological parents</li><li>• Migration of parents to seek employment</li></ul>

Table 3 presents some of the reasons why grandparents live with their grandchildren and become parents again.

- **Death of biological parent/s**

Some of the grandmothers (5) claimed that the death of the biological parents has contributed to them having to take over the responsibility to take care of their grandchildren. All the focus group members reiterated that HIV and Aids has led to a certain extent to deaths of the parents.

Some of the participants stated:

*“Both parents passed away when they were young”.*

*“I don’t have a choice the parents died of aids and I was forced to care for them”.*

*“I am old and I worry about their future as both parents are dead and they are my grandchildren”.*

Hayslip and Kaminski (2008; Cox 2000) argue that in many of these families, grandmothers are rearing children not by choice or tradition but as a result of family crises that necessitate their intervention.

- **Separation of the parents**

Some of the individual participants (6) stated that they have to care for their grandchildren due to the separation of the parents due to family disputes. All focus group participants mentioned divorce and separation of parents lead them to take their children to their respective homes whilst they seek means to survive.

Some of the participants said:

*“I had to take my grandchildren as the parents were fighting and I had decided to separate”.*

*“My son got custody of the children during divorce and ask me to assist by taking care of them”.*

Cox (2000) explain that in some instances children are exposed to fights and witness violence when parents have disputes or some go through divorce and grandparents are at times used as caregivers.

- **Poor health of the biological parents**

Both participants from the individual and focus group interviews mentioned health problems such as diabetes, depression, poor self-rated health and/or frequent presence of multiple chronic health problems such as hypertension has led to poor health of the biological parents. Hence they have to rely on the grandparents as care givers.

Some of participants remarked:

*“My daughter is not well and has severe chest pains and backaches and then I have to take care of my grandchildren”.*

*“Both parents suffer from tuberculosis and have been admitted in hospital and I had to take care of my grandchildren”.*

Alpaslan and Mabutho (2005) state that some parents reported having health problems from the stress caused by caregiving, unemployment and poverty. They are often plagued by backaches, high blood pressure, chests and side pains. All these physical problems, combined with other multiple losses experienced, may impede their ability to provide sufficient care to their children.

- **Migration of parents to seek employment**

All participants from both individual and focus group shared the same sentiment that indicate that grandmothers assume motherly roles due to different reasons. Among them are the parents leaving to other places looking for green pastures or better job opportunities. While others migrate to other places in search of jobs.

Some of the participants mentioned:

*“Parents could get employment around here, so they left for Johannesburg to look for jobs and I was left as a caregiver of my grandchildren”.*

*“My daughter is working in East London and I am left to take care of her children”.*

*“My daughter left last year seeking employment and I have never heard from her ever since, so I had to take care of my grandchildren”.*

Parents may find themselves increasingly having to engage in labour activities outside their homes due to lack of local employment opportunities (Edwards and Ray 2010).

**Theme Three: The kind of support that grandmothers as care givers receive from social service practitioners to meet the needs of the children under their custodial care.**

**Table: 5**

Subtheme	Categories
<b>Kind of support received from social service practitioners</b>	<ul style="list-style-type: none"> <li>• <b>Home visit by social workers</b></li> <li>• <b>Social support grants</b></li> <li>• <b>Foster care grants</b></li> <li>• <b>Medical care</b></li> </ul>

Table 4 present the following discourse

- **Home visit by Social Workers**

Both participants from the individual and focus group mentioned that grandmothers are assisted social workers in most of the times so that they can cope with rearing grandchildren in their custody.

In support of the above discourse some of the participants uttered:

*“Sometimes we are visited by social workers and they discuss with us matters relating to our needs in rearing children”.*

*“If it was not for the support of the social worker who came with food parcels and assisted with the application of birth certificates for these children we would have died of hunger”.*

*“The social worker came and ask for a background family report and gave us food parcels, blankets and clothes for my grandchildren”.*

Watson (2002) explain that social service support for grandparents are increasingly becoming important sources of assistance to them because they remove a sense of isolation, promote socialisation, and can also help in educating grandparents on parenting issues and services.

- **Child support grants**

All participants mentioned that they received financial assistance from the social workers and some were provided with child support grants.

Some of the participants stated:

*“I receive child grants as my daughter is nowhere to be found and it helps me to educate my grandchildren”.*

*“I had to apply for financial assistance as my old age pension cannot cover for the cost of my grandchildren and I am happy now I receive the child grant”.*

Whitley (2001: 105-14) state that interventions that are besieged to improve the quality of life of custodial grandmothers should consider the need to increase financial aid to support their grandchildren and decrease their social isolation,

- **Foster care grants**

Five of the individual participants were advised by the social workers to apply for the foster care grant and they voiced out this has assisted them financially to take care of the grandchildren. All focus group participants mentioned that foster care assist these children but the application processes are long and tedious.

Some of the participants explained:

*“Foster care grant has assisted me to manage to buy school uniforms and pay fees”.*

*“I have managed to pay some of the money to a funeral policy for them and myself, as I am worried what would happen to them should there be death”.*

Goodman and Silverstein (2002:676-89) state that custodial grandmothers present very similar levels of stress and well-being. As a result of the problems mentioned above, the grandmothers sometimes receive support from the government in form of financial support and shelter. Furthermore, a similar study was conducted by Lynne and Bryson in 1999. The research focused on how the use of public income assistance and foster care payments has varied among different types of grandparent-headed families since the 1996 welfare reform in America. Using 1997 SIPP data, the study found that single grandmothers in skipped-generation families were more likely to receive public assistance than three-generation families with both grandparents present.

- **Medical care**

Both participants from the individual and focus group interviews attested out that most of the grandmothers suffered from emotional problems and were not doing well physically. Their health is increasingly at risk as they advance in years. They reach a time when they confront the realisation of severe limitations on their bodies as they creep in subtly and gradually. This could also be due to lack of proper nutrition and other stressors.

Some of the informants said:

*“I have a problem of hypertension/ blood pressure due to stress I think”.*

*“Since I am old, I am not able to do some work at home the nurse at the clinic says I must eat a well- balanced diet and do some exercises”.*

*“My body is weak because of my age, my doctor says I need more vitamins I must eat fruit and vegetables and my medication”.*

Whitley (2001: 105-14) medical care health professionals should motivate some of the grandmothers to look for treatment for their health problems, and increase their access to health providers”.

**Theme Four: The kind of empowerment services the grandmothers need to provide motherly care to their grandchildren.**

**Table: 6**

Subtheme	categories
<b>Kind of empowerment services needed</b>	<ul style="list-style-type: none"> <li>• <b>Psycho-social support</b></li> <li>• <b>Support groups</b></li> <li>• <b>Support from the extended family</b></li> </ul>

Table 5 presents the following findings:

- **Psycho-social support**

Both participants from the individual and focus group interviews alluded that grandmothers are vulnerable to psychosocial problems. These problems have got negative impacts in the rearing of grandchildren.

Below are some of the responses of the participants:

*“We normally face challenges that are related to stigma and isolation in that the society does not accept the situation whereby grandmothers take care of the children whose parents are incarcerated or die with HIV”.*

*“Stress, feelings of helplessness and hopelessness in some situations makes me sad”.*

Goodman and Silverstein (2002) highlight that another important risk factor to poor health is emotional distress. In the situation of custodial grandparents, grief and disappointment over the parent’s situation, source of guilt, resentment and confusion causes deep emotional distress.

In some situations, grandmothers find it difficult to access social welfare services from the government because of various reasons. Some of them reside in some areas that are far from the service offices and can hardly access information. On the other hand, some of the grandmothers are very old and they can’t walk long distances to go and represent themselves.

Participants said:

*“I receive old pension grant but the money is not enough for the big family that I have and nobody cares to check how I survive”.*

*“Beside child grants and pension grants we get no other help though we have many other socio-economic problems such as lack of health facilities and proper housing”.*

The parenting that is frequently not accompanied by economic support from social services agencies may end up taking also a toll on the already compromised health of these adults (Whitley, 2001)

- **Support groups**

All the participants reiterated that support groups could be of assistance to the elderly and to grandmothers who are caregivers to their grandchildren.

Participants stated:

*“Maybe when we are in a support group we can share information about issues of raising children and some remedies to illnesses”.*

*“Just to be in a company of friends and share information and get some advises and support will be great as of now I feel isolated”.*

*“Social workers can teach us on how to have conversations with our granddaughters on issue of sexuality and contraception’s to avoid teenage pregnancies and HIV and Aid.*

The above responses may indicate that grandmothers have a problem of isolation from the society. According to Malat (2005) one of the risk factors affecting grandmothers is social isolation, known by its association with several mental disorders and physical illnesses. In addition, households headed by grandparents may experience social isolation due to the stigma related to substance abuse, AIDS or incarceration of the absent parents. Custodial grandparents can also be isolated from their age peers simply because they are performing tasks and taking responsibilities that are not matched with what other people of their age are doing. Furthermore, some grandmothers hardly help their grandchildren with their school work because they claim their age inhibits them from doing that. In addition, some grandmothers are illiterate thus are unable to assist their grandchildren with their academic issues. According to Smit (2007) grandmothers are often overwhelmed by the various logistical and physical demands placed on them. Grandmothers do not merely struggle to keep up with the school, social and physical demands of children, but also have to endure the

financial cost and cope with accessing services and financial assistance programs to meet the needs of the grandchildren

Therefore, empowerment groups are specific types of support groups that have been recognised as effective in developing the parenting skills, coping abilities, and community involvement of grandmothers as caregivers (Watson 2002). Empowerment programs normally follow a specific curricula that focus on specific issues. Among the programs, Cox (2007) include curricula on areas such as grief and loss, self-esteem, behavioural problems, and navigating services. In addition, particular attention should be provided through encouragement because this is one of the important part of empowerment. Finally participants learn to become important advocates for policy and service changes through training.

- **Support from the extended family**

In some communities, the existence of extended families significantly contributes to the well-being of the society as a whole. These families help in promoting social cohesion hence enabling the community to solve its problems i.e. social or economic. Both participants from the individual and focus group remarked that some families are supported by their relatives and some are not.

Some of the participants said:

*“I do not receive any support from the extended family, instead they gossip about my poor status”.*

*“Definitely, I do not receive any support because my family is a nuclear one”.*

*“There is no humanness amongst families, Ubuntu buphelile”.*

This is an indication that some of the grandmothers solve their problems by themselves without the assistance of the extended family. This is the reason why at times they feel isolated and stigmatized. In addition, it would be also very important to render some counselling that could help them on coming to terms with their children's situations, mitigating their sense of guilty, failure and shame.

The above response shows that grandmothers play vital roles in rearing their grandchildren. These roles can supersede the ones played by the mothers. This is supported by Taylor (2007) who has conducted a study on grand parenting among Native American groups. He found that, within these cultures, there are diverse roles for grandparents, all of which reflect the high esteem in which old people are held in Native American societies.

In addition, he identified few styles which are cultural conservator, ceremonial instructor, and custodian. As cultural conservator, grandparents pass on the traditions of the group, proving cultural continuity and identity for young children as Native Americans. Storytelling can be an important way that this role is enacted, given that stories pass on the cultural beliefs of the group. Grandparents also teach young Native Americans a wide array of ceremonial activities -sun dance, rodeos, powwows, and memorial feasts. Through this instruction, children learn the values of the group. As custodians of young children Native American grandparents also provide essential household labour typically assigns this role to women. In support of this, structural functionalism theory brings to an understanding why grandmothers should be given support and recognized as individuals who brings stability and solution in times of family crisis.

### **4.3 Conclusion**

In conclusion, the study has shown that most of the grandmothers are overwhelmed by their age and their economic situation to fulfil their motherly roles to children in their custody.

Being anchored on the structural functionalism theory as a theoretical framework, the study has highlighted that grandmothers play a fundamental role in rearing their grandchildren though their age and health inhibits them to a certain extent. The study revealed the following themes: causes for grandchildren to live with their grandparents, health problems faced by grandmothers, Government and external support that the grandmothers receive, their roles in rearing children and what they need to sustain their families.

The following chapter discusses the summary of findings and conclusions that were arrived at by the study as well as recommendations and future inquiry in the field.

## CHAPTER 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter present the summary of findings and had to draw conclusions from the findings and present recommendations for the study on the motherly roles played by grandmothers: The case of Zwelitsha Location in King Williams' town, Eastern Cape South Africa. The elementary purpose of the study was to respond to the research questions and objectives of this study and critically try to justify them in accordance to the results obtained. The theoretical framework of this study was the structural functionalism theory. It explained the importance and complexities of a family, social, and cultural factors that influence every society. Therefore, the theory anchored the study by embracing the research questions and objectives as it explored all the underpinnings that were investigated in this study. Both findings of the study and questions for further research are discussed with particular attention given to the main objectives of the study as outlined in the first chapter and as listed below:

- To found out the experiences of motherly roles played by grandparents in rearing children
- To find out the challenges faced by grandmothers in becoming full parents again
- To investigate the kind of support that grandmothers as care givers receives from social service practitioners to meet the needs of the children under their custodial care?
- To find out the kind of empowerment services the grandmothers need to provide motherly care to their grandchildren.

The table below presents a summary of the research questions, objectives and methodology

**Table: 7**

<b>objective</b>	<b>Research question</b>	<b>Research method</b>	<b>Justification</b>
<p><b>Objective 1</b></p> <p>To found out the experiences of motherly roles played by grandparents in rearing children</p>	<p>What are the motherly roles played by grandparents in rearing children?</p>	<p><b>Qualitative method</b></p>	<p>Seeking an in-depth understanding of the roles that they play</p>
<p><b>Objective 2</b></p> <p>To find out the challenges faced by grandmothers in becoming full parents again</p>	<p>What are the challenges faced by grandmothers in becoming full parents again?</p>	<p><b>Qualitative method</b></p>	<p>Help to understand human or social problems from a multiple perspective.</p>
<p><b>Objective 3</b></p> <p>To investigate the kind of support that grandmothers as care givers receives from</p>	<p>To what extent are the motherly roles played by grandmother meet the needs of the</p>	<p><b>Qualitative method</b></p>	<p>Help to discover the underlying meaning and patterns of relationships in a more explanatory</p>

social service practitioners to meet the needs of the children under their custodial care?	children under their custodial care?		way.
<b>Objective 4</b> To find out the kind of empowerment services the grandmothers need to provide motherly care to their grandchildren.	What kind of empowerment services do the grandmothers need to provide motherly care to their grandchildren?	<b>Qualitative method</b>	Help to enable the researcher to interpret phenomena in terms of the meanings people bring.

## 5.2 Summary of findings of the study and conclusions drawn

The study has shown that grandmothers assume motherly roles due to different reasons. Amongst them are the deaths of biological parents and parents leaving to other places looking for greener pastures. In addition, the study yielded that some children opt to live with their grandmothers because their parents were abusive to them when they confronted with family disputes and divorce.

Furthermore, the study has shown that to the ages of the grandparents made them vulnerable to health problems such as diabetes, depression, poor self-rated health and/or frequent

presence of multiple chronic health problems such as hypertension and diabetes. In addition, grand-mothers are vulnerable to psychosocial problems. These problems have got negative impacts in the rearing of grandchildren. Moreover, the study yielded that one of the risk factors affecting grandmothers is social isolation, known by its association with several mental disorders and physical illnesses. In addition, households headed by grandparents may experience social isolation due to the stigma related to substance abuse, AIDS or incarceration of the absent parents.

The study has also shown that the grandmothers have are receiving support from the government and social workers. In this regard, interventions are done to improve the quality of life of custodial grandmothers. However, stakeholders should consider the need to increase financial aid to support these grandchildren, decrease social isolation, motivate them to look for treatment for their health problems, and increase their access to health providers. In addition, it would be also very important to render some counselling that could help them to come to terms with their children's situations and mitigate with their sense of guilty, failure and shame.

The above findings are supported by Watson (2002) who argue that support groups for grandparents are increasingly becoming important sources of assistance to them. The above responses show that some of the grandmothers hardly help their grandchildren in their school work because they claim their age inhibits them from doing that. In addition some grandmothers are illiterate thus are unable to assist their grandchildren with their academic issues. Smit (2007) explain that grandmothers do not merely struggle to keep up with the school, social and physical demands of children, but also have to endure the financial cost and cope with accessing services and financial assistance programs to meet the needs of the grandchildren. Assistance can be provided to remove a sense of isolation, promote socialisation with help in educating grandparents on parenting issues and services. More so,

empowerment groups are specific types of support groups that have been recognised as effective in developing the parenting skills, coping abilities, and community involvement of grandmothers as caregivers (Watson 2002).

The study has shown that, in some situations, grandmothers find it difficult to access social welfare services from the government because of various reasons. Some of them reside in some areas that are far reaching and they hardly access information and basic service delivery services.

The findings of the study have shown that the grandmothers do fulfil motherly roles though they are besieged by their age and financial problems. In some situations, grandmothers played roles that were beyond those that are played by biological mothers. This is buttressed by Taylor (2007) who has conducted a study on grand parenting among Native American groups. He found that, within these cultures, there are diverse roles for grandparents, all of which reflect the high esteem in which old people are held in Native American societies. In addition, he identified few styles which are cultural conservator, ceremonial instructor, and custodian. As cultural conservator, grandparents pass on the traditions of the group, proving cultural continuity and identity for young children as Native Americans. Storytelling can be an important way that this role is enacted, given that stories pass on the cultural beliefs of the group. Grandparents also teach young Native Americans a wide array of ceremonial activities such as, sun dance, rodeos, powwows, and memorial feasts. Through these instructions, children learn the values of the group. As custodians of young children Native American grandparents also provide essential household chores that are typically assigned to women.

Furthermore, the study has shown that grandmothers hardly help their grandchildren in their school work because they claim that their age inhibits them from doing that. In addition,

some grandmothers were illiterate thus were unable to assist their grandchildren with their academic issues.

Adequate housing is one of the immediate need that was apparent among the grandparents who are rearing children. This is supported by Hayslip and Kaminski (2008) who argue that access to adequate and affordable housing is a major concern for many grandmothers who are raising children especially teenage learners. Low-income caregivers in particular may be severely limited in their ability to purchase adequate housing, and state-level public housing authorities may lack adequate policies that address the special needs of such families.

Furthermore, grandmothers who do have a house often reported that space is an issue, particularly with regard to an adequate number of bedrooms (Jordan Institute for Families, 2004). Teenagers might be at a stage in their lives whereby they need privacy and a space of their own.

In the South Africa, according to Zirimenya (1999) insufficient housing and shack settlements are as a result of the legacy of the apartheid government's policy which did not provide adequate houses. In addition, Zirimenya (1999) further argue that shack settlements are today a common feature of African township life within South Africa. The problem of insufficient housing is one of the serious predicaments faced by grandparents living with orphaned grandchildren. The grandmothers or grandparents sometimes share the same inadequate housing with their own children and grandchildren. Some grandparents face the challenge of trying to accommodate one or more orphaned children in their state provided housing namely, the Reconstruction and Development Programme (RDP) houses. This becomes a problem as the children grow older and need their own space and privacy. Some grandparents who live in shacks or informal settlements, on the outskirts of the cities, live in areas without proper sanitation. The areas will have problems of electricity, running water

and a sewerage system and these are basic primary needs for survival in a city. Some grandmothers end up in these settlements because as stated earlier on as they could have lost their houses due to discriminatory laws that forced the grandmothers to live with their relatives or saw them taken to 'homes' after the death of their husbands.

Last but not least, grandmothers need health facilities and money to buy food and pay school fees for their grandchildren and when they could be provided with these needs, their standards of living will improve, thus they will rear their grandchildren properly.

### 5.3 Recommendations

The research recommend that:

- The government should provide for more social workers that deal with the issues and problems of grandmothers who are rearing grandchildren.
- Social workers will act as intermediates between the government and the grandmothers. This will therefore enable the government to respond to the problems of grandmothers in time.
- The government should provide more health facilities to the grandmothers since their health is the one that besiege their full capacity to rear their grandchildren. This is due to that most of the grandmothers are of old age thus their health has deteriorated.
- The local community members must give a hand to the grandmothers who are rearing children.
- The study has shown that grandmothers are sometimes stigmatised, the community should therefore, help the grandmothers whenever it of necessity.
- Provision of adequate housing should also be ensured to the grandmothers who are rearing their grandchildren as some may be inadequate.

#### 5.4 Suggestions for future research

Future researchers should look at the motherly roles played by grandmothers as caregivers in Southern Africa at large not South Africa alone as intended by this study.

Future researchers should look at the main causes resulting to grandmothers assuming motherly roles to their grandchildren

Future researchers should look at the role played by development programs in assisting grandmothers rearing their grandchildren

Future researchers should look at the capacity of grandmothers to rear grandchildren despite the problems they might come across.

Last but not least future researchers should look at the motherly roles played by grandmothers in Africa and differentiate with other continents like Asia and Europe among others.

#### 5.5 Conclusion

In conclusion, the study has highlighted that grandmothers are capable of playing motherly roles in rearing their children though there are certain problems that besiege them. These problems were related to inter alia; deteriorating of physical and mental health, inadequate housing and lack of access to government support among others. The study used a qualitative research methodology to gather information from the sampled grandmothers and social workers in Zwelitsha location in King William's town, Eastern Cape South Africa. In essence, this study embrace the significant roles that grandmothers play irrespective of challenges that they confronted with.

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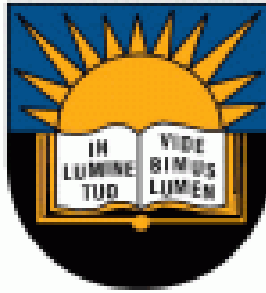
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Appendix A



**University of Fort Hare**  
*Together in Excellence*

DEPARTMENT OF SOCIAL WORK

FORT HARE UNIVERSITY: ALICE CAMPUS

This study is investigating the motherly roles played by grandmother in South Africa. The case of Zwelitsha Location in King Williams Town, Eastern Cape. Your participation in this study will remain confidential and all the information given here will be used for academic purpose only and discarded once the study is completed. Completion of this study is voluntary and anonymous. Your contribution will be appreciated.

Thank you!

DEMOGRAPHICS

GENDER

MALE	FEMALE

RACE

White	Indian	Black	Coloured	Other

#### HOME LANGUAGE

English	IsiXhosa	Shona	Other

The following questions formed the interview guide:

1. How long have you been living with your grandchildren?
2. Do you think you fulfill all the motherly roles expected by your grandchildren?
3. What are the causes for grandchildren to live with you as a grandparent?
4. Do you have grandchildren that attend school? If yes, explain how you help him/her in education
5. What do you do to maintain food security at your home?
6. What are the health problems that hinder you to rear your grandchildren?
7. Do you get support from the extended families in raising your grandchildren?
8. How do you cope in terms of emotional well- being?
9. What psycho-social difficulties do you experience in raising your grandchildren?
10. What are the types of government grants that you receive as a grandparent?

11. Have you ever had any difficult experiences in accessing government aid? If yes how?

12. What are your basic needs as caregivers?