

**THE FATHERS OF CLERMONT:  
DEADBEAT DADS OR RESPONSIBLE PARENTS?**

by


Wiseman S'bongiseni Luthuli

Submitted in partial fulfillment of the requirements for the degree of  
Masters in Urban and Regional Planning,  
University of KwaZulu-Natal

2006

***Declaration of originality***

*This dissertation represents original work by the author and has not been submitted in any other form to another University. Where use has been made of the work of others this has been duly acknowledged and referenced in the text.*

Signature..........

Date 28/11/2006.....

## **ABSTRACT**

*Men have been neglected in development discourse to the extent where, for example, demographic research on men and fathers has been sparse. As a result we do not know how many men in South Africa are fathers and there is no available survey that measures this statistic. This study attempts to fill a gap in our knowledge of fathers by asking how many men are fathers, whether they are resident or absent, and what type and level of involvement they have with their children.*

*A household questionnaire (adapted from the General Household Survey) was used to estimate the number of biological fathers in 100 households in Clermont. Interviews were conducted to explore reasons for existing living arrangements between the father and his partner and children.*

*Some key findings from the research include: the family structure of households in Clermont is extremely varied; a majority of men over the age of 18 appear to have fathered a child; men willingly identified themselves as a father; and a significant number of men live apart from their children. With respect to absent fathers, the research supports Mott's theory (1990) that there is a continuum of involvement with their children. Many of Clermont's absent fathers make a voluntary economic contribution to their children and they visit their children on a regular basis (usually weekly or monthly). In several cases where a father was not making an economic contribution this was because he was unemployed. Very few cases were recorded where a father had broken off contact with his children completely.*

*Some fathers lived separately from their children because they had employment in another area. Others lived apart from their children because they were unemployed; it was clear from the research that while men perceived their role of provider as important this was not the only criterion to make for a good role model as a father. Tradition was another important reason why men did not reside with their children; cases were recorded where the father could not afford to pay lobola which would allow him to marry the mother. Another reason for father absence was because a new relationship had been formed by the mother or father, or both.*

*A significant proportion of both resident and absent fathers stated they would like to spend more time with their children. This suggests policy and activities that promote increased involvement of fathers in the welfare of their children would be welcomed by the fathers of Clermont.*

## TABLE OF CONTENTS

	Pages
Declaration of originality .....	i
Abstract .....	ii
Table of contents .....	iii
List of tables .....	vi
List of figures .....	vii
Acknowledgements .....	viii

### Chapter 1

#### Introduction

1.1.	The need for research on fathers in South Africa .....	1
1.1.1.	Families with a father: the ideal family?.....	1
1.1.2.	Families without men: the second demographic transition.....	2
1.2.	Definition of terms .....	3
1.2.1.	The natural father .....	4
1.2.2.	The social and economic father .....	4
1.2.3.	The present or absent father .....	4
1.3.	Rationale for the study .....	5
1.4.	Purpose statement .....	5
1.5.	Objectives and research questions .....	6
1.6.	Scope and feasibility of the project.....	7
1.7.	Structure of dissertation .....	7

### Chapter 2

#### Literature review and theoretical framework

2.1.	Family structure in South Africa.....	9
2.2.	Estimates of fathers in South Africa .....	13
2.3.	Theories and models relating to father presence in the household .....	18
2.3.1	The economic theory of non-resident fathers .....	18
2.3.2.	Social reasons for non-resident fathers .....	19
2.3.3.	Mott's continuum of father involvement .....	21

2.3.4.	Gender, age and race and father involvement.....	21
2.3.5.	Explaining absent fathers in South Africa .....	22
2.4.	The emergence of organizations concerned with men and fatherhood.....	24

### **Chapter 3**

#### Research Methods

3.1.	The survey strategy .....	29
3.2.	Selection of the study area .....	30
3.3.	Selection of households in the study area .....	32
3.4.	Fieldwork and ethics procedures.....	34
3.5.	Data collection instrument .....	34
3.6.	Problems encountered with data collection on the field .....	36
3.7.	Analysis of findings .....	37
3.8.	Limitations of the research design .....	37

### **Chapter 4**

#### Analysis of survey findings; estimates and characteristics of fathers in Clermont

4.1.	Establishing the reliability of the sample .....	39
4.2.	Gender and father status of respondent.....	41
4.3.	Categorization of men using criteria of father status and presence of partner and children .....	42
4.4.	Household level analysis according to categorisation by type of father.....	44
4.5.	Revisiting the estimate of households in Clermont using a combination of the structured questionnaire and interviews .....	49
4.6.	Is a child better off because he or she lives with a father?.....	51

### **Chapter 5**

#### Vignettes of fathers

5.1.	Introduction.....	53
5.2.	Father present households.....	56
5.2.1.	Father present with partner .....	56

5.2.2.	Father present with no partner .....	58
5.2.3.	Present father – other structures, including social fathers .....	59
5.3.	Father present for some children but absent for others .....	60
5.4.	Non-resident fathers .....	62
5.4.1.	Father absent – has contact and supports children .....	62
5.4.2.	Father absent – mixed interaction with children .....	64
5.4.3	Father absent – no contact with children .....	65
5.5.	Households with deceased fathers .....	66
5.6.	Childless men .....	66
5.7.	Activities fathers share with children.....	67

## **Chapter 6**

### Discussion, suggestions for future research and conclusion

6.1.	Why do so few Clermont families form a stable unit? .....	68
6.2.	How do the fathers of Clermont rate as fathers?.....	70
6.3.	Towards the ideal family structure.....	72
6.4.	Suggestions for future research.....	75
6.5.	Conclusion .....	75

<b>References</b> .....	78
-------------------------	----

<b>Appendix A: Questionnaire</b> .....	83
--	----

## LIST OF TABLES

Table	Page
2.1.	Urban family structures by race ..... 11
2.2.	Absent fathers of children between 0-15 during the 1993-2002 period ..... 16
2.3.	Presence of fathers of children (0-15 years old) by population group, 1993-2002 (percentages)..... 17
2.4.	Presence of fathers of black children (0-15 years old) by urban or rural area, 1993-2002..... 17
2.5.	Percentage of children living with both parents, by the age and sex of the mother (1979-1983)..... 22
3.1.	Type of household in Clermont measured in 1996 census ..... 32
3.2.	Education level of Clermont population measured in 2001 census..... 32
3.3.	Employment status of Clermont population measured in 2001 Census..... 32
4.1.	Comparison of population and sample statistics for Clermont ..... 40
4.2.	Gender and father status of respondent..... 41
4.3.	Residence status of partner for men 18 years of age and older..... 42
4.4.	Residence status of children for men 18 years of age and older ..... 42
4.5.	Categorization of men using father status, and residence status of children and partner ..... 43
4.6.	Comparison of demographic and socio-economic indicators for present and absent fathers and childless men..... 43
4.7.	Household defined by type of father (using information from structured questionnaire)..... 44
4.8.	Household defined by type of father (using information from selected questions on structured questionnaire)..... 45
4.9.	Selected demographic and socio-economic indicators for households defined by father status ..... 47
4.10.	Households classified according to type of father present (multiple response) – combines information from questionnaire and interviews ..... 50
4.11.	Percent of individuals accessing child support grant by type of father in the household (multiple response)..... 52
5.1	Summary of types households found in the study area of Clermont ..... 55

## LIST OF FIGURES

Figure	Page
3.1.	Map of Clermont showing location in eThekweni municipality ..... 28
3.2.	Types of housing in Clermont..... 30
3.3.	Shopping precinct in Clermont ..... 30
3.4.	Selecting areas in Clermont using a grid over map ..... 33
3.6.	Question used to identify a father ..... 34
3.7.	Questions to identify if father has partner and if his partner lives in the household..... 35
3.8.	Questions to identify if father lives with all or some of his children..... 35
3.9.	Questions to identify status of household member's father ..... 35
5.1.	Coding of 'father-present' households..... 53
5.2.	Coding of father-absent households (lives elsewhere) ..... 54
6.1.	Wiseman and Ntokozo, 2006 ..... 77

## **ACKNOWLEDGEMENTS**

The author wishes to thank:

My aunt, Bongekile, and her husband, Headman (my 'dad') for supporting me over the past fourteen years. If it wasn't for you I wouldn't be where I am today.

My partner, Lulu, for encouraging me and providing financial support to help me complete my studies.

My son, Ntokozo, who inspires me to be a responsible father.

My supervisor, Richard Devey, for his tremendous support.

And all those families in Clermont who shared their stories.

## **Chapter 1: Introduction**

### **1.1. The need for research on fathers in South Africa**

Until recently men have been missing in the gender and development discourse (Cornwall, 2000). For example, demographic research on men and fathers has been neglected in favour of critical research on women and their fertility (Greene & Biddlecom, 2000: 81). However, research on men, especially those who are fathers, is important because a better understanding of how men behave sexually will bring about positive results for both men and women (The Alan Guttmacher Institute, 2003). Furthermore when men become more informed they will live better lives which will bring benefits to the whole society (The Alan Guttmacher Institute, 2003). Recently there has been an increased focus on men, including more research on men and the growth of various movements promoting involved fatherhood.

#### **1.1.1. Families with a father: the ideal family?**

In an ideal world children are expected to be born and grow up in a family with two parents who care for the child and foster the child's growth into adulthood. A significant proportion of existing research appears to support the argument that the absence of a father is undesirable for both children and fathers equally (cf Lewis & Lamb, 2003a, Lewis & Lamb, 2003b). A report by Quinlan (2003), based on research conducted in America, found that father absence was associated with negative outcomes for the children. He argued, for instance, that children of fathers who left them at an adolescent age were at a higher risk of having greater numbers of sexual partners as well as having an early pregnancy and high possibility of divorce later in life. Other authors have provided evidence which suggests the absence of a father has undesirable development outcomes for children (Demuth and Brown, 2004; Lewis and Lamb, 2003b). A specific example in the South African context is provided by Mboya and Nesengami (1999) who demonstrated a close correlation between the presence of a father and improved performance of children at school.

Some authors challenge the above view and contribute to an ongoing debate as to whether children do better psychologically when they live with both their natural

parents than with non-biological parents (cf Cherlin, 1999). Other authors suggest we should not be over emphatic about the importance of a father (Morrell, Posel & Devey, 2003; Wilson, 2002). According to Morrell et al (2003) it is not simply the presence of the father in the home that is important but the quality of his relationship with his children. Wilson (2002) provides statistics demonstrating that children with absent fathers can cope adequately, particularly when the mother has sufficient resources to look after the child. This raises the question as to whether a two-parent household is essential for the child's wellbeing. The debate is further complicated for the case of children with non-resident fathers; Mott (1990) provides evidence that many men classified as 'absent' fathers can maintain a healthy, productive relationship with their children.

South Africa can be expected to have a high number of absent fathers. One of the reasons for this is the migrant labour system, prevalent during the apartheid years, which resulted in irregular living arrangements, particularly for African men. This resulted in them living away from their families, which could qualify them to be absent fathers. Simkins (1986) describes significant proportions of 'split' African households in 1980. He argues the high proportion of female-headed and split households is largely because of influx control practised by the apartheid government (Simkins, 1986: 39). For any study of fathers in South Africa it is important to remember significant numbers of fathers are likely to be classified as absent.

### **1.1.2. Families without men: the second demographic transition**

In spite of its apparent advantages the two-parent family is becoming less prevalent. In several counties the second demographic transition has resulted in significant numbers of children living with one of their parents, the mother in most instances (Heuveline, Timberlake, & Furstenberg, 2003). Demuth and Brown (2004) reported more than half of American children live without their fathers. Similarly, in some African countries high proportions of children live separately from their fathers (Greene and Biddlecom, 2000). In South Africa we do not have a direct estimate of how many men are fathers; we have inferences based on numbers of mothers (Morrell, et al, 2003). However, we do know that significant numbers of children in South Africa do not live with their father (Posel and Devey, 2006).

There are surprisingly few studies that report on number of fathers. A key reason is surveys, which often include a module to identify and measure characteristics of mothers, do not include a question to identify fathers. Two reasons may explain this omission. The first is there is a justified focus on women because of their critical role as carers and because of a need to improve their status in society. The second is because of the difficulty in identifying a father, particularly absent fathers or fathers who do not wish to identify their status. Ability to identify an absent father can depend on the type of research survey used. Posel and Devey (2006) have pointed out this problem by noting South African surveys have not been consistent with regard to criteria used for a member to qualify for household membership. For example the Projects for Living Standards and Development Survey (PLSDS) of 1993 identified as members of the household men who were not living in the household for most of the year (SALDRU, 1993). More recent surveys, for example the General Household Survey, have stricter membership criteria i.e. the person must live in the house at least four nights of the week (Statistics SA, 2002). Thus different surveys will either include or exclude the same man, making it difficult to obtain an accurate count.

If we were to identify fathers through a survey it is important to decide on a clear definition of father and 'absent' father. For example, a father from Ndwedwe working in Johannesburg and returning home once every three months would be classified as present according to the PLSDS (SALDRU, 1993). However, the General Household Survey has a stricter definition of household membership and the same father would be classified as absent because he does not live in the household for four nights each week.

## **1.2. Definition of terms**

Before developing the purpose statement and research objectives it is necessary to define the term father since the study focuses on this group. The Collins dictionary provides a number of definitions for a father, including a 'male parent' and 'any male acting in a paternal capacity' (1989: 448).

### **1.2.1. The natural father**

From a biological and legal perspective a 'male parent' is a man who is biologically responsible for the conception of a child because his gamete has caused the conception of a child. According to South African law such a natural (biological) father has a legal obligation to provide economic support for his child(ren).

### **1.2.2. The social and economic father**

Recognising the need to extend the concept of father beyond a biological role, Engle (1997) notes men other than the biological father can take on the role of fatherhood. Thus the definition of 'any male acting in a paternal capacity' becomes relevant and extends to those men who accept the role of father but are not the natural father of the child. In this regard we can define some men as an economic or social father. Economic fathers are men who make a financial contribution to the upkeep of the child. Social fathers include men (not the natural father) who have taken on the role and responsibilities understood as pertaining to the father (Morrell, et al, 2003). Social fathers could be either a member of the extended family or be a partner of the child's mother.

In South Africa families are being destroyed by HIV/AIDS, with children often losing both parents (Smart, no date: 16). In some instances the responsibility of looking after children may fall on a man who is not the natural father. Thus the expanded definition of a father is especially relevant in the context of HIV/AIDS mortalities and increasing numbers of AIDS orphans in South Africa.

### **1.2.3. The present or absent father**

The men who have taken on the role of fatherhood may interpret it in different ways. However, not all men accept the role. Abandonment, flight and denial are ways in which the the role of fatherhood is avoided. In cases where the man is absent he could be either physically absent (either some of the time or all of the time) or emotionally absent. It is important to emphasize the social and economic interactions between an

absent father and his child are likely to lie along a continuum (Mott, 1990). At one extreme there is a father who has never been present in the life of his children; this is probably the case for children born outside of marriage or, in the case of divorce, a father who has left home not to return. At the other end there is a father who, while not living in the household where his child lives, will have contact with the child and will have some opportunity to share a relationship with the child (Mott, 1990).

### **1.3. Rationale for the study**

It is estimated that more than 60 per cent of American children will live with one parent in the near future (Demuth and Brown, 2004) and that 55 per cent of African children live separately from their father in South Africa (Posel & Devey, 2006). These high rates of father absence suggest there is a need to collect data about fathers. By doing this research I hope to address a gap in knowledge about estimates of fathers and why they choose to live in different family structures.

### **1.4. Purpose statement**

We do not know how many men in South Africa are fathers and we do not know what family structures predominate in households. We do know we can expect high levels of absent fathers. It would be useful to have empirical data on fathers to understand what effect different family structures have on the wellbeing of children; are children who are raised in a two-parent household better off than those who are raised by a single mother? In addition to addressing this gap in our knowledge of fathers this study will also test an instrument to measure incidence and household characteristics of fathers.

The primary research strategy is quantitative but some qualitative information will also be gathered. The combination of quantitative and qualitative methods is encouraged for development research (Holland & Campbell, 2005). The study makes use of a survey design in which an existing national survey is adapted to assess its usefulness to identifying fathers for the purposes of the study. The survey is conducted at the local level and analysis is expected to provide a measure of incidence of fathers and their household characteristics for a given study site. Where a father is

identified during the survey an interview will be conducted to explore his characteristics, the family structure he has chosen, and establish reasons why he has chosen the specific family structure.

### **1.5. Objectives and research questions**

In spite of initiatives to improve research on men and fathers many questions remain unanswered. Some key research questions are included below to address these gaps.

The first set of questions relate to the demography of fathers. Since it is not possible at present to obtain a national measure of how many men in South Africa are fathers it is useful to establish what instruments could be used to obtain such a measure. In this regard two questions are posed:

*What survey instruments or records are available to identify and count fathers at the national level?*

*Is it possible to adapt a national survey instrument to obtain an accurate count of fathers?*

The first question above will be answered by evaluating national survey instruments and records. The second question will be answered by administering an adapted version of a national survey at the local level. In this respect this component of the study is quantitative.

The second set of questions relate to identification and definition of fathers. It is understood that men may be reluctant to report their being a father to avoid maintenance payments, for example. It has also been noted that there are different types of father i.e. biological, social and economic fathers. It has also been noted that fathers can be present (or absent) in varying degrees. In attempting to obtain an accurate count of fathers it would be important to estimate the error in measurement caused by the different definitions of a father. The following questions are important in this respect:

*Are men prepared to report their status of being a father?*

*Where the father is absent is the mother able to identify and characterise the father?*

*What types of father occur in households?*

*How many households have present and/or absent fathers?*

An adapted survey instrument and field observations will be used to answer the above questions.

A third set of questions follows on from testing the survey instrument and measures household characteristics (including family structure). The questions are as follows:

*What are the main types of family structure in the study area?*

*When a father occurs in a household what is the family structure?*

*Why do fathers choose the given family structure?*

These questions are answered from the household survey and by means of a short interview conducted with the father or, in the absence of the father, with another household member.

## **1.6. Scope and feasibility of the project**

Currently there is no survey that measures the number of fathers in South Africa. Some surveys have been conducted from which inferences of number of fathers in South Africa have been made (cf. Posel and Devey, 2006). It is beyond the scope of this project to provide a national estimate of fathers. Instead this project will focus on one hundred households in Clermont; the findings are not intended to be representative of fathers in South Africa.

## **1.7. Structure of dissertation**

A brief introduction and background to the problem as well as different definitions of fathers (biological, economic, social, present and absent) is provided in Chapter 1.

The literature review is presented in Chapter 2. The conceptual framework of the study is developed through a discussion of family structure in South Africa (particularly that of black families), estimates of fathers, theories to explain why fathers live apart from their children, and the growth of movements dedicated to improving men's participation as fathers.

Research methods are presented in Chapter 3, including the research strategy, description of research site (Clermont), and an explanation of the sampling procedure, data collection methods and analysis of data.

Results are presented in Chapters 4 and 5. Quantitative findings are presented in Chapter 4, including a count of how many men in Clermont are fathers and socio-economic profiles for different types of father. Limitations to the method used to obtain data will also be noted in this Chapter. Chapter 5 provides vignettes of different types of father.

A discussion of three key themes is provided in Chapter 6. The first theme asks why so many men in Clermont choose a split family arrangement when research suggests it would make economic sense for them to live with their partners and children. The second theme explores whether the men of Clermont are positive or negative role models in their role as fathers. The third theme asks which strategies might improve father involvement with their children. Suggestions for future research and a conclusion will also be presented in this chapter.

## **Chapter 2: Literature review and theoretical framework**

This chapter begins with a description of family structures in South Africa. This is the starting point for the conceptual framework because fathers are a member of the family. The focus then shifts to fathers as individuals, specifically addressing what we know about estimates of fathers in South Africa. Theories for why fathers might choose to be non-resident are then outlined. The chapter ends with a review of organisations that have emerged to encourage fathers to take a stronger role in the lives of their children.

### **2.1. Family structure in South Africa**

We cannot look at men in isolation as they form part of families and households. With respect to fathers we can ask: What forms of family structure exist in South Africa? This section will focus on this question. The particular interest here is to find out whether it is common for the father to live with his partner and children given that research suggests children are better off when they live with both parents. It is beyond the scope of this dissertation to describe family structures found in other countries so the focus here will mainly be on South African families; particularly on black South African families since this group forms the largest segment of the population and provides the sample for this study.

The terms household and family are related yet different in meaning. While a household refers to a person or people who live under one roof and share resources (material and otherwise) (Barbarin and Richter, 2001; Amoateng and Richter, 2005), a family is defined according to the society and or community in question. In most African societies a family is not restricted to people who live together but rather to all who are related by ancestral blood and share the same customs and beliefs. In developed countries a family usually refers to a nuclear unit of a couple and their children (Barbarin and Richter, 2001: 137). In South Africa, white families are less constrained by tradition than black families to form a family; a black man must pay lobola before he can form a family.

## **South Africa's political legacy**

South Africa's political, socio-cultural and economic past has been a strong determining factor as to the type of family children grow up in. The legacy of apartheid created a society in which children from white families (or the majority of them) grew up with fathers in their families while the majority of black children did not have their fathers present.

In their analysis of families in South Africa, Amoateng and Richter (2003) have focused deeply on the evolution and transition of families from an historical perspective. They note families are the pillars for development of the nation as a whole. They argue that the political and economic systems of colonialism and apartheid imposed western nuclear type of family structure on black South Africans. Furthermore they suggest that any other type of family that differed from the nuclear form was viewed as unpopular. The idea of the nuclear family as being the ideal family has received less support since the dismantling of apartheid in the 1990s.

The above authors have exposed racial differences with respect to both family and household composition. One cannot divorce the two concepts due to their interrelatedness because, as the authors rightly point out, most households are made up of family members. In analysing the Statistics South Africa 1996 census data it was found that nuclear and extended family types are dominant in South Africa in rural and urban areas. Breaking down analysis into the four racial groups they found that extended families (consisting of a head and combinations of children, siblings, parents and grandparents) are dominant in black, coloured and Indian communities while the majority of white families were of nuclear type (statistics for urban areas are shown in Table 2.1 below). These differences can be explained by historical processes. Non-white groups, particularly blacks and coloureds suffered conditions that had significant effect on family structure during the apartheid years (see later). For white families, largely unaffected by apartheid legislation and labour laws, the nuclear type of family was inherited from Europe still dominates in families (Amoateng and Richter, 2003:249-250). Although Indian families show socio-economic characteristics closer to whites than Africans and coloureds they have a high proportion of extended families.

Table 2.1. Urban family structures by race

Race	Extended	Non-family	Nuclear	Other type
African	32.5	20.7	44.1	2.7
Coloured	32.3	7.9	52.2	7.6
Indian	27.6	5.4	62.1	4.9
White	8.9	21.4	61.9	7.8

Source: Amoateng and Richter (2003: 249)

Of significance for this study is a change in marital status and cohabitation over time. Simkins (1989: 38) reports 'Between 1960 and 1980 there has been a modest drop in marriage rates and a modest rise in illegitimacy; but the impact on household structure has been limited'. By 1996 there is evidence of that the second demographic transition has taken hold in South Africa: 'The greatest decline in marriage rates occurred among Africans, with a 23 percentage point decline between the 1878-1901 and the 1962-1981 birth cohorts' (Amoateng & Richter, 2003: 256). Amoateng and Richter (2003) point out it is difficult to explain the decline in marriage rates and increase in cohabitation because there is no time series data available. Some possible reasons for change in marriage rates are provided below.

### **Migrant labour policies and family structure**

The migrant labour system was a cause for the disruption of family life in South Africa. This labour system persists today:

'At the mineshaft where the field research for this study was conducted, roughly 40 percent of the mineworkers lived in single-sex hostels and a few mineworkers lived in married quarters on the mine. Provision is made for the wives of those living in the single-sex hostels to visit...' (Rabe, 2006: 73).

According to Barbarin and Richter (2001) the role of men in families was diminished by the migrant labour system, which prevented women and children from coming to live in the urban areas where fathers/husbands were working. This fragmented many families as some men failed to make regular visits to their families due to low incomes while some found a new partner closer to their place of employment. In their study of the lives of the people of New Crossroads in Cape Town, Ramphela and

Richter (2006) revealed how women in the then Transkei had to live without their husbands for most of the year when their husbands left for Cape Town to look for jobs. Many of these families ended up being disrupted when men established a family with a woman they started a relationship with in the places when they were working. Indeed many men disappeared from their original family. The conditions were even worse for the children as they were sent to stay with relatives when their mothers went looking for the fathers (Ramphele and Richter, 2006:74-75).

Thus labour migration has created different types of families, such as single mother families and families in which children depended on grandmothers either because the mother has also left or she could not support the children on her own (Barbarin and Richter, 2001:142).

Similar trends have been recorded in Lesotho (Gordon, 1981). In her study of Lesotho women living without their men because of out migration to work in South Africa as miners, Gordon estimated 40-60 per cent of married women were living as wives of absent men (1981).

### **Tradition and family structure**

Tradition is another factor that can explain change in family structure. Family life for black families is strongly influenced by tradition. For example Zulu tradition dictates that children born out of wedlock should stay with the mother's family in the event that the mother marries a different man. This has created tension and lack of trust between women and their partners and children; some mothers do not disclose they had children before marriage which means a child may not know who or where his or her father is (Ramphele and Richter, 2006:75).

It has also been noted that the concept of the household in South Africa may be more complicated and different to western countries. According to Russell (2003) South Africa has two main forms of household. The first type is that of nuclear family which is common in the west and the second is the extended type common in most African countries. Russell (2003) argues against the hypothesis that black families are shifting from the extended form to the nuclear form but there is disagreement between

researchers as to the extent to which black families live in nuclear or extended families (cf Ziehl, 2002). Certainly it is not possible to classify groups into a single family type. For example, the extended family occurs in all groups, with blacks having the highest proportions (Ziehl, 2002).

### **Family size**

According to Barbarin and Richter (2001: 147-148) South African families are relatively smaller when compared to other families in Africa, with the average family comprising of about six people. What has also been recognized is that youth form the majority in most families with 17 per cent of these being young children under the age of five. This is important because it means there is a growing number of dependent children in most families, most of whom are not receiving adequate care (Barbarin and Richter, 2001:147-148).

### **Research approaches**

In focusing on issues relating to family structure, writers have adopted different research approaches to develop debate. While some (cf Rampele and Richter, 2006) have focused on small-scale research others (cf Barbarin and Richter, 2001; Mboya and Nesengani, 1999) have relied on large scale studies to develop their analysis.

## **2.2. Estimates of fathers in South Africa**

Moving from the family unit to the individual father, important indicators for this study are estimates of fathers and rate of father absence.

There are few publications that estimate numbers of fathers. Some examples include 'In their own right' published by The Alan Guttmacher Institution (2003). This report includes estimates of fathers from numerous countries. These estimates of fathers are mostly derived from Demographic and Health Surveys (DHS). It is not possible to use the DHS to estimate fathers in South Africa because the men's questionnaire was not administered in the 1998 survey. Birth certificates can be used to estimate proportions of fathers as demonstrated by US Statistics (Martin, et al, 2003: 10).

### **Instruments and methods to measure fathers (both present and absent)**

As noted in the introduction a key reason there are few statistics on fathers is because researchers and policy-makers have tended to focus on women's health and wellbeing. This is evident in the US vital statistics publication cited above where significantly more column space is dedicated to women's statistics, and from the example of the 1998 South African DHS where the men's questionnaire was not administered. Another reason there are few published statistics on fathers could be because it is simply not that easy to determine whether a man has fathered a child. Paternity can be ambiguous and a man may not know that he is a father if the mother of the child(ren) chooses not to tell him he is the father or if she identifies another man as being the father of the child. If collecting information from the man he may deny he is a father to avoid maintenance and if the survey is done with his partner present he may deny being a father if he did not tell his partner that he has fathered a child with another woman. Nevertheless we can use both quantitative and qualitative instruments to identify fathers, the former being more appropriate to estimate their number. As noted above the DHS can be used to estimate the number of fathers in many countries. The men's questionnaire was administered with the South African 2002 DHS but this is not available for analysis as yet.

In considering which household surveys might provide statistics on fathers Posel and Devey (2006) evaluated several key surveys, including the 1993 PLSDS survey, the 1993-1999 OHSs, the LFS, the GHSs and the 1996 and 2001 censuses. Since none of these instruments were developed for the purpose of measuring fathers the necessary questions to obtain a reasonable estimate of fathers are not included. For some surveys it is possible to determine whether an individual's father is still alive and present in the household.

In view of this limitation of South Africa's national surveys indirect estimates of fathers must be derived.

### **Inferring fathers from biological mothers**

Morrell, et al (2003) have identified a method of inference from data that is already available from other research projects which are nationally representative such as the PLSDS. They infer numbers of fathers from information that has been collected about biological mothers. Using this method Morrell, et al (2003) established that in 1993 about 57 per cent of women were biological mothers, and in 2002 62 per cent were mothers. When matched directly to men those authors estimated 63 per cent and 67 per cent of men were fathers in 1992 and 2002 respectively (Morrell, et al., 2003). The reason there is a higher percentage of men who are fathers than there is women who are mothers is because there are fewer men than women in South Africa; the numerator for men and women is the same (number of mothers) but the denominator is smaller for men (fewer men), thus a higher percentage for men.

### **Inferring from kin relations within the family**

Another measure that was used to estimate fathers was kin relations that exist within the household. This is possible because surveys in South Africa ask questions such as the person's relationship to the head of the household. If there are children in a household a man in the household might be the father (parent). Using this measure, Morrell et al (2003) found 47 per cent and 40 per cent of men were fathers in 1993 and 2002 respectively.

This finding indicates different methods of inferences may yield dissimilar results. Those authors acknowledge problems with the method of indirect inference. With the first method – inferring from biological mothers – there is a problem by assuming there is a one to one mapping of men and women. This method assumes that if a woman has three children they are from one man when in fact each child could have a different father. The same is true for men, since in most cases men could have children with more than one woman. With the second method of measurement –

inferring from kin – the key shortcoming is that it is not always easy to determine kin relations in the household because people may say someone is a father when they are actually referring to a social relation they have with the head of the household (Morrell, et al, 2003).

### **Estimates of fathers using children as the reference point**

Although we cannot measure the number of fathers directly from existing data sets we can obtain reasonable estimates how many children have absent fathers. This information can be estimated because surveys include questions that are addressed to each individual asking if his/her father is still alive and if so whether he lives in the same household. Posel and Devey (2006) reach some important conclusions based on this analysis: a significant number of children in South Africa do not live with their fathers; fathers of black children are more likely to be non-resident; the proportion of children with absent fathers appears to be increasing (although the authors note trends must be viewed with caution because they are using cross-sectional data for each interval, not a panel survey); and South African and Namibian children are significantly more likely to have a non-resident father than children in some other African countries.

Table 2.2 below demonstrates the high proportion of children with non-resident fathers and the apparent growth in number and proportion over time.

Table 2.2. Absent fathers of children between 0-15 during the 1993-2002 period

	1993 (PSLDS)	1996 (OHS)	2002 (GHS)
Children with absent (living) fathers	5,292,568	6,140,479	7,073,041
Percentage	36.0	41.6	45.8

Source: Posel and Devey, 2006: 46

Posel and Devey also demonstrated, as did Mott (1990), that father absence differs according the race of the father. During the period (1993-2002) black children were more likely than any other child to have an absent father (Table 2.3).

Table 2.3. Presence of fathers of children (0-15 years old) by population group, 1993-2002 (percentages)

	1993 (PSLDS)	1996 (OHS)	2002 (GHS)
African	40.0	45.5	50.2
Indian	10.6	16.6	8.4
Coloured	31.1	34.4	37.2
White	7.5	12.8	10.9

Source: Posel and Devey, 2006: 47

Focusing on black children, there are also differences between rural and urban children's fathers absence (Table 2.4). The statistics show rural children have a higher likelihood of having a non-resident father and the percentage increase over time is more significant in rural areas. This suggests urbanisation, including migration to the city to find work, is a key driver behind family structure where the father is absent.

Table 2.4. Presence of fathers of black children (0-15 years old) by urban or rural area, 1993-2002

	1993	1996	2002
Rural			
Children with absent fathers	3,385,088	3,782,151	4,276,243
Percentage	38.4	49.0	55.0
Urban			
Children with absent fathers	1,431,872	1,772,800	2,165,451
Percentage	43.8	39.4	42.7

Source: Posel and Devey, 2004: 47

In 1986 Simkins reported: 'Simulation also allows us to estimate the proportion of husbands living away from their wives, and children under 15 away from their mothers. The former was 27 per cent...' (p38). Although this measures absence using the father as a reference point it is clear the number of non-resident fathers is high. For this study, it could be hypothesised that a similarly high number of absent fathers would be found in Clermont.

## **2.3. Theories and models relating to father presence in the household**

It has already been established that resident fathers benefit from forming a stable relationship with a partner and children (Chapter 1, Section 1.1.1). There are also economic benefits for a man to form a stable union (cf. Zargorsky, 2005). What is less clear is why men would choose to live separately from their children. Some theories for this phenomenon are provided below. Most of these theories are derived from research in a developed country context. While these models and approaches are all concerned with fatherhood and absent fathers they differ in the way they analyze and approach the subject. For example, these approaches based on developed country contexts are more concerned with fathers who have left their children after divorce or separation and their point of reference is likely to be a nuclear family. The theories include Graham and Beller's economic theory of non-residential fathers, Michael Lamb's social reasons for non-residential fathers, and Mott's continuum of absent fathers.

### **2.3.1. The economic theory of non-resident fathers**

In this approach the problem of absent fathers is seen to occur as result of a father avoiding maintenance payment for his children. In their article 'Child support and visitation' Graham and Beller (2002) ask the following question: Why do children who are usually conceived in love and willingly supported when their parents live together, too often lose that support when their father lives elsewhere, or put more simply why deadbeat dads? As far as this theory is concerned there are three possible reasons which could explain deadbeat dads. The first is that real income of each parent is lower when parents are divorced as a result of loss of economies of scale and any shared income and division of labour which exists when they are married. The second reason is that a mother living alone with her child would be eligible for financial assistance allowing the father to avoid maintenance. The third reason is that the emotional bond between fathers and their children may break down when they live in separate places. While the economic theory takes into consideration the above three reasons it also introduces two other concepts which may assist in explaining absent fathers. These are the concepts of 'free rider' and 'principal and agent'. The former

occurs when one party enjoys benefits of a shared good (a child in this case) without having to pay for it. The latter occurs when the principal wants to conduct business through the agent. In this case the non-resident father is the principal who needs the mother in order to conduct his business. This, according to Graham and Beller, creates a situation whereby it becomes difficult for absent fathers to spend on their children. This could be as a result of lack of trust of the agent by the principal, which in the end disadvantages the child (Graham and Beller, 2002:433).

This economic model can be presented in a mathematical form. The behaviour of parents who do not live together is therefore seen as that of ordinary individuals in a normal economic system whose actions are driven by desire to maximize profit under any given circumstances subject to constraints at a given point in time. The assumptions of this theory can be presented in the following way: the father and mother will want to maximize their level of consumption, regardless of where their children live, so that the consumption of the child will be a result of what a father and mother have contributed to him or her (Graham and Beller, 2002:434), so that a child's consumption is equal to father's and mother's contribution. Graham and Beller have also introduced game theory with an intention to examine the non-monetary involvement of absent fathers in children's lives, such as visitation and custody. In this context it has been argued that one way in which fathers could be able to monitor whether mothers are spending the money on the children could be by frequently visiting the child(ren). It has also been argued that if the father sees that the mother is spending a lot of money on the child he will increase his own monetary contribution to the child, which suggests a positive correlation between child spending and visitation (Graham & Beller, 2002: 437).

### **2.3.2. Social reasons for non-resident fathers**

Michael Lamb (2002: 169-170) is concerned more with the non-monetary analysis of absent fathers, as opposed to the economic theory of non-resident fathers. His analysis of absent fathers is concerned with answering the following questions: How can absent fathers be encouraged to continue visiting their children?; and Why do fathers agree to arrangements which limit their contact with their children? He seeks to answer such questions by looking at roles played by resident fathers in the lives of

their children. There are social expectations and practices which influence a father's behaviour, role and responsibility (Lamb, 2002:169-170). In stressing the importance of fathers in society Blankenhorn writes:

“the key for men is to be fathers. The key for children is to have fathers. The key for society is to create fathers. For society, the primary result of fatherhood are rightdoing males and better outcomes for children. Conversely, the primary consequence of fatherlessness are rising male violence and declining child wellbeing. In the United States at the close of the twentieth century, paternal disinvestment has become the major source of our most important social problems, especially those rooted in violence” (Blankenhorn, 1995: 26 cited in Lamb, 2002).

This is one of the key issues which differentiates economic theory from Lamb's analysis, in that the concern of social explanation is with the relationships between fathers and their children and the effect this will have for each of them and the society as a whole. While it recognises that some of the problems of absent fathers are as a result of divorce (as is stated in the economic theory of non-residential fathers), Lamb departs from the economic theory in that he recognizes that there may be different origins of absent fathers. He argues that most of the children whose fathers are absent were actually born to single mothers and did not have any experience of divorce. He has also been able to identify that there are differences between absent fathers in post-divorce situations and those who have not married at all. Post divorce cases are usually from a white background whereas the single parent cases tend to be black. He has, unlike the economic theory, presented absent fathers from both marital and non-marital contexts and the social dimension of either could be a causal factor.

Lamb's analysis is also different from the economic theory in that while the latter is concerned about the economic consequences of father (non)involvement the former also considers psychological and developmental consequences. The two approaches are united in the argument that there is close correlation between a father's involvement in the child's life and payment of maintenance. An important conclusion reached by Lamb is that visitation rights of fathers do not always mean they can perform their role as a parent.

### **2.3.3 Mott's continuum of father involvement**

“At one extreme, a father may never be present in the home or may leave and never be seen again. At the other extreme, even though the father may not live in the home, he may have extensive and continuing contact with his children, thus accomplishing many of the typical fatherhood roles ascribed to men in society. Father visitation effects cannot be easily generalized and depend on a variety of factors, including the duration of his absence from the home, nature of the relationship between the mother and the absent father and any substitute fathers in the home” (Mott, 1990:501).

Mott's model of father involvement could include economic and social reasons for father absence but allows for a continuum of involvement. The model warns against labelling a father as 'absent' and is concerned with the psychological effects that could be experienced by children with absent fathers. According to that author there should be caution when one considers the absence of a father in a home (in America) for a number of reasons. Mott, similarly to Lamb, recognizes that the America is not a homogenous society when it comes to the family experiences and the problem of absent fathers in particular. He mentions that in black families most of the children have never had to live with their fathers in the traditional sense. What this means is that under such situations children from black families may not be affected as much when a father has disappeared from the home, especially if the father's period of absence is temporary. Mott also argues that there could be times when father absence is beneficial for the child; for example in most cases divorce is preceded by unpleasant environment and the father's absence may be 'a preferable solution for the family' (Mott, 1990: 500).

Another interesting dimension introduced by Mott is the idea of a substitute father. Substitute fathers may be present in the absence of the biological father.

### **2.3.4. Gender, age and race and father involvement**

Within the contemporary American family it has been recognized that while there is a growing number of absent fathers, generally, the largest percentage of children without fathers are from younger mothers. This may be caused by the increasing power of women. This power could be reflected in higher education levels, better

employment opportunities, higher incomes, and stronger representation in political structures. The extent of father absence can be distributed both according to race and age.

Table 2.5 demonstrates a couple of important points. Firstly as a woman gets older the chance of her children growing up in a two-parent household increases. Secondly the proportion of black mothers living with a partner increases as the property price increases.

Table 2.5. Percentage of children living with both parents, by the age of the mother (1979-1983).

Age at birth	Non-black	Black	Total
14-17	61.9	10.8	45.3
18-19	78.1	22.5	64.4
20-22	91.9	38.7	82.5
23+	92.2	49.2	85.7

Source: Mott, 1990:504

**2.3.5 Explaining absent fathers in South Africa**

The model described earlier is largely based on research conducted in developed countries. It is a hybrid of both developing and developed characteristics and therefore should not be equated with developed countries. South Africa represents a somewhat unique case because it has had an Apartheid past and policies, amongst others.

During the apartheid era, and for the most part even under the new democratic dispensation, a majority of blacks (most of them being males) were displaced by both the different segregation laws and the migrant labour system. During this period blacks were not allowed to live permanently in urban areas and they were also not allowed to take their families with them when they moved to these areas. As a result African men lived most of their year outside their homelands. This has been associated with a considerable extent of ‘paternal flux’ leading to most men being labelled absent fathers even when they actually cared for the material and emotional well being of their children (Posel & Devey, 2006).

There are good reasons why there should be information on biological fathers and social fathers. By knowing the number of men who are fathers it will be possible to then identify the different roles which they can play for their children. It would also be possible to explore if there is any correlation between education, employment and fatherhood. For instance while Mott (1990) has shown that most of the children with absent fathers are from younger mothers it is not possible to do this using the information that is currently available within the South African context. There is a need for research that is focused on men who are fathers who could assist to understand what determines men's fertility and whether that is different from female fertility that would in the end bring about a better understanding of fertility trends in South Africa (Posel and Devey, 2006: 1-2). Similarly to Mott, those authors have argued, albeit under a different context, that an absent or dead biological father may also be replaced by a substitute father figure. The situation in South Africa is different because many of the children live with extended family members, as opposed to children in America who could be living with step-fathers.

The different approaches, which seek to explain the presence or absence of a father in the household, provide a variety of reasons and characterise fathers in different ways. There are similarities and differences in the models. All the approaches are united in sharing a concern that the number of absent fathers is increasing. However, the approaches differ with regards to the causes of this increase, and propose different ways to measure the absence.

Perhaps the least relevant model in the South African context is Graham and Beller's economic theory of non-resident (2002) because it is based on an example of divorce. Divorce rates in South Africa are declining (Horner, 2005) and rates of single, unmarried mothers are high amongst the black population (Dlamini, 2005). Also, many of the fathers in Clermont were not married in the first place. Thus their model may be irrelevant for the South African example because the model is based on family structures that are not prevalent in South Africa. However, Graham and Beller's model introduces some assumptions which may be relevant to the current research. Their argument about fathers not contributing to the welfare of their children because of state assistance to families with dependent children may be associated with the

current child support grant (CSG) in South Africa and some fathers may be 'free riders'.

Mott's model is quite relevant to the current study because it reveals that absent fathers are young black men. His model also reveals the complexity and fluidity of father presence and absence which is certainly relevant in the South African context.

Michael Lamb's theory of non-resident fathers and their children is relevant to the South African context because it is concerned with reasons other than money as to why fathers choose not to spend time with their children. Secondly, it asks two important questions concerning why fathers agree not to spend time with their children and how they can be encouraged to spend more time with their children.

An hypothesis of this study is that men of Clermont will demonstrate a continuum of involvement based on both economic and social reasons.

#### **2.4. The emergence of organisations concerned with men and fatherhood**

To underline the relevance of this research this section describes the emergence of organisations that are concerned with fathers and fatherhood. Such organisations have grown and spread in different forms, the intention being to promote sensitivity of men towards caring for children, taking action against abuse of women, abuse and increased awareness of HIV/AIDS.

Morrell and Richter (2006) define fatherhood as a social role that should be played by all men towards children. Fatherhood as a concept and a movement is relatively recent and needs careful examination (Rabe, 2006). Men both internationally and in South Africa have given two types of responses to fatherhood; on one end of the spectrum men view fatherhood according to the rights they should be afforded towards their children and on the other they view fatherhood in terms of the role it (can) play regarding the interests of children (Morrell and Richter, 2006:1-2).

Internationally, a number of organizations, such as Fathers.Com, have been established with an intention of making sure that the men who are fathers can fulfil

their role. Internationally there is a strong move towards taking fatherhood seriously; in Norway a paternity quota was introduced in 1993 in order to promote father involvement with children (Brandth and Kvande, 2001). In countries such as Iceland and Norway paternal leave allows men to have up to three months leave to enable them to bond with their children while they are still young. Similarly, in South Africa men have been allowed paternity leave to allow them to establish a bond between themselves and their newborn children. Whether the man elects to take this leave is open to question; recent research suggests men do not take up opportunities offered by paternity leave (Seward, Yeatts, Amin & Dewitt, 2006).

Other organizations with an intention to promote father involvement in the lives of their children, for example the National Fatherhood Institute in the USA, have focused on the possible effects or the positive results associated with father involvement. This institute argues that the involvement of a father in a child's life reduces chances of delinquent behaviour for the child. It also argues that the father is actually important during the first days of the child's life, hence the Fatherhood Institute (2005) argues:

‘The most important thing a father can do for his children is to develop a strong relationship with their mother and with his children’

It is not really necessary, argues the National Fatherhood Institute (2005), for a father to befriend his children if that friendship will compromise his role as a parent. However, it is important that the father is present in the different extra-curricular activities of his children (National Fatherhood Institute, 2005).

Fatherhood has not been supported at policy level in South Africa and only a few significant steps have been taken to promote fatherhood. For example local law allows men to spend only a few days with their children or when their children are sick. Researchers in South Africa (Mkhize, 2006; Posel and Devey, 2006; Morrell et al, 2003) have increasingly focused attention on the study of fatherhood. This is driven by amongst other things increasing number of child abuse cases and the increasing number of children living apart from their fathers. The AIDS pandemic has made it

necessary for men to take more caring roles towards their children due to the fact that more women than men die from the disease (Richter and Morrell, 2005:7).

Local organisations such as Men As Partners (2005) attempt to address low levels of men's involvement in childhood development. Men as Partners was started by Engender Health, an international non-governmental organization, in association with Planned Parenthood Association (Man As Partners, 2005). It is the intention of this organisation, along with others, to get men more involved in reproductive health issues. According Men As Partners (2005) 22 percent of men who participated in their survey were in favour of abusing their women. Furthermore it was found that tradition played a critical role in the spread of HIV/AIDS because most men were found to be reluctant to go for testing. The Men As Partners approach intends to find out attitudes and behaviours of men towards women abuse as well as reproductive health issues. What makes this type of research different from previous research on reproductive health is that while such research focused almost solely on women's role in issues such birth control this type of research does not view men as a problem but rather as equally capable of promoting prevention of violence against women and promoting AIDS awareness (Man As Partners, 2005).

The movement towards responsible fatherhood has gained support from local celebrities, one such celebrity is drama actor Patrick Shai, who started an organization called 'Khuluma Ndoda' (men speak). He formed this organization with an intention to stop women abuse. This was as a result of his past experience of abusing his wife, which he says he thought was "part of being a man" (Sunday World, 5 March 2006).

Peacock (2005) argues that men's and fathers' movements have interrelated principles. One of these relates to how the balance of power between men and women relate to the roles each gender is expected to play. According to Peacock men have historically been elected to influence the reproduction of women in one way or the other and the gender roles that exist are seen as supporting behaviours that are risky as far as men are concerned. Peacock's research focuses on men who have changed or intend to change attitudes concerning their roles on what it means to be a man, husband and a father. In analysing some of the interviews of the men who had changed their attitudes, Peacock (2005) reports on one man who claimed the abusive

relationship his father had with his mother had influenced him to be abusive towards his own wife and made him a bad father for his children. In another interview a man was emphasizing how patriarchal society has dominated both the home and work environment and there is a need to change this. The interviews also touch on the need to create an environment at home for dealing with women abuse (Peacock, 2005: 198-199).

The growth in organisations focusing on fathers and their rights is in response to the lack of research on both men and fathers as members of society. Previous research has only focused on men as an impediment to development and as abusers of women and has not looked at them as people with love and who can be husbands and fathers who can have shared opinions and interests. Until this type of research was initiated men were 'missing' from research (Cornwall, 2000: 19). One of the objectives of this study is to add to the growing body of research focusing on fathers.

### Chapter 3: Research Methods

The purpose of this research project is to estimate the number of fathers in the study area of Clermont (Figure 3.1), to describe the family structure of fathers, and explain why they have chosen the existing arrangement. A count of fathers and description of their family structure is best achieved using the survey strategy. Thus this chapter begins with an introduction to the survey strategy, including a brief listing of recent South African household surveys. The research site, Clermont, is then described. The method used to select households is outlined. A questionnaire and short interview were used to collect data. Key questions included in the questionnaire and interview schedule are listed. Finally methods of analysis are noted. Limitations associated with the research methods are also presented.

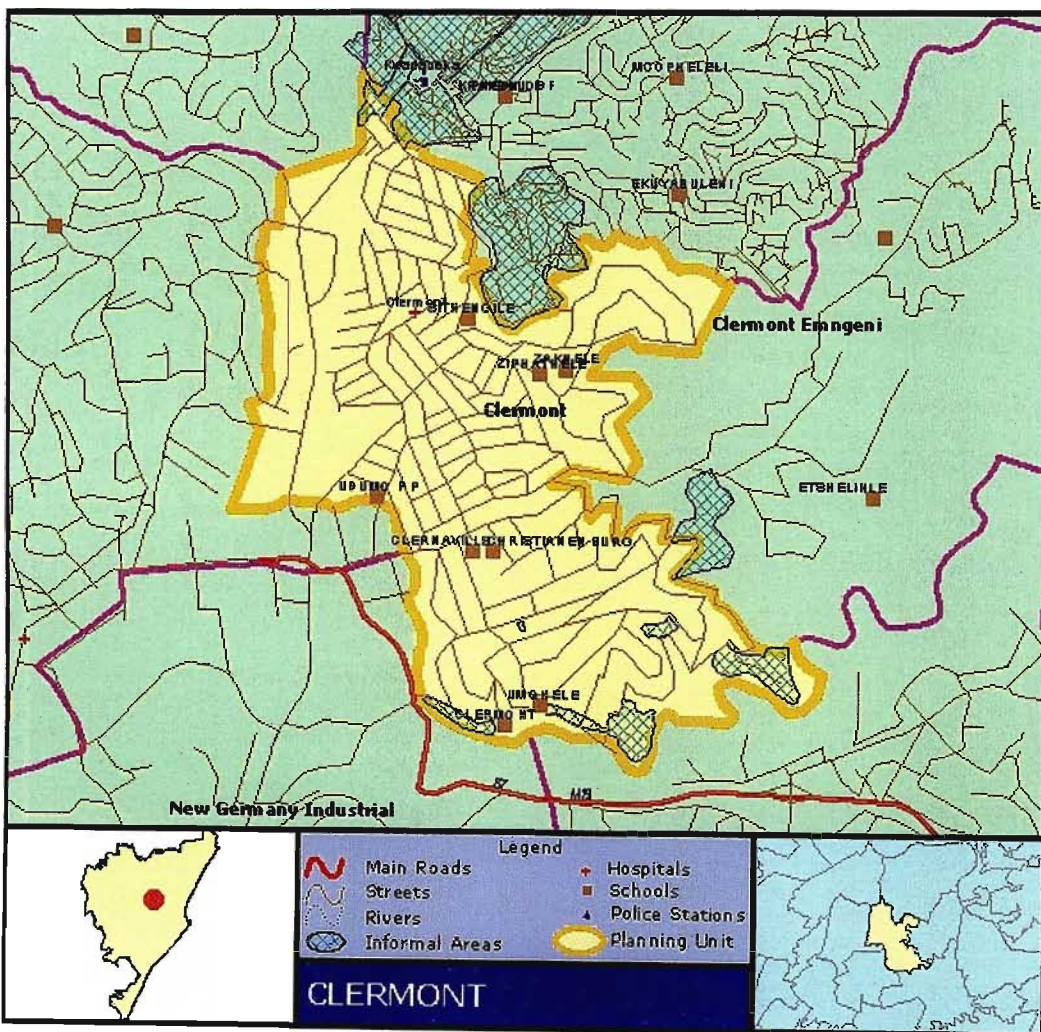


Figure 3.1. Map of Clermont showing location in eThekweni municipality (Urban Strategy, 2006).

### **3.1 The survey strategy**

The last decade of the 20<sup>th</sup> century saw a number of national level surveys being conducted in South Africa. Amongst these the most prominent include: the 1993 PSLSD, the 1994-1999 October Household Surveys (OHS), the Labour Force Surveys (LFS), the 2002-2005 General Household Surveys (GHS), and the national censuses. Although censuses have been conducted in South Africa since the beginning of the 20<sup>th</sup> century black households were only included from 1996.

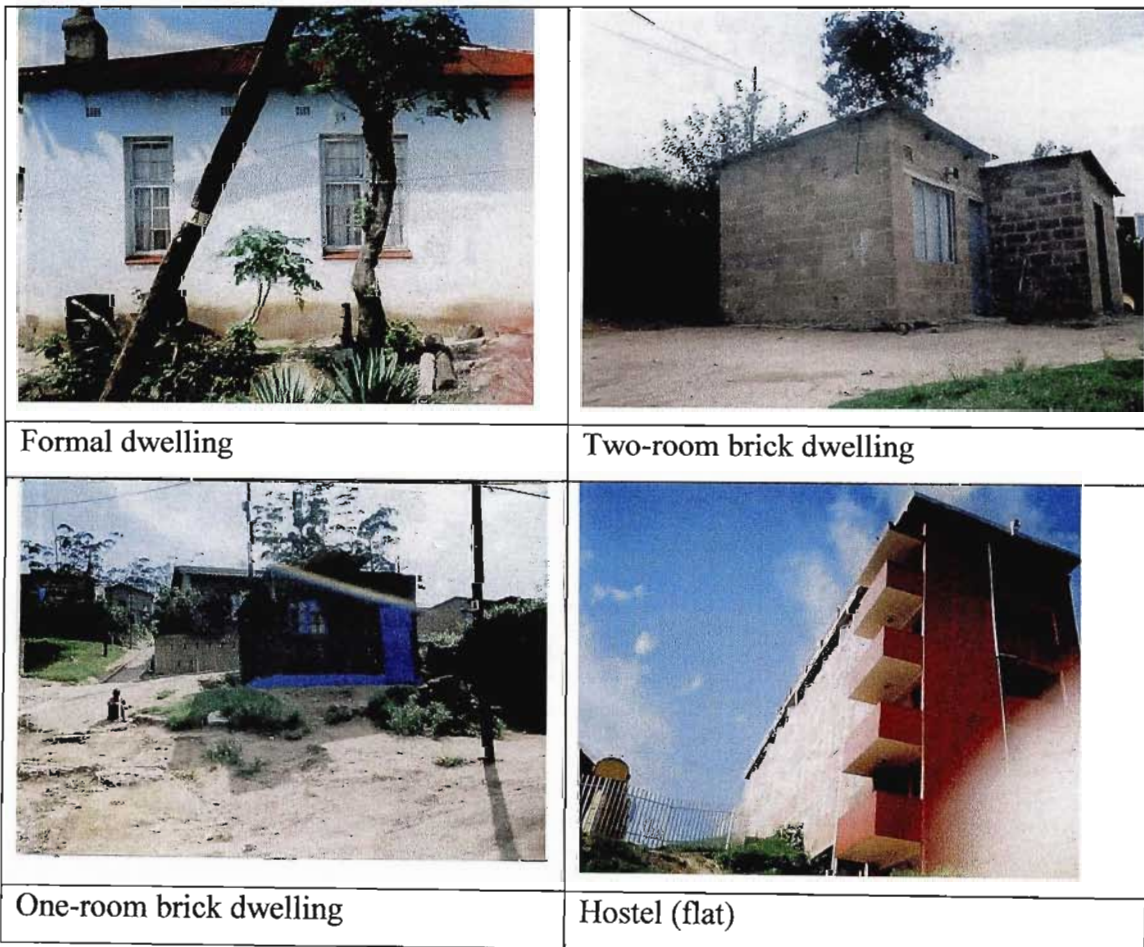
The above surveys are conducted using the households as a reference point for collection of data but what is a household? Are we referring to people who eat from the same pot and live under the same roof? Or is a household defined by a looser set of relationships between people? Generally in the process of surveying, one individual provides information about the other members of the household. Amongst other questions the respondent is asked to identify the head of the household and the relationship between each member of the household to the head. However, the concepts of household and household head have come under criticism and scholars question whether these are useful concepts (Budlender, 2003; Seekings, 2003). Indeed in this study respondents had difficulty identifying a single head when the household was composed of relatives of more or less the same age. Noting that living arrangements are very fluid in Southern Africa, Seekings (2003) asks whether there is a need to categorize individuals in the first place. A strong argument in support of this view is that relationships within households are not equal which leads to some members of the households being represented more effectively than others. This is particularly the case where there is inequality because of either economic position or the patriarchal type of relationships that are prevalent in many South African households.

The survey strategy used in this study is conducted within this context. On the one hand the identity of the head and exploration of uneven relations within a household were not the focus of this research – this research was concerned with identifying men as fathers and establishing how they were related to other individuals in the household, particularly their children. However, the existence of split households in Clermont exactly underpins Seekings's and Budlender's concerns over defining a

household – split households could be considered as one household under one definition but as two households for another. In this study a household was defined according to the physical dwelling unit and persons were included as members of the household if they stayed in the household for more than four nights a week.

### 3.2. Selection of the study area

Clermont is located on the urban periphery of the eThekweni municipality (Figure 3.1). Clermont was chosen as the study area due to its mixture of households (Figure 3.2). This allowed me to survey and interview respondents from a variety of households. In many respects Clermont is a typical urban suburb; although there is a fair proportion of formal housing and relatively good service provision the majority of the population is black and there is an uneven distribution of wealth across the population. Also, it is an area with which the author was familiar with and could gain access to households.



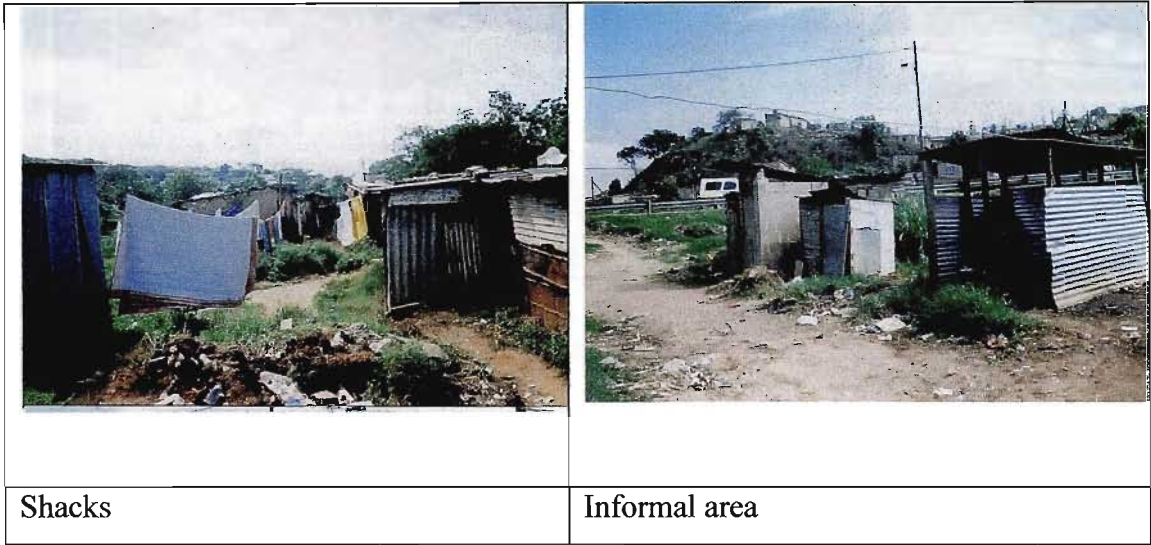


Figure 3.2. Types of housing in Clermont.

The area is serviced by the local council, there are schools and clinics in the area, and there is some economic activity, including supermarkets, which serve local shoppers (Figure 3.3).



Figure 3.3. Shopping precinct in Clermont.

According to the 1996 census the population of Clermont comprised 49,580 people living in 17,880 households in an area covering 4,474,528 square metres (Statistics SA, 1996 and eThekweni Corporate Policy Unit, 2006). About 98% of the population is black and just over 50% are female (Statistics SA, 2001 and eThekweni Corporate Policy Unit, 2006). A significant proportion of households in the area are informal (Table 3.1).

Table 3.1. Type of household in Clermont measured in 1996 census (Stats SA, 1996)

Type of dwelling	N	Percent
Informal dwelling/shack in backyard	4,912	27.5
House on separate stand	3,547	19.8
Room/flatlet on shared property	2,907	16.3
Informal dwelling/shack elsewhere	2,775	15.5
House/flat/room in backyard	2,183	12.2
Flat in block of flats	1,071	6.0
Traditional dwelling	296	1.7
Other	78	0.5

Level of education in the population is relatively low; 36.5% of those of school-going age (36,184 of 40,882) had not completed primary school and only 20.1% had achieved Standard 10 or higher (Table 3.2).

Table 3.2. Education level of Clermont population measured in 2001 census (Stats SA, 2001)

Level of education	N	Percent
No schooling	4,561	11.2
Some primary	10,336	25.3
Complete primary	3,035	7.4
Some secondary	14,730	36.0
Std 10/Grade 12	7,090	17.3
Tertiary education	1,130	2.8

Clermont has a high rate of unemployment (Table 3.3). Of the economically active group, a higher proportion is unemployed (42.1%) than is employed (34.2%).

Table 3.3. Employment status of Clermont population measured in 2001 census (Stats SA, 2001)

Employment status	N	Percent
Employed	11,391	34.3
Unemployed	13,994	42.1
Not economically active	7,862	23.6

### 3.3. Selection of households in the study area

Originally, the intention was to select households randomly using a grid method as described by Hammond and MacCullagh (1978: 135-136). The original idea was to obtain a sample size of 100 households by (a) selecting ten areas using random selection from a grid and (b) selecting ten households in each of the ten areas using random selection of lots. A map Clermont was obtained from eThekweni Municipality

Planning Office. A grid was drawn over the map and ten sectors within Clermont were selected randomly (Figure 3.4). The grid system is very useful as it ensures that the researcher does not choose areas in a biased manner. Once the sector had been selected the idea was to select ten lots randomly.

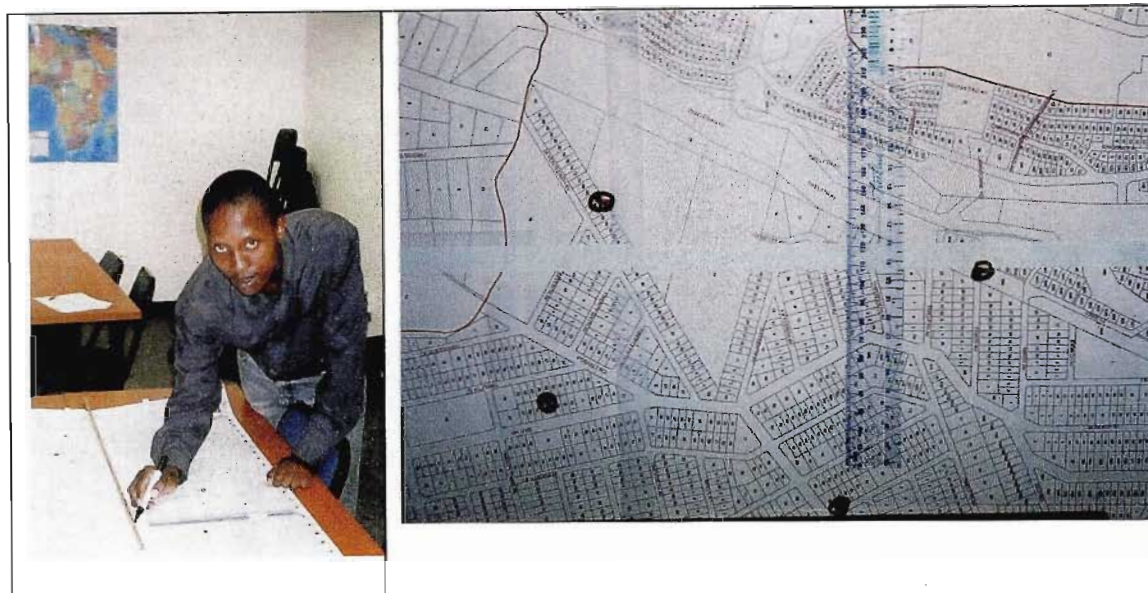


Figure 3.4. Selecting areas in Clermont using a grid over map.

However, problems were experienced in implementing this method in the field. In the field it was difficult to locate the households due to there either being more than one household on one lot or I could not identify the lot in the field.

The difficulty of taking a random sample based on a map of Clermont is demonstrated in Figures 3.2 (see informal area and shacks) and 3.4. The lots in Clermont may contain many households, often many informal houses, making it difficult to draw a random sample based on lot. Many plots had more than one house and in some instances there were five or more families living in one structure.

In summary, the ten sectors were selected randomly but many households were selected using convenience sampling.

### 3.4. Fieldwork and ethics procedures

During the first site visit I spoke to the Councillor of Sub 5 (an area within Clermont) for permission to conduct the research. However, the sampling frame extended beyond Sub 5 and further permission was obtained from the Councillor in Ward 19 (my home ward).

When administering questionnaires and short interviews I asked for permission to tape the interview. Where a participant refused permission to be taped I relied on interview notes. Interviews were conducted in Zulu and translated into English. I requested permission for a second interview to validate information and obtain clarification. Participants were asked to complete a consent form. Participation was voluntary and participants had the right to withdraw from the research at any point during the process. Identities of the participants have been protected. Incentives were not used to encourage participation in the research.

### 3.5. Data collection instrument

A structured questionnaire with additional open ended questions for a short interview was used for data collection purposes (Appendix A). The questionnaire was adapted from the 2002 GHS (Statistics SA, 2002).

The first section of the questionnaire contained typical demographic questions such as gender, age, relationship to head, marital status, presence or absence of partner, and whether the member's mother and father were alive and present.

A key change made to the questionnaire was the inclusion of a question asking if an individual had ever been a biological parent (Figure 3.6).

	<b>For persons aged 15 and older...</b>
<b>1.5.a</b>	<b>Has ... ever been the biological parent (father or mother) of a child?</b>

Figure 3.6. Question used to identify a father.

Having identified a father it was necessary to establish whether he lived with a partner and his children. Partner status was established from marital status (Figure 3.7).

1.2.a	<b>What is .....’s present marital status?</b> 1 = MARRIED OR LIVING TOGETHER AS HUSBAND AND WIFE 2 = WIDOW/WIDOWER 3 = DIVORCED OR SEPARATED 4 = NEVER MARRIED	} → <i>Go to Q 1.3.a</i>
1.2.b	<b>Does .....’s spouse/partner live in this household?</b> 1 = YES 2 = NO	→ <i>Go to Q 1.3.a</i>

Figure 3.7. Questions to identify if father has partner and if his partner lives in the household.

It was also necessary to establish whether the father lives with all or some of his children. For this study a child was defined as a person younger than 18 years of age. Information on residence status of children was collected using additional questions (Figure 3.8).

1.5.b	<b>Does ... have any children younger than 18 who are still alive?</b> 1 = YES 2 = No 3 = Don't know	→ <i>Go to Q 1.5.c</i>
1.5.c	<b>Does ... have any children younger than 18 who are part of the household?</b> 1 = YES 2 = No	→ <i>Go to Q 1.5.d</i>
1.5.d	<b>Does ... have any children younger than 18 who are <u>not</u> part of the household?</b> 1 = Yes 2 = No	
1.5.e	<b>Which person is ...’s child/which people are ...’s children?</b> <i>Give person number(s)</i>	
1.5.f	<b>What are the ages of all ...’s children?</b> <i>List ages for <b>all</b> children</i>	

Figure 3.8. Questions to identify if father lives with all or some of his children.

It was also possible to collect second level information about fathers of household members using additional questions (Figure 3.9):

1.3.a	<b>Is ..... ’s father still alive?</b> 1 = YES 2 = No 3 = Don't know	} → <i>Go to Q 1.4.a</i>
1.3.b	<b>Is .....’s father part of the household?</b> 1 = YES 2 = NO	→ <i>Go to Q 1.4.a</i>
1.3.c	<b>Which person is .....’s father?</b> <i>Give person number</i>	

Figure 3.9. Questions to identify status of household member’s father.

From the above questions it should be possible to derive the following categories of men:

- married or partnered father living with his partner and his child(ren)
- married or partnered father living with his partner and some of his children
- married or partnered father living separately from his partner and child(ren)
- single father living separately from his child(ren)
- single father living with his child(ren)
- men who are not fathers
- households with more than one father present

Other indicators measured using the questionnaire included education levels, employment status, access to grants, household expenditure and access to services, including water and sanitation.

The questionnaire also included some open ended questions to (a) collect details about non-resident fathers, (b) identify social or economic fathers and (c) explore in more detail the nature of the relationship between father and child. These open-ended questions were directed to the respondent through an interview; this method is more appropriate for the exploratory nature of this part of the research. Where possible, field observation was used to confirm the status of the father.

### **3.6. Problems encountered with data collection on the field**

Some problems were encountered in the field and these are worth noting. I sometimes had to rely on secondary information because the father was not at home on the day I visited the household.

When more than one father was present in the household it was difficult to decide which one to interview.

Members of households viewed certain questions as being too personal, for instance the critical question about children not living in the household. This was a problem

where a man did not inform his wife or partner about children from previous relationships.

Respondents who did not own their house were concerned about participating because they felt this may undermine the authority of the landlord.

Some women were reluctant to participate because they felt it was the right of husbands to respond to questions concerning the household.

### **3.7. Analysis of findings**

Information from the survey was analysed using SPSS for Windows. Analysis included descriptive statistics, including frequencies and cross tabulations.

Interview material collected about fathers was first categorized by type of father. A method of early analysis of qualitative data - vignettes – explained by Miles and Huberman (1994: 81) was used to document typical and unusual cases of fathers.

### **3.8. Limitations of the research design**

A limitation of household surveys is that the researcher is constrained by who is present in the household when the survey is conducted. In this case, the person(s) identified as a father was not always present. In some cases I was able to request a follow up interview.

A further problem with household surveys is that the researcher is usually reliant on one respondent to provide information on behalf of other members of the household. This can produce inaccurate responses. The researcher attempted to verify information through observation and, where possible, by asking a second person in the household to confirm information.

This research does not address the women's perspective of the father in household (except in cases of the non-resident father and cases where the father was not present). It would be interesting to compare mother and father perspectives but it is beyond the

scope of this project to collect information from both mother and father in the household.

## **Chapter 4: Analysis of survey findings; estimates and characteristics of fathers in Clermont**

This chapter focuses on findings from the structured questions in the survey. The chapter has six sections. The first section provides a comparison between the sample generated in the survey and population statistics from the 2001 census. The purpose of this section is to establish if the sample obtained in the study is reliable. A brief description of the respondent's gender and father status is provided in the second section. The third section focuses on men older than 18 years of age; these are potential adult fathers. Men are categorised according to whether they are resident or non-resident with their child(ren). Demographic and socioeconomic characteristics are provided for the different types of father. In the fourth section the analysis shifts to household level. Households are categorised according to type of father present. Socio-economic characteristics of different types of household are then compared. In the fifth section data from the survey and interviews is combined to determine the demographic characteristics of men in households. Finally, in section 4.6, a brief analysis of some indicators relating to children (access to child support grant and school attendance) is provided by type of father.

### **4.1. Establishing the reliability of the sample**

Population statistics for Clermont were obtained from the 2001 and 1996 censuses (eThekweni Corporate Policy Unit, 2006). Significant differences were observed between the population and sample (conducted in October 2005) for most of the indicators measured (Table 4.1). This suggests the sample is not representative of the population of the study area. As a result it is not possible to generalise from the survey and results are interpreted with caution.

Table 4.1. Comparison of population and sample statistics for Clermont

	Population	Sample
Gender	N=45,560 (2001 census)	N=396
Male	49.6	40.2
Female	50.4	59.8
Age	N=45,560 (2001 census)	N=386
0-9	18.1	24.9
10-19	14.8	20.2
20-29	27.3	20.2
30-39	18.9	14.8
40-49	11.1	10.4
50-59	5.9	7.0
60-69	2.5	2.1
70+	1.4	.5
Highest education level	N=40,882 (2001 census)	N=323 (6+ years)
No schooling	11.2	5.6
Some primary	25.3	23.2
Completed primary	7.4	5.0
Some secondary	36.0	47.0
Standard 10	17.3	13.6
Tertiary education	2.8	3.4
		2.2 d/k
Employment status	N=33,247 (2001 census)	N=242 (16-65 years)
Worker	34.3	46.7
Unemployed	42.1	24.0
Not economically active	23.6	29.3
Type of dwelling	N=17,880 (1996 census)	N=100
Formal	48.3	85.1
Informal dwelling in backyard	27.5	4.0
Informal dwelling not in backyard	15.5	10.9
Other (Flat, traditional dwelling)	8.2	
Ownership	For KZN 2002 GHS	N=100
Owned	72.6	35.7
Rented	17.6	59.4
Other	9.8	5.0

A key reason explaining the difference in distribution of population and sample is that formal areas were over sampled. Table 4.1. shows 48.3% of formal households in Clermont in the 1996 census while 85.1% of households surveyed in this study were formal. Part of this difference may be explained by development in the area over the

past ten years. I have seen evidence of development of housing infrastructure in Clermont (see Figure 3.2, formal dwelling and one- and two-room brick dwellings). Furthermore, my observation is that growth of informal settlements in Clermont has been discouraged by local authorities and other stakeholders. Nevertheless, it appears a higher than expected number of formal households was sampled.

The over-sampling of formal houses probably coincides with the higher proportion of employed people in the sample (46.7% compared with 34.3% in the 2001 census). Employment would give households greater access to formal accommodation so there is some consistency between these indicators.

Differences were also observed for gender, age, education and ownership of dwelling. For example, the gender distribution of males and females was 49.6 and 50.4 respectively for the census, while a distribution of 40.2 and 59.8 for males and females respectively was obtained for the sample. These differences may be related to the biased sampling frame. In the case of ownership I may have over sampled areas with high numbers of rentals.

An improved sampling frame and larger sample size would be required to correct the sampling error.

#### **4.2. Gender and father status of respondent**

About two-thirds of the respondents in this study were fathers (Table 4.2). Over half the respondents were women. Where a father was not at home or non-resident the woman was asked to answer questions about him in a short interview.

Table 4.2. Gender and father status of respondent.

	N
Father	41
Male (not a father)	4
Woman	55
Total	100

### 4.3. Categorization of men using criteria of father status and presence of partner and children.

The aim of this section is to estimate how many men 18 years of age and older are fathers, whether they reside with a partner and children, and to describe demographic (age) and socio-economic characteristics (education level, employment status) of these men.

Using the structured questionnaire only, seventy-eight men in the sample were 18 years of age and older. Of these men just under half were living with a partner (Table 4.3).

Table 4.3. Residence status of partner for men 18 years of age and older.

	N	Percent
Partner present	37	47.4
No partner present	41	52.6
Total	78	100.0

From the structured questionnaire, fifty-five men were identified as being fathers and eight were recorded as never having fathered a child (Table 4.4). For those men who's father status was established, about half live with their children (Table 4.4). Some of these men could have children living elsewhere as well and a more refined classification is provided later.

Table 4.4. Residence status of children for men 18 years of age and older.

	N	Percent
Children live here	31	49.2
Children live somewhere else	24	38.1
Childless man	8	12.7
Total	63	100.0

Note: The number of cases differs from Table 4.3 because (a) the father status was not established for all men in the sample and (b) some men in the sample were fathers of children older than 18 years of age.

Table 4.5 defines men using three criteria i.e. father status and residence status of children and partner. An important statistic in this table is the relatively high

percentage of 'absent' fathers i.e. men with child(ren) who live elsewhere and there is no partner living with the father (19 of 78 men; 24.4% of men 18 years and older). A father living with his children and a partner also occur in significant proportions; 19.2% live with his partner and children, 11.5% live with his partner and some of his children.

Table 4.5. Categorization of men using father status, and residence status of children and partner.

	N	Percent
Child(ren) here, partner	15	19.2
Child(ren) here, no partner	7	9.0
Child(ren) here and elsewhere, partner	9	11.5
Child(ren) elsewhere, partner	5	6.4
Child(ren) elsewhere, no partner	19	24.4
Parent of child older than 18	3	3.8
Not a biological father	8	10.3
Parent status was not established	12	15.4
Total	78	100.0

Demographic and socio-economic characteristics of present and absent fathers are presented in Table 4.6. Compared to resident fathers, absent fathers show higher proportions in the younger age categories. Resident fathers show higher proportions being employed. Another interesting statistic from Table 4.6 is the relatively low proportion of absent fathers reported as being head of household. These indicators suggest some absent fathers may be younger, unemployed men who have not been able to establish their own households. Education levels are similar for the different groups of father.

Table 4.6. Comparison of demographic and socio-economic indicators for present and absent fathers and childless men.

	Present father	Absent father	Childless man	Total
Age(Years)				
20-29	16.1	20.8	75.0	25.4
30-39	32.3	58.3	0.0	38.1
40-49	32.3	8.3	0.0	19.0
50-59	19.4	12.5	25.0	17.8
N	31	24	8	63
Education				
None	0.0	8.7	0.0	3.4
Primary	21.4	17.4	12.5	18.6
Secondary	53.6	43.5	50.0	49.2

Matric	21.4	21.7	37.5	23.7
Post-matric	3.6	8.7	0.0	5.1
N	28	23	8	59
Employment status				
Employed	77.4	62.5	32.5	69.8
Unemployed	19.4	25.0	0.0	19.0
Not economically active	3.2	12.5	37.5	11.1
N	31	24	8	63
Relationship to head				
Head	77.4	50.0	75.0	66.7
Partner of head	6.5	8.3	0.0	6.3
Son	12.9	16.7	0.0	12.7
Brother	0.0	12.5	0.0	4.8
Other relative	3.2	12.5	25.0	9.5
N	31	24	8	63

#### 4.4 Household level analysis according to categorisation by type of father

The aims of this section are to: estimate how many households contain resident, absent, childless men, and no men; and compare demographic (number of dependents, number of children) and socio-economic characteristics (proportion of children with child support grant, access to services) for different types of households.

A significant shortcoming of the structured questionnaire design is evident when attempting to analyse information about fathers at the household level. Since a narrow definition of residence was used for a person to qualify as a member of the household non-resident and deceased fathers would not be measured by the question ‘Has ... ever been the biological parent (father or mother) of a child?’. Thus, using the structured questionnaire and the direct question, only 55 men were identified as fathers (Table 4.4) and 51 households were identified as having a father present (Table 4.7).

Table 4.7. Household defined by type of father (using information from structured questionnaire)

Household type	N	Percentage
Father present	29	56.9
Father absent	18	35.3
Childless man	8	15.7
Total	51	100.0

Note: 49 households are not classified here because the table is based on information referenced directly to a person resident in the household. Fathers living elsewhere and deceased fathers would not be accounted for here.

It is possible to get a more accurate measure of fathers associated with the household by using both the question directed at each household member and the questions that ask about the status of the person’s father (see Figure 3.9). Combining information from these two sources a different picture emerges (Table 4.8). From this estimate it is clear the structured questionnaire has captured information for about half the fathers associated with the children in the households surveyed.

Table 4.8 reveals that the proportion of households with absent fathers is exceptionally high in Clermont. Just over one quarter of households have a resident father. A fair proportion of households (11.8%) reported a deceased father.

Table 4.8. Household defined by type of father (using information from selected questions on structured questionnaire)

Household type	N	Percentage fathers (n=110)	Percentage households (n=100)
Father present	27	24.5	27.0
Father absent	64	58.1	64.0
Father deceased	13	11.8	13.0
Childless man	6	5.0	6.0
Total	110	100.0	100.0

Notes: The number of cases totals to 110 because there can be more than one father in a household. It is also important to remember some households may have no men aged 18 or older. The inconsistency in numbers (e.g. change from 29 to 27 households with resident fathers) can be explained by slight inconsistencies between the information collected using the different questions. Where inconsistencies were observed either a decision was made based on the case or the case was omitted.

Table 4.9 below reveals details of household structure and economic status for households with different types of father. In the table, absent fathers are represented in three groups – one groups all father-absent households, one represents father-absent households where the father is the respondent and one where the respondent is probably a woman and the father lives somewhere else. A household can appear more than once in different columns if there is more than one father present (i.e. multiple response).

Since the sample for this study shows some bias and the number of cases is low for some groups it would not be good practice to read too much into the findings. However, some findings do coincide with themes introduced in Chapter 2. One of these themes is that women in Clermont carry the burden of care for children and the other is that stable partnerships are better off economically. The results suggest there are two main forms of household in Clermont; these have different statistics for size of household, presence of dependents, and presence of children (Table 4.9). One form of household is large in size and contains high numbers of dependents and children. This household is represented by either a couple or a woman respondent with a non-resident father living elsewhere. The other form of household is small in size and contains few dependents and children. This household is represented by a man who is a non-resident father of children living elsewhere.

The largest category appears to be a larger household represented by a woman with the father absent – this household type occurred in 48 cases. About three quarters of these households have dependents and at least one employed person. About forty percent of these households have access to the child support grant. This strongly suggests the burden of care for children falls on women (it must be noted here that some absent fathers make an economic contribution to the household, see Chapter 5).

The next largest group is households where the father is present with a partner – this household type occurred in 27 cases, although two of these cases were fathers living alone with their children and some may be fathers living with an adult woman who is not the mother of the child. These households were characterized by the highest level of employment (90% of households have at least one employed person) and the highest expenditure (Table 4.9). This supports research that demonstrates stable households are better off than split households. It is interesting to note that about a third have access to a child support grant. This probably reflects the relative poverty of Clermont where even supposedly better off stable households fall below the means test for child support.

Households where a nonresident father is the respondent – 16 cases – are small in size, very few of these households have dependents living there, employment rate is relatively high (87.5% of these households have an employed member) (Table 4.9).

None of these households access a child support grant. In spite of the high employment level, the unemployment rate is also quite high (44% of households have at least one unemployed member). It may be that in some of these households the father wants to form a stable household and marry but is not able to do so because of financial constraints.

Households with deceased fathers – 13 cases – show the highest average number of dependents and unemployment rates are extremely high (69% of households have at least one unemployed member). However, almost a quarter of these households have access to a pension and one third access the child support grant. The latter statistic reflects the relative poverty of these households.

The sample of households that features childless men is too small to reach any major conclusions. However, these households seem to be characterized by a single male or a couple with no children. Unemployment rate is low and there are few dependents in these households. It is interesting to note this group has low expenditure in spite of most being employed and having few dependents. This further supports the earlier suggestion that these men do not have the financial resources to raise children.

Table 4.9. Selected demographic and socio-economic indicators for households defined by father status

	Father present	Father absent	Father deceased	Childless man	Father absent (respondent)	Father absent (lives elsewhere)
N	27	64	13	6	16	48
Demographic indicators						
Mean number in household	4.41	4.06	5.92	1.67	2.88	4.46
Percentage households with at least one person aged 0-15 or 66- (dependant)	92.6	56.3	92.3	0.0	6.3	72.9
Mean aged 0-15 or 66-	2.20	2.47	2.92	-	4.00	2.43
Percentage households with at least one person	100.0	98.4	100.0	100.0	100.0	97.9

aged 16-65 (independent)						
Mean aged 16-65	2.52	2.62	3.31	1.67	2.63	2.62
Percentage households with at least one child (aged 18 or younger)	92.6	57.8	92.3	0.0	12.5	72.9
Mean children	2.48	2.89	3.33	-	3.50	2.86
Percentage households with at least one male younger than 16 years	70.4	39.1	46.2	0.0	6.3	50.0
Mean male younger than 16 years	1.53	1.52	1.83	-	2.00	1.50
Percentage households with at least one female younger than 16 years	55.6	31.3	76.9	0.0	6.3	39.6
Mean female younger than 16 years	1.60	2.30	2.10	-	2.00	2.35
Percentage households with at least one male aged 16-65 years	100.0	76.6	53.8	100.0	100.0	68.8
Mean male aged 16-65 years	2.44	1.82	2.71	1.00	1.88	1.79
Percentage households with at least one female aged 16-65 years	96.3	82.8	100.0	66.7	43.8	95.8
Mean female aged 16-65 years	2.19	3.11	4.54	1.00	2.29	3.24
Percentage households with at least one male aged 66+ years	0.0	1.6	0.0	0.0	0.0	2.1
Mean male aged 66+ years	-	1.00	-	-	-	1.00
Percentage households with at least one female aged 61+ years	11.1	7.8	23.1	0.0	0.0	10.4
Mean female aged 61+ years	1.00	1.00	1.00	-	-	1.00

Economic indicators						
Percentage households with at least one person employed	88.9	76.6	76.9	83.3	87.5	72.9
Mean employed	1.37	1.45	1.60	1.60	1.50	1.43
Percentage households with at least one person unemployed	37.0	42.2	69.2	16.7	43.8	41.7
Mean unemployed	1.40	1.52	1.50	1.00	1.57	1.50
Percentage households with at least one person with a pension	18.5	7.8	23.1	0.0	0.0	10.4
Mean pension	1.00	1.20	1.00	-	-	1.20
Percentage households with at least one person with a child support grant	33.3	29.7	30.8	0.0	0.0	39.6
Mean child support grant	1.00	1.32	1.25	-	-	1.32
Mean number of rooms in household	2.74	2.34	3.00	1.50	1.69	2.56
Total household expenditure last month						
R0-799	26.9	49.2	30.8	100.0		
R800-1 199	34.6	33.3	53.8	0.0		
R1 200+	38.4	17.5	15.4	0.0		

Statistics for services and communication indicators are not provided. The level of access to services and communication was good for all groups but this may be a result of the high proportion of formal houses sampled.

#### **4.5. Revisiting the estimate of households in Clermont using a combination of the structured questionnaire and the interviews**

Just as the estimate of individual fathers was expanded to account for absent fathers, the same can be done for households. The categories of household in Table 4.10 were

derived using information from the structured questionnaire and the interview. It would not be possible to generate these from the structured questionnaire alone, due to the fact that the membership criteria exclude individuals who may be considered a family member by the respondent. The problem with the structured questionnaire is it does not measure people who are not present. Indeed, I found that the interview elicited information about men who were not included in the questionnaire. Table 4.10 represents a multiple response measure because there can be more than one father in a household.

Table 4.10. Households classified according to type of father present (multiple response) – combines information from survey and interviews

Status of father in household	N	Percentage
Present, no partner	10	10
Present, partner	14	14
Absent, lives elsewhere	45	45
Absent, lives here	20	20
Present for some children, absent for others	11	11
Deceased	13	13
Social	4	4
None present	6	6

Note: The present father with no partner includes two types of household, two cases where men live with their children without an adult woman and eight cases where men live with their children and another adult woman (not the children's mother).

This estimate suggests that the sampled households referenced 123 men as fathers. There are more non-resident than present fathers. Fourteen households had a father living with his partner and children. According to research of families this would be the best case scenario and it is quite alarming that such a low frequency of households have this structure. Eleven households of the 100 reported a man who has children living in the surveyed house as well as in another house. As such he is present for some and absent for others. Ten households contained a man who is a father who lives with his children but he does not have a partner. There may be a mother or sister looking after the children. Forty-five percent of households reported an absent father who is presumed alive and living in another household. However, it should not be assumed that the respondent knows the location of the father. Also the absence of the father does not mean he does not interact with their children (this facet of fatherhood will be explored further in Chapter 5 through analysis of the interview findings). Twenty households contained men who are absent fathers (i.e. they were the

respondent and have fathered children who live elsewhere). A deceased father was reported by thirteen households.

A social father was evident in four households. This type of father was not captured from the structured questionnaire. Only six households were recorded where there was no mention of a father. This seems quite low, suggesting that most men over 18 are likely to have fathered a child. This coincides with what I have observed in the field that most young men have fathered a child. What this research does suggest is male respondents are not afraid to report their father status and female respondents generally know the identity of the father and his whereabouts.

The findings from this section and the previous sections underlines the fact that significant numbers of children live separately from their father. A significant number of households seem to be 'single mother with children' but no partner. The proportion of absent fathers recorded in this study appears to be higher than other estimates (cf. Posel and Devey, 2006).

This section has demonstrated that that the survey as implemented was not effective at capturing a clear representation of fathers in households. For further research a more representative sampling frame would be appropriate, the criteria for household membership could be expanded, and a module to capture absent, deceased and social fathers should be included in the structured questionnaire.

#### **4.6. Is a child better off because he or she lives with a father?**

In Chapters 1 and 2 research was cited that suggests children are better off when their father is present. The purpose of this section is to identify – using variables that measure children's access to the child support grant, school attendance levels and amount spent on tuition – whether children in households with resident fathers are better off than children in households with a non-resident father. It is difficult to reach a conclusion on whether children of resident fathers are better off. On the one hand they live in households with high level of employment and higher amount of expenditure. However, children who live in households represented by a woman and with an absent father show better rate of school attendance and are more likely to

access the child support grant. Interestingly, although the sample is very small, absent fathers who were living in the surveyed household and who fund their absent children report highest annual tuition.

A note on the child support grant: it should not be assumed this money is spent on the child but it is generally understood that women are more likely than men to spend income on the children. Differences between groups cannot be tested for statistical significance because the number of cases is so low.

Table 4.11. Percent of individuals accessing child support grant by type of father in the household (multiple response)

	Father present, no partner	Father present, partner	Father absent, lives elsewhere	Father absent, lives here	Father present and absent for different children	Father deceased	Social father	Childless man	Total
Child support grant									
Yes	13.6	12.0	16.3	3.3	9.7	11.1	6.3	0.0	13.5
No	86.4	88.0	83.7	96.7	90.3	88.9	93.8	100.0	86.5
N	22	50	147	30	31	45	16	7	244
Child (6-18) attends school									
Yes	87.5	85.7	90.8	25.0	90.0	95.0	100.0		90.7
No	12.5	14.3	9.2	75.0	10.0	5.0	0.0		9.3
N	8	21	65	4	10	20	6		97
Amount spent on tuition per annum (0-18 year olds)									
R1-100	11.1	0.0	10.3	0.0	22.2	5.0	0.0		10.2
R101-200	66.7	33.3	29.3	0.0	55.6	35.0	16.7		33.0
R201-300	11.1	38.9	24.1	0.0	0.0	50.0	66.7		25.0
R301-500	0.0	16.7	29.3	25.0	0.0	5.0	0.0		21.6
R501+	11.1	11.1	6.9	75.0	22.2	5.0	16.7		10.2
N	9	18	58	4	9	20	6		88

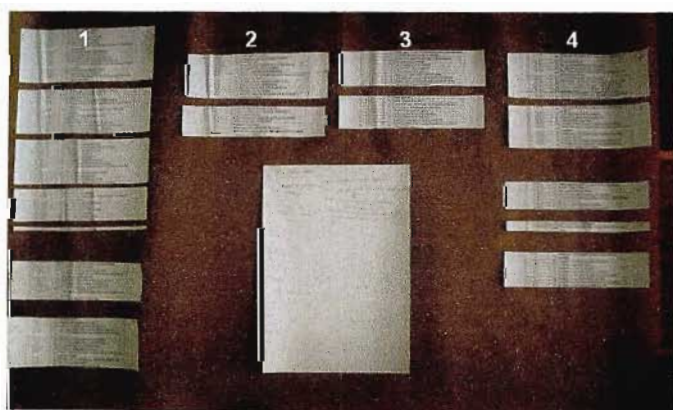
Findings from the survey partially answer the research questions. It is possible to adapt a survey instrument to count the number of fathers but further revisions are required for this to be effective. Men who are fathers are willing to acknowledge their status. A significant number of Clermont fathers are absent fathers. The extent to which present and absent fathers interact with their children will be analysed in Chapter 5.

## Chapter 5: Vignettes of fathers

### 5.1. Introduction

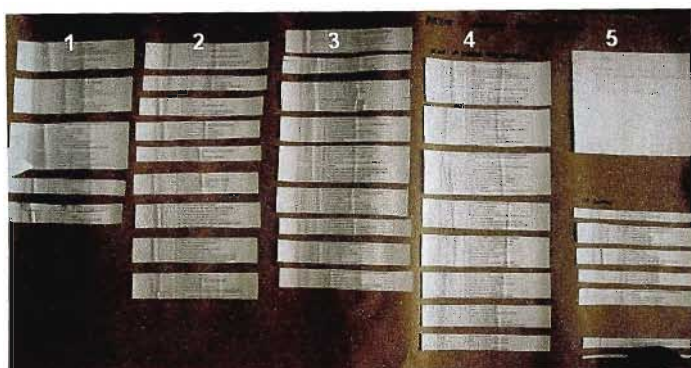
The purpose of this chapter is to explore possible answers to the research question (see Chapter 1): Why do fathers choose the given family structure? To answer the question, responses given by fathers, or other household members representing a father, are described. To begin the analysis information from the interview material was used to determine the type of father(s) based on a number of characteristics, including residential status of the father, presence of a partner, presence of children, and the father's perspective of his status with respect to his children. Vignettes (Miles and Huberman, 1996: 81) were then used to represent general or unique cases of fathers.

The two figures that follow demonstrate how men were categorised, firstly within a broad category based on their presence or absence, then based on factors such as presence of partner and positive or negative perception of their role as a parent. Figure 5.1 below represents cases where the father is present. Column 1 lists cases where the father is present and lives with a partner and has a positive attitude about being a father, Column 2 lists cases where father is present and lives with partner but he has a negative perception of his role as a parent, Column 3 lists cases where a father is present but does not live with a partner, and Column 4 lists cases where a father is present with other structures (e.g. living either with his own children and step children). Each cutout in the figure contains important summary information from the interview from a household. In a few cases, information for more than one father could be summarized on a cutout.



**Figure 5.1. Coding of 'father-present' households**

Figure 5.2 below represents cases where the father is absent and lives elsewhere. Columns 1 and 2 list fathers who have contact with their child(ren) and contribute to their well-being, Column 3 lists fathers who have contact but do not contribute, Column 4 lists fathers with mixed characteristics – perhaps no contact but some support, Column 5 lists cases where the father has no contact and provides no support.



**Figure 5.2. Coding of father-absent households (lives elsewhere)**

In summary, men were classified into the following categories based on residential status and presence of children: present; present and absent (for different children); absent (lives in another household); absent (lives in surveyed household); deceased; and childless. These broad categories of fathers are further subdivided based on positive and negative perceptions of their role as a parent (all fathers) and whether they had contact and supported their children (absent fathers). Cases classified by these broad categories are summarised in Table 5.1.

Table 5.1. Summary of types households found in the study area of Clermont

Father status			Case no
Father present	Partner present	Positive about role	203, 52, 56, 187, 73, 104, 81
Father present	Partner present	Negative about ability to provide	19, 54
Father present	No partner		13, 36
Father present	Partner	Other	44, 46, 114, 109, 28
Father present for some absent for others	Retains contact with other children		60, 2, 63, 64, 14, 32
Father present for some absent for others	Retains little contact with other children		34, 110, 161
Father present for some absent for others	No contact with other children		85
Absent (lives elsewhere)	Supports and sees children		45,66,51,24,4, 53, 12, 62, 18, 23, 30, 40, 38, 26
Absent (lives elsewhere)	Sees children but no (or little) support		113, 87, 68, 17, 29, 9, 55, 94, 95
Absent (lives elsewhere)	Mixed e.g. no contact but may support*		67, 86, 37, 6, 920, 98, 97, 3
Absent (lives elsewhere)	No contact, no support		15, 100, 22, 108
Absent (lives here)	Contact and support		115, 5, 21, 35, 50, 57, 70, 10, 11, 33, 39, 69, 106, 43, 77
Absent (lives here)	Little contact, no support		163, 8
Households with absent and deceased father			61, 88, 103, 27, 105, 89, 58, 59
Deceased father			65, 1, 186, 99
Childless men			7, 84, 93, 96, 42, 92

Note: \* In some of these cases it is difficult to establish the level of contact and support provided by the father, particularly since he is not responding firsthand.

The different types of father are analysed in more detail in the sections that follow.

## 5.2. Father present households

As expected a reasonable number of households had fathers living with their children. These households were further divided into a few important sub-categories.

### 5.2.1. Father present with partner

The first of these is a father present with a partner (cases 203, 52, 56, 187, 73, 104, 81). These men are positive about their relationship with their children and feel they are good role models for their children (see Vignette 5.2.1a). It could also be added that the households from which these men come from represent what could be called the 'best case' scenario because, as stated in Chapter 1, in an ideal world a child should grow up with both parents who love the child.

Vignette 5.2.1a. Father lives with partner (and children) and is positive about role to provide (Case 203)

He is 35 and has a grade 8 education. He is a driver for Rainbow Chickens. He lives with his children and loves his wife and children. He pays their school fees, is happy with the school they go to, and he discusses the children's welfare with their mother. He has a good relationship with his own father, considering him a good role model. He wants to raise his children the same way he was raised by his father. While the mother takes the children to the clinic he does go along as well if he has time. He plays different games with the children around the house during weekends, that is, when he is not at work.

In the above case the father is positive about the role he plays as a father to his children. Other men reported similar perceptions. 'I am a good role model for my children because I am a responsible father and give my children everything they want' (Case 56).

However, not all the fathers who live with their partner and children were positive about the role they played as fathers. A key reason for having a negative attitude was from not having enough financial resources to provide for their family (Vignette 5.2.1b).

Vignette 5.2.1b Father lives with partner and children but has a negative perception about his role (Case 19).

He is a father aged 40 with grade 9 as the highest level of education. He is unemployed and cannot support his child, but he loves his child a lot. He is busy looking for a job but cannot find anything. The family is supported by his mother-in-law. He does not consider himself a good role model because he cannot provide for his family. His father was not a good role model for him and he therefore wants raise his own children differently from the way he was raised. His wife has a child with someone else, but the child does not stay with him and his wife.

This father is negative about his role as a parent, largely because he is not capable of taking care of his family financially and has to rely on his mother-in-law for financial support. There is an expectation that men act as economic providers (Engle, 1997, White 1997) and Fine-Davis, et al (2004: 49) propose ‘masculinity and work are much more closely linked than masculinity and fatherhood, whereas femininity and work are much more loosely linked than femininity and motherhood’. This case supports their contention that men are unhappy when they are unable to be an economic provider. However, not all the fathers who have limited (or no) financial resources perceive themselves to be poor role models (Vignette 5.2.1c).

Vignette 5.2.1c Father lives with partner and children, positive about role as father (Case 54)

He is a father aged 38 with grade 5 level of education. He lives with his own (biological) children as well as stepchildren. He loves all of them equally. He did not grow up with a father at home. He supports all his children even though the money he receives from work is not enough for him to provide everything his children want.

The case above suggests fathers have different interpretations regarding what a good role model is for children. While for some a good role model is someone who can provide good things to his children, others indicate that it is more than the ability to provide for economic well-being that makes a man a good role model. Men who live with their children were likely to report that living apart from the family (children and their mother) was reason enough to be considered a poor role model.

Some resident fathers living with a partner reported that they spend little time on activities with their children (Vignette 5.2.1d).

Vignette 5.2.1d Father lives with child(ren) but does not participate in any activities with them (Case 104).

He is a father aged 21, with grade 5 as the highest level of education. He lives with his child and partner, he is working and supporting his child, he is not engaged in any

activities with the child because the child is still young. He has a good relationship with his partner although he has not discussed the child's welfare with his partner. He wants to be a good role model for his child despite the fact that he did not have a good relationship with his father while growing up. At the moment only the mother takes the child to clinic.

In the above case the father is not engaged in any activities due to the age of the child, the child is still young.

At the other extreme, advanced age of the father and child contributes to a father's not sharing any activities with his young adult children (Vignette 5.2.1e). This could represent the beginnings of a generation gap.

#### Vignette 5.2.1e Father present but not involved in activities with children

He is a father aged 55, with grade 12 as the highest level of education. He supports his family together with his wife. Has a very good relationship with his family His children are now grown up and therefore he is not engaged in any activities with them. He spends his spare time with friends. His own father was a good role model. He likes the school his children go to and they are old enough to take themselves to the clinic.

#### **5.2.2. Father present with no partner**

In two cases men were bringing up children without a partner. This is a rare household structure, demonstrating that South African men are not yet prepared to take over a role as sole carer for children. In one case the respondent reported his relationship with the mother had broken down and they no longer spoke (Vignette 5.2.2a).

#### Vignette 5.2.2a Father lives with child with no partner present

He is 50 years old, loves his children and stays with them. The mother of the children does not stay in the household and he is not on speaking terms with her. He pays for the children's schools fees and loves the schools they go to. He had a good relationship with his own father. He considers himself a good role model for his children and wants to raise his children the same way he was raised.

A notable feature of the above case is that the man who lives with his children without their mother is positive about the role he plays a father, despite the fact that he was

not living with his wife/partner. However, some fathers feel that they are not good role models if they do not live with the mother of their children (Vignette 5.2.2b).

Vignette 5.2.2b Father present with no partner negative about role as a father (Case 36)

He is a father aged 42 and pays for all the needs of his son, he has a good relationship with his son, and he works as a taxi driver for his brother. He does not consider himself a good role model for his son because he does not stay with the mother.

These cases further demonstrate there are different interpretations of what makes for a good father. These two cases deviate from the 'best-case' scenario as the children here live with a father with no mother present. It is interesting to find that there are fathers who raise children on their own. It is clear that these fathers have chosen the living arrangement since they have taken responsibility for their children, implying they have a concern to look after them properly.

### **5.2.3. Present father – other structures, including social fathers**

The survey was not particularly successful in identifying social fathers, however, some cases of social fathers were recorded (Vignette 5.2.3a).

Vignette 5.2.3a. Social father (Case 46)

He is 62, employed, lives with own grown up children as well as children from in-laws and grandchildren. He reports to have a very good relationship with all the children he lives with, and he supports his family every way he can. He grew up under a step-father. He works with the children around the house after work and during weekends. He spends R1500 a month on household expenses. He loves all the children and does not want to change anything about his relationship with them. Considers himself a good role model for his children because he teaches them respect.

Although a significant number of social fathers were not revealed in this study personal experience suggests that this type of father is common in many black families. There are different reasons why a social father occurs, which could be captured in future research. In this study the children were either those of other relatives or they were grandchildren of the social father.

### 5.3. Father present for some children but absent for others

This category defines households where a father is living with some of his children while some of his children stay in a different household. Sub-categories within this group include those fathers who (a) retain strong contact and support their other (absent) children, (b) who retain weak contact with their other children and (c) have no contact with their other children.

#### Vignette 5.3.1a father present for some children but absent for others (Case 60).

This is a young father at the age of 25 with grade 9 as the highest level of education. He stays with one child and has other children staying at Mtubatuba. He sends money monthly to his other children (amount sent was not disclosed). This is out of his own will. He loves all his children a lot. He is still involved with the mother of his distant children and wants to marry her. He states he is a good role model for his children because he does everything he can for them. He grew up with his father at home and had a very good relationship with him. All his children are taken by their mothers to the clinic when they are sick.

The above case reveals two interesting concepts. The first is that polygamy may be implied by the father establishing marital relations with two mothers. This father may be a traditionalist with respect to marital status. The second is that a maintenance contribution is made on a voluntary basis, as opposed to court-ordered maintenance. The findings from this research suggest most fathers who contribute do so voluntarily.

#### Vignette 5.3.1b Father present and absent, retains weak contact with absent children and does not support them (Case 34).

He is 54 years old, his highest level of education is grade 8. He lives with some of his children, their mother passed away. He receives a disability grant. He has other children living somewhere with their mother, he does not see them very often because of problems with the mother, the mother rejected his contribution to his children and said it was too small, the relationship with her is not very good. As a result he cannot see his children any time he wants to as the mother sometimes prevents him. He loves his children a lot and wants to stay with them, he even suggested obtaining a court order to give him rights to see his children. He has concerns about drugs and alcohol and he attends important meetings with the children he is living with. He considers himself a good role model for his children because he teaches them how to behave.

This man's wife died so he brings up his children but the mother of his other children has rejected his offer to contribute maintenance. This case gives us some insight into the reasons why fathers choose to live with some of their children and not others:

'ngiyazithanda izingane zami futhi ngifuna zibuye zizohlala nami kodwa umama wazo akafuni ufuna zikhuliswe yilendoda yendiya ahlala nayo'(translation: I love my children and would like to stay with them but their mother does not agree, she wants them to be raised by her Indian boyfriend (Case 34).

This case demonstrates that it is often beyond the capacity of a man to determine the family structure – in this case the father did not have much choice over the eventual living arrangement. The death of his wife has left him looking after one group of children while the second mother has effectively limited his access to the other children.

In some cases fathers who could be classified as both resident and non-resident were not able to provide support because they were unemployed (e.g. Case 113). The two fathers in this household were in relationships with the mothers of their children.

In Case 63 an absent father keeps contact with the child he is not staying with. It is not clear whether he contributes to that child financially. This could be the reason why there is no strong contact between the two of them. However, he said that he would like to change that, meaning he wants to see more of the child.

In a few cases direct information was not collected on whether the father provides economic support for the child(ren) living elsewhere. In such cases economic support might be assumed, for example where the children are all from the same mother (Case 14).

In some cases where fathers retain little or no contact with their children and information on economic contribution is not provided, it would be important to find out if fathers do provide support for their children.

In some instances fathers have no contact with their children. In Case 15 a father was not keeping contact with his child and no one knew where he was staying. The uncertainty as to his whereabouts provides a reason why he has no contact with his child and is not contributing anything.

It is important to note that while most of the critical information was recorded about absent fathers and why they did not live with their children there are some gaps in data collection. A stronger understanding of why men choose to have children living elsewhere could be obtained by asking more detailed questions. However, the formation of new relationships, relationship problems with the mother, unemployment, and having to locate elsewhere to find employment are some of the reasons for fathers living with some children and not with others.

#### **5.4. Non-resident fathers**

For these cases information is sometimes provided by the father himself and in others by a woman respondent. These fathers were divided into sub-categories, including fathers who have contact with and support their children and those who have no contact at all.

##### **5.4.1. Father absent - has contact and supports children**

The first group is that of fathers who cannot support their children because they are unemployed, love their children and are, for the most part, on good speaking terms with mothers of their children. In case 9 the following was recorded: one father present in this household, aged 24, grade 11 level of education, he is not living with his child, he is not supporting his child, loves his child and still involved with the mother of the child. It is clear from this case that the father's living arrangement was caused by his employment status.

This group is important, partly because it is a large group, but also because it provides insights into how men behave with respect to their absent children. The findings support Mott's idea that many absent men have regular contact and contribute to the child's welfare. However, in many cases the men are not able to contribute because

they are unemployed (have no income). Very few men, there are some, have no interest in seeing their children. In the very few cases where fathers had no interest in seeing their children there are different contributing factors to this.

Employment provides another reason why men live separately from their children. In Case 57 an absent father reported that his wife and children were staying in Harding but he had work in Durban. His absence was thus due to migrant labour system i.e he is working in Durban while his family stays in his rural home. He sees his children once a month.

It is important to note that the monetary amount contributed by non-resident fathers varies (Vignette 5.4.1a).

Vignette 5.4.1a Father absent (lives elsewhere), has contact and supports children (Case 51)

In this house a widow (father for her own children died) is living with children who have their own children. Father number 1 is therefore deceased, father number 2 stays at Umlazi and contributes about R1000 towards his children. It was reported that the latter loves his children and does spend time with them. He sees them at least once a month. He is still involved with the mother and discusses their welfare with her. Father number 3 spends R600 a month for his children and sees them at least two times a month. He loves the child and is happy with the relationship and does not want to change anything in the relationship.

Also, the recipient of the contribution need not always be the mother. In Case 4 the father contributed about R300 a month, was no longer involved with the mother of the child (though they were still on speaking terms), the money was received by the child's aunt as she was staying with the child.

Sometimes although a contribution was made the actual amount was not mentioned. In case 38 it was only stated that one of the fathers was supporting his child, was not seeing his child very often was not on good speaking terms with the child's mother and was not discussing his child's welfare with the mother. Other similar cases were also recorded, such as Case 26 in which the following was recorded: no father in the household, child stays with the mother, father is still together with the child's mother, contributes financially to the mother of the child, money is received by the mother of the child. As noted, the contribution rarely seems to be based on legal demand.

Vignette 5.4.1b Absent father (lives here) supports and sees his child(ren) (Case 5)

This father is aged 35, has a Technikon diploma. He last saw his children two weeks ago. He normally sees his children two times a month. It could be more often at certain times. He takes his children to the beach and they also go to the movies. These activities take the whole day. He has a very healthy relationship with his children, he would like them to come and stay with him. He makes a financial contribution to his children, out of his own will. He pays for his children's school fees. He is no longer involved with the mother of his children. His father was a very abusive man, he does not want his children to be raised in the same way. For him being a responsible father means being able to take care of your children every way you can. He takes his children to the clinic.

In this case it was clear why the father is not living with his children – there was conflict of interest with the mother.

In other another case the reason the father lived apart from his children was not clear (Vignette 5.4.1c).

Vignette 5.4.1b Absent father (lives here) supports and sees his child(ren) (Case 70)

The father is aged 57. He lives on his own. He knows the ages of his children (this is important because it is a sign of caring or loving your child). He sees his children two times a month and pays their school fees; he approves of the school they go to and the children are doing well at school. He wants them to proceed through to tertiary education when they finish standard ten. He has a good relationship with his children and does not want to change anything about his relationship with his children. He is still involved with mother of children and discusses children's welfare with her. He considers himself a good role model for his children because he looks after them. He had a good relationship with his father when he was growing up and wants to raise his children the same way he was raised. He has concerns about drugs and alcohol and has already spoken to his son about and cautioned his son about the harm they can do to a person.

An important finding in the study is that absent fathers have differential access to their children. Some fathers see their children on a weekly basis, others once a month.

#### **5.4.2. Father absent – mixed interaction with children**

Some households featured a number of fathers who had limited access to their children and provided little support. One example is Case 67 which had four fathers involved. The whereabouts of father 1 was unknown, father 2 supports and sees his

child and gets along with the mother of the child, father 3 sees his child but does not offer support and father 4 supports and sees his child. Three fathers were represented for Case 97. Father 1 has no contact and does not support his child, father 2 has contact with his child but he is not supporting the child because he is unemployed, and father 3 has contact and contributes R300 a month towards the maintenance of his child. These households are thus mixed in that they contain different types of absent fathers. The fathers in these households appeared to contribute smaller amounts of money.

#### **5.4.3. Father absent - has no contact with children**

In some households fathers were non-resident and retained no contact with their absent children.

In Case 15 the respondent reported that the whereabouts of the father was not known, he made no contribution to his children, and had no contact with his children. In Case 100 it was reported that a woman was living with her children and grandchildren; while the fathers of grandchildren kept contact with their children and supported them, the father for the woman's children did not support the children and made no contact; this was despite the fact that the mother knew where the father was staying.

While some fathers had a reason for not taking responsibility for their children, others simply ignored their responsibilities (Vignette 5.4.3a).

##### **Vignette 5.4.3a. Absent father, no support and no contact (Case 108)**

In this case the respondent knew (being the mother of the children) where the father of the children stay, he is employed as a school deputy principal, he is not in contact with his children and he is not contributing anything to his children. The mother of the children however knows where the father stays.

This case demonstrates that lack of contact between the father and his children is not always because the whereabouts of the father is unknown. This case also demonstrates that financial (in)capability of the father will not always be a determinant as to whether the father will take responsibility towards his children. At the same time it must also be recognised that not all men will know they have fathered a child.

In other cases it was discovered that some fathers disappeared and took no further responsibility for their children (Vignette 5.4.3b).

Vignette 5.4.3b. Absent father, no contact no support (not known where he stays) (Case 22)

In this case there are two sisters living with a nephew. The father disappeared and has no contact with her and neither of them knows where he is staying. The father is not contributing anything to the child.

### **5.5. Households with deceased fathers.**

Households with a deceased father (Vignette 5.5.1a) are highly relevant because some are likely to represent households suffering the effects of HIV/AIDS. It is significant that the children in two of the households with deceased fathers live with relatives or grandparents. However, it is difficult to establish if the father died of HIV/AIDS since no direct question was asked concerning how the father died.

Vignette 5.5.1a. Households with deceased father (cases 61 and 59).

In household 61 there were three fathers mentioned. Father 1 had no contact with his child and although he was employed he contributed nothing to his child. Father 2 had passed away. Father 3's whereabouts was not known and he did not contribute anything towards his child.

Four fathers were represented in Case 59. Father 1 had passed away, father 2 sees his child on an irregular basis and makes no financial contribution to the child although he is employed (he reportedly cancelled court ordered maintenance), and fathers 3 and 4 do not see their children and their whereabouts is unknown where they are staying. One of them is paying court-ordered child maintenance.

### **5.6. Childless men**

The last category is that of men who reported to be having no children. This category is important because it gives a picture as to whether there are men who do not have any children. Such cases are represented by men with (Vignette 5.6.1b) and without (Vignette 5.6.1a) a partner.

Vignette 5.6.1a. Childless man with no partner (Cases 7 and 84)

Case 7 is a young man with no child. However, his father is still alive and they are still in contact with each other. His father pays for his living and educational expenses. He has a very good relationship with his father and considers him to be a good role model for him. He wants to be like his father when he has his own family.

Case 84 is a 29-year-old man who has no child. His parents live in Umlazi and he still has contact with them. His relationship with father is very good and he assists him when he needs something.

Vignette 5.6.1 b Childless man, lives with partner (Case 93)

This is a couple with no children. The man is aged 25. He refers to his father as 'a very good man'. He supports him even though he stays on his own. He had a very good relationship with him and considers him to be a good role model.

### **5.7. Activities fathers share with children**

Clermont fathers reported sharing the following activities (selected cases in brackets) with their children:

- Plays games (cases 44, 161, 203)
- Works with children around house (case 46)
- Church on Sunday (cases 2, 50, 57)
- Takes children to clinic when they are sick (cases 63, 115)
- Helps with school work (cases 32, 66)
- Takes children to beach once in a while (cases 5, 40)
- Takes children shopping (case 68)
- Cuts trees with them (case 106)
- Goes to movies with them (case 5)

Other fathers performed no activity with their children (cases 17, 69).

In summary, the findings from the study reveal a diverse range of fathers and living arrangements. Reasons for why men choose to live apart from their children are varied and complex.

## **Chapter 6: Discussion, suggestions for future research and concluding remarks**

Three main themes that emerge from the analysis are discussed in this chapter. The first, based on the finding that significant numbers of fathers in Clermont are non-resident, asks the question why more families do not form stable family units. The second theme, based on the finding that men in Clermont have varied perceptions of what makes for a good role model, discusses how Clermont fathers rate in their role as fathers. The third theme, based on the finding that many fathers would like to spend more time with their children, looks at possible solutions toward stronger family participation. The chapter ends with recommendations for further research and concluding remarks.

### **6.1. Why do so few Clermont families form a stable unit?**

Results from this research, sampling bias aside, suggest a significant number of fathers in Clermont live separately from their children. This is consistent with findings from other South African studies (Pillay, 2006; Posel and Devey, 2006; Keeton, 2004). This behaviour contradicts an extensive set of research that suggests a stable family of two parents is economically advantageous (cf. Naidu, 2006; Zagorsky, 2005) and leads to better adjusted children (Wilson, 2006).

A number of factors explain the increased fragmentation of families, including modernisation and the associated urbanisation, economic, social and personal factors. Urbanisation and economic and social models to explain increased father absence were presented in Chapter 2.

The abovementioned drivers have changed the traditional role of men as providers for their families. In South Africa, Heyns (2005) states that the transition after 1994 has resulted in women occupying top and middle management positions. This results in women receiving more income than their partners, thus making them dominant or sole breadwinners at home. While there is not enough conclusive evidence of this from the survey, observations and personal experience does suggest that some households are

now headed by women. However, the woman-headed households of Clermont do not generally exhibit characteristics that suggest top and middle management status – as suggested by the high take up of the child support grant, for example. Thus fragmented households in Clermont are not likely to be caused by growing empowerment and improved economic status of women. This is not to say increased fragmentation of families could not be caused by other dominant economic forces.

Globalisation is argued to have an impact on local economies because of increased connectedness of different economies. And globalisation may be causing social changes as well. Just as the economy of a developing country is influenced by trends in developed nations, so too might the social structure be affected. Thus the growing fragmentation of South African families may reflect trends in, for example, US families. The unfortunate part is that there is currently not enough debate about the role played by globalisation in family structures. Ziehl (2003) argues that while globalisation has had a tremendous impact on the structure of families globally, and in South Africa in particular, not much debate has been conducted on how this interconnection of the world's economies has affected families. She notes that while globalisation is conceptualised in economic and political terms this is rarely inclusive of discussion about families. While it is difficult to assess the impact of globalisation on families in Clermont it could be argued because the South African economy is part of the international economic system globalisation will have an impact on families, including those of the working class, the majority of whom are black.

Focusing the debate on economic reasons for stable and split families is more feasible. On the one hand the economic model to explain absent fathers may be irrelevant in the South African context because of high levels of unemployment. Research shows that when two people combine their income this leads to a stronger economic unit. If one of the two people does not have an income such a combination would not be relevant and the individual without an income may reside in another unit that is economically stable. Another complication in the South African contexts is tradition limits the man from marrying if he cannot pay lobola. In some cases where a man cannot afford the lobola a couple may live together but in many cases the woman would live with her family and the man would live elsewhere. It would not be possible for the couple to form a stable union under such conditions. Essentially, the

high level of unemployment is clearly a reason why men cannot marry or contribute to their children's wellbeing.

The survey did find evidence that the migrant labour system was one of the contributing factors in the high number of absent fathers. This became clear in a number of instances where a man would say he was married but not living with his family because he worked elsewhere. This arrangement sometimes manifest itself as a rural-urban residence arrangement where the partner lived in the rural residence and the father in an urban residence. This finding demonstrates that the effect of apartheid laws and policies on family structure (cf. Ramphele and Richter, 2006) still persists.

## **6.2. How do the fathers of Clermont rate as fathers?**

Men get positive and negative press in their role as fathers. South African media has, to a large extent, only engaged in the fatherhood debate by portraying fathers as irresponsible both in terms of not caring enough for their children and not providing for their material needs. Recent press released have portrayed some fathers in a negative manner because of their behaviour, for example the child of one father died after being left in a car (Bamford, 2006) and a prominent politician has been criticised for allegedly avoiding child maintenance payments (Dawes, 2006). Research reports have also emphasised the absence of men in supporting families with HIV/AIDS as this excerpt from a case study demonstrates:

"The first problem with this family," says Nosipho, "is that no one is working. There are three children who must go to school but there is no one to pay their fees and uniform. There is no food and no clothes, her mum is not working and there is no father."

"Where is he and the father of your child?" I ask Mpho.

"I have never seen my father and the father of this one is in Johannesburg."  
(Steinberg, et al, 2002: 22)

However, positive images of fathers are also emerging. In one example Zimbabwean men are described as breaking with traditional and becoming care givers (IRIN, 2004). A local eThekweni magazine describes a man who has dedicated his life to uplifting youth in KwaZulu-Natal (Sumeri, 2005). A newspaper article comments on a three year study that found rural men are adapting to 'their new role as equals in

post-apartheid South Africa' and are becoming more caring (Ntsingila, 2005). In another article the role of carer is reversed; it describes how some men take responsibility for their children, obtain custody of their children and the article goes as far to suggest that in certain cases the mother should pay maintenance (Murugan, 2005).

The findings from this study suggest the fathers of Clermont fall along a continuum of behaviours. Most of the Clermont fathers stated they loved their children and wanted to increase the amount of time they spend with their children. Fathers who did not live with their children stated this desire more strongly than others.

The theory of 'deadbeat dads' or non-resident fathers suggests fathers want to gain their parental rights without having to pay for the upkeep of the child. The responses from Clermont fathers did not support this theory because, where they could, most provided voluntary economic support for their children. This support included payment of school fees in many cases. Those that did not make an economic contribution were often unemployed. In a few cases fathers who could provide economic support did not do so. Generally, the Clermont fathers were responsible with respect to economic support and taking an interest in their child(ren)'s education.

Psychosocial support is another dimension of fatherhood. This dimension was not measured effectively in this study. Although frequency of visits was recorded the more substantive details of activities shared between father and child were not captured in sufficient detail. However, fathers did report participating in different activities with their child(ren).

A few fathers either expressed no interest in seeing their child(ren) or were reported by the mother to have stayed away from the child. Some of these men may be *isoka lamanyala* – men who prove their manhood by having sexual relations with numerous women but do not marry (Hunter, 2004: 132). My own observation is that such men do exist in Clermont and they tend to be in the younger age bracket (between 18 and 35 years old).

In summary those fathers who were able to spend time with their children were doing so and those who were capable of supporting them were providing economic maintenance for their children. It was found that the majority of fathers who could not provide for the material and social needs of their children would like the situation to change for the better.

### **6.3. Towards the ideal family structure.**

A significant question arising out of the discussion above is whether fathers should be encouraged to form stable family units. Economic theory suggests they should do so and their own responses indicate they would like to see more of their children. While South Africa does not appear to have a directed policy on family structure although there is evidence organisations that promote responsible fatherhood are growing (see Chapter 2, section 2.4) and there are initiatives to develop policy in South Africa (Amoateng, et al, 2004).

This research demonstrates that while both nuclear and extended households occur in Clermont many are split-site households (with the mother living in one household and the father in another). These split households could be either ‘nuclear’ or ‘extended’.

There is significant concern about the deterioration of children’s quality of life in the UK. Unsocial working hours (Iggulden, 2006) and ‘working mums’ (Johnson, 2006) are two reasons put forward for why children are losing out on quality time with their parents and missing out on healthy development during childhood. Some stakeholders are suggesting more women should stay at home and look after their children. Less radical suggestions include the introduction of flexible working hours for both mother and father and structured, state-sponsored care (Johnson, 2006). Would such policies be relevant for South Africa?

### **Employment conditions**

As with UK families, it is not likely that South African families could survive on one income under the modern economic system. Also South African women are finally beginning to reap benefits from economic independence (Naidu, 2006) and it would

be unfair to ask them to give this up. Indeed I would argue that if the mother is unemployed that it could benefit the child to stay with an employed father. In such a case financial resources are used in united rather than a divided manner. This will also benefit the mother in many ways. It gives the mother time to look for work or further her studies, it may also help create a strong bond between the three parties as the mother would need to pay constant visits to the two of them. The opposite (father visiting mother) is much more complicated because the father's access to the mother's house may be limited where no damages have been paid. (Damages are paid to the woman's family when a man impregnates a woman; payment can be in the form of goats).

Where both parents work, rather than promoting that only one parent works it would be better perhaps if one or both the parents was to have an occupation that offered flexible working hours or an occupation that allowed them to work from home, thus allowing the parent(s) to design a work schedule that would allow him and/or her to spend more time with children. Instead of spending time trying to return women to the kitchen, policy should rather be geared towards working environments that are conducive to parents spending more time with their children.

The research found that children spend more time with their mothers and they engage in more activities with them than with their fathers. This is due a number of reasons, including a higher number of employed fathers than that of mothers, that more children live only with their mothers, and men, on average, spend less time at home than women. Given fathers want to spend more time with their children, flexible working hours may appeal to them. Two barriers to this policy are evident from the Clermont families. Firstly, many men work in another place and it may not be easy to negotiate flexible hours if there is competition in the given job market. Secondly, many men are unemployed so flexible hours are irrelevant as a solution. For such men workshops on fatherhood may be relevant. It would also be important to engage both mothers and fathers in debate about raising children to find ways in which fathers can increase the amount of time they spend with their children.

## **Tradition**

On tradition, personal experience of the Zulu culture is that a man can not stay with his child unless he has paid required lobola so that the mother and child can, after marriage, live with him. This tradition was intended to encourage good behaviour amongst couples but it is now working to the detriment of development of African families because the tradition has become commercialised. In essence this is not an argument against the tradition of lobola but rather an argument that this tradition has been so commercialised that many young men who may be willing to form unions with their partners are unable to do so because they are financially incapable. My understanding of the intention of lobola was that it would be used as a symbol of union between the two families as well as a test to see whether a man will be able to look after his family. Nowadays women can earn a good salary and can support their families. However, tradition will not allow them equality to pay lobola to their prospective husbands so they can form a union. While this situation is not likely to change I think it would be better for society to reconsider the tradition, not in terms of abolishing it but in terms of modernising the tradition in such a way that it does not destroy the lives of those involved, especially the children. There are many ways in which the culture can be reviewed. For instance a standard figure can be made that represents the eleven cows which can be negotiated through instalments between the two families involved.

## **Personal relationships**

In some instances living arrangements of fathers were formed through the nature of the relationship with the mother of the child. In some instance the father appeared to have little choice in the form the relationship took while in others he had chosen to live with a different partner (not the mother of the child). In some cases the in-laws prevent the father from accessing the child. In such cases personal choice appears to be the significant causal factor in determining whether a father lives with or apart from his child(ren). These highly personal causes are the most difficult to integrate into policy.

#### **6.4. Suggestions for future research**

Further research is required to explore in more depth reasons why both resident and non-resident fathers choose their given family structure. Also important would be to get more information on the social activities fathers share with children. An investigation into the definition and characteristics of social fathers would also be relevant.

Methodologically the structure of South African surveys (including the GHS from which this study's questionnaire was adapted) allows for details of householders (those who qualify as members of the household). It does not enquire about individuals who may be members of the household although they are excluded because of the membership criteria of the survey. It is suggested that a module be developed (similar to modules that capture details of migrants) that would include details of these 'absent' members of the household.

A more considered sampling frame, that takes into account the complexities of South African suburbs, must be used in future studies. While the grid method used in this study was effective in identifying random areas within Clermont, municipal maps do not give a fair reflection of households 'on the ground'. Aerial maps may provide a truer picture of households on the municipal plots, although even an aerial map may not reveal multiple families in one dwelling.

For research on fathers I would also recommend field work is conducted during weekends and holidays when most people (especially men) are at home.

#### **6.5. Conclusion**

This dissertation has given men an opportunity to air their views concerning their role as parents. Men were willing to discuss their status as a father and most women respondents were able to discuss non-resident fathers. A key finding is that significant numbers of fathers live apart from their children. The findings support Mott's theory that there is a continuum of behaviour of absent fathers ranging from those who support and see their children regularly to those who have broken contact with their

children. Many absent fathers would like to visit their children more often, and in some cases would like to share a household with the mother and child(ren). There are economic, cultural and personal reasons for the diversity of family structures that occur in Clermont.

The study of fathers and family structures must be framed in a broader development debate if the existing situation is to be remedied. As Ziehl (2003) notes, the debate on families and households in South Africa has not been integrated well with themes of globalisation. For effective policy to be developed key stakeholders need to consider fathers and their families in a broader context. Wilson (2006) demonstrates widespread poverty is a key problem for South African families. He describes how men (fathers) have experienced deterioration in quality of life over the past half century. His article cites an interview conducted by Thabane and Guy (1984) that demonstrates how fathers feel powerless if they can not provide for their children:

‘My children are not living.... In order for us to leave we must eat. But now I am not working it is just like these hands of mine have been cut off and I am useless...’ (Thabane and Guy, 1984 cited in Wilson, 2006).

The article further demonstrates that as a result of migrant labour system 46 per cent of black children lived with one parent in 1993 compared to 13 per cent of their Indian and white counterparts. The author also shows that fathers leave their children while they are still very young (under the age of 10) (Wilson, 2006). Wilson places fathers in the centre of development studies. Unemployment, labour migration, empowerment of women, traditional practises – reasons for absent fathers – are all themes in a broader development debate. Men appear to embrace their role of father and efforts should be made to encourage them to participate more in the lives of their children. However, poverty and tradition are major barriers to men and women forming stable partnerships. If these barriers are not removed families will continue to be unstable and children will suffer the consequences.

### **Author's reflection**

My name is Wiseman Luthuli and I am the father of a five year old boy, Ntokozo, who lives with his mother. I would be categorised as a non-resident father because I do not live with my son. I see him regularly. There have been periods in the past few years when I have been unemployed and was not able to provide support for my son but I make a contribution whenever I can. Thus I would be categorised as a non-resident father who sees his child regularly but does not provide regular support. I have always wanted to form a family of the three of us but have not been able do so because of financial constraints.

It is important to mention that my experience of being a father did not in any way influence the way I went about doing this research project. However, upon completion of the research I changed the way I looked at myself as a father and participating in this research has made me to want to spend even more time my son and my partner.



Figure 6.1. Wiseman and Ntokozo, 2006.

## References

- Amoateng, A.Y. & Richter, L. (2003). The State of Families in South Africa. In Daniel, J., Habib, A. & Southall, R. (Eds) *State of the Nation in South Africa 2003-2004*. Cape Town: HSRC Press.
- Amoateng, A.Y., Richter, L., Makiwane, M. & Rama, S. (2004). *Describing the structure and needs of families in South Africa: Towards the development of a national policy framework for families*. A report commissioned by the Department of Social Development. Pretoria: Child Youth and Family Development, HSRC.
- Barbarin, O. A. & Richter, L. (2001). *Mandela's children: growing up in post-apartheid South Africa*. New York: Routledge.
- Blankenhorn, D. (1995). *Fatherless America: Confronting Our Most Urgent Social Problem*. New York: Basic Books.
- Brandth, B. & Kvande, E. (2001). Flexible work and flexible fathers. *Work, employment and society*, 15(2): 251-267.
- Budlender, D. (2003). The debate about household headship. *Social Dynamics*, 29(2): 48-72.
- Cherlin, A.J (1999). Going to the extremes: family structure, children's wellbeing and social science. *Demography*, 36(4): 421-428.
- Cornwall, A. (2000). Missing men? Reflections on men, masculinities and gender in GAD. *IDS Bulletin*, 31(2): 18-27.
- Cresswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks: Sage.
- Demuth, S. & Brown S.L. (2004). Family Structure, family processes and adolescent delinquency: the significance of parental absence versus parental gender. *Journal of Research in Crime and Delinquency*, 41(1): 58-81.
- Denscombe, M. (1998). Case studies. In *The good research guide*. Buckingham: Open University Press.
- Dlamini, N. (2005). *Measurement and characteristics of single mothers at the national level: analysis using the 2002 General Household Survey*. Unpublished Masters dissertation, UKZN.
- Engle, P.L. (1997). The Role of Men in Families: Achieving Gender Equity and Supporting Children, *Gender and Development*. 5 (2): 31-40.
- Fine-Davis, M., Fagnanai, J., Giovanni, D., Højgaard, L. & Clarke, H. (2004). *Fathers and mothers: dilemmas of the work-life balance*. Dordrecht: Kluwer Academic Publishers.

- Gordon, E. (1981). An analysis of the impact of labour migration on the lives of women in Lesotho. *Journal of Development Studies*, 17(3): 57-76.
- Graham J. W. & Beller A. H. (2002). Nonresident Fathers and their Children: Child Support and Visitation from an Economic Perspective. In Tamis-Lemonda, C. S. & N. Cabrera (Eds), *Handbook of Father Involvement: Multidisciplinary Perspective*, Mahwah: Lawrence Erlbaum Associates, pp 431-453.
- Greene, M.E. & Biddlecom, A. E. (2000). Absent and problematic men: demographic accounts of male reproductive roles. *Population and Development Review*, 26(1): 81-115.
- Hammond, R. & McCullagh, P. S. (1978). *Quantitative techniques in Geography*. Oxford: Clarendon Press.
- Heuveline, P., Timberlake J. M. & Furstenberg, F. (2003). Shifting childrearing to single mothers: results from Western Countries. *Population and Development Review*, 29(1): 47-71.
- Holland, J. and Campell, J. (2005). *Methods in Development Research: Combining Qualitative and Quantitative Approaches*. Rugby: ITDG Publishing.
- HSRC. (2005). *The Fatherhood Project*. Online <http://www.hsrc.ac.za/fatherhood>. Accessed 19/09/2005
- Lamb, M. E. (2002). Nonresidential fathers and their children. In Tamis-Lemonda, C. S. & N. Cabrera (Eds), *Handbook of Father Involvement: Multidisciplinary Perspective*, Mahwah: Lawrence Erlbaum Associates, 169-183.
- Lewis, C. & Lamb, M. E. (2003a). *Fathers: The Research Perspective*. Paper presented at the International Fatherhood Summit, Christ Church College. Oxford, March 2003.
- Lewis, C. & Lamb, M.E. (2003b). Fathers' influences on children's development: The evidence from two-parent families. *European Journal of Psychology in Education*, XVIII (2): 211-228.
- Martin, J. A., Hamilton, B.E., Sutton, P.D., Ventura, S.J., Menacker, F. & Munson, M.L. (2003). *Births: final data for 2002*. National Vital Statistics Reports, 52(10): 1-116.
- Mboya, M. M. & Nesengani, R. I. (1999). Migrant labour in South Africa: a comparative analysis of the academic achievement of father-present and father-absent adolescents. *Adolescence*, 34(136): 763-767.
- Men As Partners. (2005). *Case studies from the South African Men As Partners network*. Johannesburg: Engender Health.

- Miles, M. B. & Huberman, A. M. (1994). Early Steps in Analysis. In *Qualitative Data Analysis*. Thousand Oaks: Sage. Pp 50-89.
- Mkhize, N. (2006). African traditions and the social, economic and moral dimensions of fatherhood. In Richter, L. & R. Morrell (Eds), *Baba: Men and fatherhood in South Africa*. Pretoria: HSRC Press.
- Morrell R., Posel, D. & Devey, R. (2003). Counting fathers in South Africa: Issues of definition, methodology and policy. *Social Dynamics* 29(2): 73-94.
- Morrell, R. & Richter, L. (2006). Introduction. In Richter, L. & R. Morrell (Eds), *Baba, Men and Fatherhood in South Africa*. Pretoria: HSRC Press.
- Mott, F. L. (1990). When is a father really gone? Parent-child contact in father-absent homes. *Demography*, 27(4): 499-517.
- National Fatherhood Institute (2005). *Family Structure, Father Closeness and Delinquency*. Online: <http://www.fatherhood.org>. Accessed 20/12/2005.
- Peacock, D (2005). We exist! Voices of male feminism. In Wilson, S., Sengupta, A. & K. Evans (Eds), *Defending our Dreams*. London: Zed Books.
- Posel, D. & Devey, R. (2006). The demographics of fathers in South Africa: an analysis of survey data, 1993-2003. In Richter, L & R. Morrell (Eds), *Baba: Men and Fatherhood in South Africa*. Pretoria. HSRC Press.
- Quinlan, R. J. (2003) Father absence, parental care and female reproductive development. *Evolution and Human Behaviour*, 24: 376-390.
- Rabe, M. (2006). Black workers, fatherhood and South Africa's gold mines. In Alezander, P., Dawson, M.C. & M. Ichharam (Eds), *Globalisation and new identities*. Johannesburg: Jacana Media.
- Ramphela, M. & Richter, L. (2006). Migrancy, family dissolution and fatherhood. In *Baba: Men and Fatherhood in South Africa*. Pretoria: HSRC Press.
- Russell, M. (2003). Understanding black households: the problem. *Social Dynamics*, 29(2): 5-47.
- Seekings, J. (2003). Households and families in Southern Africa: Introduction to the special issue. *Social Dynamics*, 29(2): 1-4.
- Seward, R.R., Yeatts, D. E., Amin, I. & Dewitt, A. (2006). Employment leave and fathers involvement with children. *Men and masculinities*, 8(4): 405-427.
- Simkins, C. (1989). Household composition and structure in South Africa. In: Burman, S. & P. Reynolds (Eds) *Growing Up in a Divided Society*. Evanston: Northwestern University Press.

Smart, R. (No date). *Children living with HIV/AIDS in South Africa: a rapid appraisal*. Report for NACTT. UK: Save the Children.

Steinberg, M., Johnson, S., Schierhout, G., Ndegwa, D., Hall, K., Russell, B., Morgan, J. (2002). *Hitting home: How households cope with the impact of the HIV/AIDS epidemic*. Washington: Henry J Kaiser Family Foundation.

The Alan Guttmacher Institute (2003). *In Their Own Right: Addressing the Sexual and Reproductive Health Needs of Men Worldwide*. New York: The Alan Guttmacher Institute.

White, S. (1997). Men, masculinities and the politics of development. *Gender and Development*, 5(2): 14-22.

Wilson, F (2006). On being a father and poor in southern Africa today. In Richter, L. and R. Morrell (Eds), *Baba: Men and fatherhood in South Africa*. Pretoria. HSRC.

Wilson, T. (2002). *Myths and facts about fatherlessness*. Online: <http://members.aol.com/asherah/fatherlessness.html>. Accessed 09/2004.

Zagorsky, J.L. (2005). Marriage and divorce's impact on wealth. *Journal of Sociology*, 41(4): 406-424.

Ziehl, S. (2003). Forging the links: globalisation and family patterns. *Society in Transition*, 34(2): 320-337.

Ziehl, S (2002). Black South Africans do live in nuclear households – a response to Russell. *Society in Transition*, 33(1) 26-49.

### ***Newspaper articles***

Bamford, H. (2006). Child bakes to death. *Sunday Tribune*, 15 October, p1.

Dawes, N. (2006). Goniwe hides in parliament. *Mail & Guardian*, 13-19 October, p2.

Horner, B. (2005). Divorces down as SA society changes. *Sunday Times*, 14 August, p10.

Iggulden, A. (2006). Unsocial work hours 'damage' 9 in 10 families. *The Daily Telegraph*, 18 September, p10.

IRIN. (2004). ZIMBABWE: Men break with tradition and become AIDS caregivers. Plusnews, 17 May, online: <http://www.plusnews.org/> Accessed 25/05/2004.

Johnson, R. (2006). Working mums: as bad as junk food? *The Daily Telegraph*, 20 September, p24.

- Keeton, Claire. 2004. The changing face of the SA family: study shows single parenting is on the rise as fewer people decide to tie the knot. *Sunday Times*. Sunday 16 May.
- Murugan, S. (2005). Child maintenance drive is one sided. *The Mercury*, 29 December, p6.
- Naidu, B. 2006. Tying the knot makes more cents for young workers. *Sunday Times*, 6 August, p8.
- Ntshingila, F. (2005). Rural men adopt new roles at home. *Sunday Times*, 13 November, p6.
- Pillay, T. (2006). SA women increasingly opting to raise kids alone. *Sunday Times*, 5 November, p13.
- Sumeri, P. (2005). A father to KZN's children. *Metrobeat*, Issue 80, September, p 16.
- Wilson, G. (2006). Young prosper in stable family, says Hutton. *The Daily Telegraph*, 16 September.

***Datasets, questionnaires and map***

- Ethekwini Corporate Policy Unit. (2006). Planning Unit Statistics for Clermont.
- South African Labour and Development Research Unit (1993). Project for Statistics on Standards of Living and Development Survey Questionnaire.
- Statistics SA (2002) General Household Survey Questionnaire.
- Statistics South Africa (1996) Census.
- Urban Strategy. (2006). Map of Clermont. Available online:  
[http://.urbstrat.org.za/urban\\_web/PU124.html](http://.urbstrat.org.za/urban_web/PU124.html) [Accessed October 2005].

## **Appendix A: Questionnaire**

## Particulars of the household

*Physical identification of the dwelling unit/household*

Telephone number of enumerated household (if any)

Total number of persons in the household

## Households at the selected dwelling

Household number for this household

Total number of households at the selected dwelling

## Response details

Visit no	Date (actual)	Result code	Next visit (planned)
1			
2			

Comments and full details of all non-response/unusual circumstances

---



---

### RESULT CODES (for response details)

1	Completed	} Comment and give full details above of all non-response
2	Non-contact	
3	Refused	
4	Partly complete	
5	No usable information	
6	Vacant dwelling	
7	Listing error	
8	Other	

**is section covers particulars of each person in the household**

*the following information must be obtained in respect of every person who normally resides in this household at least four nights a week.*

**not forget babies.** If there are more than 10 persons in the household, use a second questionnaire.

	Person (respondent) number									
	01 Head/ Acting head	02	03	04	05	06	07	08	09	10
Ask who the <u>head</u> (or the <u>acting head</u> ) of the household is										
<b>First name and surname</b> <b>First name:</b> <i>Write down first name and surname of each member of the household, starting with the head or acting head.</i>  <b>Surname:</b> <i>If more than one head or acting head, take the oldest. Write sideways if necessary.</i>										
<b>Has ..... stayed here (in this household) for at least four nights on average per week during the last four weeks?</b> 1 = YES 2 = NO      → <i>End of questions for this person</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
<b>Is ..... a male or a female?</b> 1 = MALE 2 = FEMALE	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
<b>How old is .....? (In completed years - In whole numbers)</b> <i>Less than 1 year = 00.</i>										
<b>Is there any other person residing in this household, than those already mentioned, who is not presently here?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO	→ <i>If "YES", Go back to A</i>								

There is a person who is perceived to be a member of the household but he or she does not live in the household at least four nights a week. Write down in the space here (information could include the persons gender, age, reason why they do not stay in the hh for at least four nights a week).

**SECTION 1 This section covers particulars of each person in the household**

Start from the left (person number 01) and complete section 1 for each person in the household separately.

	01	02	03	04	05	06	07	08	09	10
<b>What is .....’s relationship to the head of the household?</b> (I.e. to the person in column 1)										
1 = Mark the head/acting head	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2 = HUSBAND/WIFE/PARTNER	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
3 = SON/DAUGHTER/STEPCHILD/ADOPTED CHILD	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
4 = BROTHER/SISTER	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
5 = FATHER/MOTHER	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5
6 = GRANDPARENT/GREAT GRANDPARENT	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6
7 = GRANDCHILD/GREAT GRANDCHILD	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7
8 = OTHER RELATIVE (E.G. IN-LAWS OR AUNT/UNCLE)	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8
9 = NON-RELATED PERSONS	<input type="checkbox"/> 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9
<b>What is .....’s present marital status?</b>										
1 = MARRIED OR LIVING TOGETHER AS HUSBAND AND WIFE	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2 = WIDOW/WIDOWER	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
3 = DIVORCED OR SEPARATED	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
4 = NEVER MARRIED	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
→ Go to Q 1.3.a										
<b>Does .....’s spouse/partner live in this household?</b>										
1 = YES	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2 = No	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
→ Go to Q 1.3.a										
<b>Which person is the spouse/partner of .....?</b> Give person number										

	01	02	03	04	05	06	07	08	09	10
<b>a) Is ..... 's father still alive?</b> 1 = YES 2 = No 3 = Don't know } <b>→ Go to Q 1.4.a</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>b) Is ..... 's father part of the household?</b> 1 = YES 2 = No <b>→ Go to Q 1.4.a</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
<b>c) Which person is ..... 's father?</b> <i>Give person number</i>										
<b>d) Is ..... 's mother still alive?</b> 1 = YES 2 = No 3 = Don't know } <b>→ Go to Q 1.5.a</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>e) Is ..... 's mother part of the household?</b> 1 = YES 2 = No <b>→ Go to Q 1.5.a</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
<b>f) Which person is ..... 's mother?</b> <i>Give person number</i>										

If there is a woman living with children but there is no father present find out about the absent father. Ask where he is, does he have contact with the child(ren), does he contribute to household (if yes, what does he contribute).

	01	02	03	04	05	06	07	08	09	10
<b>For persons aged 15 and older...</b>										
<b>Has ... ever been the biological parent (father or mother) of a child?</b>										
<b>Does ... have any children younger than 18 who are still alive?</b> 1 = YES 2 = No 3 = Don't know } → <i>Go to Q 1.5.c</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<b>Does ... have any children younger than 18 who are part of the household?</b> 1 = YES 2 = No → <i>Go to Q 1.5.d</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
<b>Does ... have any children younger than 18 who are <u>not</u> part of the household?</b> 1 = YES 2 = No	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
<b>Which person is ...'s child/which people are ...'s children?</b> <i>Give person number(s)</i>										
<b>What are the ages of all ...'s children?</b> <i>List ages for <b>all</b> children</i>										

⚠, if time is a constraint focus on getting ages for children less than 18 years of age.

⚠, ask if the children referred to here are biological children or fostered.

**EDUCATION**

	01	02	03	04	05	06	07	08	09	10
<b>What is the highest level of education that ..... has completed?</b>										
00 = NO SCHOOLING	<input type="checkbox"/> 00	<input type="checkbox"/> 00	<input type="checkbox"/> 00	<input type="checkbox"/> 00	<input type="checkbox"/> 00	<input type="checkbox"/> 00	<input type="checkbox"/> 00	<input type="checkbox"/> 00	<input type="checkbox"/> 00	<input type="checkbox"/> 00
01 = GRADE R/0	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01
02 = SUB A/GRADE 1	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02
03 = SUB B/GRADE 2	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03
04 = GRADE 3/STANDARD 1	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04
05 = GRADE 4/STANDARD 2	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05
06 = GRADE 5/STANDARD 3	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06
07 = GRADE 6/STANDARD 4	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07
08 = GRADE 7/STANDARD 5	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08
09 = GRADE 8/STANDARD 6/FORM 1	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09
10 = GRADE 9/STANDARD 7/FORM 2	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10
11 = GRADE 10/STANDARD 8/FORM 3	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11
12 = GRADE 11/STANDARD 9/FORM 4	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12
13 = GRADE 12/STANDARD 10/FORM 5/MATRIC	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13
14 = NTC I	<input type="checkbox"/> 14	<input type="checkbox"/> 14	<input type="checkbox"/> 14	<input type="checkbox"/> 14	<input type="checkbox"/> 14	<input type="checkbox"/> 14	<input type="checkbox"/> 14	<input type="checkbox"/> 14	<input type="checkbox"/> 14	<input type="checkbox"/> 14
15 = NTC II	<input type="checkbox"/> 15	<input type="checkbox"/> 15	<input type="checkbox"/> 15	<input type="checkbox"/> 15	<input type="checkbox"/> 15	<input type="checkbox"/> 15	<input type="checkbox"/> 15	<input type="checkbox"/> 15	<input type="checkbox"/> 15	<input type="checkbox"/> 15
16 = NTC III	<input type="checkbox"/> 16	<input type="checkbox"/> 16	<input type="checkbox"/> 16	<input type="checkbox"/> 16	<input type="checkbox"/> 16	<input type="checkbox"/> 16	<input type="checkbox"/> 16	<input type="checkbox"/> 16	<input type="checkbox"/> 16	<input type="checkbox"/> 16
17 = DIPLOMA/CERTIFICATE WITH LESS THAN GRADE 12/STD 10	<input type="checkbox"/> 17	<input type="checkbox"/> 17	<input type="checkbox"/> 17	<input type="checkbox"/> 17	<input type="checkbox"/> 17	<input type="checkbox"/> 17	<input type="checkbox"/> 17	<input type="checkbox"/> 17	<input type="checkbox"/> 17	<input type="checkbox"/> 17
18 = DIPLOMA/CERTIFICATE WITH GRADE 12/STD 10	<input type="checkbox"/> 18	<input type="checkbox"/> 18	<input type="checkbox"/> 18	<input type="checkbox"/> 18	<input type="checkbox"/> 18	<input type="checkbox"/> 18	<input type="checkbox"/> 18	<input type="checkbox"/> 18	<input type="checkbox"/> 18	<input type="checkbox"/> 18
19 = DEGREE	<input type="checkbox"/> 19	<input type="checkbox"/> 19	<input type="checkbox"/> 19	<input type="checkbox"/> 19	<input type="checkbox"/> 19	<input type="checkbox"/> 19	<input type="checkbox"/> 19	<input type="checkbox"/> 19	<input type="checkbox"/> 19	<input type="checkbox"/> 19
20 = POSTGRADUATE DEGREE OR DIPLOMA	<input type="checkbox"/> 20	<input type="checkbox"/> 20	<input type="checkbox"/> 20	<input type="checkbox"/> 20	<input type="checkbox"/> 20	<input type="checkbox"/> 20	<input type="checkbox"/> 20	<input type="checkbox"/> 20	<input type="checkbox"/> 20	<input type="checkbox"/> 20
21 = OTHER ( <i>specify in column</i> )	<input type="checkbox"/> 21	<input type="checkbox"/> 21	<input type="checkbox"/> 21	<input type="checkbox"/> 21	<input type="checkbox"/> 21	<input type="checkbox"/> 21	<input type="checkbox"/> 21	<input type="checkbox"/> 21	<input type="checkbox"/> 21	<input type="checkbox"/> 21
22 = DON'T KNOW	<input type="checkbox"/> 22	<input type="checkbox"/> 22	<input type="checkbox"/> 22	<input type="checkbox"/> 22	<input type="checkbox"/> 22	<input type="checkbox"/> 22	<input type="checkbox"/> 22	<input type="checkbox"/> 22	<input type="checkbox"/> 22	<input type="checkbox"/> 22
<b>Is ..... currently attending school or any other educational institution?</b>										
1 = YES <span style="float: right;">→ Go to Q 1.9</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2 = No	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2

	01	02	03	04	05	06	07	08	09	10
<b>What is the main reason why ..... is currently not attending school or any other education institution?</b>										
01 = TOO OLD/YOUNG	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01
02 = HAS COMPLETED SCHOOL/EDUCATION	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02
03 = SCHOOL/EDUCATION INSTITUTION IS TOO FAR AWAY	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03
04 = NO MONEY FOR FEES	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04
05 = HE/SHE IS WORKING (AT HOME OR JOB)	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05
06 = EDUCATION IS USELESS OR UNINTERESTING	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06
07 = ILLNESS	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07
08 = PREGNANCY	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08
09 = FAILED EXAMS	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09
10 = GOT MARRIED	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10
11 = FAMILY COMMITMENT (CHILD MINDING, ETC.)	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11
12 = OTHER, <i>specify in column underneath</i>	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12
→ Go to 2.1										
<b>Which of the following educational institutions does ..... attend?</b> <i>Include distance and correspondence education</i>										
1 = Pre-school (including day care, crèche, pre-primary)	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2 = School	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
3 = Post school (e.g. University, Technikon, College)	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
4 = Adult basic education and training/literacy classes	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
5 = Other than any of the above	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5

**k for all who are attending school or any educational institution**

	01	02	03	04	05	06	07	08	09	10
<b>0</b> What is the total amount of tuition fees paid for ..... in a year? <i>Do not include the cost of uniforms, books and other learning materials.</i>										
01 = R1 – R100	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01
02 = R101 – R200	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02
03 = R201 – R300	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03
04 = R301 – R500	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04
05 = R501 – R1000	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05
06 = R1001 – R2000	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06
07 = R2001 – R3000	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07
08 = R3001 – R4000	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08
09 = R4001 – R8000	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09
10 = R8001 – R12000	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10
11 = MORE THAN R12000	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11
12 = NONE	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12
13 = DON'T KNOW	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13	<input type="checkbox"/> 13

**ELFARE** *Now I am going to ask you about social grants for each member in the household*

		01	02	03	04	05	06	07	08	09	10
2.1	<b>Does ... receive any of the following Welfare grants?</b>										
	<b>a) Old age pension</b>										
	1 = Yes	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
	2 = No	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
	3 = Don't know	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
	<b>b) Child support grant</b>										
	1 = Yes	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
	2 = No	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
	3 = Don't know	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
	<b>c) Other grant (e.g, disability, care dependency, foster, grant in aid, social relief) SPECIFY</b>										
	1 = Yes	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
	2 = No	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
	3 = Don't know	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3

EMPLOYMENT STATUS *Read out.* Now I am going to ask some questions about activities in the last seven days for each household member aged 15 and above

		01	02	03	04	05	06	07	08	09	10	
I	In the last seven days, did ..... do any of the following activities, even for only one hour? <i>Show prompt card 2.</i>	YES No	YES No	YES No	YES No	YES No	YES No	YES No	YES No	YES No	YES No	
	a) Run or do any kind of business, big or small, for himself/herself or with one or more partners? <i>Examples: Selling things, making things for sale, repairing things, guarding cars, brewing beer, hairdressing, crèche businesses, taxi or other transport business, having a legal or medical practice, etc.</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
	b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)? <i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
	c) Do any work as a domestic worker for a wage, salary, or any payment in kind?	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
	d) Help unpaid in a household business of any kind? <i>Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc. Don't count normal housework.</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
	e) Do any work on his/her own or the household's plot, farm, food garden, cattle post or kraal or help in growing farm produce or in looking after animals for the household? <i>Examples: ploughing, harvesting, looking after livestock.</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
	f) Do any construction or major repair work on his/her own home, plot, cattle post or business or those of the household?	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
	g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
	h) Beg for money or food in public?	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2

Yes" for a person to any part of Question 3.1 → Go to Q 3.4 for that person.

If all "No" for a person, continue with next question.

	01	02	03	04	05	06	07	08	09	10
<p>2 If "No" to all parts of Question 2.1</p> <p><b>Even though ..... did not do any of these activities in the last seven days, does he/she have a job, business, or other economic or farming activity that he/she will definitely return to?</b></p> <p><i>For agricultural activities, the off season in agriculture is not a temporary absence.</i></p> <p>1 = YES 2 = No                                    →Go to Q 2.11</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2	<input type="checkbox"/> 1 <input type="checkbox"/> 2
<p><b>What was the main reason ..... was absent from this activity in the last seven days? Mark only one reason.</b></p> <p>01 = OWN ILLNESS OR INJURY</p> <p>02 = CARING FOR FAMILY OR OTHERS (EXCEPT MATERNITY/PATERNITY LEAVE)</p> <p>03 = MATERNITY OR PATERNITY LEAVE</p> <p>04 = OTHER FAMILY/COMMUNITY OBLIGATIONS (FUNERALS, MEETINGS)</p> <p>05 = STRIKE/STAY-AWAY/LOCKOUT</p> <p>06 = PROBLEMS WITH TRANSPORT</p> <p>07 = BAD WEATHER</p> <p>08 = VACATION, LEAVE</p> <p>09 = STUDY OR TRAINING LEAVE</p> <p>10 = UNREST (VIOLENCE)</p> <p>11 = TEMPORARILY LAID OFF/REDUCTION IN ECONOMIC ACTIVITY</p> <p>12 = OTHER REASON, <i>specify</i></p>	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

	01	02	03	04	05	06	07	08	09	10
<p><i>Read out:</i>  <b>You said ..... was doing these activities during the last seven days</b> (or was temporarily absent).  <i>Refer to Q 2.1 or Q 2.2</i></p> <p><b>What kind of work did ..... do in his/her <u>main</u> job during the last seven days</b> (or usually does, even if he/she was absent in the last seven days)? <b>Give occupation or job title.</b></p> <p><i>Work includes all the activities mentioned earlier</i>  <i>Record at least two words: Car sales person, Office cleaner, Vegetable farmer, Primary school teacher, etc.</i>  <i>For agricultural work on own/family farm/plot, state whether for <u>own</u> use or for <u>sale</u> mostly.</i></p>										
<p><b>What were ..... 's <u>main</u> tasks or duties in this job?</b>  <i>Examples: Selling fruit, repairing watches, keeping accounts, feeding and watering cattle.</i></p>										

**e following questions cover unemployment and non-economic activities**

*k for all household members aged 15 and above who did not work and were not absent from work (i.e. for those whose answer on Q 3.2 = 2).*

**ad out. Now I am going to ask some questions about whether you (.....) wanted and were (was) available for any of the types of work mentioned earlier**

	01	02	03	04	05	06	07	08	09	10
<b>Why did ..... not work during the past seven days?</b>										
01 = HAS FOUND A JOB, BUT IS ONLY STARTING AT A DEFINITE DATE IN THE FUTURE	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01
02 = LACK OF SKILLS OR QUALIFICATIONS FOR AVAILABLE JOBS	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02
03 = SCHOLAR OR STUDENT <u>AND</u> PREFERS NOT TO WORK	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03
04 = HOUSEWIFE/HOMEMAKER <u>AND</u> PREFERS NOT TO WORK	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04
05 = RETIRED <u>AND</u> PREFERS NOT TO SEEK FORMAL WORK	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05	<input type="checkbox"/> 05
06 = ILLNESS, INVALID, DISABLED OR UNABLE TO WORK (HANDICAPPED)	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06	<input type="checkbox"/> 06
07 = TOO YOUNG OR TOO OLD TO WORK	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07	<input type="checkbox"/> 07
08 = SEASONAL WORKER, E.G. FRUIT PICKER, WOOL-SHEARER	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08	<input type="checkbox"/> 08
09 = CANNOT FIND SUITABLE WORK (SALARY, LOCATION OF WORK OR CONDITIONS NOT SATISFACTORY)	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09
10 = CONTRACT WORKER, E.G. MINE WORKER RESTING ACCORDING TO CONTRACT	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10
11 = RECENTLY RETRENCHED	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11
12 = OTHER REASON	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12
<b>How does ..... support him/herself?</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1 = Did odd jobs during the past seven days	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2 = Supported by persons in the household	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
3 = Supported by persons not in the household	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
4 = Supported by charity, church, welfare, etc.	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
5 = Unemployment Insurance Fund (UIF)	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
6 = Savings or money previously earned	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
7 = Old age or disability pension	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
8 = Other sources, e.g. bursary, study loan, specify in column	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1

**HOUSEHOLD CHARACTERISTICS** Ask a responsible adult in the household

.1	Main dwelling	Other dwelling
Indicate the type of main dwelling and other dwelling that the household occupies?		
01 = DWELLING/HOUSE OR BRICK STRUCTURE ON A SEPARATE STAND OR YARD OR ON FARM	<input type="checkbox"/> 01	<input type="checkbox"/> 01
02 = TRADITIONAL DWELLING/HUT/STRUCTURE MADE OF TRADITIONAL MATERIALS	<input type="checkbox"/> 02	<input type="checkbox"/> 02
03 = FLAT OR APARTMENT IN A BLOCK OF FLATS	<input type="checkbox"/> 03	<input type="checkbox"/> 03
04 = TOWN/CLUSTER/SEMI-DETACHED HOUSE (Simplex, Duplex or Triplex)	<input type="checkbox"/> 04	<input type="checkbox"/> 04
05 = UNIT IN RETIREMENT VILLAGE	<input type="checkbox"/> 05	<input type="checkbox"/> 05
06 = DWELLING/HOUSE/FLAT/ROOM IN BACKYARD	<input type="checkbox"/> 06	<input type="checkbox"/> 06
07 = INFORMAL DWELLING/SHACK IN BACKYARD	<input type="checkbox"/> 07	<input type="checkbox"/> 07
08 = INFORMAL DWELLING/SHACK NOT IN BACKYARD, E.G. IN AN INFORMAL/SQUATTER SETTLEMENT OR ON FARM	<input type="checkbox"/> 08	<input type="checkbox"/> 08
09 = ROOM/FLATLET	<input type="checkbox"/> 09	<input type="checkbox"/> 09
10 = CARAVAN/TENT	<input type="checkbox"/> 10	<input type="checkbox"/> 10
11 = OTHER, specify	<input type="checkbox"/> 11	<input type="checkbox"/> 11

4.2	What is the main material used for the roof and the walls of the main dwelling?	Roof	Walls
	<i>Mark one code in each column.</i>		
	01 = BRICKS	<input type="checkbox"/> 01	<input type="checkbox"/> 01
	02 = CEMENT BLOCK/CONCRETE	<input type="checkbox"/> 02	<input type="checkbox"/> 02
	03 = CORRUGATED IRON/ZINC	<input type="checkbox"/> 03	<input type="checkbox"/> 03
	04 = WOOD	<input type="checkbox"/> 04	<input type="checkbox"/> 04
	05 = PLASTIC	<input type="checkbox"/> 05	<input type="checkbox"/> 05
	06 = CARDBOARD	<input type="checkbox"/> 06	<input type="checkbox"/> 06
	07 = MIXTURE OF MUD AND CEMENT	<input type="checkbox"/> 07	<input type="checkbox"/> 07
	08 = WATTLE AND DAUB	<input type="checkbox"/> 08	<input type="checkbox"/> 08
	09 = TILE	<input type="checkbox"/> 09	<input type="checkbox"/> 09
	10 = MUD	<input type="checkbox"/> 10	<input type="checkbox"/> 10
	11 = THATCHING	<input type="checkbox"/> 11	<input type="checkbox"/> 11
	12 = ASBESTOS	<input type="checkbox"/> 12	<input type="checkbox"/> 12
	13 = OTHER, specify	<input type="checkbox"/> 13	<input type="checkbox"/> 13
	14 = NOT APPLICABLE	<input type="checkbox"/> 14	<input type="checkbox"/> 14

4.3	Is the dwelling ....	
	1 = Owned and fully paid off	<input type="checkbox"/> 1
	2 = Owned, but not yet fully paid off (e.g. with a mortgage)	<input type="checkbox"/> 2
	3 = Rented	<input type="checkbox"/> 3
	4 = Occupied rent-free as part of employment contract of family member or yourself	<input type="checkbox"/> 4
	5 = Occupied rent-free not as part of employment contract of family member	<input type="checkbox"/> 5
	6 = Other, specify	<input type="checkbox"/> 6

4.4	What is the total number of rooms in the dwelling(s) that the household occupies?	
	<i>Give the total number of rooms, including living rooms, bedrooms and kitchens, but excluding bathrooms and toilets.</i>	

**5 What is the household's main source of water?**  
 Mark one code only

01 = PIPED (TAP) WATER IN DWELLING	<input type="checkbox"/> 01
02 = PIPED (TAP) WATER ON SITE OR IN YARD	<input type="checkbox"/> 02
03 = NEIGHBOUR'S TAP	<input type="checkbox"/> 03
04 = BOREHOLE ON SITE	<input type="checkbox"/> 04
05 = RAIN-WATER TANK ON SITE	<input type="checkbox"/> 05
06 = PUBLIC TAP	<input type="checkbox"/> 06
07 = WATER-CARRIER/TANKER	<input type="checkbox"/> 07
08 = BOREHOLE OFF SITE/COMMUNAL	<input type="checkbox"/> 08
09 = FLOWING WATER/STREAM/RIVER	<input type="checkbox"/> 09
10 = DAM/POOL/STAGNANT WATER	<input type="checkbox"/> 10
11 = WELL	<input type="checkbox"/> 11
12 = SPRING	<input type="checkbox"/> 12
13 = OTHER, <i>specify</i>	<input type="checkbox"/> 13

**4.7 What type of toilet facility is available for this household?**  
 Mark only one, the main toilet

	In dwelling	On site	Off site
1 = FLUSH TOILET CONNECTED TO A PUBLIC SEWAGE SYSTEM	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> 13
2 = FLUSH TOILET CONNECTED TO A SEPTIC TANK	<input type="checkbox"/> 21	<input type="checkbox"/> 22	<input type="checkbox"/> 23
3 = CHEMICAL TOILET		<input type="checkbox"/> 32	<input type="checkbox"/> 33
4 = PIT LATRINE WITH VENTILATION PIPE		<input type="checkbox"/> 42	<input type="checkbox"/> 43
5 = PIT LATRINE WITHOUT VENTILATION PIPE		<input type="checkbox"/> 52	<input type="checkbox"/> 53
6 = BUCKET TOILET		<input type="checkbox"/> 62	<input type="checkbox"/> 63
7 = NONE → Go to Q 4.24			<input type="checkbox"/> 73

**6 What is the main source of energy/fuel for this household?**

	Cooking	Heating	Lighting
01 = ELECTRICITY FROM MAINS	<input type="checkbox"/> 01	<input type="checkbox"/> 01	<input type="checkbox"/> 01
02 = ELECTRICITY FROM GENERATOR	<input type="checkbox"/> 02	<input type="checkbox"/> 02	<input type="checkbox"/> 02
03 = GAS	<input type="checkbox"/> 03	<input type="checkbox"/> 03	<input type="checkbox"/> 03
04 = PARAFFIN	<input type="checkbox"/> 04	<input type="checkbox"/> 04	<input type="checkbox"/> 04
05 = WOOD	<input type="checkbox"/> 05	<input type="checkbox"/> 05	
06 = COAL	<input type="checkbox"/> 06	<input type="checkbox"/> 06	
07 = CANDLES		<input type="checkbox"/> 07	<input type="checkbox"/> 07
08 = ANIMAL DUNG	<input type="checkbox"/> 08	<input type="checkbox"/> 08	
09 = SOLAR ENERGY	<input type="checkbox"/> 09	<input type="checkbox"/> 09	<input type="checkbox"/> 09
10 = OTHER, <i>specify</i>	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10
11 = NONE	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11

**4.8 How is the refuse or rubbish of this household taken care of?**

1 = REMOVED BY LOCAL AUTHORITY AT LEAST ONCE A WEEK	<input type="checkbox"/> 1
2 = REMOVED BY LOCAL AUTHORITY LESS OFTEN THAN ONCE A WEEK	<input type="checkbox"/> 2
3 = REMOVED BY COMMUNITY MEMBERS AT LEAST ONCE A WEEK	<input type="checkbox"/> 3
4 = REMOVED BY COMMUNITY MEMBERS LESS OFTEN THAN ONCE A WEEK	<input type="checkbox"/> 4
5 = COMMUNAL REFUSE DUMP/COMMUNAL CONTAINER	<input type="checkbox"/> 5
6 = OWN REFUSE DUMP	<input type="checkbox"/> 6
7 = NO RUBBISH REMOVAL	<input type="checkbox"/> 7
8 = OTHER, <i>specify</i>	<input type="checkbox"/> 8

**4.9 Does this household have a landline telephone in the dwelling?**

1 = YES	<input type="checkbox"/> 1
2 = No	<input type="checkbox"/> 2

**4.10 Is there a cellular telephone available to this household for regular use?**

1 = YES	<input type="checkbox"/> 1
2 = No	<input type="checkbox"/> 2

11	<p><b>What was the total household expenditure in the last month?</b>  <i>Include everything that the household and its members spent money on, including food, clothing, transport, rent and rates, alcohol and tobacco, school fees, entertainment and any other expenses.</i></p> <p>01 = R 0 – R 399          02 = R 400 – R 799          03 = R 800 – R 1 199          04 = R 1 200 – R 1 799          05 = R 1 800 – R 2 499          06 = R 2 500 – R 4 999          07 = R 5 000 – R 9 999          08 = 10 000 OR MORE          09 = DON'T KNOW          10 = REFUSE</p>	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10
----	---	--

12	<p><b>Please tell me how satisfied you are with your life in general.</b>  <i>(Ask respondent to point out the answer on a <u>prompt card</u>)</i></p> <p>01 = 10 (COMPLETELY SATISFIED)          02 = 09          03 = 08          04 = 07          05 = 06          06 = 05          07 = 04          08 = 03          09 = 02          10 = 01          11 = 00 (COMPLETELY DISSATISFIED)</p>	<input type="checkbox"/> 01 <input type="checkbox"/> 02 <input type="checkbox"/> 03 <input type="checkbox"/> 04 <input type="checkbox"/> 05 <input type="checkbox"/> 06 <input type="checkbox"/> 07 <input type="checkbox"/> 08 <input type="checkbox"/> 09 <input type="checkbox"/> 10 <input type="checkbox"/> 11
----	--	---

