

The influence of grandparent-headed households on grade repetition in children aged 6-18
years in South Africa¹

By
Ashley van Heerden

Supervisor
Kershia Sunjeevan

Thesis submitted in partial fulfilment of the requirements for the degree of Master of Social
Science (Research Psychology)

University of KwaZulu-Natal

30 November 2018

Signed by:



[Ashley van Heerden]



[Kershia Sunjeevan]

Word count: 14336

¹ The title of the thesis should be understood as the influence of grandparent-headed households' characteristics on grade repetition in children aged 6-18 years in South Africa.

Acknowledgements

I would like to thank my supervisor, Ms Kershia Sunjeevan, for the patient guidance, encouragement and advice she has provided throughout the year. I would also like to express my gratitude to Prof Kevin Durrheim and Prof Lance Lachenicht for their guidance and assistance regarding the statistics applied in the current study. Completing this study would have been all the more difficult were it not for the support of these individuals.

In addition, I would like to express my appreciation to Statistics South Africa for both conducting topical research within the South African context as well as for making it available to the public.

Plagiarism Declaration

1. I know that plagiarism is wrong. Plagiarism is using another's work and to pretend that it is one's own.
2. I have used the American Psychological Association (APA) as the convention for citation and referencing. Each significant contribution to, and quotation in, this essay/report/project/... from the work, or works of other people has been attributed and has been cited and referenced.
3. This essay/report/project... is my own work.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.
5. I acknowledge that copying someone else's assignment or essay, or part of it, is wrong, and declare that this is my own work

SIGNATURE: _ A Van Heerden ____

DATE: 30 November 2018

List of Abbreviations

AIDS Acquired Immune Deficiency Syndrome

GHS The General Household Survey

HIV Human Immunodeficiency Virus

SES. Socioeconomic status

Abstract

Globally, there has been a rapid surge in the number of grandparents serving as custodians to their grandchildren, often in response to family crises as well as challenges such as poverty, disease epidemics and migration. Despite the worldwide nature of grandparent-headed households, there has been little information regarding how children in this household composition fare. This study bridged gaps in prior research by engaging in a contextually embedded account of the incidence of grade repetition for grandchildren residing in grandparent-headed households utilising the nationally representative General Household Survey (Statistics South Africa, 2015). A binomial logistic regression was conducted to ascertain the effects of custodial grandparents' gender, education level and monthly income on children's likelihood to repeat a grade. A statistically significant model was produced by the regression analysis, $\chi^2(15) = 27.99, p < .05$. In addition, results indicated that all moderating variables, grandparents' gender ($p = 0.04$); education level ($p = 0.03$) and monthly income ($p = 0.05$) were significantly associated with children's incidence of grade repetition in grandparent-headed households. Findings underscore the need for the broader socioeconomic climate to be accounted for when implementing educational intervention programmes for children from grandparent-headed households within the South African context.

Keywords: grandparent-headed household, custodial grandparents, grade repetition, socioeconomic climate

Table of Contents

Acknowledgements.....	ii
Plagiarism Declaration.....	iii
List of Abbreviations	iv
Abstract.....	v
List of Tables	viii
List of Figures	viii
1. Literature Review	1
1.1 Background	1
1.2 Grandparent-headed Households and Grandchildren’s Grade Repetition	3
1.3 Personal Factors and Grandchildren’s Grade Repetition	5
1.4 Social Factors and Children’s Grade Repetition	6
1.5 Economic Factors and Grandchildren’s Grade Repetition.....	6
1.6 Summary	7
1.7 The GHS.....	8
1.8 Theoretical Framework	8
2. Study Aims and Hypotheses.....	9
2.1 Rationale.....	9
3. Methods	10
3.1 Design and Setting	10
3.2 Participants	10
3.3 Data Collection.....	12
3.4 Measures.....	12
3.5 Validity and Reliability	14
3.6 Procedure.....	15
3.7 Ethics.....	15
3.8 Data Analysis	15
4. Results	16

4.1 Grade Repetition	16
4.2 Grade repetition and Moderating Variables	18
5. Discussion.....	21
5.1 Study Limitations and Directions for Future Research.....	25
6. Conclusion.....	28
7. References	29
Appendix A: Permission to utilise the GHS	38

List of Tables

Table 1. Incidence of Grade Repetition for Males and Females in Grandparent-headed Households ($n = 2124$) and in the General GHS Sample ($n = 25712$)	17
Table 2. Number of Children from Grade 1 to Grade 12 in that have Repeated a Grade in Grandparent-headed Households ($n = 2113$) and in the Mean Household Composition from the GHS ($n = 25117$).....	18
Table 3. Descriptive Statistics of the Gender, Highest Educational Level and Monthly Income of Custodial Grandparents ($n = 2682$)	102
Table 4. Logistic Regression Predicting the Likelihood of Grade Repetition based on Custodial Grandparents' Gender, Highest Education Level and Income.....	20

List of Figures

Figure 1. Bar Graph of the Highest Education Level Attained by Custodial Grandparents ($n = 2667$) and the Heads of Households in the GHS Sample ($n = 24994$). 19

Figure 2. Bar Graph of the Mean Monthly Income Received by Custodial Grandparents ($n = 2667$) and the Heads of Households in the GHS Sample ($n = 24994$).20

Figure E1. Histogram Displaying Normality of Untransformed Grade Repetition Variable
..... **Error! Bookmark not defined.**

Figure E2: Histogram Displaying Normality of Transformed Grade Repetition Variable 19102

1. Literature Review

Grandparents have commonly acted as nurturing, supplementary care-givers to children worldwide (Dunifon, 2013). However, in recent years there has been a global surge in the number of grandparents adopting the role of primary custodian to grandchildren (Edwards & Benson, 2010). From 1980 to 2010, the number of grandparent-headed households worldwide was reported to double (Edwards & Ray, 2010). These households are depicted as adaptive institutions whereby grandparents adopt the role of primary care-giver during or after a crisis situation when children's parents are unable or unwilling to parent (Cox, 2007). Due to the precipitating events driving the formation of these households, literature suggests that children from grandparent-headed households are at risk of experiencing adverse developmental and educational outcomes (Edwards & Ray, 2010).

Nevertheless, despite the global nature of grandparent-headed households and the vulnerability of children living within this household composition, empirical studies based on a theoretical foundation are rare. Additionally, although the formation of grandparent-headed households is embedded within the South African socioeconomic climate, studies tend to focus on the educational outcomes of children devoid of the context in which they operate (Hayslip & Goodman, 2008). Thus, the aim of the present study is to explore grandchildren's incidence of grade repetition in grandparent-headed households in relation to demographic (grandparents' gender), social (grandparents' educational level) and economic (grandparents' monthly income) factors using the nationally representative General Household Survey (GHS; Statistics South Africa, 2015). This is the first known study in South Africa to empirically explore factors influencing grandchildren's likelihood of grade repetition in grandparent-headed households.

1.1 Background

The term "grandparent-headed household" or "skipped generation-household" has been defined as a household absent of parents whereby children are raised by grandparents (Statistics South Africa, 2015). The grandparent must be viewed as "the main decision-maker, or the person who owns or rents the dwelling, or the person who is the main breadwinner" (Statistics South Africa, 2015, p.70). In 2013, 8% of South African households comprised grandparents adopting the role of custodial parents to grandchildren (Statistics South Africa, 2013). This finding is also evident across numerous countries including Canada, the United States of America (USA), Mexico and Britain where approximately five to eight percent of school-aged children were reported to reside with custodial grandparents

(AARP Foundation, 2012; Minkler & Fuller-Thompson 2005). The formation of grandparent-headed households has been attributed primarily to parental problems or absence such as incarceration, substance abuse, abandonment and neglect, mental illness and death (Cox, 2007). In a qualitative study by Booy, Adendorff and Moodley (2015), children reported parents being inadequate caregivers due to substance use as a significant factor in them relocating to grandparents' homes.

Although custodial grandparents are represented in families from a diverse range of socioeconomic backgrounds; grandparent-headed households are overrepresented in low socioeconomic status (SES) Black African households in South Africa. In comparison to White children, Black African children are twice as likely to reside in grandparent-headed households (Taylor & Keeter, 2010). Within the South African context, grandparent-headed households have proliferated largely as an adaptive strategy in response to the effects of HIV and AIDS, labour migration and economic destitution (Sibanda, 2011). The legacy of Apartheid-era policies has created the climate whereby significant income inequality exists between racial categories (Strassburg, 2010). In 2005, it was estimated that over sixty percent of Black African children lived in extreme poverty (less than R800 monthly earnings per household), in comparison to only four percent of White children (UNICEF, 2008). Consequentially, many children from destitute families are absorbed into grandparent-headed households as parents migrate to seek employment or as grandparents may provide financial assistance to children through pension grants (Baker & Silverstein, 2008).

In addition, the HIV and AIDS epidemic has impacted Black African family life extensively (UNICEF, 2008). HIV has been depicted as a disease of poverty and as various colonial and apartheid-era policies resulted in the majority of the Black African population being impoverished, HIV is more prevalent amongst this population group (Kenyon & Zondo, 2011). AIDS and poverty-related mortality have resulted in an estimated 3.8 million Black African children losing both parents in South Africa (Makiwane, Schneider, & Gopane, 2004). Thus, the socioeconomic climate experienced by numerous Black South Africans denotes that Black African children have a higher predisposition of being adopted into grandparent-headed households than all other racial categories (Anderson, Case, & Lam, 2001).

Grandparents are likely to adopt the role of custodian to grandchildren as African culture has traditionally asserted an extended family framework of care whereby children are absorbed readily across kinship ties in the face of adversity (Drew, Makufa, & Foster, 1998).

Within this framework, extended family members are viewed as a “social security system” for struggling family members with the responsibility to transmit educational and social ideals (Foster, Makufa, Drew, Kambeu, & Saurombe, 1996, p. 156). Grandparents are often considered the first of kin as their accrued years of life experience earns them leadership status within communities (Kakooza, 2004).

The extended family framework is reflected in a study conducted in Kenya which reported that grandparents believed it was their duty to care for their orphaned relatives (Nyambedha, Wandibba, & Aagaard-Hansen, 2003). Additionally, a South African study found that only 4% of Black African grandparents would accept remuneration for caring for their grandchildren as they felt it was their responsibility (Makiwane et al., 2004). These studies challenge traditional conceptualisations of grandparents as a burden to family networks (Makiwane & Kwizera, 2006) by asserting grandparents as active caregivers within the South African context. Thus, grandparent-headed households offer a coping mechanism to numerous South African families amidst the current socioeconomic and cultural climate (Backhouse, 2009).

1.2 Grandparent-headed Households and Grandchildren’s Grade Repetition

Due to the reasons underlying the formation of grandparent-headed households, literature suggests that children from these households are at risk of poor schooling outcomes (Hayslip & Kaminski, 2008; Landry-Meyer, 1999). Grade repetition is an example of a poor schooling outcome adversely impacting learners worldwide (Social Surveys, 2010). Grade repetition, the opposite being social promotion (Shepard & Smith, 1990), refers to a student repeating a grade on account of poor academic performance, high absenteeism or emotional immaturity (Ikeda & Garcia, 2014). Globally, it is estimated that 10% of learners in primary and secondary school repeat a grade (Ikeda & Garcia, 2014). Within the South African context, the rate of grade repetition sits at around 15% (Social Surveys, 2010).

The incidence of grade repetition is alarming as grade repetition possesses a robust association with poor educational attainment and low employment prospectively (González-Betancor & López-Puig, 2016). International research, including studies conducted in South Africa, have asserted that repeating a grade is the most significant predictor of a child dropping out of school (Alexander, Entwisle, & Dauber, 2003; Rumberger & Lim, 2008; Strassburg, 2010). This relationship between grade repetition and poor educational attainment may be attributed to the fact that children who are denied social promotion are older than their peers. In South Africa, an educator in Grade 9 may teach learners aged between 13 to 20

years old all within the same class (Russell, Meny-Gibert, & Parenzee, 2009). Consequentially, educators may struggle to deliver lessons that meet the social and learning needs of the older learners within the class. Individual factors may also encourage students to drop-out of school. In a South African survey, high school students that had repeated a grade reported that they dropped out of school as they felt ostracized by their younger classmates (Russell et al., 2009). However, although research suggests poor prospective outcomes for children who repeat a grade, studies have tended to focus on academic performance when examining the educational plight of children in various household compositions (Booys et al., 2015; Dunifon, 2013).

Additionally, despite extensive research on the educational outcomes for children residing in biological, step, extended and foster family households (Boyle & Anderson, 2000; Coleman, 1966; Levetan & Wild, 2016, Peaker, 1971); a dearth of research has been conducted on grandparent-headed households. There is however, preliminary evidence to suggest that children from grandparent-headed households are at risk of repeating a grade (Anderson et al., 2001). Children residing with custodial grandparents have been reported to possess a higher likelihood of expulsion and lower rates of school engagement (Boyle & Anderson, 2000; Dunifon, 2013). Moreover, Statistics South Africa (2013) reported that in comparison to children living with one or both biological parents, children from all other household types are at a higher risk of repeating a grade.

Children in grandparent-headed households may be at risk of grade repetition as custodial grandparents do not possess the physical capabilities to assist grandchildren with their schooling requirements (Hayslip & Goodman, 2008). Moreover, many grandparents have not engaged with the educational system in a long time and thus may not be cognisant of new techniques or programmes that can assist the school-aged grandchild (Hayslip & Goodman, 2008).

In contrast, research suggests that custodial grandparents often encourage their grandchildren to stay in school and state that education is a priority within their household (Hayslip & Goodman, 2008). The discrepancy between grandparent's attitudes to education and children's actual likelihood of repeating a grade highlights the effects of complex personal, social and economic factors which may hinder children's capacity to actively engage in schooling system. Nevertheless, research such as that done by Statistics South Africa (2015) adopts a primarily descriptive approach to analysis, failing to empirically

examine grandchildren's outcomes in grandparent-headed households in relation to the broader socioeconomic climate.

1.3 Personal Factors and Grandchildren's Grade Repetition

Gender, particularly grandparent's gender, may be a potential moderating variable in the custodial grandparent–grandchild relationship and grandchildren's associated educational outcomes (Hagestad, 2006; Sheehan & Petrovic, 2008). Over the past 20 years, literature has depicted grandmothers as more likely to adopt the custodial grandparent role than grandfathers (Griggs, Tan, Buchanan, Attar-Schwartz, & Flouri, 2010; Hamilton, 2005; Pittman, 2007; Smith & Palmieri, 2007). In 2005, 93% of grandparent-headed households in Australia were run by grandmothers (Australian Bureau of Statistics, 2005). Additionally, research suggests that even if both grandmother and grandfather are present within the household, grandmothers are more involved in child-rearing than grandfathers (Harden, Clark & Macquire, 1997). According to Bullock (2004), custodial grandfathers often feel uncomfortable and out of depths when having to occupy the role of second-time parent. This finding was mirrored in a study by Harden et al. (1997) whereby 81% of the grandfathers interviewed revealed that they felt powerless in their grandparent-as-parent role.

Gender disparities in grandparent-headed households may be embedded in socialisation processes whereby women are encouraged to fulfil the kin keeper role more so than men (Harden et al., 1997). Additionally, there is evidence that grandmothers and grandfathers occupy independent roles to grandchildren (Lussier, Deater-Deckard, Dunn, & Davies, 2002). In South Africa, the grandfather-grandchild relationship is often characterised as arising out of financial hardship (Levetan & Wild, 2016) whereas grandmothers are depicted as undertaking affective, physical child-rearing responsibilities (Minkler & Fuller-Thomson, 2005; Levetan & Wild, 2016; Waldrop, 2004).

A handful of studies have indicated that in comparison to custodial grandfathers, grandmother-headed households may be associated with more positive educational outcomes for grandchildren (Lussier et al., 2002; Wild, 2016). Custodial grandmothers have been reported to have greater involvement in their grandchildren's education than grandfathers by providing grandchildren with career advice and assisting them with their homework (Griggs et al., 2010). Moreover, a study by DeLeire and Kalil (2002) reported that in comparison to grandfathers, grandmothers were more likely to attend and get actively involved in schooling events. Thus, grandchildren from grandmother-headed households may have a lower incidence of grade repetition than grandchildren from grandfather-headed households.

1.4 Social Factors and Children's Grade Repetition

Literature has also depicted caregiver's education level as a crucial influencing factor in children's rate of social promotion (Jimerson, Ferguson, Whipple, Anderson, & Dalton, 2002; Louw & Van Der Berg, 2006; McCoy & Reynolds, 1999). Children from families with a high level of educational attainment are likely to benefit from the human capital within their household environment. For instance, highly educated caregivers may be more proficient at homework assistance (Anderson et al., 2001). In addition, educated caregivers may reinforce concepts which are focused on in the classroom within the home environment (Russell et al., 2009). Thus, children from households whereby the household head possesses a high education level may have a lower likelihood of repeating a grade (Louw & Van Der Berg, 2006).

In the South African context, grade repetition occurred in 42% of households whereby the primary caregiver had no formal education, whereas grade repetition only occurred in 11% of households whereby the household-head possessed a tertiary education (Russell et al., 2009). There is however, scant research on custodial grandparents' education level in relation to grandchildren's incidence of grade repetition. One qualitative study by Cox (2007) reported that many custodial grandparents with less than a primary school education struggled to understand grandchildren's homework and subsequently provide assistance. Thus, grandchildren from grandparent-headed households may be at risk of grade repetition. However, there is virtually no empirical research on the grandchildren's incidence of grade repetition in relation to custodial grandparent's education level in the South African context.

1.5 Economic Factors and Grandchildren's Grade Repetition

Finally, household poverty has been depicted as an overarching factor in children's vulnerability of repeating a grade (Ferguson, Bovaird, & Mueller, 2007). A large body of research indicates significant disparities in social promotion associated with households' SES (Russell et al., 2009). These findings are robust across various geographic regions, with caregiver's income bracket being positively associated with social promotion in Pakistan (Sathar & Lloyd, 1993); Nepal (Stash & Hannum, 2001); rural China (Hannum, 1999) and South Africa (Russell et al., 2009).

The relationship between households' SES and educational outcomes is complex. In some instances, household's SES possesses a causal relationship with children's educational outcomes as children's enrollment itself may be conditional on a household's financial circumstance. In South Africa, 15% of adolescents who fall below the poverty line do not

successfully complete even one year of schooling due to insufficient finances to pay school fees (Statistics South Africa, 2013).

However, the effects of households' SES may also impair children's capacity to successfully engage with the schooling system. Children from low SES households are at risk of repeating a grade as children may be malnourished, lack support, have higher rates of untreated illness and may attend poor quality schools (Ferguson et al., 2007). For example, children residing in indigent households tend to attend low quality schools with a dearth of resources such as textbooks, desks and stationary (Louw et al., 2006). Within the South African context, the incidence of learners who have repeated a grade in poorly resourced and performing schools (Quintile 1) as well as well-resourced and highly performing schools (Quintile 5) is 39% and 19% respectively (Social Surveys, 2010). Thus, research suggests that the effects of residing in low SES households also may influence children's incidence of grade repetition.

However, these studies tend to lump all households together, without making particular reference to the various household compositions (Russel et al., 2009). This is particularly true in the case of grandparent-headed households. Studies on custodial grandparents in South Africa tend to adopt qualitative approaches when exploring SES, with particular focus on government grants (Anderson et al., 2001; Nyasani, Sterberg, & Smith, 2009). These studies have explored household members experiences and feelings related to caregivers' income (Anderson et al., 2001), however no empirical assessment on the associations between grandparent's income level and grandchildren's educational outcomes have been made.

1.6 Summary

Grandparent-headed households are a growing household composition arising in response to numerous socioeconomic disruptions in South Africa. Children from these households are vulnerable to a variety of personal, social and economic barriers which may hinder their capacity to complete a grade. However, in spite of the proliferation and vulnerability of grandparent-headed households, they have remained a relatively understudied topic. Furthermore, research has tended to study grandchildren's outcomes in isolation from the complex socioeconomic context in which they are embedded. This is problematic as the formation of households do not occur in a vacuum and are likely influenced by a series of interrelated, synergistic variables embedded within the South African context.

1.7 The GHS

To assess factors influencing grade repetition in grandparent-headed households, the GHS was utilised. The GHS is an annual household survey conducted on a nationally representative sample which covers six broad areas, namely “education, health and social development, housing, household access to services and facilities, food security, and agriculture” (Statistics South Africa, 2015, p. 10). Furthermore, all results are made publically available by Statistics South Africa. Thus, the GHS allows for correlations to be drawn on multiple facets of South Africans’ life. Nevertheless, a paucity of studies utilise this data rich resource. There is an ethical imperative for researchers to employ secondary data analysis in order to maximize the generation of scientific knowledge and potentially improve health care (Parker, 2015), especially as participants gave of their time to participate in the GHS (Fielding & Fielding, 2003).

Furthermore, as mentioned, studies tend to utilise the GHS data for primarily descriptive purposes. Therefore, the present study will utilise the survey in a socially advancing way by statistically assessing the influence of multiple socioeconomic and demographic factors on children’s incidence of grade repetition in grandparent-headed households.

1.8 Theoretical Framework

For the present study Role Theory (Landry-Meyer & Newman, 2004) provided an explanatory framework for understanding grandchildren’s outcomes within grandparent-headed households (Landry-Meyer & Newman, 2004). According to this theory, an individual transitions through a continuum of roles throughout a life-time. A role is a part or function assumed by an individual within a particular context i.e. the role of daughter, mother, and manager (Landry-Meyer & Newman, 2004). When a role is unnaturally altered, such as that of the grandparent-as-parent role, there is a deviation in the natural progression of the life-cycle (Chen & Liu, 2012). In a study by Landry-Meyer and Newman (2004, p. 173) it was found that most grandparents adopting the primary care-giver role perceived it as “off-time” or “unanticipated”.

This divergence of the grandparenting role to second-time parent has been stipulated to impose significant costs on grandparent’s physical health and mental wellbeing (Jendrek, 1993; Minkler, Roe, & Robertson-Beckley, 1994). In a study by Baker and Silverstein (2008) custodial grandparents reported feeling less satisfied and happy than non-caregiving grandparents. Numerous custodial grandparents reveal a sense of loss over no longer being

able to fulfill a generous, loving grandparental role to grandchildren (Williams, 2011). Moreover, custodial grandparents report more physical health challenges than non-custodial grandparents (Luo, LaPierre, Hughes, & Waite, 2012).

Role conflict can further be attenuated by financial, social and role stressors which arise from raising grandchildren (Boetto, 2010; Carr, Hayslip, & Gray, 2012; Chen & Liu, 2012; Yardley, Mason, & Watson, 2009). According to Grant (2014), grandparents may take longer to adjust to the role of parent when experiencing other conflicting roles and socio-structural constraints (e.g. financial, familial, social and occupational) associated with a role. This is particularly important within the South African context due to the socioeconomic climate driving the formation of grandparent-headed households. For instance, grandparents may experience high stress levels as although expecting retirement they have to transition into the role of bread-winner to support grandchildren.

Finally, evidence suggests that grandparental role conflict may negatively impact grandchildren residing in grandparent-headed households (Kimball, 2001). High stress experienced by custodial grandparents has been associated with undesirable behavioural, physical and schooling outcomes for grandchildren (Smith & Palmerie, 2007). Research suggests that highly stressed custodial grandparents may deliver ineffective parenting strategies and poor support to grandchildren (Coldwell, Pike, & Dunn, 2006). Furthermore, children may struggle with accepting the grandparent-as-parent role. In a study by Williams (2011), grandchildren revealed that they could not understand why grandparents no longer treated them the way they treated their cousins. Thus, role conflict experienced by grandparents raising grandchildren may adversely impact the grandchild. Therefore, this theoretical framework acknowledges the potential negative outcomes experienced by both grandparents and grandchildren and frames them within grandparent-headed households' broader contextual system.

2. Study Aims and Hypotheses

2.1 Rationale

The present study addressed gaps in previous research by empirically analysing factors which influence grandchildren's likelihood to repeat a grade in grandparent-headed households through employing the relatively under-utilised GHS. This study provided a contextually-focused account of grade repetition in grandparent-headed households by accounting for demographic (grandparent's gender), social (grandparent's education level),

and economic (grandparent's income level) moderating factors. The prevalence of grandparent-headed households in South Africa was also explored.

Thus, in line with Role Theory and guided by previous research it was hypothesised that:

1. Grandparent's gender would significantly influence grandchildren's incidence of grade repetition. It was expected that grandparent-headed households run by grandmothers would have a significantly lower correlation with grandchildren's incidence of grade repetition than grandparent-headed households run by grandfathers.
2. Grandparent's education level would significantly influence grandchildren's incidence of grade repetition with custodial grandparent's education level having a significant negative correlation with grandchildren's incidence of grade repetition.
3. Grandparent's income would significantly influence grandchildren's incidence of grade repetition with custodial grandparent's income level having significant negative correlation with grandchildren's incidence of grade repetition.

3. Methods

3.1 Design and Setting

The study adopted a quantitative framework to assess study variables. This was done as the GHS codes answers numerically in a Likert Scale format. The quantitative framework enables replication of findings in different samples which is essential due to the paucity of literature on grandparent-headed households (Cozby, 2009). Additionally, to assess the factors influencing grandchildren's incidence of grade repetition in grandparent-headed households a correlational design was adopted. This statistical technique provided preliminary evidence as to which variables influence children's likelihood of grade repetition within grandparent-headed households in South Africa.

3.2 Participants

3.2.1 Sample size calculation. A power analysis program, G*Power (Faul, Erdfelder, Lang, & Buchner, 2007) reported that a total sample of 1506 is required to detect for a medium effect size (Cohen's $f^2 = .24$), assuming that $\alpha = .05$ and targeted power = 0.80. Thus, the final sample size exceeded the sample required to detect for a medium effect size. A priori method for binary logistic regression using 2 predictor variables (repeated a grade and did not repeat a grade) was performed. The effect size was determined from a nationally

representative study also assessing grandchildren's outcomes in grandparent-headed households (Smith & Palmieri, 2007).

3.2.2 Sampling procedure. A purposive sampling strategy was employed to select the sample of grandparent-headed households. This sampling strategy deliberately selects particular persons which fulfil the desired assessment criteria (Maxwell, 2005). From the primary sample of 26 243 dwelling units obtained by the GHS, all grandparent-headed households were selected. This method ensured that a representative sample of grandparent-headed households from all 9 provinces in South Africa was maintained.

Custodial grandparents of any age, gender, or socio-economic background were eligible for inclusion in the study; exclusion only occurred if school-aged grandchildren did not reside in the grandparent-headed household. School-aged grandchildren were defined as 8-25 years old. The minimum age of eight was selected as seven years is the compulsory age for all children to attend Grade 1 (Department of Education, 2001) and hence to assess grandchildren's grade repetition assessment needed to occur from the subsequent year. The cut-off age was 25 years as this was the maximum age of a grandchild attending a secondary schooling institution at the time of the survey. Although the average school-leaving age is 18 years old globally (Social Surveys, 2010), the present study did not want to exclude older children as they would likely be the individuals who had repeated a grade. Moreover, within the South African context children from rural backgrounds only graduate at an average of 21.8 years old (Statistics South Africa, 2016).

Exclusion from this study also occurred if children's biological parent(s) formed part of the household. Research highlights that in multigenerational households grandparents may be regarded as the heads of households over parents (Martinson, 2013). However, as this is a pilot study and scant research exists on grandparent-headed households, multigenerational households were not assessed. Moreover, a fair body of research has been dedicated to grandchildren's outcomes in multigenerational households in South Africa (Levetan & Wild, 2016; Monserud & Elder, 2011; Mueller & Elder 2003; Reynolds, Wright, & Beale, 2003).

3.2.3 Sample characteristics. From the total sample 26 243 dwelling units obtained from the GHS, 4040 grandparent-headed households emerged from all nine provinces in South Africa. The majority of grandparent-headed households resided in the Eastern Cape (18%) with the fewest residing in Gauteng (8.1%). Of the total sample ($N = 4040$) 1358 cases were excluded as children were not of school-going age, resulting in a final sample of 2682 for the present study.

The sample of grandparents comprised 1853 grandmothers (69.1%) and 828 grandfathers (30.9%) aged between 28 and 108 years old ($M = 64.34$, $SD = 11.6$). The mean age for custodial grandparents is similar to studies conducted in the United States which report that custodial grandparents are an average of 60 years old (Livingston & Parker, 2010; Minkler & Fuller-Thompson 2005).

The sample of grandchildren was made up of 1246 females (46.5%) and 1436 males (53.5%) aged an average of 15.09 years. These demographic findings contrast with gender statistics in South Africa as girls are reported to make up around 52% of the population (Statistics South Africa, 2015). Grandparent-headed households comprised predominantly Black African (93.3%) families, followed by Coloured (6.1%), White (0.4%) and Indian/Asian (0.2%) families respectively.

3.3 Data Collection

The present study utilised secondary data administered by Statistics South Africa (2015). Statistics South Africa (2015) has permitted the public to access data (Appendix A). As adequate quantitative information pertaining to study variables was gathered through the GHS no additional data was collected. This form of analysis is a cost-effective means to assess new, important research questions using previously collected data (Cheng & Phillips, 2014).

3.4 Measures

To assess all study variables, questions (Appendix B) from the GHS were analysed.

3.4.1 Grandparent-headed households. In order to determine which household compositions were grandparent-headed households, Question 1.1 “What is ...’s relationship to the head of the household” was analysed to which the response had to be “grandchild” (Appendix B, p. 6). Questions 1.3c and 14.c “Is’s biological father part of this household” and “Is’s biological mother part of this household” were also analysed (Appendix B, p. 7). For inclusion in the study, children had to respond “no” to these questions. In the instance where numerous grandchildren resided within one household, the school-going grandchild was selected and if multiple school-going grandchildren resided in the household, one was randomly selected. A random number generator, True Random Number Service (Haahr, 2018) was used to select the grandchild. This was done as a binary logistic regression requires independence of observations (Tabachnick & Fidell, 2014).

3.4.2 Grade repetition. The dependent variable, grade repetition, was assessed by analysing Question 1.21, “Isdoing the same grade that he/she did last year or before if

there was a break in his/her education” (Appendix B, p. 16) with a closed answer of 1 (*yes*), 2 (*no*) and 3 (*do not know*). However, no respondents provided option 3 (*do not know*) as an answer. Grade repetition was therefore recoded as dichotomous variable from 0 (*no grade repetition*) to 1 (*grade repetition*).

3.4.3 Grandparent-headed households SES. Custodial grandparents’ income was utilised as a proxy for SES. Extensive research has highlighted that income level is an accurate indication for households’ SES (Galobardes, Shaw, Lawlor, Lynch, & Davey-Smith, 2006). Custodial grandparents’ income was determined by Question 4.2, “What is’s total salary/pay?” (Appendix B, p. 28). This item provided the household head’s total income per month including earnings, income from grants and remittances. Estimated monthly incomes of R20 000 and higher were combined as R20 000 as the questionnaire was not designed to capture incomes from more complex sources such as rentals, interest, etc. that are typical of higher-income households (Statistics South Africa, 2015).

3.4.4 Grandparents’ highest education level. Custodial grandparents’ highest education level was assessed by Question 1.5 “What is the highest level of education that..... has successfully completed?” (Appendix B, p.7) This question had 32 options e.g 00 = *Grade R/0* and 29 = *Higher Degree*.

The variable, highest education level, was compounded into a 14 point ordinal scale to simplify the analysis (0 = *no schooling*; 1 = *preprimary schooling (Grade 0/R)*; 2 = *junior primary schooling (Grade 1-Grade 3)*; 3 = *senior primary schooling (Grade 4-Grade 7)*; 4 = *high school basic education (Grade 8 or 9)*; 5 = *Grade 10*; 6 = *Grade 11*; 7 = *certificate or diploma with less than a Grade 12*; 8 = *National Senior Certificate (Grade 12)*, 9 = *national training certificate level 1-6*; 10 = *certificate or diploma with Grade 12*; 11 = *higher diploma*; 12 = *bachelor’s degree*; 13 = *honours degree*).

This scale was ordered as per the National Qualifications Framework’s (NQF) education levels (Department of Basic Education, 2001). “Primary school” and “high school” were, however, coded into more groupings than stipulated by the NQF (e.g. coded into “junior” and “senior” primary as opposed to just primary school). This was done to obtain a more comprehensive understanding of custodial grandparents’ education level in relation to grandchildren’s incidence of grade repetition.

“Post-graduate degree” and “Masters/Doctorate degree” were also not included as no participants completed this level of education. “don’t know” and “other” were not included as only one participant responded “don’t know” and no respondents stated “other”. The

individual case was excluded case-wise from the analysis as categorical variables with very low counts are undesirable in logistic regressions (Tabachnick & Fidell, 2014).

3.4.5 Grandparents' gender. Finally, custodial grandparents' gender was assessed by Question C "Is a male or a female?" whereby 1= *Male* and 2 = *Female* (Appendix B, p.1). The GHS did not inquire as to if participants were Lesbian, Gay, Bisexual, Transgender, Queer, Questioning and Intersex. Hence, only a dichotomous variable for gender existed for the present study.

3.5 Validity and Reliability

The GHS is a well-established survey that has been conducted annually in South Africa since 2009. It has been analysed in studies to determine living conditions across various household compositions (Dungumaro, 2008); geographic locations (Shisana & Simbayi, 2002) and socioeconomic backgrounds (Ataguba, Akazili, & McIntyre, 2011). The survey possesses good external validity as it collects data from a representative sample of private households within all nine provinces in South Africa. The representative nature of the sample enables conclusions drawn regarding grandparent-headed households to be extended to the broader South African context (Cozby, 2009). The study also possesses evidence for content validity, namely face validity, as questions on the GHS are similar to another South African household survey assessing general living conditions, the Income and Expenditure Survey (Statistics South Africa, 2012). Moreover, results from the GHS mirror findings from the Labour Force Survey indicating that convergent validity exists (Ataguba et al., 2011)

The GHS is suggested to possess good reliability as interviewers undergo rigorous training on how to conduct the measure and the GHS possesses standardised scoring procedures resulting in consistent coding amongst interviewers (Statistics South Africa, 2012).

For the current study, validity and reliability were maintained by ensuring that analyses were correctly employed, analysed and reported. In line with the process conducted by the GHS, the present study conducted a comprehensive screening process to ensure that all data inputs were valid. The editing process focused on clearing skip violations and ensuring that each variable only contained relevant, valid values (Statistics South Africa, 2015).

3.6 Procedure

From the large data set obtained by the GHS, data was extracted in relation to study variables and exclusion criteria. A data set had to be created for grandparent-headed households as the GHS data set did not record household compositions in South Africa. Thus, exclusionary criteria were applied to households and a column for grandparent-headed households was created based on these criteria (e.g. school-going children had to be present in a household devoid of parents with grandparents). This was then merged with the general GHS data set.

Hence, the control group for the present study was all household compositions collectively within the GHS data set as opposed to specific household compositions (biological parent household; third generation household; child-headed household etc.). A general control group will enable the trends of grandparent-headed households to be assessed against the backdrop of the average household in South Africa as stipulated by the GHS. This will allow for conclusions to be drawn as to whether children from grandparent-headed households fare better or worse than the average child within the South African context (Campbell & Stanley, 1963).

3.7 Ethics

Permission to conduct the study was granted by the Ethics Review Committee of the University of KwaZulu-Natal (Appendix C).

Due to the public nature of the data, further ethical approval was not required. Nevertheless, ethical conduct was maintained. Participants' anonymity was ensured as the GHS (Statistics South Africa, 2015) randomly, numerically coded participant names. Thus, no access to the identity of participants for the GHS was attained in the present study.

Utilising secondary data is also ethically sound as it avoids the repetition of research as well as the wastage of resources associated with conducting a detailed exploration of research data which already exists (Tripathy, 2013). Moreover, utilising secondary data reduces potential harm granted to participants in the research process as it ensures that sensitive topics or populations that are not easy to reach are not over researched (Fielding & Fielding, 2003).

3.8 Data Analysis

SPSS Statistics for Windows (Version 21.0) was utilised for the data analysis. Prior to data analysis, the descriptive statistics regarding grandparent-headed households and

grandchildren's incidence of grade repetition were assessed. For all hypotheses testing, the alpha was set at 0.05.

A binomial logistic regression was conducted to ascertain the influence of custodial grandparents' gender, education level and monthly income on grandchildren's likelihood of repeating a grade. This statistical test is advantageous as by analysing the association of all variables together, confounding effects are avoided (Sperandei, 2014).

Assumptions for a binomial logistic regression were adequately met. Linearity of the grandparent's income with respect to the logit of the dependent variable, grade repetition, was assessed via the Box-Tidwell (1962) procedure. Based on this assessment, the assumption of linearity was upheld ($p = .813$).

There were 17 studentized residuals with standard deviations larger than three (Appendix D). A square root transformation was conducted on the moderately positively skewed data. However, this did not adequately correct for the heterogeneous standard deviations in grade repetition (Appendix E). Moreover, the removal of outliers did not enhance the strength of the model. Thus, the transformation was not applied and the cases with large standard deviations were kept in the analysis.

4. Results

4.1 Grade Repetition

To gain a contextual understanding of grandparent-headed households, the prevalence of grandparent-headed households and the incidence of grade repetition for grandchildren within this household type were explored.

4.1.1 Descriptive statistics. Grandparent-headed households made up a total of 15.4% ($N = 4040$) of the household compositions within the GHS, with 10.2% ($n = 2682$) of the total GHS sample comprising grandparent-headed households with school-aged children. Of the 2682 children in grandparent-headed households between the ages of 8 and 25, 2124 children were attending school at the time of the study.

The majority grandchildren attending school in grandparent-headed households were in Grade 10 ($n = 239$, 11.2%). School was not attended by 40 (2.2%) grandchildren under the age of 18. Of the 879 grandchildren who were 18 to 25 years old, 518 had graduated or had dropped out of school. Thus, 367 (17.3%) learners in grandparent-headed households were 18-25 years old and still attending school.

Table 1 demonstrates the number of children who repeated a grade in grandparent-headed households in comparison to the general sample of the GHS. Grandchildren in

grandparent-headed households possessed a higher incidence of grade repetition than the general sample of children attending school; 14.6% of grandchildren in grandparent-headed households repeated a grade in comparison to 11.3% of the general sample of school-going children. Gender disparities existed in the incidence of grade repetition in grandparent-headed households, with boys being more likely to repeat a grade than girls.

Table 1

Incidence of Grade Repetition for Males and Females in Grandparent-headed Households (n = 2124) and in the General GHS Sample (n = 25712)

	Incidence of Grade Repetition	Age		Gender	
		<i>M</i>	<i>SD</i>	Male	Female
Grandparent-headed households	No Grade Repetition	13	4	953	860
	Grade Repetition	15	4	190	121
General GHS Sample	No Grade Repetition	12	4	11298	11499
	Grade Repetition	14	5	1707	1203

Note. *M* = mean and *SD* = standard deviation

Out of the total sample of grandchildren in grandparent households, 7.2% ($n = 155$) of grandchildren repeated a grade from Grade 9-Grade 11. Grade repetition among the 313 grandchildren who repeated a grade, was highest in Grade 10 ($n = 65$, 20.8%), Grade 9 ($n = 49$, 15.7%) and Grade 11 ($n = 41$, 13.1%) in that order. Rates of grade repetition in Grade 12 dropped for both grandchildren in grandparent households ($n = 12$, 3.8%). However, there were also a fewer number of children in Grade 12 in comparison to the other grades. The number of children in each schooling grade in relation to the incidence of grade repetition for both household composition groups is displayed in Table 2.

Table 2

Number of Children from Grade 1 to Grade 12 that have Repeated a Grade in Grandparent-headed Households (n = 2113) and in the Mean Household Composition from the GHS (n = 25117)

Grade	Grandparent-headed Households		General GHS Sample	
	No Grade Repetition	Grade Repetition	No Grade Repetition	Grade Repetition
Grade 0	1	2	1404	51
Grade 1	18	7	2136	210
Grade 2	79	16	1943	214
Grade 3	152	24	1928	205
Grade 4	209	24	1900	176
Grade 5	184	18	1716	172
Grade 6	160	21	1594	159
Grade 7	175	12	1694	149
Grade 8	182	17	1695	196
Grade 9	186	49	1669	399
Grade 10	172	65	1851	526
Grade 11	167	41	1584	341
Grade 12	120	12	1172	93

4.2 Grade repetition and Moderating Variables

In accordance with the primary objectives of the study, a binomial logistic regression was conducted to ascertain the effects of custodial grandparents' gender, education level and monthly income on children's likelihood to repeat a grade within this household composition.

4.2.1 Descriptive statistics. Table 3 provides a detailed description of the socio-economic characteristics of custodial grandparents in the present study. The majority of custodial grandparents ($n = 1853$, 69.1%) were female. The sample of custodial grandparents possessed a low level of education, with only 3.4% ($n = 90$) obtaining a National Senior Certificate (i.e. graduating high school). Furthermore, 30% ($n = 785$) of custodial grandparents possessed no formal education. The mode highest education level completed by custodial grandparents was a senior primary school education ($n = 777$, 29.7%).

The average monthly income received by custodial grandparents was R4595 ($SD = 4859.5$) and R7228. Custodial grandparents' income level possessed great variation, with some custodial grandparents receiving no source of income per month ($n = 2, 0.1\%$) and others receiving R20 000 per month or more ($n = 74, 2.7\%$). In addition, the majority custodial grandparents received an old age grant ($n = 1679, 63.3\%$) and 98 (3.6%) received a disability grant. No grandparents received a care dependency grant, foster child grant, grant in aid or war veteran's grant. Figure 2 demonstrates the gender disparities in monthly income for grandparent-headed households.

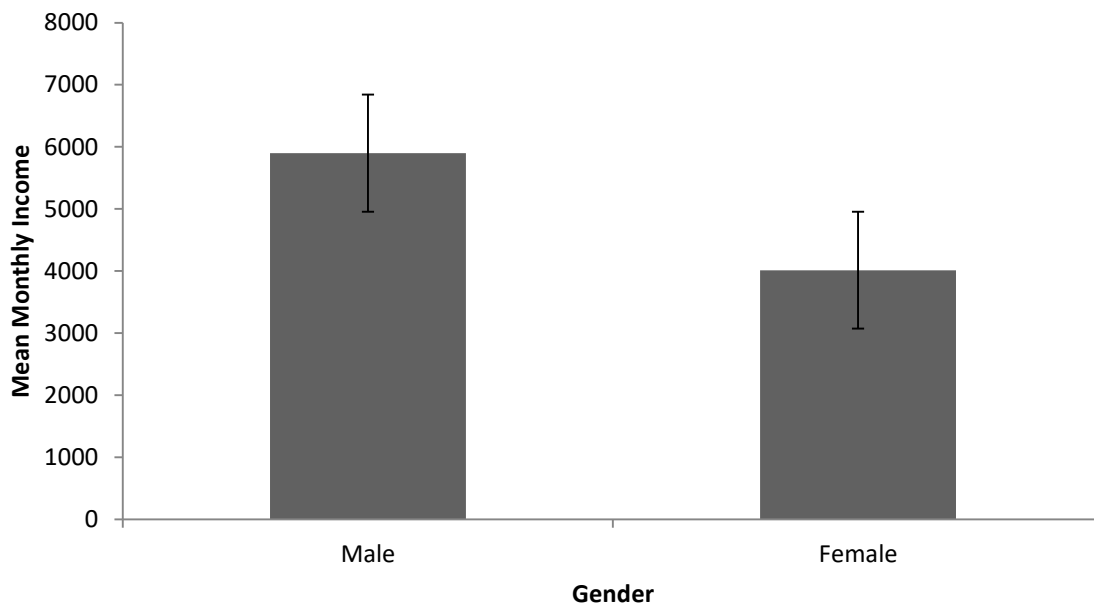


Figure 2: Bar Graph of the Mean Monthly Income Received by Custodial Grandparents ($n = 2667$) and the Heads of Households in the GHS Sample ($n = 24994$).

4.2.2 Logistic regression. Results from the binomial logistic regression demonstrated that the logistic regression model was statistically significant, $\chi^2(15) = 27.99, p < .05$. The model explained 2.4% (Nagelkerke R^2) of the variance in grade repetition and correctly classified 85.3% of cases. Sensitivity was 0.3%, specificity was 100%, positive predictive value was 0% and negative predictive value was 85.3%. Thus, the model did not have much discriminatory power. The area under the ROC curve was .58, 95% CI [.55, .61], which is a poor level of discrimination according to Hosmer et al. (2013).

All three predictor variables were statistically significant: grandparents' gender, monthly income and education level (junior primary schooling only) as shown in Table 4. Grandchildren from grandmother-headed households had 1.35% higher odds of repeating a grade than grandchildren from grandfather-headed households ($p = 0.04$). Custodial

grandparents with a maximum of junior primary level education (Grade 1-3) were 0.62% less likely to repeat a grade than custodial grandparents with no formal schooling ($p = 0.034$). Finally, custodial grandparents' monthly income was positively significantly associated with grandchildren's incidence of grade repetition ($p = 0.05$).

Table 4

Logistic Regression Predicting the Likelihood of Grade Repetition based on Custodial Grandparents' Gender, Highest Education Level and Income

	B	SE	Wald	df	p	Odds Ratio	95% CI for Odds Ratio	
							Lower	Upper
Pre-primary school	.65	.85	.59	1	.44	1.91	.36	10.07
Junior primary school	-.47	.22	4.49	1	.03*	.62	.40	.97
Senior primary school	-.23	.16	2.12	1	.14	.79	.59	1.08
High school basic education	-.18	.20	.78	1	.38	.84	.56	1.25
Certificate or Diploma with less than a Grade 12	-.12	.30	.15	1	.70	.89	.49	1.61
Grade 10	-.22	.42	.26	1	.61	.81	.35	1.85
Grade 11	-19.62	16331.90	.00	1	.99	.00	.00	.
National Senior Certificate	-.27	.38	.49	1	.48	.77	.37	1.61
NTC Level 1-6	.27	1.11	.05	1	.81	1.31	.15	11.59
Certificate or Diploma with Grade 12	-.79	.75	1.11	1	.29	.45	.10	1.97
Higher Diploma	-19.24	17688.95	.00	1	.99	.00	.00	.
Bachelor's Degree	-.80	1.06	.57	1	.45	.45	.06	3.59
Honours Degree	-19.01	17780.43	.00	1	.99	.00	.00	.
Household income	.000	.00	3.74	1	.05*	1.00	1.00	1.00
Grandparent Gender	.29	.15	4.22	1	.04*	1.35	1.01	1.79
Constant	-1.64	.17	88.51	1	.00	.194		

Note. Highest education level is compared to no schooling. Gender is females compared to males
*p < .05

5. Discussion

This study examined the effects of grandparents' gender, education level and monthly income on grandchildren's incidence of grade repetition within the South African context. In line with previous literature it was expected that grandchildren's incidence of grade repetition would be higher in grandparent-headed households whereby grandparents possessed a low education level; grandparent's received a low monthly income and/or the head of the household was a grandfather. Support for the study hypotheses emerged from a sample of grandparent-headed households residing in all nine provinces in South Africa.

Initial descriptive analysis indicated that the sample of grandparent-headed households made up just over 15% of household compositions, with 10% of these households possessing school-aged grandchildren. The prevalence of grandparent-headed households in the study sample is higher than reflected internationally, namely in the USA, Britain, Canada and Australia (Minkler & Fuller-Thompson 2005). Moreover, the prevalence of grandparent-headed households is higher than reflected in the GHS administered in 2013 (Statistics South Africa, 2013). This finding is unusual considering the number of doubled orphaned children has declined from 2013-2015 from 952,000 to 631,000 children (Statistics South Africa, 2015). In the USA, the formation of grandparent-headed households is attributed primarily to children experiencing the death of both parents. However, within the South African context, the increased prevalence of grandparent-headed households may be attributed to the fluidity of living arrangements (Monserud & Elder, 2011).

The incidence of grade repetition was also found to be higher for grandchildren in grandparent-headed households than for the comparative group of children. This finding parallels the research of Anderson et al. (2001) which states that children who do not live with one or both biological are more likely to experience delays in their schooling. However, although many of the grandchildren in grandparent-headed households experienced poor educational outcomes, the heterogeneity of their educational outcomes should also be emphasized.

For instance, in the case of school attendance, grandchildren from grandparent-headed households appeared to fair better than the comparative group of children in the GHS. Children from grandparent-headed households possessed a high rate of school attendance prior to the age of 18, with only two percent of grandchildren not attending school at the time of the survey. Research depicts the school attendance rates of children who reside with at

least one grandparent and no parents to be higher than for children residing with neither a parent nor a grandparent (Anderson et al., 2001). As mentioned, this may be because custodial grandparents prioritise school attendance within their households (Hayslip & Goodman, 2008).

In line with the study's primary objective, the relationship between grandchildren's incidence of grade repetition in grandparent-headed household in relation to demographic (grandparent's gender), social (grandparent's education level), and economic (grandparent's income level) factors were analysed. These results must however be analysed with caution as the logistic regression did not produce a model with great discriminatory power.

Consistent with previous research, the majority of caregivers within grandparent-headed households were female (Amoateng, Heaton & Kalule-Sabiti, 2007; Sibanda, 2011). Within the South African context, women are more likely to adopt child care responsibilities (Bali, 2003), and therefore adopt the role of primary custodian to grandchildren in the face of adversity or crisis (Makiwane et al., 2004). Within the present study, custodial grandmothers headed nearly 70% of grandparent-headed households.

Furthermore, grandparent's gender was significantly associated with grandchildren's incidence of grade repetition ($p < 0.04$). In line with hypothesis 1, It was expected that grandchildren from grandparent-headed households run by grandmothers would experience significantly better educational outcomes than grandchildren from grandparent-headed households run by grandfathers. However, the findings from the present study indicated that the opposite relationship existed.

Grandchildren from grandmother-headed households had significantly higher odds of repeating a grade than grandchildren from grandfather-headed households. Research maintains that female household heads have a higher likelihood of investing resources, such as money, time and emotional support in grandchildren's educational (Williams, 2011). However, grandchildren may have possessed poorer educational outcomes in grandmother-over grandfather-headed households as female-headed households were poorer than male-headed households in the present study. According to Kimenyi and Mbaku (1995), a strong association exists between grandmother-headed households and the incidence of poverty. A study by Dungumaro (2008) reported that grandmother-headed households earned an average of \$13,000 less per annum than grandfathers and were 15 % less likely to be employed than grandfather-headed households. Several factors attribute to the prevailing feminisation of poverty such as disparities in "rights, entitlements and the feminisation of labour" (Chant,

2003 p. 14). Thus, although grandmothers may possess positive attitudes to grandchildren's schooling careers in grandmother-headed households, lack of financial resources may hinder grandchildren's capacity to engage dynamically in the schooling system.

In line with Role Theory, grandmothers have also been suggested to experience less support from family and friends than grandfathers when adopting the custodial role (Bunch, Eastman, & Moore, 2007) and consequentially grandmothers may struggle in the caregiving role (Dungumaro, 2008). Many grandmothers report strong social support networks characterised by high levels of reciprocity and contact, however contact with family and friends has been reported to diminish from the outset of the adoption of the primary custodian role (Minkler et al., 2001). Custodial grandparents are often isolated from age peers by virtue of the fact that their new tasks and responsibilities do not match the activities of their peers (Dungumaro, 2008). In addition, households headed by grandparents are often subject to social isolation as a result of the stigma attached to AIDS, substance abuse, or the incarceration of children's absent parents (Dungumaro, 2008).

Research suggests that impaired social relations have a greater impact on grandmothers than grandfathers with some literature supporting that grandmothers in the custodian role are at greater risk for depression than grandfathers (Williams, 2011). Hence, grandchildren from grandmother-headed households may be at greater risk of adverse outcomes such as grade repetition as grandmothers are experiencing high rates of emotional distress. Additionally, grandmother-headed households have been reported to not receive adequate instrumental and emotional support to assist children in endeavours relating to their schooling career (Hayslip & Kaminski, 2008). However, additional research is required in this area as very little is known about custodial grandfathers (Hayslip & Kaminski, 2008). Thus, grandchildren from grandmother-headed households may have a higher incidence of grade repetition than grandfather-headed households as grandmother-headed households are at a higher risk of residing in poverty and experiencing diminished social support.

In partial fulfilment of hypothesis 2, grandparent's education level significantly influenced the incidence of grade repetition for grandchildren in grandparent-headed households ($p = 0.03$), however only at the level of junior primary schooling. The sample of custodial grandparents possessed a low level of education in comparison to the education level possessed by household-heads in the GHS. One third of custodial grandparents possessed no schooling qualification and less than five percent of custodial grandparents attained a Matric. This finding is likely embedded in the fact that the majority of grandparent

custodians in the present study were Black Africans; Black Africans comprised over 90% of grandparent-headed households in the current sample. During Apartheid, Black South Africans received “Bantu Education”, which was instituted to guide non-white South Africans into the unskilled workforce (Asmal & James, 2001, pp. 186). Thus, education was not prioritised for numerous Black Africans resulting in many children dropping out of school (Amoateng et al., 2007). Financial and logistic constraints (living far from the school) further hindered Black Africans engagement in the education system (Amoateng et al., 2007).

Within the present study, grandparent’s education level only had a significant association with grandchildren’s grade repetition at a junior primary school level (Grade 1-3). Hence, grandchildren whose custodial grandparents attained a junior primary schooling were significantly less likely to repeat a grade than grandchildren whose custodial grandparents did not attain this level of education ($p = 0.034$). Studies on custodians’ education level have generally found significant associations between custodians attaining a Matric and children’s educational outcomes (Dungumaro, 2008; Louw et al., 2001). However, within the present study the significance of a junior primary school education level for custodians is embedded in the fact that custodial grandparents without a junior primary school education are likely to be functionally illiterate. A plethora of literature highlights the importance of caregivers’ capacity to read and write on children’s educational outcomes (Martinez & Fernandez, 2010, Sticht & McDonald, 1990). Literate custodians assist their children with the development of cognitive and language skills that contribute to early success in school (Sticht & McDonald, 1990).

Moreover, custodians that are able to read and write possess greater opportunities within the workforce (Anderson et al., 2001). Consequentially, a junior primary school education level may be an indicator of better access to resources or better living standards, children subsequently attending better quality schools and so on rather than the education level of custodial grandparents directly impacting grandchildren’s school attainment. Caregivers with no education (and/or who are not functionally literate) are generally poor, work long hours away from home, and are less able to assist their children with their studies, etc. (Anderson et al., 2001). Therefore, in accordance with the second hypothesis, custodial grandparent’s education level (with regards to a junior primary school education level) had a significant negative correlation with grandchildren’s incidence of grade repetition.

Finally, in relation to the final hypothesis, grandparent’s income also significantly influenced grandchildren’s incidence of grade repetition ($p = 0.054$). Within the present

sample, 4% of grandparent-headed households fell below the upper-bound poverty threshold; hence receiving a monthly income below R1168 (Statistics South Africa, 2016). In addition, nearly two thirds of custodial grandparents received an old age grant. Statistics South Africa (2015) reported that the old age grant is the primary source of income for around 30% of skipped-generation households. In addition, the majority custodial grandparents received an income falling below R5000, a mean monthly income salary below that of the household-heads in the GHS sample. Thus, the sample of grandparent-headed households was generally more indigent with regards to income than the average household composition in South Africa.

However, in spite of the fact that indigence has been depicted as the key factor influencing school failure in children (Ramey, Ramey, & Lanzi, 1998), within the present study grandparent's education level and gender were depicted as more significant predictors of grandchildren's incidence of grade repetition. This finding may suggest that combined, synergistic variables that were not assessed in the present study such as a positive home atmosphere, good role models and parental availability may outweigh the negative effects of SES in the relationship between household composition and grandchildren's grade repetition (Washington, Gleeson, & Rulison, 2013). Relationships with teachers, role models and supportive community members have been viewed as protective factors for children in indigent households (Burnette, 1999). In a study by Dass-Brailsford (2005), grandchildren reported that they received indirect support for their education in the form of positive role models and advice on how to seek funding for university studies, among other things. Role theory suggests that the most severe type of role strain experienced by grandparent custodians is lack of resources. However, within the present study, lack of financial resources may not have greatly impeded grandchildren's capacity to engage in the education system as resilience factors may have acted as a buffer between grandparent-headed households' monthly income and grandchildren's incidence of grade repetition.

5.1 Study Limitations and Directions for Future Research

In consideration of the findings, numerous study limitations must be acknowledged. Firstly, on account of the study's correlational design and the nature of GHS census data, conclusions regarding causal relationships are precluded. The GHS recorded neither the age at which children entered a grandparent-headed household nor the age at which children repeated a grade. Thus, it cannot be said that residing in a grandparent-headed household caused a child to repeat a grade. In contrast, the opposite relationship may exist. For instance,

parents may have sent grandchildren that repeated a grade to reside with grandparents. In addition, almost no information about non-resident parents was provided. The within-household nature of the GHS precludes understandings of children's non-residential parents' employment, education, current marital status, etc. and well as children's residential histories with parents. Therefore, the lack of information relating to when and why grandchildren were absorbed into grandparent-headed households makes disentangling the bidirectional effects between grade repetition and household composition difficult.

Consequently, longitudinal studies need to be conducted to gain a clear understanding of the direction of effects involved in grade repetition and grandparent-headed households. These studies will also provide insight into the long-term implications of residing in grandparent-headed households for children's educational outcomes. A partial substitute for longitudinal data could also be for detailed retrospective schooling histories to be conducted. Better educational histories (including the age of entry into school, how many grades were failed and repeated, and how many years of non-enrolment occurred) could be a useful supplement to studies on grandparent-headed households to fully understand educational dynamics in South Africa. They would also hinder bias associated with self-report measures.

Accordingly, another limitation is that the GHS is based off of self-report data from an individual within the household. This limits reliability of findings as members may over- or underestimate their functioning on any of the six domains assessed by the GHS. In accordance with desirability bias, respondents may have inflated their earnings or lied about their educational attainment to appear more successful to the enumerator (Cozby, 2009). Additionally, as only one respondent completed the entire survey, they may not have been knowledgeable about family members functioning on certain domains. For instance, children completing the survey may not be aware of custodial grandparent's earnings. Thus, bias associated with self-report data may be a reason underlying the unusual standard error associated with the monthly income variable and the lack of discriminatory power of the logistic regression model. To obtain a more comprehensive, reliable understanding of grandparent-headed households, future studies should supplement self-report survey data with quantitative data such as retrospective schooling histories.

A third limitation of the study is that a general control group comprising the mean results of all household compositions in the GHS was utilized to contextualize grandparent-headed households in the South African context as opposed to comparing distinct household compositions (biological parent households, single-parent households, multigenerational

households etc.) to grandparent-headed households. Research suggests that children from various household compositions may experience diverse educational outcomes (Minkler & Fuller-Thompson, 2011). For instance, adolescents who reside with both a single mother and a grandmother have been depicted to display better mental health and greater educational attainment than grandchildren who reside solely with a single mother or with a single grandparent (DeLeire & Kalil, 2002; Monserud & Elder, 2011; Pittman, 2007). However, although Statistics South Africa published information regarding the number of individuals within a household as well as their relationship to the head of the household, data was not recorded or analysed in relation to the actual household structure. This made determining various household compositions statistically complex, particularly due to the large sample obtained by the GHS. Future studies should compare grandparent-headed households with other prevalent household compositions to gain a more contextualized understanding of the educational outcomes of children in this household type in South Africa.

In addition to issues with the format of data input for the GHS, errors also arose regarding the input of certain data cases. Within the GHS data set it was stipulated that all monthly incomes above R20 000 would be recorded as R20 000 as the GHS was not assessing high SES status households' income levels. However, incomes of R30 000 per month appeared in the data set and had to get changed to R20 000 to ensure consistency. Additionally, a number of cases had to be removed as grandparents were depicted as below the age of 15. Errors like these may have resulted from the incorrect recording of census questions or in the data input stage. Alternately, errors may have been made when distinguishing between who was completing the survey versus who was the head of the household. It is likely in some cases that the individual completing the GHS (possibly as they were the only individual present at the dwelling when the enumerator visited or as they possessed the highest literacy level) was recorded as the head of household when this was not in fact the case. Nevertheless, errors in the data set may have been one of the factors underlying the logistic regression model's discriminatory power.

A final limitation is that the present study did not assess the well-being of grandchildren or grandparents residing in grandparent-headed households. Research on grandparent-headed households has tended to focus on the well-being of grandchildren in relation to children's developmental outcomes (Dunifon, 2013; Dunifon & Kopko, 2011; Pittman, 2007; Sun, 2003). However, scant research has assessed custodial grandparent well-being in conjunction with the broader socioeconomic context in which grandparent-headed

households reside (Anderson et al., 2001). In line with Role Theory, role conflict is attenuated by personal, financial, social and health issues which arise from raising grandchildren (Boetto, 2010). Thus, to gain a comprehensive understanding of the custodial grandparents' experiences as second-time caregivers, the analysis of grandparents' health status should also be assessed. Furthermore, future studies should orient this information around qualitative analysis. Currently, the GHS is one of the only sources of data on various household compositions within South Africa. However, census data cannot provide a complete understanding of grandparents' experiences within grandparent-headed households (Anderson et al., 2001). Thus, such data should be complimented by in-depth qualitative analysis on specific communities.

6. Conclusion

Grandparent-headed households are a growing, adaptive and vibrant institution for numerous children experiencing adversity or crises (McGowen & Ladd, 2006). Although a great deal of research has focused on the role of household structure on children's educational outcomes such as grade repetition (Buchmann & Hannum, 2001), a paucity of literature has explored this relationship in relation to grandparent-headed households. Thus, the present study provided insight into the socioeconomic climate in which numerous grandparent-headed households in South Africa reside. Grandparent-headed households were on average poor, possessed a low education level and were run by females. Results from a logistic regression indicated that custodial grandparent's gender ($p = 0.03$), education level ($p = 0.04$) and monthly income ($p = 0.05$) were significantly associated with the incidence of grade repetition for grandchildren. Given the disadvantaged position of many grandparent-headed households, findings highlight the need for educators, welfare representatives, and professional workers to provide assistance and accommodations that are most appropriate to support grandchildren and grandparents residing in grandparent-headed households. However, longitudinal research is required in this field to enable sound conclusions on the impact of grandparent-headed households on grandchildren's educational outcomes to be determined. In addition, future empirical studies should be supplemented with qualitative analysis to gain a holistic understanding of grandchildren's and grandparent's experiences in grandparent-headed households in South Africa.

7. References

- AARP Foundation. (2012). *Grand fact state fact sheets for grandparents, relatives raising children*. Retrieved from <http://www.aarp.org/relationships/friendsfamily/grandfacts-sheets/>
- Alexander, K. L., Entwisle, D. R., & Dauber, S. L. (2003). *On the success of failure: A reassessment of the effects of retention in the primary school grades*. Cambridge, UK: Cambridge University Press.
- Amoateng, A.Y., Heaton, T. B., & Kalule-Sabiti, I. (2007). Living arrangements in South Africa. In A.Y. Amoateng & T.B. Heaton (Eds.), *Families and households in post-apartheid South Africa: Socio-demographic perspectives* (pp. 43-59). Cape Town, South Africa: HSRC Press.
- Anderson, K. G., Case, A., & Lam, D. (2001). Causes and consequences of schooling outcomes in South Africa: Evidence from survey data. *Social Dynamics*, 27(1), 37-59. doi: 10.1080/02533950108458703.
- Asmal K. & James, W. (2001). Education and democracy in South Africa today. *Daedalus*, 130, 185-204.
- Ataguba, J. E., Akazili, J., & McIntyre, D. (2011). Socioeconomic-related health inequality in South Africa: evidence from General Household Surveys. *International Journal for Equity in Health*, 10(1), 48.
- Australian Bureau of Statistics. (2005). *Family functioning: Grandparents raising their grandchildren*. Canberra: ABS.
- Backhouse, J. (2009). *Grandparents raising their grandchildren: impact of the transition from a traditional grandparent role to a grandparent-as-parent role* (unpublished doctoral dissertation). Southern Cross University, Lismore, NSW.
- Baker, L. A., & Silverstein, M. (2008). Preventive health behaviors among grandmothers raising grandchildren. *The Journal of Gerontology*, 63(5), 304–311.
- Bali, D. N. (2003). *The role of informal carers for HIV/AIDS patients in high prevalence sub-Saharan African countries*. Department of International Health, Liverpool School of Tropical Medicine, Liverpool, United Kingdom.
- Boetto, H. (2010). Kinship care: A review of issues. *Family Matters*, 85, 60-67.
- Booys, H. R., Adendorff, S. A., & Moodley, T. (2015). Grandparents as primary caregivers: a factor in the academic functioning and behaviour of their grandchildren. *Journal of Educational Studies*, 14(2), 139-154.
- Box, G. E. P., & Tidwell, P. W. (1962). Transformation of the independent variables. *Technometrics*, 4, 531-550.

- Boyle, J. R., & Anderson, T. (2000). Why students leave school: A review of literature. *Merc Publications*, 54, 1-31.
- Buchmann, C., & Hannum, E. (2001). Education and stratification in developing countries: A review of theories and research. *Annual review of sociology*, 27(1), 77-102.
- Bullock, K. (2004). The changing role of grandparents in rural families: the results of an exploratory study in South Eastern North Carolina. *Families in Society*, 85, 45–55.
- Bunch, S. G., Eastman, B. J., & Moore, R. R. (2007). A profile of grandparents raising grandchildren as a result of parental military deployment. *Journal of Human Behavior in the Social Environment*, 15(4), 1-12.
- Burnette, D. (1999). Social relationships of Latino grandparent caregivers: A role theory perspective. *The Gerontologist*, 39(1), 49-58.
- Campbell, D. T., & Stanley, J. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Carr, G. F., Hayslip, B., & Gray, J. (2012). The role of the caregiver burden in understanding African American custodial grandmothers. *Geriatric Nursing*, 33, 366-374.
- Chant, S. (2003). *Female household headship and the feminisation of poverty: facts, fictions and forward strategies*. Gender Institute, London School of Economics and Political Science, London, UK.
- Chen, F. and Liu, G. (2012). The health implications of grandparents caring for grandchildren in China. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 67(1): 99–112.
- Cheng, H. G., & Phillips, M. R. (2014). Secondary analysis of existing data: opportunities and implementation. *Shanghai Archives of Psychiatry*, 26(6), 371–375. doi: doi/org/10.11919/j.issn.1002-0829.2141714.
- Coldwell, J., Pike, A., & Dunn J. (2006). Household chaos—Links with parenting and child behaviour. *Journal of Child Psychology and Psychiatry*, 47, 1116–1122.
- Coleman, J. S. (1966). *Equality of educational opportunity*. Washington, DC: National Center for Educational Statistics
- Cox, C. B. (2007). Grandparent-headed families: Needs and implications for social work interventions and advocacy. *Families in Society*, 88(4), 561–566. doi:10.1606/10443894.36787795.2007.00513.
- Cozby, P. C. (2009). *Methods in behavioural research (10th ed.)*. New York, NY: McGrawHill.

- Dass-Brailsford, P. (2005). Exploring resiliency: Academic achievement among disadvantaged black youth in South Africa. *South African Journal of Psychology*, 35(3), 574-591.
- DeLeire, T., & Kalil, A. (2002). Good things come in threes: Single-parent multigenerational family structure and adolescent adjustment. *Demography*, 39, 393-413.
- Department of Education. (2001). *White Paper 6: Building an inclusive education and training system*. Retrieved from https://www.vvob.be/files/publicaties/rsa_education_white_paper_6.pdf
- Drew, R.S., Makufa, C., & Foster, G. (1998). Strategies for providing care and support to children orphaned by AIDS. *AIDS Care*, 10, 9-15.
- Dungumaro, E. W. (2008). Gender differentials in household structure and socioeconomic characteristics in South Africa. *Journal of Comparative Family Studies*, 39(4), 429-451.
- Dunifon, R. (2013). The influence of grandparents in the lives of children and adolescents. *Child Development Perspectives*, 7, 55-60. doi: 10.1111/cdep.120167795.2007.00513.
- Dunifon, R., & Kopko, K. (2011). Relationship quality and parenting among grandparent caregivers and teens. Retrieved from http://www.brookdalefoundation.net/RAPP/Web%20Chats/RAPP%20Presentation_T0%20SEND%20NO%20VIDEOS_DUNIFON.pdf
- Edwards, O. W., & Ray, S. (2008). An attachment and school satisfaction framework for helping children raised by grandparents. *School Psychology Quarterly*, 23, 125-138.
- Edwards, O & Ray, S. L. (2010). Value of family and group counseling models where grandparents function as parents to their grandchildren. *International Journal for the Advancement of Counselling*, 32, 178-190. doi: 10.1007/s10447-010-9098-9.
- Edwards, O. W. & Benson, N. F. (2010). A four-factor social support model to mediate stressors experienced by children raised by grandparents. *Journal of Applied School Psychology*, 26, 54-69.
- Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behaviour Research Methods*, 39, 175-191.
- Ferguson, H. B., Bovaird, S., & Mueller, M. P. (2007). The impact of poverty on educational outcomes for children. *Paediatrics and Child Health*, 12(8), 701-706. doi: doi.org/10.1093/pch/12.8.701.
- Fielding, N. G., & Fielding, J. L. (2003). Resistance and adaptation to criminal identity: Using secondary analysis to evaluate classic studies of crime and deviance. *Journal of Sociology*, 34(4): 671-689.

- Foster, G., Makufa, C., Drew, R., Kambeu, S., & Saurombe, K. (1996). Supporting children in need through a community-based orphan visiting programme. *AIDS Care*, 8(4), 389-404.
- Galobardes, B., Shaw, M., Lawlor, D. A., Lynch, J. W., & Davey-Smith, G. (2006). Indicators of socioeconomic position (part 1). *Journal of epidemiology and community health*, 60(1), 7-12.
- General Household Survey. Pretoria, South Africa: Statistics South Africa.
- González-Betancor, S. M., & López-Puig, A. J. (2016). Grade retention in primary education is associated with quarter of birth and socioeconomic status. *PLoS one*, 11(11), 66-68. doi:10.1371/journal.pone.0166431.
- Grant, A. (2014). Caregivers in Canada: *The effect of formal support needs on stress and mental health* (Unpublished master's thesis). University of Guelph. Ontario.
- Griggs, J., Tan, J. P., Buchanan, A., Attar-Schwartz, S., Flouri, E. (2010). 'They've always been there for me': grandparental involvement and child well-being. *Child Society*, 24, 200–214.
- Haahr, M. (2018, November 26). RANDOM.ORG: True Random Number Service. Retrieved from <https://www.random.org>
- Hagestad, G. O. (2006). Transfers between grandparents and grandchildren: The importance of taking a three-generation perspective. *Zeitschrift für Familienforschung*, 18(3), 315-332.
- Hall, K., & Sambu, W. (2017). *South African early childhood review*. Children Institute: University of Cape Town.
- Hamilton, H. A. 2005. Extended families and adolescent well-being. *Journal of Adolescent Health*, 36(3), 260 – 266.
- Hannum, E. (1999). *Poverty and educational access in rural China: Constraints in the household and village*. Paper presented at the Annual Meeting of the Population Association of America. New York, March.
- Harden, A. W., Clark, R. L., & Maguire, K. (1997). *Informal and formal kinship care*. Retrieved from <http://aspe.hhs.gov/hsp/cyp/xskincar.htm>.
- Hayslip B. & Goodman C. C. (2008). Grandparents raising grandchildren. *Journal of Intergenerational Relationships*, 5(4), 117-119. doi: 10.1300/J194v05n04_12.
- Hayslip, B., & Kaminski, P. (2008). *Parenting the custodial grandchild*. New York, NY: Springer.
- Ikeda, M., & García, E. (2014). Grade repetition. *OECD Journal: Economic Studies*, 2013(1), 269-315. http://dx.doi.org/10.1787/eco_studies-2013-5k3w65mx3hnx

- Jendrek, M. P. (1993). Grandparents who parent their grandchildren: Effects on lifestyle. *Journal of Marriage and the Family*, 55, 609-621.
- Jimerson, S. R., Ferguson, P., Whipple, A. D., Anderson, G. E., & Dalton, M. J. (2002). Exploring the association between grade retention and dropout: A longitudinal study examining socio-emotional, behavioral, and achievement characteristics of retained students. *The California School Psychologist*, 7(1), 51-62.
- Kakooza, J. (2004) *The role of elderly people in the era of HIV/AIDS in Africa*. Paper presented at the African Conference on Ageing, Johannesburg, South Africa, 18–20 August 2004.
- Kenyon, C., & Zondo, S. (2011). Why do some South African ethnic groups have very high HIV rates and others not? *African Journal of AIDS Research* 10(1), 51–62.
- Kimball, L. G. (2001). The Grandparent-Raising-Grandchildren Phenomenon in Michigan. *Dissertations*, 1372, 1-128.
- Kimenyi, M. S., & Mbaku, J. M. (1995). Female headship, feminization of poverty and welfare. *Southern Economic Journal*, 62(1), 44-52.
- Landry-Meyer, L. (1999). *Grandparents raising grandchildren: An investigation of roles and support* (Unpublished doctoral dissertation). Ohio State University; Columbus.
- Landry-Meyer, L., & Newman, B. M. (2004). An exploration of the grandparent caregiver role. *Journal of Family Issues*, 25(8), 1005-1025.
- Levetan, J. L., & Wild, L. G. (2016). The implications of maternal grandmother coresidence and involvement for adolescent adjustment in South Africa. *International Journal of Psychology*, 51(5), 356-365.
- Louw, M., Van der Berg, S., & Yu, D. (2006). Educational attainment and intergenerational social mobility in South Africa. *University of Stellenbosch, Stellenbosch Economic Working Paper*, 9(6), 1-43.
- Luo, Y. Y., LaPierre, T. A., Hughes, M. E. & Waite, L. J. (2012). Grandparents providing care to grandchildren: a population-based study of continuity and change. *Journal of Family Issues*, 33, 1143-1167.
- Lussier, G., Deater-Deckard, K., Dunn, J., & Davies, L. (2002). Support across two generations: Children's closeness to grandparents following parental divorce and remarriage. *Journal of Family Psychology*, 16(3), 363-375. doi: 10.1037/08933200.16.3.363.
- Makiwane, M., & Kwizera, S. A. (2006). An investigation of quality of life of the elderly in South Africa, with specific reference to Mpumalanga Province. *Applied Research in Quality of Life*, 1(4), 297-313. doi: <https://doi-org.ezproxy.uct.ac.za/10.1007/s11482-007-9022-6>.

- Makiwane, M., Schneider, M., & Gopane, M. (2004). *Experiences and needs of older persons in Mpumalanga*. South Africa: Human Sciences Research Council.
- Martinez, R. & Fernandez, A. (2010). *The social and economic impact of illiteracy: Analytical model and pilot study*. Santiago: OREALC/UNESCO.
- Martinson, M. M. (2013). *Grandparents raising grandchildren* (Unpublished master's thesis). The Faculty of the Adler Graduate School, USA.
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach*. Sage Publications: Thousand Oaks, CA
- McCoy, A. R., & Reynolds, A. J. (1999). Grade retention and school performance: An extended investigation. *Journal of School Psychology, 37*(3), 273-298.
- McGowen, M. R., Ladd, L., & Strom, R. D. (2006). On-line assessment of grandmother experience in raising grandchildren. *Educational Gerontology, 32*(8), 669-684.
- Minkler, M., & Fuller-Thomson, E. (2005). African American grandparents raising grandchildren: A national study using the Census 2000 American Community Survey. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences, 60*(2), 82-92.
- Minkler, M., Roe, K. M., & Robertson-Beckley, R. J. (1994). Raising children from crack-cocaine households: Effects on family and friendship ties of African American women. *American Journal of Orthopsychiatry, 64*(1), 20-27.
- Monserud, M. A., & Elder G. H. (2011). Household structure and children's educational attainment: A perspective on coresidence with grandparents. *Journal of Marriage and Family, 73*, 981-1000.
- Mueller, M. M., & Elder Jr., G. H. (2003). Family contingencies across the generations: Grandparent-grandchild relationships in holistic perspective. *Journal of Marriage and Family, 65*, 404-417.
- Nyambedha, E. O., Wandibba, S., & Aagaard-Hansen, J. (2003). Changing patterns of orphan care due to the HIV epidemic in western Kenya. *Social Science & Medicine, 57*(2), 301-311.
- Nyasani, E., Sterberg, E., & Smith, H. (2009). Fostering children affected by AIDS in Richards Bay, South Africa: A qualitative study of grandparents' experiences. *African Journal of AIDS Research, 8*(2), 181-192.
- Parker, M. (2015). *Sharing Research Data to Improve Public Health in Africa: A Summary*. Washington: National Academies.
- Peaker, G. F. (1971). *The Plowden Children, Four Years Later*. London, UK: National Foundation for Educational Research in England and Wales.

- Pittman, L. D. (2007). Grandmothers' involvement among young adolescents growing up in poverty. *Journal of Research on Adolescence, 17*(1), 89-116. doi: 10.1111/j.1532-Psychology, 51(5), 356-365.
- Ramey, S. L., Lanzi, R. G., Phillips, M. M., & Ramey, C. T. (1998). Perspectives of former Head Start children and their parents on school and the transition to school. *The Elementary School Journal, 98*(4), 311-327.
- Reynolds, G. P., Wright, J. V. & Beale, B. (2003). The roles of grandparents in educating today's children. *Journal of Instructional Psychology, 30*, 316-325.
- Rumberger, R. W., & Lim, S. A. (2008). Why students drop out of school: A review of 25 years of research. *California Dropout Research Project, 15*, 1-3.
- Russell, B., Meny-Gibert, S., & Parenzee, L. (2009). *Access to Education*. Johannesburg: Social Surveys Africa.
- Sachs, S. E., & Sachs, J. D. (2004). African children orphaned by AIDS. *The Lancet, 364*, 1404.
- Sathar, Z., & Lloyd, C. B. (1993). Who Gets Primary Education in Pakistan: Inequalities Among and Within Families. *Pakistan Development Review, 23*(2).
- Sawyer, R. J. & Dubowitz, H. (1994) School performance of children in kinship care. *Child Abuse Neglect, 18*(7), 587-97.
- Sheehan, N. W., & Petrovic, K. (2008). Grandparents and their adult grandchildren: Recurring themes from the literature. *Marriage & Family Review, 44*(1), 99-124.
- Shepard, L. A., & Smith M. L (1990). Synthesis of research on grade retention. *Educational Leadership, 47*(8), 84-88.
- Shisana, O., & Simbayi, L. C. (2002). *Nelson Mandela/HSRC study of HIV/AIDS: South African national HIV prevalence, behavioural risks and mass media: Household survey 2002*. Cape Town, SA: HSRC Press.
- Sibanda, A. (2011). Ethnic differences in the living arrangements of children in South Africa. *Journal of Comparative Family Studies, 42*, 479-508.
- Smith, G. C., & Palmieri, P. A. (2007). Risk of psychological difficulties among children raised by custodial grandparents. *Psychiatric Services, 58*(10), 1303-1310.
- Social Surveys (2010). *Grade repetition in South Africa: Facts, figures and possible interventions*. Retrieved from <https://www.socialsurveys.co.za/factsheets/GradeRepetition/index.html#page/3>.
- Sperandei, S. (2014). Understanding logistic regression analysis. *Biochemia Medica, 24*(1), 12-18. <http://doi.org/10.11613/BM.2014.003>.

- Stash, S., & Hannum, E. (2001). Who goes to school? Educational stratification by gender, caste, and ethnicity in Nepal. *Comparative Education Review*, 45(3), 354-378. doi: 0010/4086/2001/4503-0003\$02.0.
- Statistics South Africa (2012). *Living conditions of households in South Africa: An analysis of household expenditure and income data using the LCS 2014/2015*. Pretoria, South Africa: Statistics South Africa.
- Statistics South Africa (2013). *Social profile of vulnerable groups in South Africa, 2002-2012*. Pretoria, South Africa: Statistics South Africa.
- Statistics South Africa (2016). *Education series volume III: Educational enrolment and achievement*. Pretoria, South Africa: Statistics South Africa. Retrieved from <http://www.statssa.gov.za/publications/Report%2092-01-03/Report%2092-01-032016.pdf>
- Sticht, T. G., & McDonald, B. A. (1990). *Teach the mother and reach the child: Literacy across generations*. Geneva, CHE: International Bureau of Education
- Strassburg, S. (2010). *Access to education in South Africa: Submission to the portfolio Committee on Basic Education*. Johannesburg: Social Surveys Africa.
- Sun, Y. (2003). The well-being of adolescents in households with no biological parents. *Journal of Marriage and Family*, 65(4), 894-909.
- Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics*. Boston: Allyn & Bacon.
- Taylor, P., & Keeter, S. (2010). *Millennials: Confident. Connected. Open to change*. Retrieved from <http://www.pewsocialtrends.org/files/2010/10/764-children-raised-bygrandparents.pdf>
- Tripathy, J. P. (2013). Secondary data analysis: Ethical issues and challenges. *Iranian Journal of Public Health*, 42(12), 1478-9.
- UNICEF (2008). *The state of the world's children 2009: maternal and newborn health*. New York: UNICEF Publications.
- Waldrop, D. P. (2004). Caregiving issues for grandmothers raising their grandchildren. *Journal of Human Behavior in the Social Environment*, 7(4), 201-223.
- Washington, T., Gleeson, J. P., & Rulison, K. L. (2013). Competence and African American children in informal kinship care: The role of family. *Children and Youth Services Review*, 35(9), 1305-1312.
- Wild, L. (2016). Grandfather involvement and adolescent well-being in South Africa. In A. Buchanan & A. Rotkirch (Eds.), *Grandfathers: Global perspectives* (pp. 249-266). London, England: Palgrave Macmillan.

- Williams M. L. (2011). The changing roles of grandparents raising grandchildren, *Journal of Human Behavior in the Social Environment*, 21(8), 948-962. doi: 10.1080/10911359.2011.588535
- Wojtkiewicz, R. A. (1993). Simplicity and complexity in the effects of parental structure on high school graduation. *Demography*, 30(4), 701-717.
- Yardley, A., Mason, J., & Watson, E. (2009). *Kinship care in NSW: Finding a way forward*. Sydney: Social Justice Social Change Research Centre, University of Western Sydney

Appendix A: Permission to utilise the GHS

Dear Ashley

I hereby give you permission to use the General Household Survey 2014 data set for your master research thesis.

Yours sincerely

Dr Isabella Schmidt
Chief Director Social Statistics
Statistics South Africa

Published by Statistics South Africa, Private Bag X44, Pretoria 0001

© Statistics South Africa, 2015

Users may apply or process this data, provided Statistics South Africa (Stats SA) is acknowledged as the original source of the data; that it is specified that the application and/or analysis is the result of the user's independent processing of the data; and that neither the basic data nor any reprocessed version or application thereof may be sold or offered for sale in any form whatsoever without prior permission from Stats SA.

A complete set of Stats SA publications is available at Stats SA Library and the following libraries:

- National Library of South Africa, Pretoria Division
- National Library of South Africa, Cape Town Division
- Library of Parliament, Cape Town
- Bloemfontein Public Library
- Natal Society Library, Pietermaritzburg
- Johannesburg Public Library
- Eastern Cape Library Services, King William's Town
- Central Regional Library, Polokwane
- Central Reference Library, Nelspruit
- Central Reference Collection, Kimberley
- Central Reference Library, Mmabatho

This publication is available both in hard copy and on the Stats SA website www.statssa.gov.za.

The data and metadata set from the *General Household Survey, July 2014* will be available on CD-ROM. A charge may be made according to the pricing policy, which can be seen on the website.

General Household Survey 2014

<p>A: Particulars of the dwelling</p> <p>A1: PSU Number Segment <input type="text"/></p> <p>A2: Dwelling Unit Number <input type="text"/></p> <p>A3: Physical ID of the Dwelling Unit/Household <input type="text"/></p> <p>A4: Telephone number of enumerated household <input type="text"/></p> <p>A5: Total number of persons in household <input type="text"/></p> <p>A6: Questionnaire number of this household <input type="text"/></p> <p>B: Households at the selected dwelling unit</p> <p>B1: Household number for this household <input type="text"/></p> <p>B2: Total number of households at selected dwelling <input type="text"/></p> <p>C: Field staff</p> <p>Survey Officer name <input type="text"/> Assignment Number <input type="text"/></p> <p>DSC name <input type="text"/> Assignment Number <input type="text"/></p> <p>PQM name <input type="text"/> Assignment Number <input type="text"/></p>	<p>Unique No. <input type="text"/></p> <p>D: Survey period <input type="text"/> 2 0 1 4</p> <p>E: Response details</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Visit No.</th> <th>Date actual d d m m y y y y</th> <th>Result Code</th> <th>Next Visit (Planned) d d m m y y y y</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>2</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>3</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>4</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </tbody> </table> <p>E2: FINAL RESULT CODE <input type="text"/></p> <p>E3: Comments and full details for result codes 2-11 <input type="text"/></p> <p style="text-align: center;">d d m m y y y y</p> <p style="text-align: center;">d d m m y y y y</p> <p style="text-align: center;">d d m m y y y y</p>	Visit No.	Date actual d d m m y y y y	Result Code	Next Visit (Planned) d d m m y y y y	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	4	<input type="text"/>	<input type="text"/>	<input type="text"/>
Visit No.	Date actual d d m m y y y y	Result Code	Next Visit (Planned) d d m m y y y y																		
1	<input type="text"/>	<input type="text"/>	<input type="text"/>																		
2	<input type="text"/>	<input type="text"/>	<input type="text"/>																		
3	<input type="text"/>	<input type="text"/>	<input type="text"/>																		
4	<input type="text"/>	<input type="text"/>	<input type="text"/>																		

RESULT CODES			
01	Completed	07	Listing error
02	Non-contact	08	Demolished
03	Refused	09	Change of status
04	Partly completed	10	Other non-response
05	No usable information	11	End at Question B
06	Vacant/unoccupied DU		

Aim and use of the survey

The aim of the General Household Survey (GHS) is to measure the level of development and performance of various government programmes and projects.

It is essential for any country to measure the characteristics of its population and monitor changes in those characteristics over time. Various Government Departments are stakeholders in the GHS and the information collected is provided to them for further analysis. The GHS's results will help in the compilation of indicators of living standards and service delivery such as average household size, literacy, patterns of home ownership, access to water and sanitation facilities, access to social welfare services, use and access to transport as well as access and service delivery related to healthcare facilities and education institutions.

The survey design

A representative national sample of 31 771 Dwelling Units (DUs) has been drawn from the 3 058 Primary Sampling Units (PSUs) that form the current master sample. The master sample is based on the 2001 Population Census Enumeration Areas (EAs). Between 1 and 30 dwelling units have been randomly sampled from each PSU and all the households residing within these sampled dwelling units will be enumerated.

Write figures very carefully

Close the zeros (0) so that they will not be mistaken for the sixes (6).

When there is more than one zero (0), as for instance in the value 1 000, do not connect the zeros on top, which is very common. Don't write the figures sideways or diagonally. Never use decimal points (or decimal commas).

Your figures should be made like this:

1 2 3 4 5
6 7 8 9 0

Your crosses should not touch the sides:

X

FLAP This section covers particulars of each person in the household

The following information must be obtained for every person who is considered to be a member of the household.

Only add persons who had stayed here for at least four nights on average per week for the last four weeks. **Do not forget babies.**

If there are more than 10 persons in the household, use a second questionnaire.

h h m m

INTERVIEW START TIME

		01	02	03	04	05	06	07	08	09	10	
A First name and surname	First name: <i>Write down first name and surname of each member of the household, starting with the head or acting head. If more than one head or acting head take the oldest.</i>											
	Surname:											
B	Has stayed here (in this household) for at least four nights on average per week during the last four weeks? 1= Yes 2= No → If "No", End of interview	<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	<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	What is’s date of birth and age in completed years?											
	Day of Birth: <i>Example of day</i> 05	d d <input type="text"/> <input type="text"/>	d d <input type="text"/> <input type="text"/>	d d <input type="text"/> <input type="text"/>	d d <input type="text"/> <input type="text"/>	d d <input type="text"/> <input type="text"/>	d d <input type="text"/> <input type="text"/>	d d <input type="text"/> <input type="text"/>	d d <input type="text"/> <input type="text"/>	d d <input type="text"/> <input type="text"/>	d d <input type="text"/> <input type="text"/>	
	Month of birth: <i>Example of month</i> 11	m m <input type="text"/> <input type="text"/>	m m <input type="text"/> <input type="text"/>	m m <input type="text"/> <input type="text"/>	m m <input type="text"/> <input type="text"/>	m m <input type="text"/> <input type="text"/>	m m <input type="text"/> <input type="text"/>	m m <input type="text"/> <input type="text"/>	m m <input type="text"/> <input type="text"/>	m m <input type="text"/> <input type="text"/>	m m <input type="text"/> <input type="text"/>	m m <input type="text"/> <input type="text"/>
	Year of birth: <i>Example of year</i> 2007	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	y y y y <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Age in years <i>Less than one year = 0</i>												

	01	02	03	04	05	06	07	08	09	10
E What population group does belong to?										
1= Black African	1	1	1	1	1	1	1	1	1	1
2= Coloured	2	2	2	2	2	2	2	2	2	2
3= Indian/Asian	3	3	3	3	3	3	3	3	3	3
4= White	4	4	4	4	4	4	4	4	4	4
5= Other (specify in box below)	5	5	5	5	5	5	5	5	5	5

F Is there any other person residing in this household, other than those already mentioned, who is not presently here?	Yes	→ <i>If "Yes", Go back to A</i>
	No	

Ask for all household members aged 0-4 years. Otherwise go to Q1.9

		01	02	03	04	05	06	07	08	09	10	
1.6 Which of the following does the child currently attend? 1= Grade R 2= Pre-school / nursery school/ Grade 00/Grade 000 3= Creche / educare centre 4= Day-mother / gogo 5= Other (specify in the block) 6= None 7= Do not know	} Go to Q 1.8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Where is he/she during the day for most of the time? 1 = At home with parent, foster parent or guardian 2 = At home with another adult 3 = At home with someone younger than 18 years 4 = At someone else's dwelling 5 = Other	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
1.8 Is...exposed to an Early Childhood development programme in any way? <i>ECD refers to the emotional, cognitive, sensory, spiritual, moral, physical, social and communication development of a child.</i> 1 = Yes 2 = No 3 = Do not know	<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	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	

►-Go to Section 2

Ask for all household members who are 5 years and older

	01	02	03	04	05	06	07	08	09	10
<p>1.10 Is or willattend an educational institution during this academic year? <i>e.g. school, university, home school, Early Childhood Development Centre (ECD), e.g. day care, crèche, pre-school, nursery school or pre- primary school, distance/correspondence education. Only include courses of six months and longer.</i></p> <p>1 = Yes → Go to Q1.12</p> <p>2 = No</p> <p>3 = Do not know → Go to Section 2</p>	<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
<p>1.11 Ask if "No" in Q1.10 What is the main reason why is/will not be attending any educational institution?</p> <p>01 = Too old/young</p> <p>02 = Has completed education/satisfied with my level of education/do not want to study</p> <p>3 = School/education institution is too far</p> <p>4 = Difficulties to get to school (transport)</p> <p>5 = No money for fees</p> <p>6 = He or she is working at home or business/job</p> <p>7 = Do not have time/too busy</p> <p>8 = Family commitment (e.g.child minding)</p> <p>9 = Education is useless or not interesting</p> <p>10 = Unable to perform at school</p> <p>11 = Illness</p> <p>12 = Pregnancy</p> <p>13 = Failed exams</p> <p>14 = Got married</p> <p>15 = Disability</p> <p>16 = Violence in school</p> <p>17 = Not accepted for enrolment</p> <p>18 = Other</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Go to Section 2

	01	02	03	04	05	06	07	08	09	10
1.15d Ask if "No" in Q1.15c										
What is the main reason why is not attending the nearest institution?										
01 = Inadequate facilities (e.g. classroom, laboratories)										
02 = Lack of resources/equipment (e.g. computers, textbooks, laboratory equipment, sports equipment)										
03 = Lack of services (e.g. water, electricity, toilets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04 = Quality of teaching is poor										
05 = Overcrowded classes										
06 = Lack of safety										
07 = Weak management										
08 = Lack of discipline										
09 = No/too few extra-mural activities										
10 = Not accepted for enrolment										
11 = Preferred courses/subject not offered										
12 = Current institution better than closest										
13 = Other (specify in the box below)										
1.16 What is the total amount of tuition fees paid by this household for ... this year? <i>Add expenses made to date as well as expected expenses for the remainder of the year. Do not include the cost of uniforms, books and other learning materials, accommodation fees, sports fees and transport fees.</i>										
00 = None										
01 = R1 - R100										
02 = R101 - R200										
03 = R201 - R300										
04 = R301 - R500										
05 = R501 - R1 000										
06 = R1 001 - R2 000										
07 = R2 001- R3 000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08 = R3 001- R4 000										
09 = R4 001- R8 000										
10 = R8 001- R12 000										
11 = R12 001 - R16 000										
12 = R16 001 - R20 000										
13 = More than R20 000										
14 = Do not know										



	01	02	03	04	05	06	07	08	09	10
1.17 Ask if "None" in Q1.16										
If no fees were paid for education, why were no fees paid?										
1	= Cannot afford to pay									
2	= Do not want to pay									
3	= No fee school (school did not ask for fees)									
4	= got a fee exemption									
5	= got a bursary covering all costs									
6	= Other (specify in the block)									
1.18 Ask for all respondents who are currently attending educational institutions										
This academic year, has benefited from any fee reductions and/or partial bursaries?										
1	1	1	1	1	1	1	1	1	1	1
= Yes										
2	2	2	2	2	2	2	2	2	2	2
= No										
3	3	3	3	3	3	3	3	3	3	3
= Do not know										
1.19a Ask of respondents who are currently attending grade 1 to 9.										
During the current academic year, has received national work books in:										
a	a	a	a	a	a	a	a	a	a	a
= Languages (any language)										
b	b	b	b	b	b	b	b	b	b	b
= Mathematics										
CODES										
1 = Yes										
2 = No										
3 = Do not know										

		01		02		03		04		05		06		07		08		09		10		
2.5a In the past three months, did suffer from any of the following injuries?		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
01	=Motor vehicle injury - occupant	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
02	=Motor vehicle injury - pedestrian	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
03	=Bicycle related	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
04	=Gun shot wounds	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
05	=Severe trauma due to violence, assault, beating	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
06	=Crime related injury	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
07	=Fire or burn	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
08	=Accidental poisoning	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
09	=Intentional poisoning	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
10	=Sports related	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
11	=Other injury (specify in box)	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
If all options = "No", then go to Q2.6a																						
2.5b How many days did miss school or work due to this injury mentioned in Q2.5a?																						
1	= None																					
2	= Less than 7 days																					
3	= 7-20 days																					
4	= 21-31 days																					
5	= More than 31 days																					
6	= Does not go to school or work																					
7	= Do not know																					

	01		02		03		04		05		06		07		08		09		10	
2.6a Has a doctor/nurse/other healthcare worker at a clinic/hospital/private practice ever told that he/she has /had any of the following?	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
<i>Read all the options</i>																				
01 =Asthma	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
02 =Diabetes	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
03 =Cancer	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
04 =HIV and AIDS	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
05 =Hypertension/high blood pressure	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
06 =Arthritis	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
07 =Stroke	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
08 =Heart attack / Myocardial infarction	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
09 =Tuberculosis	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
10 =Mental Illness	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
11 =Epilepsy	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
12 =Meningitis and Sinusitis	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
13 =Pneumonia	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
14 =Bronchitis	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
15 =High Cholesterol	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
16 =Osteoporosis	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
17 =Other (specify in the box)	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2

If all options in 2.6a are "no" then — Go to Q2.7a

	01	02	0304	05	06	07	08	09	10	
2.6b If "Yes" to any option in 2.6a Istaking medication for the illness(es) listed in Q2.6a? Use codes 1 to 4 in the block <i>next to the disease to indicate whether</i> <i>medication is taken or not</i>										
a = Asthma	a <input type="checkbox"/>	a <input type="checkbox"/>	<input type="checkbox"/> a	<input type="checkbox"/> a	<input type="checkbox"/> a	<input type="checkbox"/> a	<input type="checkbox"/> a	<input type="checkbox"/> a	a <input type="checkbox"/>	a <input type="checkbox"/>
b = Diabetes	b <input type="checkbox"/>	b <input type="checkbox"/>	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b	<input type="checkbox"/> b	b <input type="checkbox"/>	b <input type="checkbox"/>
c = Cancer	c <input type="checkbox"/>	c <input type="checkbox"/>	<input type="checkbox"/> c	<input type="checkbox"/> c	<input type="checkbox"/> c	<input type="checkbox"/> c	<input type="checkbox"/> c	<input type="checkbox"/> c	c <input type="checkbox"/>	c <input type="checkbox"/>
d = HIV and AIDS	d <input type="checkbox"/>	d <input type="checkbox"/>	<input type="checkbox"/> d	<input type="checkbox"/> d	<input type="checkbox"/> d	<input type="checkbox"/> d	<input type="checkbox"/> d	<input type="checkbox"/> d	d <input type="checkbox"/>	d <input type="checkbox"/>
e = Hypertension/high blood pressure	e <input type="checkbox"/>	e <input type="checkbox"/>	<input type="checkbox"/> e	<input type="checkbox"/> e	<input type="checkbox"/> e	<input type="checkbox"/> e	<input type="checkbox"/> e	<input type="checkbox"/> e	e <input type="checkbox"/>	e <input type="checkbox"/>
f = Arthritis	f <input type="checkbox"/>	f <input type="checkbox"/>	<input type="checkbox"/> f	<input type="checkbox"/> f	<input type="checkbox"/> f	<input type="checkbox"/> f	<input type="checkbox"/> f	<input type="checkbox"/> f	f <input type="checkbox"/>	f <input type="checkbox"/>
g = Stroke	g <input type="checkbox"/>	g <input type="checkbox"/>	<input type="checkbox"/> g	<input type="checkbox"/> g	<input type="checkbox"/> g	<input type="checkbox"/> g	<input type="checkbox"/> g	<input type="checkbox"/> g	g <input type="checkbox"/>	g <input type="checkbox"/>
h = Heart attack / Myocardial infarction	h <input type="checkbox"/>	h <input type="checkbox"/>	<input type="checkbox"/> h	<input type="checkbox"/> h	<input type="checkbox"/> h	<input type="checkbox"/> h	<input type="checkbox"/> h	<input type="checkbox"/> h	h <input type="checkbox"/>	h <input type="checkbox"/>
i = Tuberculosis	i <input type="checkbox"/>	i <input type="checkbox"/>	<input type="checkbox"/> i	<input type="checkbox"/> i	<input type="checkbox"/> i	<input type="checkbox"/> i	<input type="checkbox"/> i	<input type="checkbox"/> i	i <input type="checkbox"/>	i <input type="checkbox"/>
j = Mental Illness	j <input type="checkbox"/>	j <input type="checkbox"/>	<input type="checkbox"/> j	<input type="checkbox"/> j	<input type="checkbox"/> j	<input type="checkbox"/> j	<input type="checkbox"/> j	<input type="checkbox"/> j	j <input type="checkbox"/>	j <input type="checkbox"/>
k = Epilepsy	k <input type="checkbox"/>	k <input type="checkbox"/>	<input type="checkbox"/> k	<input type="checkbox"/> k	<input type="checkbox"/> k	<input type="checkbox"/> k	<input type="checkbox"/> k	<input type="checkbox"/> k	k <input type="checkbox"/>	k <input type="checkbox"/>
l = Meningitis and Sinusitis	l <input type="checkbox"/>	l <input type="checkbox"/>	<input type="checkbox"/> l	<input type="checkbox"/> l	<input type="checkbox"/> l	<input type="checkbox"/> l	<input type="checkbox"/> l	<input type="checkbox"/> l	l <input type="checkbox"/>	l <input type="checkbox"/>
m = Pneumonia	m <input type="checkbox"/>	m <input type="checkbox"/>	<input type="checkbox"/> m	<input type="checkbox"/> m	<input type="checkbox"/> m	<input type="checkbox"/> m	<input type="checkbox"/> m	<input type="checkbox"/> m	m <input type="checkbox"/>	m <input type="checkbox"/>
n = Bronchitis	n <input type="checkbox"/>	n <input type="checkbox"/>	<input type="checkbox"/> n	<input type="checkbox"/> n	<input type="checkbox"/> n	<input type="checkbox"/> n	<input type="checkbox"/> n	<input type="checkbox"/> n	n <input type="checkbox"/>	n <input type="checkbox"/>
o = High Cholesterol	o <input type="checkbox"/>	o <input type="checkbox"/>	<input type="checkbox"/> o	<input type="checkbox"/> o	<input type="checkbox"/> o	<input type="checkbox"/> o	<input type="checkbox"/> o	<input type="checkbox"/> o	o <input type="checkbox"/>	o <input type="checkbox"/>
p = Osteoporosis	p <input type="checkbox"/>	p <input type="checkbox"/>	<input type="checkbox"/> p	<input type="checkbox"/> p	<input type="checkbox"/> p	<input type="checkbox"/> p	<input type="checkbox"/> p	<input type="checkbox"/> p	p <input type="checkbox"/>	p <input type="checkbox"/>
q = Other	q <input type="checkbox"/>	q <input type="checkbox"/>	<input type="checkbox"/> q	<input type="checkbox"/> q	<input type="checkbox"/> q	<input type="checkbox"/> q	<input type="checkbox"/> q	<input type="checkbox"/> q	q <input type="checkbox"/>	q <input type="checkbox"/>
CODES	1 = Yes 2 = No 3 = Do not know 4 = Not applicable									

	01	02	03	04	05	06	07	08	09	10
4.2a What is’s total salary/pay at his/her main job? <i>Including overtime, allowances and bonus, before any tax or deductions. Give amount in whole figures, without any text or decimals. If “NONE”, “REFUSE” or “DO NOT KNOW” write 999 999 999 and — Go to Q4.3</i>	Rands	Rands	Rands	Rands	Rands	Rands	Rands	Rands	Rands	Rands
4.2b Ask only if an amount is given in Q4.2a Is this										
1 = Per week	1	1	1	1	1	1	1	1	1	1
2 = Per month	2	2	2	2	2	2	2	2	2	2
3 = Annually	3	3	3	3	3	3	3	3	3	3
— Go to Q4.4a										
4.3 Only if “NONE”, “REFUSE” or “DO NOT KNOW” in Q 4.2a. Show prompt card 3 and mark the applicable code										
	Weekly	Monthly	Annually							
01	NONE	NONE	NONE							
02	R1 - R46	R1 - R200	R1 - R2 400							
03	R47 - R115	R201 - R500	R2 401 - R6 000							
04	R116 - R231	R501 - R1 000	R6 001 - R12 000							
05	R232 - R346	R1 001 - R1 500	R12 001 - R18 000							
06	R347 - R577	R1 501 - R2 500	R18 001 - R30 000							
07	R578 - R808	R2 501 - R3 500	R30 001 - R42 000							
08	R809 - R1 039	R3 501 - R4 500	R42 001 - R54 000							
09	R1 040 - R1 386	R4 501 - R6 000	R54 001 - R72 000							
10	R1 387 - R1 848	R6 001 - R8 000	R72 001 - R96 000							
11	R1 849 - R2 540	R8 001 - R11 000	R96 001 - R132 000							
12	R2 541 - R3 695	R11 001 - R16 000	R132 001 - R192 000							
13	R3 696 - R6 928	R16 001 - R30 000	R192 001 - R360 000							
14	R6 929 OR MORE	R30 001 OR MORE	R360 001 OR MORE							
15	DON'T KNOW	DON'T KNOW	DON'T KNOW							
16	REFUSE	REFUSE	REFUSE							

SECTION 5 : GENERAL HOUSEHOLD INFORMATION AND SERVICE DELIVERY

This section covers general information regarding the household.

Ask a responsible person in the household to answer on behalf of the household.

HOUSING Ask all households

5.1 Indicate the type of main dwelling and other dwelling that the household occupies?		Main dwelling	Other dwelling
01	= Dwelling/house or brick/concrete block structure on a separate stand or yard or on farm		
02	= Traditional dwelling/hut/structure made of traditional materials		
03	= Flat or apartment in a block of flats		
04	= Cluster house in complex		
05	= Town house (semi-detached house in complex)		
06	= Semi-Detached house		
07	= Dwelling/house/flat/room in backyard		
08	= Informal dwelling/shack in backyard		
09	= Informal dwelling/shack not in backyard, e.g. in an informal/squatter settlement or on farm		
10	= Room/flatlet on a property or a larger dwelling/servants' quarters/granny flat		
11	= Caravan/tent		
12	= Other (specify)		
5.2 What is the main material used for the walls and the roof of the main dwelling?		Walls	Roof
01	= Bricks		
02	= Cement block/concrete		
03	= Corrugated iron/zinc		
04	= Wood		
05	= Plastic		
06	= Cardboard		
07	= Mud and cement mix		
08	= Wattle and daub		
09	= Tile		
10	= Mud		
11	= Thatching/grass		
12	= Asbestos		
13	= Other (specify)		

5.3 What is the main material used for the floor of the main dwelling?				
NATURAL FLOOR				
01	= Earth/Sand			
02	= Dung			
RUDIMENTARY FLOOR				
03	= Wood/Planks			
FINISHED FLOOR				
04	= Parquet/polished wood			
05	= Vinyl or asphalt strips			
06	= Ceramic Tiles			
07	= Cement			
08	= Carpet			
09	= Other Specify			
5.4 In what condition are the walls, roof and floor of the main dwelling? Is it very weak, weak, needing repairs, good or very good?		Walls	Roof	Floor
1	= Very weak	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2	= Weak	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
3	= Need minor repairs	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
4	= Good	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
5	= Very good	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5
5.5 How many of the following rooms does this household occupy?		All dwellings in the household		
Open plan dining rooms/sitting rooms/TV rooms				
Lounge/dining room/sitting room/TV room (closed)				
Bedrooms				
One room with multiple uses				
Kitchen				
Bathrooms				
Toilets (room with only a toilet)				
Other rooms				
Total				

5.11 Did any member of this household receive a government housing subsidy, such as an RDP housing subsidy, to obtain this dwelling or any other dwelling? *Do not include housing subsidies for government employees.*

- | | | |
|-----|-------------|---|
| 1 = | Yes | 1 |
| 2 = | No | 2 |
| 3 = | Do not know | 3 |

WATER - Ask all households

5.12 What is the household's main source of drinking water?

- | | | | |
|----|---------------------------------------|----------------------|--------------------------|
| 01 | = Piped (tap) water in dwelling/house | — Go to Q5.14 | <input type="checkbox"/> |
| 02 | = Piped (tap) water in yard | — Go to Q5.14 | <input type="checkbox"/> |
| 03 | = Borehole in yard | — Go to Q5.14 | <input type="checkbox"/> |
| 04 | = Rain-water tank in yard | — Go to Q5.14 | <input type="checkbox"/> |
| 05 | = Neighbour's tap | | |
| 06 | = Public/communal tap | | |
| 07 | = Water-carrier/tanker | | |
| 08 | = Borehole outside yard | | |
| 09 | = Flowing water/stream/river | | |
| 10 | = Stagnant water/dam/pool | | |
| 11 | = Well | | |
| 12 | = Spring | | |
| 13 | = Other (specify) | | |

Ask if water is not in dwelling, or in yard.

5.13a How far is the water source from the dwelling or yard (200m is equal to the length of two football/soccer fields)?

- | | | |
|---|----------------------------|---|
| 1 | = Less than 200 metres | 1 |
| 2 | = 201 - 500 metres | 2 |
| 3 | = 501 metres - 1 kilometre | 3 |
| 4 | = More than 1 kilometre | 4 |
| 5 | = Do not know | 5 |

Ask if water is not from a pipe or a tap. Otherwise go to Q5.14

5.13b Did you use piped or tap water at any time in the past while living in this community, but have stopped as a result of the system breaking down?

- | | | |
|--------|--------------------------|---|
| 1= Yes | <input type="checkbox"/> | 1 |
| 2= No | <input type="checkbox"/> | 2 |

Ask all households

5.14 Is the water from the main source of drinking water before any treatment

Read all the options

- | | | Yes | No |
|---|---------------------------------------|-----|----|
| 1 | =Safe to drink? | 1 | 2 |
| 2 | =Clear (has no colour / free of mud)? | 1 | 2 |
| 3 | =Good in taste? | 1 | 2 |
| 4 | =Free from bad smells? | 1 | 2 |

5.15 Do household members treat the water used for drinking? *This may include boiling, adding chlorine or other chemicals, filtering.*

- | | | |
|---|-----------------|---|
| 1 | =Yes, always | 1 |
| 2 | =Yes, sometimes | 2 |
| 3 | =No, never | 3 |

5.16 Is your main source of drinking water supplied by a municipality?

- | | | |
|----------------|----------------------|---|
| 1 =Yes | | 1 |
| 2 =No | — Go to Q5.22 | 2 |
| 3 =Do not know | — Go to Q5.22 | 3 |

5.17 Ask if "Yes" in Q5.16

How do you rate the municipal water services you receive?

- | | |
|------------|---|
| 1 =Good | 1 |
| 2 =Average | 2 |
| 3 =Poor | 3 |

5.18a Does the household pay for municipal water? *If cost of water is included in a levy/rent paid to a housing complex/owner/landlord, the response should be "No".*

1 = Yes	→Go to Q5.19a	<input type="checkbox"/>	1
2 = No		<input type="checkbox"/>	2

5.18b Ask if "No" in Q5.18a

What is the main reason why the household does not pay for water

- 01 = Use own source of water
- 02 = Use a free water source
- 03 = Pay directly to landlord as part of rent
- 04 = Payment included in levy
- 05 = Permission from municipality not to pay
- 06 = Do not have water meter
- 07 = Water meter not working/broken
- 08 = Do not receive water bill
- 09 = Community decision not to pay
- 10 = Cannot afford to pay
- 11 = Water supply irregular
- 12 = Water supply has been stopped
- 13 = Other (specify)

5.19a Has your municipal water supply been interrupted at any time during the last 12 months?

- | | | | |
|---------|--------------|--------------------------|---|
| 1 = Yes | | <input type="checkbox"/> | 1 |
| 2 = No | →Go to Q5.22 | <input type="checkbox"/> | 2 |

5.19b Ask if 'Yes' in 5.19a

If yes, what was the main reason for the interruption?

- 1 = General maintenance
- 2 = Water only delivered at fixed times
- 3 = Non-payment for services (cut off)
- 4 = Other (specify)
- 5 = Do not know

5.20 Thinking about the interruptions in your municipal water supply over the last 12 months, was any specific interruption longer than two days?

1 = Yes		<input type="checkbox"/>	1
2 = No		<input type="checkbox"/>	2
3 = Do not know		<input type="checkbox"/>	3

5.21 If you add all the days that your municipal water supply was interrupted over the last 12 months, was it more than 15 days in total?

1 = Yes		<input type="checkbox"/>	1
2 = No		<input type="checkbox"/>	2
3 = Do not know		<input type="checkbox"/>	3

SANITATION - Ask all households

5.22 What type of toilet facility is used by this household?

- | | | | |
|---|--------------|--------------------------|--|
| 01 = Flush toilet connected to a public sewerage system | | <input type="checkbox"/> | |
| 02 = Flush toilet connected to a septic tank | →Go to Q5.24 | <input type="checkbox"/> | |
| 03 = Chemical toilet | →Go to Q5.24 | <input type="checkbox"/> | |
| 04 = Pit latrine/toilet with ventilation pipe | →Go to Q5.24 | <input type="checkbox"/> | |
| 05 = Pit latrine/toilet without ventilation pipe | →Go to Q5.24 | <input type="checkbox"/> | |
| 06 = Bucket toilet (collected by municipality) | →Go to Q5.24 | <input type="checkbox"/> | |
| 07 = Bucket toilet (emptied by household) | →Go to Q5.24 | <input type="checkbox"/> | |
| 08 = Ecological Sanitation Systems | →Go to Q5.24 | <input type="checkbox"/> | |
| 09 = None | →Go to Q5.27 | <input type="checkbox"/> | |
| 10 = Other (specify) | →Go to Q5.24 | <input type="checkbox"/> | |

5.23 Ask if flush toilet connected to public sewerage (option1) in Q5.22

Does this household pay for the sewerage system?

- | | | | |
|-----------------|--|--------------------------|---|
| 1 = Yes | | <input type="checkbox"/> | 1 |
| 2 = No | | <input type="checkbox"/> | 2 |
| 3 = Do not know | | <input type="checkbox"/> | 3 |

5.24 Is the toilet facility shared with other households?

- | | | | |
|---------|--|--------------------------|---|
| 1 = Yes | | <input type="checkbox"/> | 1 |
| 2 = No | | <input type="checkbox"/> | 2 |

5.25a Is the toilet facility in the dwelling, in the yard or outside the yard?		
1= In dwelling	—Go to Q5.26	1
2= In yard	—Go to Q5.26	2
3= Outside yard		3

Ask if the toilet is outside the yard. Otherwise go to Q5.26

5.25b How far is the nearest toilet facility to which the household has access? (200m is equal to the length of two football/soccer fields)		
1= Less than 50m	<input type="checkbox"/>	1
2= 51m - 100m	<input type="checkbox"/>	2
3= 101m - 200m	<input type="checkbox"/>	3
4= 201m - 500m	<input type="checkbox"/>	4
5= More than 500m	<input type="checkbox"/>	5
5.26 During the past 6 months, have you experienced any of the following problems with regards to the toilet facility usually used by this household?		
Read all options	Yes	No N/A
01= No water to flush the toilet	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
02= Toilet blocked up	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
03= Toilet pit or chamber full	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
04= Toilets not well maintained and broken	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
05= Poor lighting	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
06= Toilet unsafe to use, due to risk of assault	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
07= Toilet unsafe to use, due to health risks	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
08= Toilet not enclosed well or structure damaged	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
09= Broken pipes or blockages in the municipal system	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
10= Too many people, long waiting times	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
11= No tap or water point to wash hands after using the toilet	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
12= Problem reported but not repaired within 5 working days	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
13= Toilet system overflowing in yard	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
14= Toilet system not working properly causing odours and insects	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
15= Toilet not cleaned (if shared public toilet)	<input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

ENERGY

Ask all households

5.27 Does this household have access to/use electricity?		
1 = Yes		1
2 = No	— Go to Q5.31	2
3 = Do not know	— Go to Q5.31	3
5.28a Does this household presently have a connection to the MAINS electricity supply?		
1 = Yes	→ Go to Q5.28c	<input type="checkbox"/> 1
2 = No		<input type="checkbox"/> 2
3 = Do not know		<input type="checkbox"/> 3
5.28b Ask if no or do not know in Q5.28a		
If the electricity that households have access to is not from mains, what is the household's source of electricity?		
1 = Connected to other source which household pay for (e.g. connected to neighbour's line and paying neighbour, paying landlord)		
2 = Connected to other source for which household is not paying for (e.g. connected to neighbour's line and not paying neighbour)		
3 = Generator		
4 = Home solar system		
5 = Battery		
6 = Other (specify)		
Go to Q5.31		
5.28c Is your electricity supplied by :		
1 =	Municipality (pre-paid)	
2 =	Municipality (receive a bill from municipality)	<input type="checkbox"/>
3 =	Eskom (pre-paid)	
4 =	Eskom (receive a bill from Eskom)	
5 =	Other supplier	
6 =	Do not know	

5.29a How do you rate the quality of the electricity supply services (maintenance, meter reading, billing, complaint handling, connection installation) you receive?		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1 = Good 2 = Average 3 = Poor		
5.29b Did you contact the call centre with a complaint related to electricity during the past 12 months?		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1 = Yes 2 = No 3 = Do not know	—→ Go to Q5.29d —→ Go to Q5.29d	
5.29c If yes, what kind of service did you receive?		Yes 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
1 = Was the call centre available the first time? 2 = Did you get a response within a reasonable time? 3 = Was the problem resolved in one call?		
5.29d Was your electricity cut during the past 3 months without prior notification, even though you paid your bill or bought pre-paid electricity? If yes, how many times did it happen?		<input type="checkbox"/> <input type="checkbox"/>
Write 0 if it did not happen at all and —→ Go to Q5.30		
5.29e Did any of these interruptions last for more than 12 hours? If yes, how many of them?		
5.30 Was the electricity cut off during the past 30 days for non-payment for this household? If there was no electricity because the pre-paid card was empty it is not considered to be an electricity cut off because of non-payment.		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
1 = Yes 2 = No 3 = Not applicable 4 = Do not know		

Ask all households

5.31 What is the main source of energy/fuel for this household?		Cooking
01 = Electricity from mains		
02 = Other source of electricity		Lighting
03 = Gas		
04 = Paraffin		
05 = Wood		Water Heating
06 = Coal		
07 = Candles		Space Heating
08 = Animal dung		
09 = Solar energy		
10 = Other, (specify)		
11 = None		

WASTE MANAGEMENT AND REFUSE REMOVAL

Ask all households

5.32 How is the refuse or rubbish of this household collected or removed?		
01 = Removed by local authority/private company at least once a week		
02 = Removed by local authority/private company less often than once a week		
03 = Removed by community members, contracted by the Municipality, at least once a week		<input type="checkbox"/> <input type="checkbox"/>
04 = Removed by community members, contracted by the Municipality, less often than once a week		
05 = Removed by community members at least once a week		
06 = Removed by community members less often than once a week		
07 = Communal refuse dump		
08 = Communal container/Central collection point		
09 = Own refuse dump	—→ Go to Q5.34	
10 = Dump or leave rubbish anywhere	—→ Go to Q5.34	
11 = Other (specify)	—→ Go to Q5.34	

Ask if answer was options 1-8 in Q5.32. Otherwise go to Q5.34

5.33a Is this household currently paying for the removal of refuse or rubbish?		
1= Yes	— Go to Q5.34	1
2= No		2
3= Do not know	— Go to Q5.34	3
5.33b Ask if "No" in Q5.33a		
Would this household be willing to pay for the removal of refuse or rubbish?		
1= Yes		1
2= No		2
3= Do not know		3
5.34 What does this household use to store waste before it is collected or dumped?		
1= Waste bin provided by municipality		1
2= Waste bin provided by the household		2
3= Plastic Bag		3
4= Any other container		4
5= None		5

RECYCLING Ask all households

5.35a Does this household separate waste for recycling?		
1= Yes	— Go to Q5.35c	1
2= No		2
3= Do not know		3
5.35b Why does the household not separate waste for recycling?	YesNo	
1= Thrown out into dustbin for refuse collection		12
2= Do not think it is important		12
3= Do not have adequate facilities		12
4= Too few recyclables		12
5= No/Not enough financial benefit		12
6= Takes too much time to separate waste		12
7= No recycling services available		12
8= Recycling dropoff points not conveniently located		12

5.35c Does your neighbourhood have a community/school programme for recycling?

1 = Yes	1
2 = No	2
3 = Do not know	3

Answer if Q5.35a = "Yes", else go to Q5.36a

5.35d Which of the following does the household separate for recycling?	Yes	No
<i>Read all the options</i>		
1 = Paper, cardboard/boxes	1	2
2 = Glass/glass bottles	1	2
3 = Plastic/plastic bags/plastic bottles	1	2
4 = Metal / Aluminium cans	1	2
5 = Oil (household/automotive)	1	2
6 = Ash, rubble and bricks	1	2

5.35e What do you do with the waste that is separated for recycling?

1 = Fetched by municipality	1
2 = Fetched by companies contracted by municipality	2
3 = Fetched by private companies	3
4 = Taken to drop off point by household	4
5 = Other	5

5.35f How often is separated waste fetched or removed?

1 = Weekly	1
2 = Bi-Weekly	2
3 = Monthly	3
4 = Less Often	4

5.35g Why does the household separate waste for recycling?

	Yes	No
1 = To reduce waste	1	2
2 = To save energy / natural resources	1	2
3 = To save landfill space	1	2
4 = To reduce litter and pollution	1	2
5 = Because a recycling service is easily accessible	1	2
6 = To support a community/school recycling programme	1	2
7 = To sell	1	2

WASTE COLLECTION *Ask all households***5.36a Does this household collect waste for recycling?**

- | | | |
|----------------|----------------------|---|
| 1= Yes | | 1 |
| 2= No | — Go to Q5.37 | 2 |
| 3= Do not know | — Go to Q5.37 | 3 |

5.36b Which of the following does the household collect for recycling?*Read all the options*

- | | Yes | No |
|---|-----|----|
| 1= Paper, cardboard/boxes | 1 | 2 |
| 2= Glass/glass bottles | 1 | 2 |
| 3= Plastic/plastic bags/plastic bottles | 1 | 2 |
| 4= Metal / Aluminium cans | 1 | 2 |
| 5= Oil (household/automotive) | 1 | 2 |
| 6= Ash, rubble and bricks | 1 | 2 |

5.36c Does your household sell any of the waste collected for recycling?

- | | |
|----------------|---|
| 1= Yes | 1 |
| 2= No | 2 |
| 3= Do not know | 3 |

ENVIRONMENT *Ask all households***5.37 Which of the following environmental problems do you experience in your community/on your and neighbouring farms?***Read all the options*

- | | Yes | No |
|--|----------------------------|----------------------------|
| 1= Irregular or no waste removal | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 2= Littering | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 3= Water pollution | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 4= Outdoor/indoor air pollution | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 5= Land degradation/over-utilisation of natural resources (e.g. soil erosion, potholes and dongas, overgrazing, cutting of trees for firewood) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 6= Excessive noise/noise pollution | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 7= Other (specify) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

5.38 In the past 12 months have you or any member of your household*Read all the options*

- | | Yes | No | N/A |
|--|----------------------------|----------------------------|----------------------------|
| 1= Used pesticides in your dwelling? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | |
| 2= Used pesticides in your garden/yard? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| 3= Used herbicides/weed killers in your garden/yard? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

SECTION 6 : COMMUNICATION AND TRANSPORT

COMMUNICATION AND POSTAL SERVICES - Ask all households

6.1 Does this household have a functional/working landline telephone in the dwelling?	
1= Yes	1
2= No	2
6.2a Is there a functional/working cellular telephone available within this household?	
1= Yes	1
2= No	2
6.2b If yes, how many?	

Ask if answer is "No" to Q6.1 and Q6.2a. Otherwise go to Q6.4

6.3 How far is the nearest accessible telephone?	
1= 500 metres or less	<input type="checkbox"/> 1
2= 501 metres to 1 kilometres	<input type="checkbox"/> 2
3= More than 1km up to 5 kilometres	<input type="checkbox"/> 3
4= More than 5 kilometres	<input type="checkbox"/> 4
6.4 Do members of this household use any of the following internet services?	
<i>Read all the options</i>	Yes No
1= Internet connection in the household	<input type="checkbox"/> 1 <input type="checkbox"/> 2
2= Internet in a library/community hall/Thusong centre	<input type="checkbox"/> 1 <input type="checkbox"/> 2
3= Internet for students at a school/university/college	<input type="checkbox"/> 1 <input type="checkbox"/> 2
4= At place of work	<input type="checkbox"/> 1 <input type="checkbox"/> 2
5= Internet Café 2km or less from the household	<input type="checkbox"/> 1 <input type="checkbox"/> 2
6= Internet Café more than 2km from the household	<input type="checkbox"/> 1 <input type="checkbox"/> 2
7= Any place via a mobile cellular telephone	<input type="checkbox"/> 1 <input type="checkbox"/> 2
8= Any place via other mobile access services	<input type="checkbox"/> 1 <input type="checkbox"/> 2
9= Other (specify)	<input type="checkbox"/> 1 <input type="checkbox"/> 2

If option 1, 7 or 8 in Q6.4 =1 then answer Q6.5, else go to Q6.6

6.5 What type/s of Internet access services are used for Internet access at home?	Yes No DNK
1= Narrowband	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
2= Fixed broadband	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
3= Mobile broadband	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
6.6 What is the main reason for not having internet access at home?	
1= Lack of interest / no need	
2= Lack of knowledge /skills/confidence	
3= Have access to internet elsewhere	
4= Cost of equipment too high	
5= Cost of subscription too high	
6= Concern about exposure to inappropriate or harmful contents	
7= Do not know	
6.7 How does this household receive most of its mail/post?	
1= Delivered to the dwelling	
2= Delivered to a post box/private bag	
3= Through friend or neighbour or relative	
4= Through a shop	
5= Through a school	
6= Through a workplace	
7= Through a tribal/traditional/local authority office	
8= Do not receive mail	
9= Other (specify)	

TRANSPORT

Ask all households

6.8	Please specify if members of this household used minibus taxi/ sedan taxi/bakkie taxis during the last calendar week (Sunday to Saturday)?	
1	= Total number of trips during the last calendar week <i>Write 0 if no trip was made → Go to Q6.9</i>	<input type="text"/>
2	= How much money was spent in total on this form of transport by all household members during the last calendar week? <i>Write 8888 if do not know</i>	<input type="text"/>
3	= How far (in kilometers) do you have to travel to get to the nearest minibus taxi /sedan taxi/bakkie taxi stop? <i>Write 0 for less than one kilometer and 888 if do not know</i>	<input type="text"/>
6.9	Please specify if members of this household used buses during the last calendar week (Sunday to Saturday)?	
1	= Total number of trips during the last calendar week <i>Write 0 if no trip was made → Go to Q6.10</i>	<input type="text"/>
2	= How much money was spent in total on this form of transport by all household members during the last calendar week? <i>Write 8888 if do not know</i>	<input type="text"/>
3	= How far (in kilometers) do you have to travel to get to the nearest bus stop? <i>Write 0 for less than one kilometer and 888 if do not know</i>	<input type="text"/>
6.10	Please specify if members of this household used trains during the last calendar week (Sunday to Saturday)?	
1	= Total number of trips during the last calendar week <i>Write 0 if no trip was made → Go to Section 7</i>	<input type="text"/>
2	= How much money was spent in total on this form of transport by all household members during the last calendar week? <i>Write 8888 if do not know</i>	<input type="text"/>
3	= How far (in kilometers) do you have to travel to get to the nearest train station? <i>Write 0 for less than one kilometer and 888 if do not know</i>	<input type="text"/>

SECTION 7 : HEALTH, WELFARE AND FOOD SECURITY HEALTH AND WELFARE

Ask all households

7.1	If any member of this household becomes ill and decides to seek medical help, where do they usually go first?	
Public sector (i.e. government, provincial or community institution)		
1	= Hospital	
2	= Clinic	
3	= Other in public sector (specify in block below)	
Private sector (including private clinics, surgery, private hospitals and sangomas)		
4	= Hospital	
5	= Clinic	
6	= Private doctor/specialist	
7	= Traditional healer	
8	= Spiritual healer's workplace/church	
9	= Pharmacy/chemist	
10	= Health facility provided by employer	
11	= Alternative medicine, e.g. homoeopathist	
12	= Other in private sector (specify)	
13	= Do not know	
7.2a	What means of transport is usually used by most household members to get to the health facility the household normally uses?	
1	=Walking	
2	=Minibus taxi/sedan taxi/bakkie taxi	
3	=Bus	
4	=Train	
5	=Own transport	
6	=Bicycle/motorcycle	
7	=Other (specify)	
7.2b	How long does it take when using the usual means of transport to get to the health institution that your household normally goes to? Specify for one direction only, using the usual means of transport	
1	=Less than 15 minutes	<input type="checkbox"/> 1
2	=15 - 29 minutes	<input type="checkbox"/> 2
3	=30 - 89 minutes	<input type="checkbox"/> 3
4	=90 minutes and more	<input type="checkbox"/> 4
5	=Do not know	<input type="checkbox"/> 5

<p>7.3a Is this facility the nearest of its kind (clinic/hospital/health centre etc.) to your dwelling?</p> <p>1= Yes →Go to Q7.4</p> <p>2= No</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2
<p>7.3b Answer if "No" in 7.3a If not the nearest, why is the household normally not using the nearest facility?</p> <p>01 = Facilities not clean 02 = Long waiting time 03 = Opening times not convenient 04 = Too expensive 05 = Drugs that were needed, not available 06 = Staff rude or uncaring or turned patient away 07 = Incorrect diagnosis 08 = Not on medical aid scheme list of facilities 09 = Prefer to use a State/Provincial health institution 10 = Prefer to use a private health institution 11 = Other (specify)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>7.4 When was your (the respondent's) last visit to the health facility normally used by the household?</p> <p>1 =During the past twelve months 2 =More than twelve months ago 3 =I have never been there →Go to Q7.6</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
<p>7.5 How satisfied were you (the respondent) with the service you received during this particular visit?</p> <p>1 = Very satisfied 2 = Somewhat satisfied 3 = Neither satisfied nor dissatisfied 4 = Somewhat dissatisfied 5 = Very dissatisfied</p>	<input type="checkbox"/>

FOOD SECURITY

<p>7.6 In the past 12 months, did any adult (18 years and above) in this household go hungry because there wasn't enough food?</p> <p>1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Always 6 = Not applicable (No adults in household)</p>	<input type="checkbox"/>
<p>7.7 In the past 12 months, did any child (17 years or younger) in this household go hungry because there wasn't enough food?</p> <p>1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Always 6 = Not applicable (No children in household)</p>	<input type="checkbox"/>
<p>7.8 In the past 12 months, was there any young person, aged 5 - 17 years, who has left this household, and you do not know his/her whereabouts or to live on the streets?</p> <p>1 = Yes 2 = No 3 = Do not know 4 = Not applicable (No children in household)</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<p>7.9 Did your household run out of money to buy food during the past 12 months? →If "No" Go to Q7.10</p> <p>Has it happened 5 or more days in the past 30 days?</p>	Yes No <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 2
<p>7.10 Did you cut the size of meals during the past 12 months because there was not enough food in the house? →If "No" Go to Q7.11</p> <p>Has it happened 5 or more days in the past 30 days?</p>	Yes No <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 2

7.11 Did you skip any meals during the past 12 months because there was not enough food in the house?	Yes	No
—If “No” Go to Q7.12	1	2
Has it happened 5 or more days in the past 30 days?	1	2
7.12 Did you eat a smaller variety of foods during the past 12 months than you would have liked to, because there was not enough food in the house?	Yes	No
—If “No” Go to Q7.13	1	2
Has it happened 5 or more days in the past 30 days?	1	2
7.13 Please specify how many times the respondent ate the following foods during the past 24 hours.		
<i>Read all the options</i>		
01= Maize, rice, sorghum, millet, bread and other cereals	<input type="checkbox"/>	<input type="checkbox"/>
02= Potatoes, sweet potatoes, cassava	<input type="checkbox"/>	<input type="checkbox"/>
03= Beans, peas, groundnuts, cashew nuts or other nuts	<input type="checkbox"/>	<input type="checkbox"/>
04= Spinach and wild green leaves	<input type="checkbox"/>	<input type="checkbox"/>
05= Other vegetables, carrots, relish, tomatoes, cabbage, beetroot etc	<input type="checkbox"/>	<input type="checkbox"/>
06= Fruit	<input type="checkbox"/>	<input type="checkbox"/>
07= Beef, goat, poultry (chicken), pork, fish, eggs	<input type="checkbox"/>	<input type="checkbox"/>
08= Milk, yoghurt and other dairy products	<input type="checkbox"/>	<input type="checkbox"/>
09= Sugar and sugar products	<input type="checkbox"/>	<input type="checkbox"/>
10= Oils, fat and butter	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 8 : HOUSEHOLD LIVELIHOODS

AGRICULTURAL ACTIVITIES *Ask all households*

8.1 Has the household been involved in the production of any kind of food or agricultural products during the past twelve months? (e.g. livestock, crops, poultry, food gardening, forestry, fish, etc.)		
1 = Yes		1
2 = No	—Go to Q8.9a	2
8.2 How many household members, aged 15 years or older, were involved in these agricultural activities, even if only once in a while?		
8.3 What kind of food production/agricultural activities is the household involved in?	Yes	No
<i>Read all the options</i>		
01 = Livestock production (cattle, goats, sheep, pigs, etc.)	1	2
02 = Poultry production(chickens, ducks, geese, guinea fowl, etc.)	1	2
03 = Grains and food crops (maize, wheat, beans, sorghum, millet, groundnuts etc.)	1	2
04 = Industrial crops (e.g. tea, coffee, cotton, tobacco)	1	2
05 = Fruit and vegetable production	1	2
06 = Fodder, grazing/pasture or grass for animals	1	2
07 = Fish farming/aquaculture	1	2
08 = Forestry	1	2
09 = Game farming	1	2
10 = Other	1	2
8.4 Why do you grow farm produce or keep stock for the household?		
1 = As a main source of food for the household		1
2 = As the main source of income/earning a living		2
3 = As an extra source of income		3
4 = As an extra source of food for the household		4
5 = As a leisure activity or hobby e.g. gardening		5
8.5a Did your household sell any of its produce?		
1 = Yes		1
2 = No	— Go to Q8.6a	2

8.5b To whom do your household sell most of its produce?		
<i>Read all the options</i>		
1	= Local buyers from this district	<input type="checkbox"/> 1
2	= Buyers from neighbouring cities and towns	<input type="checkbox"/> 2
3	= Formal markets in South Africa	<input type="checkbox"/> 3
4	= Export agencies in international buyers.	<input type="checkbox"/> 4
5	= Other	<input type="checkbox"/> 5
8.6a Has your household received any of the following kinds of agricultural related assistance from the government during the past 12 months?		
<i>Read all the options</i>		Yes No
1	= Training	<input type="checkbox"/> 1 <input type="checkbox"/> 2
2	= Advice from government extension officers	<input type="checkbox"/> 1 <input type="checkbox"/> 2
3	= Grants (money that does not have to be paid back)	<input type="checkbox"/> 1 <input type="checkbox"/> 2
4	= Loans (money that has to be paid back)	<input type="checkbox"/> 1 <input type="checkbox"/> 2
5	= Inputs (seed, fertilizer, etc.) as part of a loan	<input type="checkbox"/> 1 <input type="checkbox"/> 2
6	= Inputs (seed, fertilizer, etc.) for free	<input type="checkbox"/> 1 <input type="checkbox"/> 2
7	= Dipping and vaccination services for livestock from State veterinarian or other Department	<input type="checkbox"/> 1 <input type="checkbox"/> 2
8	= Other (specify)	<input type="checkbox"/> 1 <input type="checkbox"/> 2
Go to Q8.6b if households answered yes to any of the categories above, else go to Q8.7		
8.6b Did your household find this agriculture-related assistance:		
	1= Very useful	<input type="checkbox"/> 1
	2= Somewhat useful	<input type="checkbox"/> 2
	3= Not useful	<input type="checkbox"/> 3
8.6c Did your household receive agriculture-related assistance from any other entity than government?		
	1 =Yes	<input type="checkbox"/> 1
	2 =No	<input type="checkbox"/> 2

Only answer if option 1 in Q8.3 = "Yes", else go to Q8.8a					
8.7 How many of the following does the household own? Please mark the most appropriate category with an x.					
		0	1-10	11-100	100+
	1= Cattle				
	2= Sheep				
	3= Goats				
	4= Pigs				
	5= Other				
Continue if the household planted grains/vegetables/fruits/trees (forestry)/pastures/ industrial crops. Otherwise go to Q8.9a					
8.8a Where does the household practise its crop planting activities?				Yes	No
<i>Read all the options</i>					
	1= Farm land (communal or private)	<input type="checkbox"/> 1	<input type="checkbox"/> 2		
	2= Backyard garden (can include, vegetables, fruits, grains)	<input type="checkbox"/> 1	<input type="checkbox"/> 2		
	3= School garden (can include, vegetables, fruits, grains)	<input type="checkbox"/> 1	<input type="checkbox"/> 2		
	4= Communal garden (more than one household involved, can include vegetables, fruits, grains)	<input type="checkbox"/> 1	<input type="checkbox"/> 2		
	5= On verges of roads and unused public/municipal land	<input type="checkbox"/> 1	<input type="checkbox"/> 2		
	6= Other	<input type="checkbox"/> 1	<input type="checkbox"/> 2		
8.8b Approximately how big is the land that the household use for production? Estimate total area if more than one piece.					
1 =	Less than 500m ² (approximately one soccer field)				
	2 = 500m ² to 9 999m ² (between one soccer field and one hectare)				
3 =	1 but less than 2 hectares				
4 =	2 but less than 5 hectares				
5 =	5 but less than 10 hectares				
6 =	10 but less than 20 hectares				
7 =	20 or more hectares				
8 =	Do not know				

8.8c On what basis does this household have access to the land used for crop production? If more than one kind of tenure system applies for different pieces of land, give an answer for the biggest piece.

1 = Owns the land
 2 = Rents the land
 3 = Sharecropping
 4 = Tribal authority
 5 = State land
 6 = Other (specify)
 7 = Do not know

HOUSEHOLD INCOME SOURCES AND EXPENDITURE

Ask all households

8.9a What are the sources of income for this household?

Read all the options

	Yes	No
1 =Salaries/wages/commission	<input type="checkbox"/> 1	<input type="checkbox"/> 2
2 =Income from a business	<input type="checkbox"/> 1	<input type="checkbox"/> 2
3 =Remittances (money received from people living elsewhere)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
4 =Pensions	<input type="checkbox"/> 1	<input type="checkbox"/> 2
5 =Grants (include old age grant here)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
6 =Sales of farming products and services	<input type="checkbox"/> 1	<input type="checkbox"/> 2
7 =Other income sources e.g. rental income, interest	<input type="checkbox"/> 1	<input type="checkbox"/> 2
8 =No income →Go to Q8.12	<input type="checkbox"/> 1	<input type="checkbox"/> 2

8.9b Which one of the above income sources is the main source of income?

Write the option number in the block provided. If only one source of income write the code of that one source.

8.10 If the household receives an income from remittances, please specify approximately how much they receive per month? *If no income received from remittances write 0.*

8.11 If the household receives an income from pensions (do not include income from old age grants), please specify approximately how much they receive per month? *If no income received from pensions write 0.*

8.12 Which net household income per month in Rand would be the absolute minimum for your household? That is to say, that you would not be able to make ends meet if your earned less.

8.13 Is the total monthly income of your household higher, lower or more or less the same as the minimum income given above?

1	= Much higher	1
2	= Higher	2
3	= More or less the same	3
4	= Lower	4
5	= Much lower	5

8.14 What was the total household expenditure in the last month? *Include money spent on food, clothing, transport, rent and rates, alcohol and tobacco, school fees, entertainment and any other expenses.*

01	= R0
02	= R1 - R199
03	= R200 - R399
04	= R400 - R799
05	= R800 - R1 199
06	= R1 200 - R1 799
07	= R1 800 - R2 499
08	= R2 500 - R4 999
09	= R5 000 - R9 999
10	= R10 000 or more
11	= Do not know
12	= Refuse

8.15 Does the household own one or more motor vehicle(s) in working condition (e.g. a car/bakkie/van/truck)?		
1	= Yes	1
2	= No	2
—Go to Q8.16		
How many are there in the household?		
8.16 Does your household own a radio in working condition? If yes, how many?		
Please exclude car radios.		
8.17 In the previous month, did this household make use of a domestic or household workers' services (excluding for business purposes)?		
1	= Yes	1
2	= No	2
8.18 Did the household receive a Government land grant as part of the land reform program or another Government support program to obtain a plot of land for residence or farming?		
1	= Yes, for residence	1
2	= Yes, for farming	2
3	= No	3
4	= Do not know	4
8.19 Would you say you and your household are at present?		
1	= Wealthy	
2	= Very comfortable	
3	= Reasonably comfortable	
4	= Just getting along	
5	= Poor	
6	= Very poor	

8.20 Are you happier, the same or less happy with life than you were ten years ago?		
1	= Happier	<input type="checkbox"/> 1
2	= The same	<input type="checkbox"/> 2
3	= Less happy	<input type="checkbox"/> 3
4	= Refuse to answer	<input type="checkbox"/> 4
5	= Do not know	<input type="checkbox"/> 5
8.21 Does the household own any of the following?		
		Yes No
01	= TV Set	<input type="checkbox"/> 1 <input type="checkbox"/> 2
02	= Swimming Pool	<input type="checkbox"/> 1 <input type="checkbox"/> 2
03	= DVD Player / Blu ray Player	<input type="checkbox"/> 1 <input type="checkbox"/> 2
04	= Pay TV (M-Net / DSTV / Top TV) Subscription	<input type="checkbox"/> 1 <input type="checkbox"/> 2
05	= Air Conditioner (Excluding Fans)	<input type="checkbox"/> 1 <input type="checkbox"/> 2
06	= Computer / Desktop / Laptop	<input type="checkbox"/> 1 <input type="checkbox"/> 2
07	= Vacuum Cleaner / Floor Polisher	<input type="checkbox"/> 1 <input type="checkbox"/> 2
08	= Dish washing machine	<input type="checkbox"/> 1 <input type="checkbox"/> 2
09	= Washing Machine	<input type="checkbox"/> 1 <input type="checkbox"/> 2
10	= Tumble Dryer	<input type="checkbox"/> 1 <input type="checkbox"/> 2
11	= Deep Freezer - free standing	<input type="checkbox"/> 1 <input type="checkbox"/> 2
12	= Refrigerator or Combined Fridge Freezer	<input type="checkbox"/> 1 <input type="checkbox"/> 2
13	= Electric Stove / Gas Stove	<input type="checkbox"/> 1 <input type="checkbox"/> 2
14	= Microwave Oven	<input type="checkbox"/> 1 <input type="checkbox"/> 2
15	= Built-in Kitchen sink	<input type="checkbox"/> 1 <input type="checkbox"/> 2
16	= Home Security Service	<input type="checkbox"/> 1 <input type="checkbox"/> 2
17	= Home Theatre System	<input type="checkbox"/> 1 <input type="checkbox"/> 2
18	= Geyser, providing hot running water	<input type="checkbox"/> 1 <input type="checkbox"/> 2
8.22 Indicate the column number of the person who answered most of the questions in Section 5 - 8		
		<input type="checkbox"/> <input type="checkbox"/>

SECTION 9: MORTALITY IN THE LAST 12 MONTHS

- 9.1 Has any member of this household passed away in the last 12 months?
- 1 Yes
 - 2 No
 - 3 Do not know

—Go to Section 10

9.2 How many members of the household passed away in the last 12 months?

	Person 1	Person 2	Person 3	Person 4	Person 5
9.3 What was the first name of the deceased?					
9.4 What was the month and the year of the deceased's death?	MM YYY	MM YYY	MM YYY	MM YYY	MM YYY
9.5 Was the deceased male or female?	1 Male 2 Female	1Male 2Female	1Male 2Female	1Male 2Female	1 Male 2 Female
9.6 What was the deceased's age in completed years at the time of death?					
9.7 What caused the death of the deceased?	1 Unnatural 2 Natural	1Unnatural 2Natural	1Unnatural 2Natural	1Unnatural 2Natural	1 Unnatural 2 Natural

Please note: The deceased individuals must have been members of the household at the time of their deaths.

Appendix C: Ethical Approval from the Ethics Review Committee of the University of KwaZulu-Natal



12 November 2018

Ms Ashley van Heerden (218082269)
School of Applied Human Sciences Psychology
Pietermaritzburg Campus

Dear Ms Van Heerden,

Protocol reference number: HSS/1938/018M

Project title: The influence of grandparent-headed households on grade repetition in children aged 6-18 years in South Africa

Full Approval – No Risk / Exempt Application

In response to your application received on 15 October 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Professor Shenuka Singh (Chair)

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: /

Website: /

Appendix D: Outliers with studentised residuals of greater than 3 standard deviations of the mean for grade repetition

Casewise List^b							
Case	Selected Status ^a	Observed Repeat Grade	Predicted	Predicted Group	Temporary Variable		
					Resid	ZResid	SResid
390	S	Y**	.087	N	.913	3.249	2.315
445	S	Y**	.087	N	.913	3.230	2.215
517	S	Y**	.095	N	.905	3.089	2.184
742	S	Y**	.095	N	.905	3.079	2.221
904	S	Y**	.070	N	.930	3.652	2.316
910	S	Y**	.096	N	.904	3.075	2.177
1081	S	Y**	.098	N	.902	3.038	2.211
1122	S	Y**	.098	N	.902	3.036	2.160
1168	S	Y**	.083	N	.917	3.317	2.241
1706	S	Y**	.068	N	.932	3.716	2.332
1869	S	Y**	.078	N	.922	3.434	2.271
2069	S	Y**	.088	N	.912	3.211	2.220
2138	S	Y**	.095	N	.905	3.092	2.176
2178	S	Y**	.077	N	.923	3.473	2.272
2281	S	Y**	.100	N	.900	3.007	2.153
2367	S	Y**	.099	N	.901	3.025	2.158
2444	S	Y**	.090	N	.910	3.171	2.197

a. S = Selected, U = Unselected cases, and ** = Misclassified cases.

b. Cases with studentized residuals greater than 2.000 are listed.

Appendix E: Square Root Transformation of Grade Repetition Variable

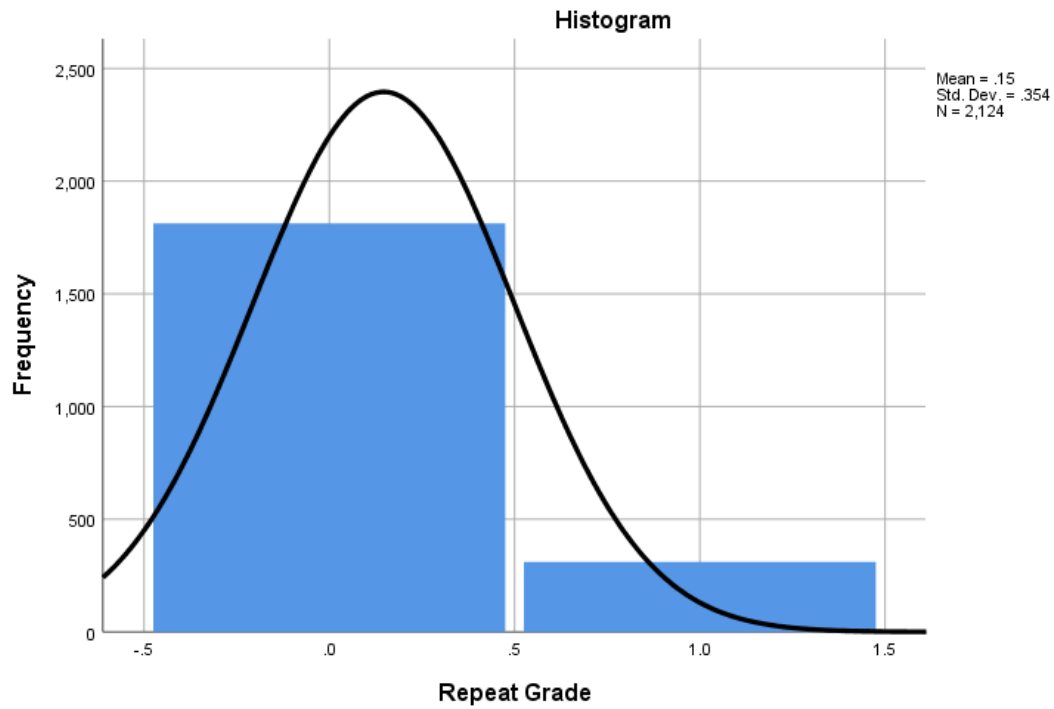


Figure E1: Histogram displaying normality of untransformed grade repetition variable

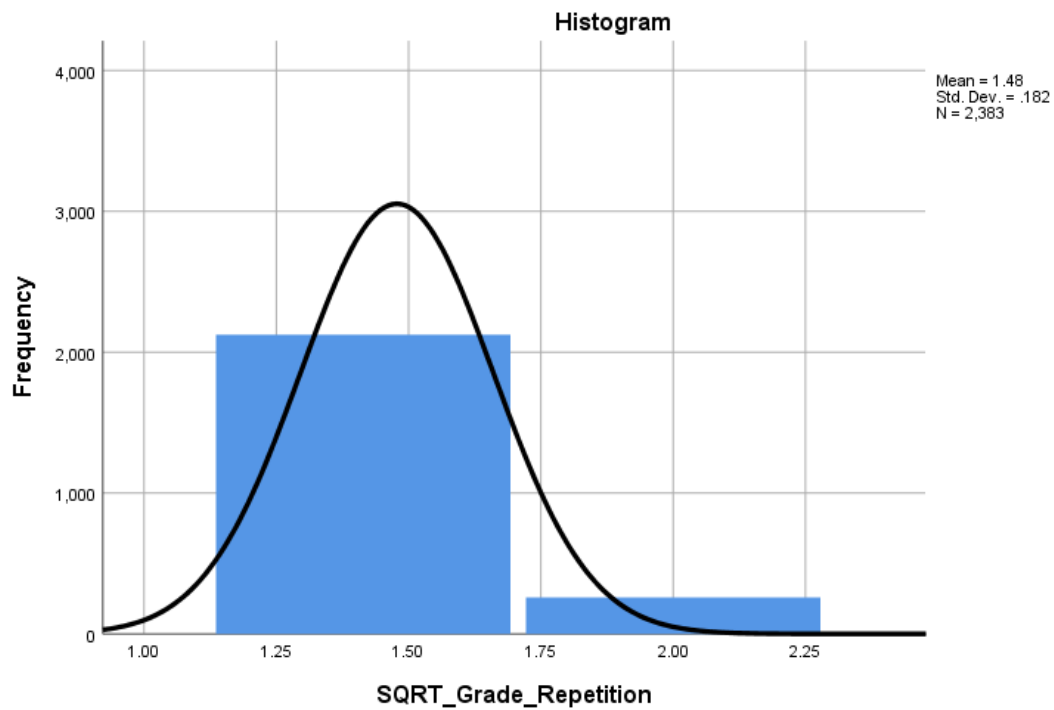


Figure E2: Histogram displaying normality of transformed grade repetition variable

Appendix F: Descriptive Statistics of Moderating Variables for Grandparent-headed Households

Table 3

Descriptive Statistics of the Gender, Highest Educational Level and Monthly Income of Custodial Grandparents (n = 2682)

	Custodial Grandparents n (%)
<u>Gender</u>	<u>n = 2681</u>
Female	1853 (69.1%)
Male	828 (30.9%)
<u>Highest level of education</u>	<u>n = 2615</u>
No schooling	785 (30%)
Preprimary schooling	8 (0.3%)
Junior schooling	329 (12.6%)
Senior primary schooling	777 (29.7%)
High school basic education	352 (13.5%)
Certificate or Diploma with less than a Grade 12	133 (5.1%)
Grade 10	62 (2.4%)
Grade 11	6 (0.2%)
National Senior Certificate	90 (3.4%)
National Training Certificate Level 1-6	7 (0.3%)
Certificate or Diploma with Grade 12	35 (1.3%)
Higher Diploma	6 (0.2%)
Post-higher Diploma	0 (0%)
Bachelor's Degree	19 (0.7%)
Honours Degree	6 (0.2%)
Masters/Doctorate Degree	0 (0%)
<u>Income per month (Zar)</u>	<u>n = 2667</u>
Less than 1000	100 (3.7%)
1000 to 5000	1900 (71.2%)
5000 to 10000	426 (15.9%)

10 000 to 15000	116 (4.3%)
15 000 to 20000	51 (1.9%)
20 000 to 25000	38 (1.4%)
25 000 to 30000	36 (1.3%)
