
**Properties of the Alabama Parenting Questionnaire in an
isiXhosa-speaking sample**

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ABSTRACT

The high levels of violence in South Africa are of great concern. Harsh and inconsistent parenting practices have been shown to put children at risk of becoming aggressive. The Alabama Parenting Questionnaire (APQ) has proven useful in international studies for detecting the kind of parenting that is associated with aggression in children. There is very limited literature on parenting among isiXhosa-speaking people and other South Africa ethnic populations.

IsiXhosa-speaking parents/guardians, who have at least one child between six and eighteen years old and who live around the Cape Town metropole, were chosen as the focus of the study. The purpose of the study was to investigate (a) whether the Alabama Parenting Questionnaire is a useful tool to assess parenting among isiXhosa-speaking parents/guardians and (b) what the psychometric properties of the APQ are in an isiXhosa-speaking sample.

The study used a mixed-methods approach. The first part of the study was of a qualitative nature, where the researcher conducted cognitive interviews with nine isiXhosa-speaking parents/guardians in order to pre-test the initial isiXhosa APQ. The participants were asked what they understood the items of the APQ to mean, the difficulties they experienced in understanding some of the items of the APQ, and also why they responded to the items of the APQ as they did. The outcome of this qualitative part was a revised isiXhosa APQ. The second part of the study was quantitative, where the researcher, as part of a research team, conducted quantitative interviews using the APQ and the Externalising Problems subscale of the Child Behaviour Checklist (CBCL) with 313 isiXhosa-speaking parents/guardians about their parenting practices and the behaviours of their children. The results showed that the isiXhosa-speaking participants engaged in positive and involved parenting practices as well as in inconsistent and harsh disciplinary practices. Exploratory factor analysis was done, which suggested a new five-factor solution of the APQ in this sample, of which only two factors (named *positive and involved parenting practices* and *inconsistent parental discipline and supervision*) had sufficient

internal consistency to be deemed as reliable. Finally, negative parenting practices (i.e., lack of positive and involved parenting practices, inconsistent parental discipline and harsh disciplinary practices) were confirmed to be associated with aggression in children. The latter suggested that the APQ is a valid tool to use in an isiXhosa-speaking sample.

The significance of the study is firstly that a possible short form isiXhosa version of the APQ is presented. This tool is seen as appropriate and useful to identify parenting practices that are associated with child aggression among isiXhosa-speaking people. Secondly, the study has thrown light on some of the parenting practices among isiXhosa-speaking parents/guardians. Lastly, the study has confirmed what existing literature has said about lack of positive parenting practices, inconsistent parental discipline and/or harsh discipline being significantly associated with aggression in children.

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CHAPTER 1

INTRODUCTION

1.1 Rationale for the study

The high levels of violence in our country are of great concern. Many studies and reports have been published about the violence, and its levels, causes and/or negative effects (Institute for Security Studies [ISS], 2012; Norman, Matzopoulos, Groenewald, & Bradshaw, 2007; Norman et al., 2010; Ward, Flisher, Zissis, Muller, & Lombard, 2001; Ward et al., 2012). To contribute towards a better understanding of some of the underlying causes of the high levels of violence in the country, the researcher chose to study the role of parenting in the development of aggression in children. An isiXhosa-speaking sample from the Cape Town metropole was chosen as the focus of the study.

In the Western Cape province, isiXhosa is the second most spoken language and it is the first-language of at least 24.7% (or over 1.4 million) of the population (Statistics South Africa [Stats SA], 2012). This data showed that it would be important to understand how isiXhosa-speaking parents/guardians raised their children. However, there is currently very limited literature about parenting practices among isiXhosa-speaking people.

Some studies report high levels of violence in some isiXhosa-speaking communities. For example, Norman *et al.* (2007, p. 697) noted that, in 2001, “in Cape Town’s poorer townships of Khayelitsha and Nyanga, male youth violence is reflected in extremely high homicide rates of 451 and 485 per 100 000 [people] respectively in the 15–24 age group”. Concern about this violence involving young people motivated the researcher to focus on this population group.

Parental interviews were conducted using the Alabama Parenting Questionnaire (APQ) and the Child Behaviour Checklist (CBCL). The APQ was chosen as international studies have shown this tool to be a good predictor of the links between parenting practices and aggression in children (Shelton, Frick, & Wootton, 1996). A secondary reason was that there is currently little literature on its use in our country.

1.2 Research questions

The aim of the study was to answer the following two questions; namely, (a) is the Alabama Parenting Questionnaire a useful tool to assess parenting among isiXhosa-speaking people? and (b) what are the psychometric properties of the APQ in an isiXhosa-speaking sample?

1.3 Acronyms

APQ:	Alabama Parenting Questionnaire
APQ-PR:	Alabama Parenting Questionnaire Preschool Revision
CBCL:	Child Behaviour Checklist
CFA:	Confirmatory Factor Analysis
EFA:	Exploratory Factor Analysis
NGO(s):	Non-governmental organisation(s)
SPSS:	Statistical Package for the Social Sciences (version 21)
SRPP:	Student Research Participation Programme (at UCT)
UCT:	University of Cape Town

1.4 Framework of the study

The study is divided into five chapters. This first chapter is an introduction to the study.

Chapter 2 discusses the literature review that informed the theoretical justification for the study. This chapter will provide a brief description of (a) the violence in South Africa, (b) parenting practices and externalising behaviours in children, (c) the Alabama Parenting Questionnaire, (d) parenting practices among isiXhosa-speaking people, and (e) the adaption of psychological tools for use with different samples.

Chapter 3 discusses the first of the two parts of the study, namely the qualitative part. This involved cognitive interviews conducted to pre-test the initial isiXhosa APQ. This chapter describes how these cognitive interviews were conducted and analysed, and also discusses their results. The outcome from this qualitative part of the study is a revised isiXhosa APQ.

Chapter 4 discusses the second part of the study, namely the quantitative part. This involved an exploratory factor analysis on the quantitative data that was collected using the APQ among isiXhosa speaking parents/guardians. This chapter describes how the data was collected and analysed, and then discusses the results obtained. It shows how exploratory factor analysis suggested a new five-factor solution of the APQ in this sample, of which only two factors had sufficient internal consistency to be deemed as reliable. Data is presented confirming that negative parenting practices are associated with aggression in children.

Chapter 5 critically discusses how the results contributed to answering the aims of the study. It starts with an integrated summary and an explanation of the findings from the study. The chapter then reviews the findings in the light of latest relevant literature, considers the limitations and the significance of the study and finally, provides recommendations for future research in this area.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature that informed the study. It will provide a brief description of (a) the violence in South Africa, (b) parenting practices and externalising behaviours in children, (c) the Alabama Parenting Questionnaire, (d) parenting practices among isiXhosa-speaking people, and (e) the adaption of psychological tools for use with different samples.

2.2 Violence in South Africa

South Africa faces a myriad of socio-economic challenges, such as high levels of poverty, economic inequality and unemployment, the highest number of people living with HIV and AIDS, and a high rate of deaths from injuries (Norman et al., 2007). These authors reported that the high rate of deaths from injuries was mainly due to the high rates of interpersonal violence (homicide), road traffic accidents and self-inflicted injuries (suicide). As an example, in 2000, homicides accounted for 46%, road traffic accidents for 26.7% and self-inflicted injuries for 9.1% of deaths from injuries (Norman et al., 2007). Another measure of this challenge is that the age-standardised homicide rate in the country in 2001 was 64.8 per 100 000 people, which was seven times higher than the global average (Norman et al., 2007; Norman et al., 2010). Although the homicide rate in the country is decreasing, it remains high. In the 2011/12 financial year, it was 30.9 per 100 000 people, which meant that an average of almost 43 people per day were murdered in South Africa (ISS, 2012). The data show that South Africa is among the most violent countries in the world (Norman et al., 2007; Norman et al., 2010; Ward et al., 2001).

The negative effects of this high rate of violence in our country are great and have long-term consequences. A growing body of evidence exists to indicate that survivors of violence are at an increased risk of a wide range of psychological and behavioural problems, such as post-traumatic stress disorder, depression, alcohol abuse, anxiety, suicidal behaviour, reproductive health problems and sexually transmitted infections (Anthony et al., 2005; Matzopoulos, Bowman, Butchart, & Mercy, 2008; Norman et al., 2010; Ward et al., 2001; Ward et al., 2012). For children, there is evidence of violence resulting in a negative effect on their academic and social development (Anthony et al., 2005). In addition, all the violence and related negative effects increase the total burden of disease in the country (Norman et al., 2010). International studies have also argued that violence adds "...enormous cost to the health, education, community service, and justice systems" (Dadds, Maujean, & Fraser, 2003, p. 238).

2.3 Parenting practices and externalising behaviours in children

"Parenting is a complex phenomenon that is, in part, a response to and supported by parents' cultural and personal beliefs about what they should do to promote their children's development" (Burchinal, Skinner, & Reznick, 2010, p. 79). These parenting belief systems are constructed from the parents' own personal backgrounds and life experiences, and also by socio-demographic characteristics (such as age, gender, education, location, etc.) and broader belief systems (such as religion, culture, current popular models of child development, etc.) (Burchinal et al., 2010). Various studies support the reality of the parenting styles that were advanced by Baumrind (Brenner & Fox, 1998; Burchinal et al., 2010; Greenberger & Goldberg, 1989; Morawska & Sanders, 2008). Here, three parenting styles are put forward; namely, the authoritarian, permissive and authoritative parenting styles (Burchinal et al., 2010; Greenberger & Goldberg, 1989; Morawska & Sanders, 2008). A mixed authoritative/authoritarian parenting style has also been identified (Greenberger & Goldberg, 1989).

The authoritarian parenting style is characterised by parents who make high demands for mature behaviour, but they act in ways that are harsh (including using corporal punishment) and uncompromising in order to “teach” their children to respect their authority and to curb any unwelcomed behaviours (Burchinal et al., 2010; Greenberger & Goldberg, 1989). They also tend to be less responsive and sensitive in interactions with their children as a way not to “spoil” them (Burchinal et al., 2010). The permissive parenting style is characterised by parents who make sufficient demands for mature behaviour, but they either indulge or neglect their children's needs (Greenberger & Goldberg, 1989). Lastly, the authoritative parenting style is characterised by parents who make high demands for mature behaviour, but they respond to their children's individuality and seek to induce their understanding of parental expectations and sanctions (Greenberger & Goldberg, 1989; Morawska & Sanders, 2008). They do not use corporal punishment as a means to correct their children's behaviour; but believe that children need to understand clearly what is right and wrong before being punished (Burchinal et al., 2010).

Parenting practices are an important contributor to children's behaviours, particularly in the development of aggressive behaviours (Anthony et al., 2005; Brenner & Fox, 1998; Clerkin, Halperin, Marks, & Policaro, 2007; Dadds et al., 2003; Elgar, Waschbusch, Dadds, & Sigvaldason, 2007; Essau, Sasagawa, & Frick, 2006; Hawes & Dadds, 2006; Shelton et al., 1996; Stormshak, Bierman, McMahon, & Lengua, 2000). All these studies have consistently found that parenting practices that include neglect of the child, lack of parental involvement, inconsistent, coercive, harsh punishment and/or passive disciplinary techniques, lack of or poor monitoring and supervision of the child, and the absence of positive rewards for good behaviour increase the likelihood of emotional and behavioural difficulties in children.

Social learning theory regards behaviour as a result of learning; be it through a person's own direct experience, by observation (or modelling), and/or self-regulation (Bandura, 1977; Meyer, Moore, & Viljoen, 1997). Self-regulation arises from the meaning that a person attaches to what s/he has learnt through direct experiences and/or observations (Bandura, 1977).

Accordingly, aggression or violence is seen as a learnt behaviour. This means that children who grow up in families where there is violence (such as parental fights and/or corporal punishment), observe it and experience it, and they are therefore socialised into and may model violent behaviours at an early age.

Studies show that aggressive behaviour begins early in life, and, in most children, it reaches its peak at the age of four and then declines (Clerkin et al., 2007; Dadds et al., 2003; Loeber & Pardini, 2008). For the children who stay aggressive, it is when they enter nursery or elementary school that their aggressive behaviours become apparent and are seen as a concern (Clerkin et al., 2007; Dadds et al., 2003; Loeber & Pardini, 2008).

Ward and Wessels (2013, p. 62) argued that:

Good care giving for children, especially in the early years, is fundamental not only to each individual child's well-being and development, but also to realising safe and productive [communities]. Children whose biological and emotional needs are met ... are well prepared to succeed at school, have good relationships with others, and, in the long-run, become productive adult members of society. ... By contrast, children who are neglected and abused, which are the most serious forms of poor parenting, have been shown to increase the body's stress response thereby harming the development of children's brains and other organs and increase the risk for physical and mental illnesses, as well as other problems such as delinquency.

Good parenting is therefore about responding appropriately to children (Ward & Wessels, 2013). It is about parents developing positive parenting skills and learning effective but non-physical forms of discipline, which would improve parenting and lead to better outcomes for children (Knerr, Gardner, & Cluver, 2013; Ward & Wessels, 2013). As Ward and Wessels (2013, p. 62) argued, "parents [would] know what to do when their children need comforting or when they break rules, what not to do (such as not using harsh forms of discipline nor corporal punishment), and to be able to do these things consistently". Such parenting practices are

typical qualities of an authoritative parenting style. Ultimately, good parenting is important for preventing violence both against and by children (Knerr et al., 2013).

2.4 The Alabama Parenting Questionnaire

The Alabama Parenting Questionnaire (APQ), which was developed by P.J. Frick in 1991 and adapted by Shelton et al. in 1996, is a 42-item measure of parenting characteristics and/or practices that are rated on a five-point Likert-type scale that ranges from 1 (*never*) to 5 (*always*) (Clerkin et al., 2007; Dadds et al., 2003; Elgar et al., 2007; Essau et al., 2006; Hawes & Dadds, 2006). A copy of the APQ is attached as Annexure 2A. The items are grouped into five main subscales, namely: Parental Involvement, Positive Parenting Techniques (Positive Reinforcement), Poor Parental Monitoring and Supervision, Inconsistent Discipline, and Corporal Punishment (Harsh Discipline) (Clerkin et al., 2007; Dadds et al., 2003; Elgar et al., 2007; Essau et al., 2006; Hawes & Dadds, 2006; Shelton et al., 1996). Within the APQ, there is an additional subscale of Other Disciplinary Practices that is used as a distracter to buffer the negative connotations of the Corporal Punishment subscale (Clerkin et al., 2007; Dadds et al., 2003; Elgar et al., 2007; Essau et al., 2006; Hawes & Dadds, 2006; Shelton et al., 1996). The APQ subscales assess parenting practices that are likely to lead to aggression in children (Clerkin et al., 2007; Dadds et al., 2003; Elgar et al., 2007; Essau et al., 2006; Hawes & Dadds, 2006; Shelton et al., 1996).

In the original study by Shelton et al. (1996) that tested the APQ, parenting practices in a sample of 160 primary custodial caretakers (mostly mothers) and their children of elementary school-age (i.e., between the ages of six and thirteen years) from Alabama were assessed using a multi-informant and a multi-method system. Among other things, they found the following. Concerning the reliability of the APQ scores, they found that (a) the three-item Corporal Punishment subscale consistently had poor internal consistency across the samples and assessment formats, which they said could be because it had three items while the parents may

tend to use one preferred method of corporal punishment, and (b) the Poor Parental Monitoring and Supervision subscale showed low internal consistency among the items. Concerning the validity of the APQ scores, the Parental Involvement and the Positive Parenting subscales generally showed the highest correlations across informants and methods of assessment. They concluded that the APQ seemed to be useful for obtaining parental reports of parenting practices, and that parent report formats are more useful for assessing parenting practices than are child report formats used with an elementary school-age group.

Since then, the APQ has been used in many studies; five of these will be mentioned. First, Dadds et al. (2003) studied the psychometric properties of the APQ concerning the link between parenting and conduct problems in children (aged between four and nine years) in a sample of 802 participants from Brisbane. They found that while the APQ showed adequate internal consistency among the Positive Parenting Techniques, Parental Involvement and Inconsistent Discipline subscales, it however also showed low internal consistency for the Poor Parental Monitoring and Supervision and Corporal Punishment subscales. They also found that negative parenting practices are a contributing factor in the development of conduct problems in children. They concluded that the APQ is a useful tool with Australian samples for exploring the links between parenting practices and child behaviour, specifically the development of conduct problems in young children.

The second study reviewed, by Essau et al. (2006), dealt with the psychometric properties of the APQ in a sample of 1,219 German school children aged ten to fourteen years. They found that (a) "conduct problems and aggressive and antisocial behaviour [are] correlated significantly negatively with parental involvement and with positive parenting" and also that (b) "the dimension of parenting that had the strongest correlation with conduct problem and aggressive and antisocial behaviour was that of corporal punishment" (Essau et al., 2006, p. 612). They concluded that there is support for the five subscale structure of the APQ and also that the APQ does adequately assess familial risk factors that could lead to childhood conduct problems.

Third, Hawes and Dadds (2006) used both self-reported parenting practices on the APQ and clinical observations of families from Brisbane and Sydney to assess parenting practices among a sample of 56 parents and their boy children (aged four to eight years who met the DMS-IV criteria for either Oppositional Defiant Disorder or Conduct Disorder). They found that four of the five original APQ subscales correlated with the observational data. That is, (a) parents who scored higher on the Positive Parenting Techniques and Parental Involvement subscales were also observed to use more praise across observational settings, (b) parents who scored higher on the Inconsistent Discipline subscale were observed to use less praise, and (c) parents who scored higher on the Corporal Punishment subscale were observed to engage in higher rates of harsh parenting. They also concluded that “the APQ [is] a valid and clinically informative tool in the treatment of childhood conduct problems” (Hawes & Dadds, 2006, p. 567).

Fourth, Clerkin et al. (2007) studied the psychometric properties of the APQ-Preschool Revision (APQ-PR) among 160 parents and their children (aged three to six years old) in New York City. The APQ-PR consists of 32 items from the original APQ (Clerkin et al., 2007). They found that this “revised version of the APQ is more appropriate for use with preschool samples” because “it reliably evaluates three distinct aspects of parenting [namely, Positive Parenting, Inconsistent Parenting and Corporal Punishment]” (Clerkin et al., 2007, p.27). They concluded that their study “adds to the existing literature, suggesting that parenting strategies may only be minimally related, if at all, to hyperactive–impulsive symptoms in early childhood” (Clerkin et al., 2007, p.27).

In the fifth, and last study reviewed, de la Osa, Granero, Penelo, Dome`nech, and Ezpeleta (2013) studied the psychometric properties of the APQ-PR in three year-old Spanish preschoolers in Barcelona for the 2009-2010 academic year, among 603 parents and their children. For this study, the English version of the instrument was translated into Spanish. They found that (a) there were associations between negligent and punitive parenting practices and disruptive behaviours in children, and (b) there were associations between positive parenting practices and the absence of conduct behavioural problems in children. They also confirmed

that the APQ-PR, even in its Spanish version, is a potentially useful tool to establish the association between parenting practices and the corresponding conduct problems and functional impairment of children.

This discussion shows that the APQ has been extensively used to establish the association of parenting practices and the behaviours of children of different ages, languages and cultures. Furthermore, studies have consistently confirmed that the APQ is a useful tool to specifically show the association between negative parenting practices and conduct problems in children.

2.5 Parenting practices among isiXhosa-speaking people

isiXhosa is the second most spoken language in South Africa and also in the Western Cape province (Stats SA, 2012). isiXhosa is the first-language of at least 16% (or over 8.1 million) of the population in the country, and it is also the first-language of at least 24.7% (or over 1.4 million) of the population in the Western Cape province (Stats SA, 2012). The largest concentration of isiXhosa-speakers in the Western Cape province lives in the Cape Town metropole (Marindo, Groenewald, & Gaisie, 2008). The data showed the importance of understanding how isiXhosa-speaking parents/guardians raised their children; and the Cape Town metropole was the ideal locality to do so.

A majority of studies on parenting practices in the Western Cape province focused on the white and the coloured population groups (personal communication by C.L. Ward). A literature search confirmed this dearth of literature on parenting practices among isiXhosa-speakers. Based on the rather limited available literature on parenting among isiXhosa-speaking people, the only relevant study offering insight in this area is by Bray, Gooskens, Kahn, Moses, and Seekings (2010). They studied the family experiences of children from different ethnic groups living in various communities around the Cape Town metropole.

Bray et al. (2010) reported the following about the isiXhosa-speaking families who took part in their study. First, “the most striking feature of households in Cape Town in the early 2000s is the extent of parental absence (particularly, paternal absence)” (Bray et al., 2010, p. 51). They found that (a) fewer than half of all adolescents and only just over half of children in Cape Town live with both of their biological parents and (b) stepfathers, rather than biological fathers, feature prominently in the children’s lives (Bray et al., 2010). This high prevalence of paternal absence means that “the mother–child relationship appears to be the focal point around which a domestic group often coheres and there is a degree of residential stability in mother–child bonds for many adolescents” (Bray et al., 2010, p. 88).

Second, lower income households were occupied by more people than higher income households at an average of 5.6 and 3.7 people, respectively (Bray et al., 2010). This larger number of family members was mostly due to lower income households being also occupied by extended family members (Bray et al., 2010).

Third, corporal punishment was used as a form of maintaining discipline within isiXhosa-speaking families (Bray et al., 2010; Cherian, 1994). Fourth, and lastly, there is a strong emphasis among isiXhosa-speaking families for children to respect older people (Bray et al., 2010). The respect is expressed through deference and neither “talking back” nor speaking badly about older people (Bray et al., 2010). The point about isiXhosa-speaking families not encouraging their children to speak openly about everything at home makes it difficult to ascertain the extent of corporal punishment and leaves scope for not addressing possible instances of child abuse (Bray et al., 2010).

2.6 The adaption of psychological tools for use with different samples

With the increased globalisation of psychology and related fields, there is a greater need to have reliable and valid tools that can be used in a number of languages and cultures (Beauford, Nagashima, & Wu, 2009; Mason, 2005; Su & Parham, 2002; Sumathipala & Murray, 2000; van Widenfelt, Treffers, de Beurs, Siebelink, & Koudijs, 2005). Using such existing psychological tools will save time, money and effort (Beauford et al., 2009; van Widenfelt et al., 2005). In addition, "using [such] established measures further allows for cross-cultural comparison of findings as well as use in international trials" (van Widenfelt et al., 2005, p. 135).

Before tools that have been developed in one society can be applied in another society, it is important to determine empirically whether they function similarly in the two societies (Ivanova *et al.*, 2007). As a start, the tool needs to be properly translated. There is a general consensus that the process of back-translation will help to ensure that such a tool can be used in different samples (Beauford et al., 2009; Herrera, DelCampo, & Ames, 1993; Mason, 2005; Nøvik, 1999; Sumathipala & Murray, 2000; van Widenfelt et al., 2005; Villagran & Lucke, 2005). Furthermore, "the instrument should be applied to representative samples in order to obtain norms for the specific population and to test its reliability and validity" (Nøvik, 1999, p. 247).

2.7 Conclusion

This chapter emphasised the important role of good parenting in the development of children, in particular, the prevention of aggression in children. Given that there is such a high level of violence in our country, studies that contribute to a better understanding of this problem are important. Through using established tools (such as the Alabama Parenting Questionnaire), the study is therefore intended to throw light on this area by unpacking parenting practices in an isiXhosa-speaking sample.

CHAPTER 3

COGNITIVE INTERVIEWS DEALING WITH THE ALABAMA PARENTING QUESTIONNAIRE

3.1 Introduction

This chapter discusses the first of the two parts of the study, namely the qualitative part. This part is about cognitive interviews that were conducted to pre-test the initial isiXhosa APQ (attached as Annexure 2B). Here, I will describe how the cognitive interviews were conducted and analysed, and also discuss the results. The outcome of this first part of the study was a revised isiXhosa APQ (attached as Annexure 2C), which was used for the quantitative part of the study.

The manner in which I have presented the information in this chapter has been influenced by articles by Boeije and Willis (2013) and Willis and Boeije (2013a) proposing a Cognitive Interviewing Reporting Framework (CIRF). These authors advocated that “the effective conduct of cognitive interviewing requires the use of a systematic, complete, and harmonized system of reporting standards” (Willis & Boeije, 2013a, p. 123). They further argued for “clear reporting of cognitive interviewing studies, in order for the users to be able to assess the value of these studies” (Boeije & Willis, 2013, p. 94). Accordingly, I have attempted to present a full account of how I undertook the cognitive interviews and analysed them.

3.2 Study methods

3.2.1 Study design and rationale for conducting cognitive interviews

Cognitive interviewing is an amalgamation of cognitive psychology and survey methodology (Boeije & Willis, 2013; Desimone & Le Floch, 2004; Drennan, 2003). It allows for an in-depth analysis of individual items of a tool by establishing the thought process of a participant (or respondent) about how s/he understood the item and why s/he responded to it in the manner that s/he did (Desimone & Le Floch, 2004; Drennan, 2003). This process helps researchers to pre-test a tool to improve its quality, evaluate its relevance and clarity and increase the rate at which it will be properly completed (Alaimo, Olson, & Frongillo, 1999; Collins, 2003; Drennan, 2003; Willis & Boeije, 2013b). In other words, through cognitive interviewing, any problematic items of a tool are identified and corrected prior to using it in the field (Drennan, 2003). This ensures that “respondents are able to understand the questions being asked, that questions are understood in the same way by all respondents, and that respondents are willing and able to answer such questions” (Collins, 2003, p. 229).

Given the usefulness of cognitive interviewing in the pre-testing of tools, it was seen as fit to be used in the study to pre-test the validity, clarity and relevance of the items of the initial isiXhosa APQ. This isiXhosa version of the APQ had already undergone the necessary processes of back-translation to ensure that its terms were equivalent to the original version of the APQ. Beyond that, it was important to understand what the participants understood the items of the APQ to mean and also how they came to answer the items in the manner that they did (Chan & Pan, 2009; Desimone & Le Floch, 2004; Drennan, 2003). Through this process, the researcher was to ascertain whether the participants understood the items in the initial isiXhosa APQ as was intended in the original APQ. If not, the researcher intended to get some recommendations from the participants about alternative wording or rephrasing of items. This exercise was intended to adapt the initial isiXhosa APQ into one that could truly help to assess parenting

practices among isiXhosa speaking parents/guardians (Chan & Pan, 2009; Desimone & Le Floch, 2004).

3.2.2 Sample

The plan was to recruit between six and twelve isiXhosa-speaking parents/guardians for the cognitive interviews. These participants were to have at least one child aged six to eighteen years old and be living around the Cape Town metropole. The researcher was to keep interviewing until the data was clearly saturated. This number of participants was judged as enough to pre-test how effective the APQ would be as a tool to assess parenting practices among isiXhosa-speaking parents/guardians (Boeije & Willis, 2013). The participants were to be recruited through local NGOs. This represented a *convenience sampling method* because it was driven by the need to have convenient access to sites and participants (Marshall & Rossman, 2011; Terre Blanche, Durrheim, & Painter, 2006). The aim of choosing the participants in this way was not to acquire a representative sample, but to have participants sufficiently capacitated to assess and possibly improve the quality of the tool (Vis-Visschers & Meertens, 2013).

3.2.3 Measure

The parent format of the APQ was chosen because, as Shelton et al. (1996) concluded from their study, (a) interview formats with the APQ seemed useful for obtaining parental reports of parenting practices and (b) parent report formats seemed more useful for assessing parenting practices than child report formats administered to an elementary school-age group. Furthermore, the APQ subscales are regarded as useful in assessing parenting practices that are likely to lead to aggression in children (Clerkin et al., 2007; Dadds et al., 2003; Elgar et al., 2007; Essau et al., 2006; Hawes & Dadds, 2006; Shelton et al., 1996).

3.2.4 Procedures

The researcher, who is conversant in isiXhosa, interviewed the participants individually in private offices of the NGOs. The interviews were conducted in six days over a period of three weeks in May 2013. Before starting with each cognitive interview, the researcher provided some introductory information about the study, discussed and completed the consent form and the demographic details form (attached as Annexures 1B and 4, respectively). The actual cognitive interviews were recorded to make sure that the researcher did not miss anything that the participants were saying. The average time that the cognitive interviews took was 1 hour and 18 minutes.

The researcher planned to follow the steps below to conduct the cognitive interviews; namely:

- (a) He reminded each participant to think of one of her/his children that s/he chose when s/he was completing the demographic details form, and to respond to all the statements in respect to how each statement applied to that child. [i.e., *Cinga ngomnye wabantwana bakho oneminyaka ephakathi kwe 6-18 yeminyaka.*]
- (b) He read an item of the APQ and then asked the participant to respond about whether such a statement is the case for her/him based on the choices of: 1-never, 2-almost never, 3-sometimes, 4-often, or 5-always. [i.e., *Ikhona into endifuna ukukufundela yona. Khetha phakathi ko: 1-akukhe kwenzeke, 2-kunqabile, 3-ngamanye amaxesha, 4-kuxhaphakile, okanye 5-rhoqo.*]
- (c) He asked each participant what s/he understood that statement of the APQ to mean. [i.e., *Ucinga ukuba lento endikufundele yona ithetha ntoni kuwe? Okanye, xa ujongamanye amaxesha ungaphezulu uthetha ukuthini kuwe?*]
- (d) He then asked the participant to describe the process that s/he used to decide to answer the statement (i.e., to choose the rating) in the manner that s/he did. [i.e., *Ndicacisele ngendlela oyewacinga ngayo ukuze ukwazi ukuphendula lombuzo.*]

This type of cognitive interviewing method is called a *concurrent, tailored (semi-structured) interview with verbal probing techniques* (Alaimo *et al.*, 1999; Boeije & Willis, 2013). That is, after a response by a participant, the researcher probed her/him for detailed elaborations or to provide clarity (and examples) (Alaimo *et al.*, 1999).

The researcher did not always follow these planned steps when he conducted the cognitive interviews. Typically and especially for the items that the participants could clearly understand, they would give a rating for the item and immediately give an explanation/details of why they chose such a rating. When the researcher asked them the next two questions of the cognitive interviewing steps [i.e., (a) what they think the item meant and (b) how they came to decide to answer in the manner that they did], the participants would give very short answers. Following that, the researcher had to probe the participants for details.

To avoid confusion, help the participants to follow the cognitive interviewing process and acquire valuable information, the researcher adopted two strategies. As the first strategy, he tried to limit the participants to only give a rating and not explain it. This was because the explanation is already built into the second part of the cognitive interviewing process. The researcher wanted first to make sure how the participants understood the item so that he could ascertain whether they understood it as intended in the original item. In addition, he wanted the participants to point out difficult parts of the items in the initial isiXhosa APQ (unclear words, incompleteness, etc.). In some instances, the researcher asked the participants to read out aloud the actual item. He did so especially for those items that previous participants had found difficult to understand when he was reading or when the current participants repeatedly asked him to read out the item.

For the second strategy, the researcher read the item and then listened as a participant talked for as long as they needed. The researcher would then ask specific questions from what the participants had said to make sure that they had answered the two parts of the cognitive interview process. This strategy resembled a combination of the *think-aloud* and *verbal probing*

techniques of cognitive interviewing (Boeije & Willis, 2013). The strategy was useful as some participants were constantly getting confused about what the second part of the cognitive interview process required from them. However, the researcher had to be careful not to rely uniformly on this strategy as it was easy for the participants not to answer or give adequate information about the second part of the cognitive interview process. The researcher would either decide (a) whether to probe the participants for more information on this second part of the cognitive interviewing process, or (b) to use examples of what the participants had already said to elicit a response for the second part of the cognitive interview process.

Overall, I felt that the participants were truthful in their responses. They were able to give reasons, details and/or examples for their ratings and they shared a great deal of information about their parenting practices and also about their children's behaviours. They did not only share things that they might have thought the researcher regarded as socially acceptable or desirable.

3.2.5 Ethical considerations

Before starting with each cognitive interview, the researcher introduced himself, explained what the study was about, read out the information sheet and asked each participant to confirm that s/he was voluntarily participating in the study by completing a consent form (which included that the actual cognitive interview be tape-recorded). The researcher reiterated to the participants that they were free to withdraw from the study at any time (even after they had completed the consent form) and also that they were free not to answer any question (Terre Blanche et al., 2006). After the interviews, the participants were given gift cards as a token of appreciation for the time they had devoted and information they had provided to make the study possible (Marshall & Rossman, 2011).

The researcher developed a protocol (which is attached as Annexure 5) for reporting child abuse that might be disclosed during the study. The UCT Department of Psychology Research Ethics Committee who approved the research proposal for the study had advised the researcher to have such a protocol. The participants were open about their use of corporal punishment, were aware of acts of corporal punishment that would lead to physical abuse (and did not report to engage in such acts), and, based on the protocol, did not report their use of corporal punishment in a manner that would have warranted the researcher to ask further questions.

To safeguard the documents generated by the study (such as the completed consent forms, the research questionnaires and the tape recordings), these are to be kept safely in the research supervisor's office at UCT for a period of up to five years (Kazdin, 1992; Marshall & Rossman, 2011). Only the research team has access to these documents. This thesis and any other reports and/or publications about the research will not identify any names of participants (Kazdin, 1992).

3.3 Data analysis

The researcher started to analyse the data while still conducting the cognitive interviews. During each interview, using a copy of the initial isiXhosa APQ, he (a) entered the participant's rating for each item, (b) noted any change that the participant was making for the ratings of some items, (c) noted the items where the participant felt unsure with her/his ratings, (d) noted the items the participant did not understand well (or had difficulties understanding), and (e) noted the participant's suggestions about possible re-wording and/or rephrasing of some items.

After the first two interviews, the researcher met with Ms. Amandla Ngwendu, who is a first language isiXhosa speaker and an Honours degree student in Linguistics at UCT, to, first, make sure that he was reading the items properly and pronouncing the isiXhosa words audibly. The second aim was to find isiXhosa synonyms for two words that the first two participants did not understand. These were the word *uyamwonga* in item 16 which should have meant to praise, and the word *uyamnyina* in item 36 which should have meant to take away. The last aim was to find another way to explain to the participants in isiXhosa the difference between the first and second parts of the cognitive interview process [i.e., numbers (c) and (d) of the previously mentioned steps of cognitive interviewing]. The modification of these two items of the APQ and advice on how the researcher was reading the items were applied during the subsequent interviews (Boeije & Willis, 2013).

By the ninth interview, the researcher felt that he had reached a saturation point with the information from the interviews because the participants (a) were having difficulties with the same words and/or items, (b) were no longer offering different or new information, and (c) were struggling in a similar manner with the cognitive interviewing process (Boeije & Willis, 2013). The researcher therefore decided not to conduct more interviews.

The researcher then analysed the information from all nine cognitive interviews. Firstly, from the notes that he had taken during the interviews, he noted those items with which any participant had concerns or difficulties. Secondly, he listened to all the tape recordings so as to (a) check which participants had concerns with which items and (b) noted what the participants were suggesting as possible re-wording and/or rephrasing of some of the items. Based on the tape recordings, 22 items were identified as having raised concerns or difficulties, while it was noted that only six participants had suggested possible re-wording/re-phrasing of some of these items.

From all suggested re-wording or re-phrasing of some of the items by the participants, the researcher then chose those changes that best reflected the meaning and intention as in the original APQ. He then met again with Ms. Ngwendu to check that these changes were grammatically correct, culturally sensitive and that they truly captured the meaning as in the items of the original APQ. A revised isiXhosa APQ was then drafted. Final inputs (mainly of a grammatical nature) on this revised isiXhosa APQ were made by a group of 24 first-language isiXhosa-speaking students from UCT, who attended a workshop to train them to be research assistants for the quantitative part of the study (to be discussed in the next chapter). Although it was clear from the feedback by the research assistants that further changes could be made on this revised isiXhosa APQ (mostly due to different preferences on the choice of words), a consensus view was that the revised isiXhosa APQ was acceptable and understandable. These changes and the suggestions from all the stakeholders are now incorporated in the revised isiXhosa APQ.

3.4 Results

3.4.1 Participants

The participants were either staff members or clients who are served by the local NGOs. The eventual sample size of nine participants was guided by the researcher's sense that he had saturated the information that he might be able to acquire from cognitive interviews, about the adequacy of the isiXhosa APQ wording. It was important to avoid a waste of time and resources by interviewing too many participants (Rouquette & Falissard, 2011).

Table 1 below provides details about the demographic information of the participants.

Table 1: Demographics of the participants (and of their children) for the qualitative part of the study (n = 9)

Characteristic	Category	Frequency
Gender	Males	2
	Females	7
Age	31–40 years	1
	41–50 years	7
	51–60 years	1
Educational attainment	Grades 1-4	2
	Grades 5-7	0
	Grades 8-11	5
	Grade 12	0
	Above Grade 12	2
Marital status	Single	5
	Married (and living together with their partners)	4
Employment status (main source of income)	Paid work (and also receive a child support grant)	7 (5)
	No work (child support grant only)	2
Number of children (aged 6-18) living in the house	1-2 children	2
	3-4 children	6
	5-6 children	1
People living in the house	5-6 people	4
	7-8 people	4
	9-10 people	0
	11-12 people	0
	13-14 people	1
Relationship to child who was the focus of the interview	Biological parent	7
	Immediate relative	2
Gender of child	Males	5
	Females	4
Age of child	6-8 years	3
	9-10 years	0
	11-12 years	2
	13-14 years	2
	15-18 years	2
School grade of child	Grades 1-4	3
	Grades 5-7	2
	Grades 8-11	4

From *Table 1* above, the demographics of the participants show the following: (a) there were two males and seven females, (b) most (eight) were above the age of 40, (c) most (seven) had at least a secondary-level of education (with two of these participants having post-matric qualifications), (d) there was almost an even split with regard to the marital status of the participants between being single (five) or being married (four), with all those who were married living with their partners, (e) most (seven) had full-time work (with five also getting a child support grant as their additional source of income), which meant that a child support grant was indeed an important source of income for most (seven) participants, and, (f) the families of most participants were relatively large (seven participants had three or more children and all of the participants lived in households with five or more people up to thirteen people for one participant).

Continuing from *Table 1* above, the following can be said about the children whom the participants chose as the focus of the interview: (a) most participants (seven) were the biological parents of the children, (b) there was almost an even split with regard to the gender of the children (five males and four females), (c) the nine children represented all ages between six and eighteen with the exception of ages nine, ten, sixteen and seventeen, and (d) many children (five) were at a higher school grade than their age group (by up to two grades higher), two children were at an age-appropriate school grade and two children were at a lower school grade than their age group (by up to two grades lower) [i.e., grade 1 representing an age group of seven years old, and so on consecutively].

3.4.2 Content and meaning analysis

Table 2 below lists all the items of the APQ from the original English APQ, the initial isiXhosa APQ, and the revised isiXhosa APQ (from Annexures 2A, 2B and 2C, respectively). The last column of the table provides comments on the changes on the items from the initial isiXhosa APQ to the revised isiXhosa APQ.

Table 2: Items of the APQ and changes on the initial isiXhosa APQ to the revised isiXhosa APQ

#	Item of APQ	Item on Initial isiXhosa APQ	Item on Revised isiXhosa APQ	Comments on Items on Initial to Revised isiXhosa APQ
1	You have a friendly talk with your child.	Uncokola kakuhle nomntwana wakho.	Uncokola kakuhle nomntwana wakho.	Unchanged
2	You let your child know when he/she is doing a good job with something.	Uyamazisa umntwana wakho xa enze umsebenzi oncomekayo.	Uyamazisa umntwana wakho xa enze umsebenzi oncomekayo.	Unchanged
3	You threaten to punish your child and then do not actually punish him/her.	Umgrogrisa ngokumohlwaya umntwana wakho kodwa ungade umohlwaye.	Umgrogrisa ngokumohlwaya umntwana wakho kodwa ungade umohlwaye.	Unchanged
4	You volunteer to help with special activities that your child is involved in (such as sports, boy/girl scouts, church youth groups).	Uye ucele uncedise xa kukho imisetyenzana ekhethekileyo athatha inxaxheba kuyo umntwana (njengemidlalo, amaqela olutsha ecawe, okanye iSeven Passes).	Uye uncedise xa kukho imisetyenzana ekhethekileyo athatha inxaxheba kuyo umntwana wakho (njengemidlalo, amaqela olutsha ecawe, nokunye).	Changed: Some words were removed and others were added in the item to make it clearer or more complete.
5	You reward or give something extra to your child for obeying you or behaving well.	Uye umnike okuthile umntwana wakhe xa ekuthobela okanye ethe waziphatha ngendlela efanelekileyo.	Uye umnike okuthile umntwana wakho xa ekuthobela okanye ethe waziphatha ngendlela efanelekileyo.	Changed: A possessive adjective was changed from third person to second person.
6	Your child fails to leave a note or to let you know where he/she is going.	Umntwana wakho uye angashiyi myaleza malunga nendawo aya kuyo.	Umntwana wakho uye angashiyi myalezo malunga nendawo aya kuyo.	Changed: The spelling of a word was corrected.
7	You play games or do other fun things with your child.	Uyadlala imidlalwana okanye wenze ezinye izinto ezonwabisayo nomntwana wakho.	Uyadlala imidlalwana okanye wenze ezinye izinto ezonwabisayo nomntwana wakho.	Unchanged
8	Your child talks you out of being punished after he/she has done something wrong.	Umntwana wakho uyakwazi ukukwenza ukuba ungabi samohlwaya xa enze into engeyiyo.	Umntwana wakho uyakwazi ukukwenza ukuba ungabi samohlwaya xa enze into engeyiyo.	Unchanged
9	You ask your child about his/her day in school.	Uyambuza umntwana wakho malunga nosuku lwakhe esikolweni.	Uyambuza umntwana wakho malunga nosuku lwakhe esikolweni.	Unchanged
10	Your child stays out in the evening past the time he/she is supposed to be home.	Umntwana wakho ukhe angabikho endlini ebusuku de kugqithe ixesha ekufaneleke ukuba abe usekhaya ngalo.	Umntwana wakho ukhe angabikho endlini ebusuku de kugqithe ixesha ekufaneleke ukuba abe usekhaya ngalo.	Unchanged

#	Item of APQ	Item on Initial isiXhosa APQ	Item on Revised isiXhosa APQ	Comments on Items on Initial to Revised isiXhosa APQ
11	You help your child with his/her homework.	Uyamncedisa umntwana wakho ngomsebenzi wakhe wesikolo.	Uyamncedisa umntwana wakho ngomsebenzi wakhe wesikolo.	Unchanged
12	You feel that getting your child to obey you is more trouble than it's worth.	Uvakalelwa kwelokuba ukumenza umntwana wakho akumamele yinkcitha xesha nje.	Uvakalelwa kwelokuba ukumenza umntwana wakho akumamele yinkcitha xesha nje.	Unchanged
13	You compliment your child when he/she does something well.	Uyamncoma umntwana wakho xa enze okuhle.	Uyamncoma umntwana wakho xa esenza okuhle.	Changed: A verb tense was changed.
14	You ask your child what his/her plans are for the coming day.	Uyambuza umntwana wakho ukuba yintoni azimisele ukuyenza kusuku olulandelayo.	Uyambuza umntwana wakho ukuba yintoni azimisele ukuyenza kusuku olulandelayo.	Unchanged
15	You take your child to a special activity.	Uyamkhupha umntwana wakho umse elonwabeni.	Uyamkhupha umntwana wakho umse kwizinto ezonwabisayo.	Changed: Some words were added/rephrased to clarify that the item is about special activities that a parent/guardian can take her/his child to.
16	You praise your child if he/she behaves well.	Uyamwonga umntwana wakho xa ethe waziphatha ngendlela efanelekileyo.	Uyamncoma umntwana wakho xa ethe waziphatha ngendlela efanelekileyo.	Changed: A word was changed because most of the participants did not know its meaning.
17	Your child is out with friends you don't know.	Umntwana wakho uzikhuphe nabahlobo ongabaziyo.	Umntwana wakho uzikhuphe nabahlobo ongabaziyo.	Unchanged
18	You hug or kiss your child when he/she does something well.	Uyamanga okanye umphuze umntwana wakho xa ethe wenza into encomekayo.	Uyamanga okanye umphuze umntwana wakho xa ethe wenza into encomekayo.	Unchanged
19	Your child goes out without a set time to be home.	Umntwana wakho uyahamba abe engasikelwanga xesha lokuba abe sele ebuyele ekhaya.	Umntwana wakho uyahamba abe engasikelwanga xesha lokuba abe sele ebuyele ekhaya.	Unchanged
20	You talk to your child about his/her friends.	Uyathetha nomntwana wakho ngabahlobo bakhe.	Uyathetha nomntwana wakho ngabahlobo bakhe.	Unchanged
21	Your child is out after dark without an adult with him/her.	Umntwana wakho akekho ndlini ebusuku abe engahambi namntu mdala.	Umntwana wakho akekho endlini ebusuku abe engahambi namntu mdala.	Changed: The spelling of a word was corrected.

#	Item of APQ	Item on Initial isiXhosa APQ	Item on Revised isiXhosa APQ	Comments on Items on Initial to Revised isiXhosa APQ
22	You let your child out of a punishment early (like lift restrictions earlier than you originally said).	Umntwana wakho uyamsindisa kwisohlwayo (njengokuthi akazi kufumana sopholo kodwa uphinde umnike ukudla).	Umntwana wakho uyamsindisa kwisohlwayo osibekileyo (njengokuba uphelise isohlwayo phambi kwexesha obumnike lona).	Changed: The item was rephrased to reflect the meaning of the original item.
23	Your child helps plan family activities.	Umntwana wakho uyancedisa ekucwangciseni izinto ezizokwenziwa lusapho.	Umntwana wakho uyancedisa kumalungiselelo kwizinto ezizokwenziwa lusapho.	Changed: The item was rephrased/reworded to reflect that it is about the role that a child plays to help to plan family activities.
24	You get so busy that you forgot where your child is and what he/she is doing.	Uxakekeka kangankuba ulibale ukuba uphi umntwana wakho nokuba wenzani na.	Uxakeke kangankuba ulibale ukuba uphi umntwana wakho nokuba wenzani na.	Changed: The spelling of a word was corrected.
25	Your child is not punished when he/she has done something wrong.	Umntwana wakho akohlwaywa xa enze into engalunganga.	Umntwana wakho akohlwaywa xa enze into engalunganga.	Unchanged
26	You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.	Uyaya kwiintlanganiso zabazali nootitshala, iinkomfa zabazali/zootitshala, okanye ezinye iintlanganiso zesikolo zomntwana wakho.	Uyaya kwiintlanganiso zabazali nootitshala, iinkomfa zabazali/zootitshala, okanye ezinye iintlanganiso zesikolo zomntwana wakho.	Unchanged
27	You tell your child that you like it when he/she helps out around the house.	Uyamchazela umntwana wakho ukuba uyonwaba xa encedisa ekhaya.	Uyamchazela umntwana wakho ukuba uyonwaba xa encedisa ekhaya.	Unchanged
28	You don't check that your child comes home at the time she/he was supposed to.	Awuyijongo into yokuba umntwana wakho ubuyela ekhaya ngexesha ebekufanele ukuba ubuya ngalo.	Awuyijongi into yokuba umntwana wakho ubuyela ekhaya ngexesha ebekufanele ukuba ubuya ngalo.	Changed: The spelling of a word was corrected.
29	You don't tell your child where you are going.	Awumchazeli umntwana wakho apho uya khona.	Awumchazeli umntwana wakho apho uya khona.	Unchanged
30	Your child comes home from school more than an hour past the time you expect him/her.	Umntwana wakho ufika endlini evela esikolweni emva kwexesha alindeleke ngalo kangangeyure.	Umntwana wakho ufika endlini evela esikolweni emva kwexesha alindeleke ngalo kangangeyure.	Unchanged

#	Item of APQ	Item on Initial isiXhosa APQ	Item on Revised isiXhosa APQ	Comments on Items on Initial to Revised isiXhosa APQ
31	The punishment you give your child depends on your mood.	Isohlwayo osinika umntwana wakho sixhomekeka kwimeko okuyo.	Isohlwayo osinika umntwana wakho sixhomekeka kwimeko okuyo.	Unchanged
32	Your child is at home without adult supervision.	Umntwana wakho uhleli yedwa ekhaya akukho mntu mdala.	Umntwana wakho uhleli yedwa ekhaya akukho mntu mdala.	Unchanged
33	You spank your child with your hand when he/she has done something wrong.	Uyambetha umntwana wakho ezimphundu ngesandla xa enze into engalunganga.	Uyambetha umntwana wakho ezimphundu ngesandla xa enze into engalunganga.	Unchanged
34	You ignore your child when he/she is misbehaving.	Awumhoi umntwana wakho xa egeza.	Awumhoi umntwana wakho xa angaziphathi kakuhle.	Changed: A word was removed and others were added to make the item clearer.
35	You slap your child when he/she has done something wrong.	Uyamqhwaba umntwana wakho xa esenza into engalunganga.	Uyambetha umntwana wakho ngesandla xa enze into engalunganga.	Changed: The item was rephrased to reflect the meaning of the original item.
36	You take away privileges or money from your child as a punishment.	Uyamnyina umntwana wakho kwizinto azifumanayo okanye imali njengesohlwayo.	Uyamvimba umntwana wakho kwizinto azifumanayo okanye imali njengesohlwayo.	Changed: A word was changed because most of the participants did not know its meaning.
37	You send your child to his/her room as a punishment.	Uthi makaye kwigumbi lakhe lokulala umntwana wakho njengesohlwayo.	Uthi makaye kwigumbi lakhe lokulala umntwana wakho njengesohlwayo.	Unchanged
38	You hit your child with a belt, switch, or other object when he/she has done something wrong.	Uyambetha umntwana wakho ngebhanti, isabhokhwe, uswazi okanye nangantoni na xa ethe wenza into engalunganga.	Uyambetha umntwana wakho ngelaphu elimanzi, ngebhanti, isabhokhwe, uswazi okanye nangantoni na enye xa ethe wenza into engalunganga.	Changed: Some words were added to include objects that are commonly used for hitting/punishing a child.
39	You yell or scream at your child when he/she has done something wrong.	Umkhwaze umntwana wakho xa enze into engalunganga.	Uyamngxolisa umntwana wakho xa enze into engalunganga.	Changed: A synonym for a word was used.
40	You calmly explain to your child why his/her behavior was wrong when he/she misbehaves.	Uyazola umcacisele umntwana wakho xa egeza ukuba lento ayenzayo ayilunganga.	Uyazola umcacisele umntwana wakho xa egeza ukuba lento ayenzayo ayilunganga.	Unchanged

41	You use time out (make him/her sit or stand in a corner) as a punishment.	Umenza ukuba azihlalele yedwa, kude kwezinye izinto (umz. Ekhoneni yendlu).	Umenza ukuba azihlalele yedwa kude kwezinye izinto njengesohlwayo (umz. ekhoneni yendlu).	Changed: The item was rephrased to reflect the meaning of the original item.
42	You give your child extra chores as a punishment.	Unika umntwana imisebenzi eyongezelelekileyo njengesohlwayo.	Unika umntwana wakho imisebenzi yasekhaya eyongezelelekileyo njengesohlwayo.	Changed: A word was added to make the item clearer that it is about chores.

From *Table 2* above, 24 (57.1%) of the 42 items in the initial isiXhosa APQ were left unchanged and the remaining 18 items (42.9%) were changed. Of these 18 items that were changed, six items (namely, items 5, 6, 13, 21, 24 and 28) were changed by correcting a tense or the spelling of a word, seven items (namely, items 4, 15, 23, 34, 38, 39 and 42) were rephrased by adding and/or removing some words to make the item more clear, and five items (namely, items 16, 22, 35, 36, and 41) were changed either because the participants could not understand them or because the meaning of the item did not reflect the meaning of the original item.

Several points of discussion arise about the meaning of the items in the initial isiXhosa APQ. First, a detailed discussion is needed on the five items of the initial isiXhosa APQ that were changed because either the participants did not understand them or the meaning of the isiXhosa sentences did not capture the meaning as it was intended in the original APQ.

- (a) For item 16 (i.e., praising a child for good behaviour), most of the participants did not know the meaning of the word *uyamwonga* in the sentence. When the researcher read out the item to them (and even when he asked them to read it out for themselves), they were confusing this word with the word *uyamanga* (i.e., to hug) as in item 18. It was clear that this item (with the word *uyamwonga*) would have confused many people; hence this word was replaced with *uyamncoma* (i.e., to praise), which was understood and accepted by the participants.

- (b) For item 22 (i.e., letting a child not to finish a punishment), the isiXhosa item is not complete if the example in the brackets was not read. Most of the participants misunderstood the sentence to mean that they as parents were “saving” their children from punishment by other people. However, the example in the brackets referred to parents/guardians withholding food from their children but then changing to give them food. The example is not what the original item meant. Furthermore, the participants did not agree that withholding food from children can be used as a form of punishment. For these reasons, it was clear that the meaning of the isiXhosa item was not the same as the original item.
- (c) For item 35 (i.e., a slap), most of the participants said that a child should never be hit on the head or face as a form of punishment. They interpreted such an act as tantamount to physical abuse. The isiXhosa word used for a slap (i.e., *uyamqhwaba*) in the item limited a slap to an act of only hitting on the face. Hence, this item was changed to reflect the use of a hand anywhere on the body as a form of punishment.
- (d) For item 36 (i.e., taking away privileges or money as punishment), most of the participants did not know the meaning of the word *uyamnyina*. The researcher had to explain this item or give examples before they could understand it. The word *uyamvimba* (i.e., stop or prevent) was used and it was understood and accepted by the participants.
- (e) For item 41 (i.e., time out), the isiXhosa item was not complete. Also, the use of “time out” as a form of discipline did not seem to be a common practice among participants. It was felt that by clarifying that “time out” is a form of discipline, the participants would be able to say whether or not they do use it.

Second, for the negatively phrased items, the researcher needed to verify with the participants about their ratings to be sure that they reflected what a participant meant. These were items 6 (i.e., child fails to leave a notice when going out), 10 (i.e., child stays out until late), 12 (i.e., parent feels getting a child to obey is difficult), 17 (i.e., child is out with friends a parent doesn't

know), 19 (i.e., child is out without a set curfew time), 21 (i.e., child is out after dark without adult supervision), 24 (i.e., parent gets busy and forgets about a child), 25 (i.e., child is not punished after doing something wrong), 28 (i.e., parent doesn't check time that a child is supposed to come back home), 29 (i.e., parent doesn't tell a child her/his whereabouts), 32 (i.e., child is at home without adult supervision) and 34 (i.e., parent ignores a child when misbehaving). The researcher had to repeat (sometimes more than once) some of these negatively phrased items to make sure that a participant understood the item and that s/he chose the right rating that s/he desired. When an item is negatively phrased, many participants seemed to respond to it as if the statement was positively phrased thereby choosing a rating that did not reflect what they intended. For example, in item 28, many participants seemed to hear and/or respond as if it was saying to them *Uyayijonga...* (i.e., *You check* that your child comes home when s/he was supposed to). And, since the participants would be thinking that they do check..., they would choose a high rating for example, 5-*Rhoqo* (i.e., 5-Always). That would not be the correct reflection of what the participant intended to say because their answer meant they always **do not** check that their child came back home at the time s/he was supposed to. So, the correct rating for the participant is, for example, 1-Never. This item was one of the negatively phrased items that most of the participants had the most difficulty to understand the first time I read it out.

Mouton (2001, p. 130) advised against the use of negative constructions because they are "...more difficult to understand than positive constructions". He further said that positively phrased constructions are not only clearer and shorter, but they also better convey the intention of the writer (Mouton, 2001). This would explain why most of the participants had some difficulties understanding the above-mentioned negatively phrased items the first time that I read them out.

Third, since the APQ makes statements instead of asking questions (about parenting practices and/or children's behaviours), some participants felt uneasy about some items that they thought suggested or implied that they are not good parents. Items 12 (i.e., parent feels getting

child to obey is difficult) and 24 (i.e., parent gets busy and forgets about child) seemed to invoke strong negative emotions from many participants. They seemed to think that the researcher was analysing how they were and what they did as parents. The researcher had to reiterate (sometimes more than once) that he was not making a determination of how they were as parents, but simply reading an item with a view to getting a response from them as parents/guardians as to how far the statement is applicable to them. In contrast, the items that were referring to the participants as being good parents (or those items that were showing positive parenting practices) seemed to make the participants happy to even share more of what they do, which are positive things, to support, care and show love towards their children. These included items 1 (i.e., having a friendly talk with a child), 2 (i.e., letting a child know when s/he is doing well), 9 (i.e., asking a child about her/his day), 13 (i.e., complimenting a child for doing well) and 16 (i.e., praising a child for good behaviour).

Fourth, it seemed that there are some items of the APQ that were not very relevant especially when the children are older teenagers (from the age of fifteen to eighteen) [for example, items 7 (i.e., playing games or doing fun things with their children), 15 (i.e., taking their children to a special activity), 33 (i.e., a spank), 35 (i.e., a slap) and 38 (i.e., hitting with an object)]. Participants with older teenagers felt that some items did not apply to them as they could not do those things since their children are older. From what the participants said, (a) showing and expressing physical affection [such as item 18 (i.e., hugging/kissing a child when doing well)] was not a common practice, especially when the children are older and of a different sex to the parent, and (b) corporal punishment was not commonly used with older (teenage) children. These findings support what Clerkin et al. (2007) said about the use of positive and/or negative parental disciplinary techniques changing over time. These authors further noted that corporal punishment seems to be employed at the highest rates during early childhood and decreasingly during adolescence to allow children more autonomy (Clerkin et al., 2007).

Fifth, amongst those participants who confirmed to use corporal punishment as a form of discipline, most mentioned that they used a wet cloth (i.e., *ilaphu elimanzi*). This object was then included in item 38 as part of the revised isiXhosa APQ.

Sixth, and last, there were items that seem culturally specific [for example, items 3 (i.e., “empty threat”), 8 (i.e., child talks parent out of punishment) and 22 (i.e., letting a child not to finish a punishment)]. Many participants seemed to feel that choosing a higher rating (such as 3-*sometimes*, 4-*often*, or 5-*always*) in these items showed that they are flexible, considerate, and able to show that they appreciated it when their children showed remorse for misbehaving. Incidentally, these three items are in the Inconsistent Discipline subscale. As such, based on what the participants said, these items could not be said to truly test the extent of inconsistent parental practices.

3.5 Conclusion

The cognitive interviewing method was useful to pre-test the initial isiXhosa APQ as a tool to assess parenting practices (and the behaviours of children). The participants shared what they understood the items of the APQ to mean and their difficulties in understanding some of the items, and also shared why they responded to the items of the APQ (i.e., the rating) as they did, by giving examples of what happens in their homes. This process enabled the researcher to identify and correct some potential problems in the items. These problems were addressed by (a) correcting a tense or the spelling of a word in the item, (b) rephrasing the item by adding and/or removing some words to make it more clear, or (c) changing an item because either the participants could not understand it or the meaning of the item did not reflect the meaning of the original item. A revised isiXhosa APQ was then formulated.

Furthermore, during the cognitive interviewing process, the participants provided valuable insights about some the possible limitations of the APQ as tool to assess parenting practices and the behaviours of children among isiXhosa-speaking people. First, the participants found the negatively phrased items more difficult to understand. Second, the participants with older teenagers felt that some items did not apply to them as they could not do those things since their children are older. For example, items 7 (i.e., playing games or doing fun things with their children), 15 (i.e., taking their children to a special activity), 33 (i.e., a spank), 35 (i.e., a slap) and 38 (i.e., hitting with an object). Third, three of the six items from the Inconsistent Discipline subscale [namely, items 3 (i.e., “empty threat”), 8 (i.e., child talks parent out of punishment) and 22 (i.e., letting a child not to finish a punishment)] were seen by the participants as showing that they are flexible, considerate, and are able to show that they appreciated it when their children showed remorse for misbehaving. Accordingly, these items could not be said to truly test and/or show the extent of inconsistent parental practices in this sample. Fourth, and last, while a disciplinary practice such as a timeout (item 41) was not commonly used by the participants, they felt that using an “empty threat” (item 3) is an effective disciplinary practice.

CHAPTER 4

QUANTITATIVE DATA ON THE ALABAMA PARENTING QUESTIONNAIRE FOR EXPLORATORY FACTOR ANALYSIS

4.1 Introduction

This chapter discusses the second part of the study, namely the quantitative part (which was a portion of a larger research study). This part concerned the exploratory factor analysis that was done on the quantitative data collected using the APQ among isiXhosa-speaking parents/guardians. Here, I will describe how the data was collected and analysed, and then discuss the results. This chapter describes how exploratory factor analysis suggested a new five-factor solution of the APQ in this sample, of which only two factors had sufficient internal consistency to be deemed as reliable. Furthermore, the Alabama Parenting Questionnaire was matched up with the Externalising Problems subscale of the Child Behaviour Checklist to test its criterion validity, showing that negative and/or harsh parenting practices are associated with aggression in children.

4.2 Methods

4.2.1 Study design and rationale for exploratory factor analysis

Factor analysis is “used to identify a relatively small number of factors in order to represent the relationship among sets of interrelated variables” (Terre Blanche et al., 2006, p. 248). Factor analysis helps to meaningfully interpret the data because it enables us to (a) confirm the items as they are grouped in the original subscales, or (b) identify which items may be grouped together in new subscales/factors and assign an overall meaning to that grouping (Kim & Mueller, 1978; Terre Blanche et al., 2006).

There are two approaches to factor analysis, namely, exploratory and confirmatory factor analysis (Terre Blanche et al., 2006). Exploratory factor analysis is used to “determine the minimum number of common factors that would satisfactorily produce the correlations among the observed variables” (Kim & Mueller, 1978, p. 12). Confirmatory factor analysis is used to “verify the factor structure of a set of observed variables” (Suhr, n.d., p. 1). In this study, exploratory factor analysis was used to determine new factors of the APQ in the sample. The analysis identified which items could be grouped together as factors and enabled me to assign an overall meaning to that grouping. The factor analysis method was also used in some of the APQ studies that were mentioned in section 2.4. For example, Essau et al. (2006) used both exploratory and confirmatory factor analysis, and de la Osa et al. (2013) used confirmatory factor analysis.

4.2.2 Sample

The plan was to interview a minimum of 300 isiXhosa-speaking parents/guardians who had a child aged between six and eighteen and who lived in the Cape Town metropole. This sample size was based on the advice that a sample size of 200 plus would produce a reliable factor solution (Breakwell, Hammond, & Fife-Shaw, 1995), or that there be at least five times as many participants as variables (Hair, Black, Babin, Anderson, & Tatham, 2006). As in the qualitative part of the study, the participants were to be recruited through local NGOs. Once again, even though this represented a *convenience sampling method*, seeing that the sample would be large, the researcher anticipated that there would be sufficient variation among the participants (Marshall & Rossman, 2011). That is, the profile of the participants would be diverse, which would be reflected by their responses on the tools (Marshall & Rossman, 2011; Vis-Visschers & Meertens, 2013).

4.2.3 Measures

The revised isiXhosa Alabama Parenting Questionnaire (attached as Annexure 2C) was used to assess parenting practices, and the Externalising Problems subscale of the isiXhosa version of the Child Behaviour Checklist (attached as Annexure 3B) was used to assess children's behaviours. The purpose of using these measures was to establish (a) whether the APQ is a useful tool to assess parenting among isiXhosa-speaking parents/guardians, (b) what the psychometric properties of the APQ are in an isiXhosa-speaking sample, and (c) the criterion validity of the APQ in showing that negative and/or harsh parenting practices are associated with aggression in children. Parental interviews were conducted to get the participants' self-reports on these measures.

The Child Behaviour Checklist (CBCL), which was developed by T.M. Achenbach in 1991, is a measure used "to obtain caregiver reports of a child's [aged between four and 18 years old] competencies and behavior problems in a standardized format" (Achenbach, 1991, p. 1). The CBCL has 118 items (and two open-ended items) that are scored on a three-point Likert-type scale (with 0 = *Not True*, 1 = *Sometimes True*, and 2 = *Very True*) based on the preceding six months (Berg, Fombonne, McGuire, & Verhulst, 1997; Ivanova et al., 2007; Nøvik, 1999; Rey, Schrader, & Morris-Yates, 1992). The CBCL measures the following eight constructs/syndromes; namely, (a) withdrawn, (b) somatic complaints, (c) anxious/depressed, (d) social problems, (e) thought problems, (f) attention problems, (g) delinquent behaviour and (h) aggressive behaviour, as well as a sex problems scale (Achenbach, 1991). In addition to focusing on a child's behaviour as defined by one of the eight syndrome scales, the CBCL allows for the examination of two broad groupings of syndromes; namely, Internalising Problems and Externalising Problems (Achenbach, 1991). The Internalising Problems subscale combines the withdrawn, somatic complaints and anxious/depressed scales, while the Externalising Problems subscale combines the delinquent behaviour and aggressive behaviour scales (Achenbach, 1991). This latter subscale has 35 items.

The Child Behaviour Checklist is among the most widely used instruments for assessing children's and adolescents' emotional, behavioural and social problems in a variety of settings (Berg et al., 1997; Ivanova et al., 2007; Nøvik, 1999; Rey et al., 1992; Schmeck et al., 2001). Concerning its reliability, the following can be said. First, Rey et al. (1992), who examined the agreement between parent and child ratings on the CBCL in a sample of 1,299 adolescents in Australia in 1983 to 1986, found that, amongst other things, (a) the parents and the children agreed more often about Externalising Problems than Internalising Problems, and (b) parent-child agreements increased with the age of the child. Second, Rescorla et al. (2007), who compared parents' ratings of behavioural and emotional problems on the CBCL for general population samples of children ages six to sixteen from 31 societies (at a total sample size of 55,508), found that there was a high degree of internal consistency across the CBCL scales across the societies (i.e., average Cronbach's alphas of 0.93, 0.83 and 0.87 for the Total Problems, Internalising Problems and Externalising Problems scales, respectively). These results suggest that the CBCL has good reliability. Concerning its validity, the CBCL's psychometric properties are considered to have good predictive validity as it can distinguish between children with or without behavioural and emotional problems (and the clinical severity thereof) and also psychiatric disorders (Nøvik, 1999; Schmeck et al., 2001). Furthermore, the CBCL has strong external, criterion-related and construct validity (Nøvik, 1999).

4.2.4 Procedures

Twenty-four isiXhosa-speaking UCT Psychology and Social Work students were recruited to be research assistants in the study, through the Student Research Participation Programme (SRPP). These volunteers received a one-day training on research and interviewing techniques and practiced how to conduct the interviews. After this training, the students interviewed participants in suitably private spaces provided by the NGOs.

Before starting with each interview, the interviewers read out an information sheet about the study and asked the participants to complete a consent form to confirm that they voluntarily participated in the study (attached as Annexure 1B). The interviews were structured; the interviewers used the measures to ask the participants to rate their parenting practices and children's behaviours. After an interview, each participant was given a gift card as a token of appreciation for the time they had devoted and information that they provided to make the study possible (Marshall & Rossman, 2011). The interviews were done over a period of three weeks in June 2013.

4.2.5 Ethical considerations

As in the qualitative part of the study, the necessary steps were again taken to ensure that the participants (a) were informed about the aims and procedures, as well as the expectations from them and for them in the study, (b) completed a consent form to confirm that they voluntarily participated in the study, and (c) knew that they were free to withdraw from the study at any time and that they were free not to answer any question. Again, to safeguard the documents and to protect the identity of the participants, the completed research questionnaires and consent forms are kept safely in a locked filing cabinet in the research supervisor's office at UCT for a period of up to five years. Only the research team has access to these documents. Reports and/or publications about the study will not identify any names of participants.

4.3 Data analysis

The completed questionnaires were captured using the *Statistical Package for the Social Sciences (SPSS) version 21*. The research team then verified that the questionnaires were correctly captured by rechecking the entries on SPSS against the actual questionnaires and by doing frequency analyses of all the variables to identify and/or correct any missing data entries. All missing values were replaced by the individual participant's average scores for the

respective scales. This is seen as an appropriate method for dealing with missing cases (Allison, 2011). A total of 12 scores were imputed this way. For the Alabama Parenting Questionnaire responses, the participants' ratings on each item of the APQ were first summed according to the original subscales. Second, a reliability analysis was carried out for these subscales, which showed Cronbach's alpha coefficients of less than 0.7 for each subscale. Third, exploratory factor analysis was carried out on the data to identify new factors of the APQ in this sample. New seven-, six- and five-factor solutions were identified. These were then rotated (based on the orthogonal simple structure rotation using the varimax procedure with Kaiser Normalisation) to obtain a clearer picture of the factor content (Kline, 1994; Terre Blanche et al., 2006). The new five-factor solution was preferred since it provided the most meaning within the factors. Finally, a reliability analysis was done on this five-factor solution to determine the internal consistency of the factors in this sample.

For the Child Behaviour Checklist, a total score on the subscale on social functioning was calculated, with higher scores indicating poorer functioning. Correlation analyses were then done between (a) the total score of the CBCL for each participant as a measure of possible aggression in children and (b) quantitative data of the APQ from the exploratory factor analysis as a measure of relevant parenting practices in this sample.

4.4 Results

4.4.1 Participants

A total of 313 isiXhosa-speaking parents/guardians were interviewed about their parenting practices and their children's behaviours. The participants were mainly clients served by local NGOs, some staff members of the NGOs and other parents/guardians who asked to take part in the study after hearing from other participants. *Table 3* below shows the demographic details of the participants.

Table 3: Demographics of the participants (and of their children) for the quantitative part of the study (n = 313)

Characteristic	Category	Frequency	Percentage
Parent/guardian's employment status (main source of income)	Paid work	111	35.5
	No work	201	64.2
	Missing/blank data	1	0.3
Parents/guardians receiving social grants	Child Support Grant	230	73.5
	Disability Grant	28	8.9
	Old-age pension	26	8.3
Relationship to the child who was the focus of the interview	Biological parent	271	86.6
	Step parent	3	1.0
	Close relative(s) (such as grandparents)	24	7.7
	Adoptive parents	1	0.3
	Foster parents	3	1.0
	Other (i.e., other relatives)	11	3.5
Other caregivers present in the house	Yes	207	66.1
	No	106	33.9
Description of other caregivers present in the house (n =207)	Biological parent	97	46.9
	Biological parent and close relative	5	2.4
	Step parent	6	2.9
	Step parent and close relative	1	0.5
	Child's older/adult sibling(s)	17	8.2
	Child's older/adult sibling and close relative	1	0.5
	Close relative(s)	80	38.6
Number of children in the house	1-2 children	165	52.7
	3-4 children	112	35.8
	More than 5 children	36	11.5
Gender of the child who was the focus of the interview	Males	177	56.5
	Females	136	43.5
Age of the child who was the focus of the interview	6-10 years	213	68.1
	More than 10 years (15-18 years)	100 (51)	31.9 (16.3)

From *Table 3* above, the demographics of the participants show the following: (a) many parents/guardians (64.2%) were unemployed, (b) most parents/guardians (90.7%) received a social grant, which, as with most of the participants who took part in the cognitive interviews (in *Table 1*), meant that social grants were an important source of income for most of the sampled group, (c) in many households (66.1%), many parents/guardians lived with other adult caregivers (such as their partners, close relatives and/or adult children), and (d) over half of the families (52.7%) had up to two children and the remaining 47.3% had between three and up to eight children [for two families (0.6%)].

Continuing from *Table 3* above, the following can be said about the children whom the participants chose as the focus of the interview: (a) most participants (86.6%) were the biological parents of the children, (b) the gender split was 56.5% for males and 43.5% for females, and (c) the children represented each age from six to eighteen, with 68.1% aged six to ten and 31.9% aged ten and above (and 16.3% were aged fifteen to eighteen).

4.4.2 Summary of the participants' responses on the APQ

Table 4: Summation of the participants' ratings on the APQ (n = 313)

Subscale	Item #	Item	Response (%)						Mean
			NEVER	ALMOST NEVER	SOMETIMES	OFTEN	ALWAYS	OTHER	
Parental involvement	1	You have a friendly talk with your child.	3 (1%)	6 (1.9%)	72 (23%)	73 (23.3%)	159 (50.8%)	0	4.2
	4	You volunteer to help with special activities that your child is involved in (such as sports, boy/girl scouts, church youth groups).	12 (3.8%)	19 (6.1%)	96 (30.7%)	73 (23.3%)	113 (36.1%)	0	3.8
	7	You play games or do other fun things with your child.	29 (9.3%)	21 (6.7%)	123 (39.3)	72 (23%)	68 (21.7%)	0	3.4
	9	You ask your child about his/her day in school.	9 (2.9%)	12 (3.8%)	52 (16.6%)	51 (16.3%)	189 (60.4%)	0	4.3
	11	You help your child with his/her homework.	11 (3.5%)	6 (1.9%)	50 (16%)	58 (18.6%)	187 (59.9%)	1 (0.3%)	4.3
	14	You ask your child what his/her plans are for the coming day.	66 (21.1%)	40 (12.8%)	102 (32.6%)	48 (15.3%)	57 (18.2%)	0	3
	15	You take your child to a special activity.	17 (5.4%)	33 (10.5%)	139 (44.4%)	75 (24%)	49 (15.7%)	0	3.3
	20	You talk to your child about his/her friends.	18 (5.8%)	16 (5.1%)	87 (27.8%)	93 (29.7%)	99 (31.6%)	0	3.8
	23	Your child is not punished when he/she has done something wrong.	25 (8%)	19 (6.1%)	97 (31%)	84 (26.8%)	88 (28.1%)	0	3.6
	26	You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.	7 (2.2%)	5 (1.6%)	54 (17.3%)	65 (20.8%)	182 (58.1%)	0	4.3
Positive parenting techniques	2	You let your child know when he/she is doing a good job with something.	0	3 (1%)	63 (20.1%)	78 (24.9%)	169 (54%)	0	4.3
	5	You reward or give something extra to your child for obeying you or behaving well.	12 (3.8%)	11 (3.5%)	118 (37.7%)	84 (26.8%)	88 (28.1%)	0	3.7
	13	You compliment your child when he/she does something well.	2 (0.6%)	3 (1%)	46 (14.7%)	64 (20.4%)	198 (63.3%)	0	4.4

Subscale	Item #	Item	Response Categories					Mean	SD
			NEVER	ALMOST NEVER	SOMETIMES	USUALLY	ALWAYS		
Positive parenting techniques (continued)	16	You praise your child if he/she behaves well.	2 (0.6%)	2 (0.6%)	48 (15.3%)	81 (25.9%)	180 (57.5%)	0	4.4
	18	You hug or kiss your child when he/she does something well.	13 (4.2%)	11 (3.5%)	56 (17.9%)	88 (28.1%)	145 (46.3%)	0	4.1
	27	You tell your child that you like it when he/she helps out around the house.	8 (2.6%)	7 (2.2%)	54 (17.3%)	83 (26.5%)	161 (51.4%)	0	4.2
Poor parental monitoring and supervision	6	Your child fails to leave a note or to let you know where he/she is going.	111 (35.5%)	39 (12.5%)	93 (29.7%)	35 (11.2%)	35 (11.2%)	0	2.5
	10	Your child stays out in the evening past the time he/she is supposed to be home.	173 (55.3%)	55 (17.6%)	63 (20.1%)	16 (5.1%)	6 (1.9%)	0	1.8
	17	Your child is out with friends you don't know.	205 (65.5%)	57 (18.2%)	35 (11.2%)	11 (3.5%)	5 (1.6%)	0	1.6
	19	Your child goes out without a set time to be home.	189 (60.4%)	40 (12.8%)	53 (16.9%)	16 (5.1%)	15 (4.8%)	0	1.8
	21	Your child is out after dark without an adult with him/her.	205 (65.5%)	51 (16.3%)	41 (13.1%)	11 (3.5%)	5 (1.6%)	0	1.6
	24	You get so busy that you forgot where your child is and what he/she is doing.	223 (71.2%)	57 (18.2%)	24 (7.7%)	6 (1.9%)	3 (1%)	0	1.4
	28	You don't check that your child comes home at the time she/he was supposed to.	209 (66.8%)	40 (12.8%)	27 (8.6%)	15 (4.8%)	22 (7%)	0	1.7
	29	You don't tell your child where you are going.	172 (55%)	32 (10.2%)	40 (12.8%)	31 (9.9%)	38 (12.1%)	0	2.1
	30	Your child comes home from school more than an hour past the time you expect him/her.	117 (37.4%)	61 (19.5%)	91 (29.1%)	19 (6.1%)	25 (8%)	0	2.3
	32	Your child is at home without adult supervision.	202 (64.5%)	52 (16.6%)	43 (13.7%)	10 (3.2%)	6 (1.9%)	0	1.6
Inconsistent discipline	3	You threaten to punish your child and then do not actually punish him/her.	23 (7.3%)	36 (11.5%)	180 (57.5%)	38 (12.1%)	36 (11.5%)	0	3.1
	8	Your child talks you out of being punished after he/she has done something wrong.	13 (4.2%)	20 (6.4%)	137 (43.8%)	95 (30.4%)	48 (15.3%)	0	3.5
	12	You feel that getting your child to obey you is more trouble than it's worth.	237 (75.7%)	30 (9.6%)	27 (8.6%)	9 (2.9%)	10 (3.2%)	0	1.5

Inconsistent discipline (continued)	22	You let your child out of a punishment early (like lift restrictions earlier than you originally said).	37 (11.8%)	28 (8.9%)	155 (49.5%)	59 (18.8%)	34 (10.9%)	0	3.1
	25	Your child is not punished when he/she has done something wrong.	154 (49.4%)	59 (18.9%)	65 (20.8%)	18 (5.8%)	16 (5.1%)	1 (0.3%)	2
	31	The punishment you give your child depends on your mood.	137 (43.9%)	51 (16.3%)	74 (23.7%)	28 (9%)	22 (7.1%)	1 (0.3%)	2.2
Corporal punishment	33	You spank your child with your hand when he/she has done something wrong.	119 (38%)	36 (11.5%)	116 (37.1%)	27 (8.6%)	15 (4.8%)	0	2.3
	35	You slap your child when he/she has done something wrong.	79 (25.2%)	39 (12.5%)	138 (44.1%)	35 (11.2%)	22 (7%)	0	2.6
	38	You hit your child with a belt, switch, or other object when he/she has done something wrong.	169 (54%)	37 (11.8%)	88 (28.1%)	17 (5.4%)	2 (0.6%)	0	1.9
Other disciplinary practices	34	You ignore your child when he/she is misbehaving.	234 (74.8%)	49 (15.7%)	17 (5.4%)	6 (1.9%)	7 (2.2%)	0	1.4
	36	You take away privileges or money from your child as a punishment.	141 (45%)	40 (12.8%)	92 (29.4%)	32 (10.2%)	8 (2.6%)	0	2.1
	37	You send your child to his/her room as a punishment.	96 (30.7%)	35 (11.2%)	127 (40.6%)	32 (10.2%)	23 (7.3%)	0	2.5
	39	You yell or scream at your child when he/she has done something wrong.	8 (2.6%)	6 (1.9%)	134 (42.8%)	69 (22%)	96 (30.7%)	0	3.8
	40	You calmly explain to your child why his/her behavior was wrong when he/she misbehaves.	5 (1.6%)	9 (2.9%)	77 (24.6%)	96 (30.7%)	126 (40.3%)	0	4.1
	41	You use time out (make him/her sit or stand in a corner) as a punishment.	155 (49.5%)	42 (13.4%)	86 (27.5%)	18 (5.8%)	12 (3.8%)	0	2
	42	You give your child extra chores as a punishment.	122 (39%)	44 (14.1%)	97 (31%)	24 (7.7%)	26 (8.3%)	0	2.3

Table 4 above shows the overall ratings of the participants on each item on the subscales of the APQ. First, for the Positive Parenting Techniques and the Parental Involvement subscales, a majority of the participants reported engaging in such practices. All the mean values for the items in these two subscales reflect that the participants rated themselves from *sometimes (3)* to *often (4)* engaging in parenting practices that are positive and showed that they were involved in their children lives.

Second, for the Poor Parental Monitoring and Supervision subscale, a majority of the participants reported **not** engaging in practices that showed that they were not concerned parents/guardians. Many of the mean values for the items in this subscale reflect that the participants rated themselves as *almost never (2)* engaging in parenting practices that showed that they did not monitor nor supervise their children behaviour.

Third, for the Inconsistent Discipline subscale, the participants' responses varied. On the one hand, for items 12 (i.e., parent feels getting child to obey is difficult), 25 (i.e., child is not punished after doing something wrong) and 31 (i.e., punishment given to child depends on parent's mood), many participants reported not engaging in those practices (i.e., at least 75.7%, 49.4% and 43.9% of the participants, respectively). The mean values for these three items reflect that the participants rated themselves as *almost never (2)* engaging in such parenting practices. On the other hand, for items 3 (i.e., "empty threat"), 8 (i.e., child talks parent out of punishment) and 22 (i.e., letting a child not to finish a punishment), most participants reported engaging in such practices (i.e., at least 81.1%, 89.5% and 79.2% of the participants, respectively). The mean values for these three items reflect that the participants rated themselves as *sometimes (3)* engaging in such parenting practices.

Fourth, for the Corporal Punishment subscale, the participants reported to use all the three forms (i.e., a spank, a slap and hitting with an object). A slap was the most commonly used form of corporal punishment for at least 62.3% of the participants, followed by a spank then by hitting with an object for at least 50.5% and 34.1% of the participants, respectively. The mean

values for the items in this subscale reflect that the participants rated themselves as *almost never (2)* to *sometimes (3)* engaging in parenting practices that showed that they used corporal punishment as a form of discipline.

Fifth, and last, for the Other Disciplinary Practices subscale, a majority of the participants did not report using many of these practices. Disciplinary practices such as (i) taking away privileges or money as punishment (item 36), (ii) sending a child to a room as punishment (item 37), (iii) timeout (item 41) and (iv) giving a child extra chores as punishment (item 42) were **not** used by at least 45%, 30.7%, 49.5% and 39%, respectively. Generally, the mean values for these four items in this subscale reflect that the participants rated themselves as *almost never (2)* to *sometimes (3)* engaging in such parenting practices. On the contrary, the disciplinary practices of (i) yelling or screaming when a child has done something wrong (item 39) and (ii) calmly explaining to a child why behaving is wrong (item 40) were used by at least 95.5% and 95.6% of the participants, respectively. Furthermore, the mean values for the latter two items reflect that the participants rated themselves as *often (4)* engaging in such parenting practices.

4.4.3 Exploratory factor analysis

The data was analysed using Cronbach's alpha coefficient to determine the internal consistency of the APQ subscales in this sample. Cronbach's alpha is a number that ranges from 0 (no internal consistency) to 1 (maximum internal consistency) (Terre Blanche et al., 2006). "The generally agreed upon lower limit for Cronbach's alpha is 0.7, although it may decrease to 0.6 in exploratory research" (Hair et al., 2006, 137). Internal consistency shows the degree to which each item/variable within a subscale/factor correlates with the other items in that subscale (Terre Blanche et al., 2006). *Table 5* below shows the results of the reliability analysis for the subscales of the APQ in this sample (and Annexure 6 is a comprehensive table of the reliability analysis of each item).

Table 5: Reliability analysis of the subscales of the APQ in the sample of the study

Positive parenting techniques	6	0.677
Parental involvement	10	0.685
Poor parental monitoring and supervision	10	0.633
Inconsistent discipline	6	0.321
Corporal punishment	3	0.486
Other disciplinary practices	7	0.439
Overall	42	0.706

From *Table 5* above, since all the original subscales of the APQ had Cronbach's alpha values that are less than 0.7, exploratory factor analysis was done to determine whether there was a different factor structure in this sample. For such, the number of factors that can be extracted were identified.

There are many criteria available to determine the ideal number of factors to extract (Kim & Mueller, 1978; Tinsley & Brown, 2000). The first method applied to this sample was the Kaiser criterion (Kim & Mueller, 1978). This method proposes that factors that have an eigenvalue of more than 1 be retained as meaningful factors (Costello & Osborne, 2005; Kim & Mueller, 1978; Terre Blanche et al., 2006). "An eigenvalue for a particular factor is the sum of the degree to which all the variables are associated [correlated] with that factor" (Terre Blanche et al., 2006, p. 250). With this method, a total of 14 factors were identified. The identification of many factors is the general criticism against this method (Breakwell et al., 1995). However, "... large numbers of factors [are assumed to] describe the information in a sample better than a few" (Tinsley & Brown, 2000, p. 277).

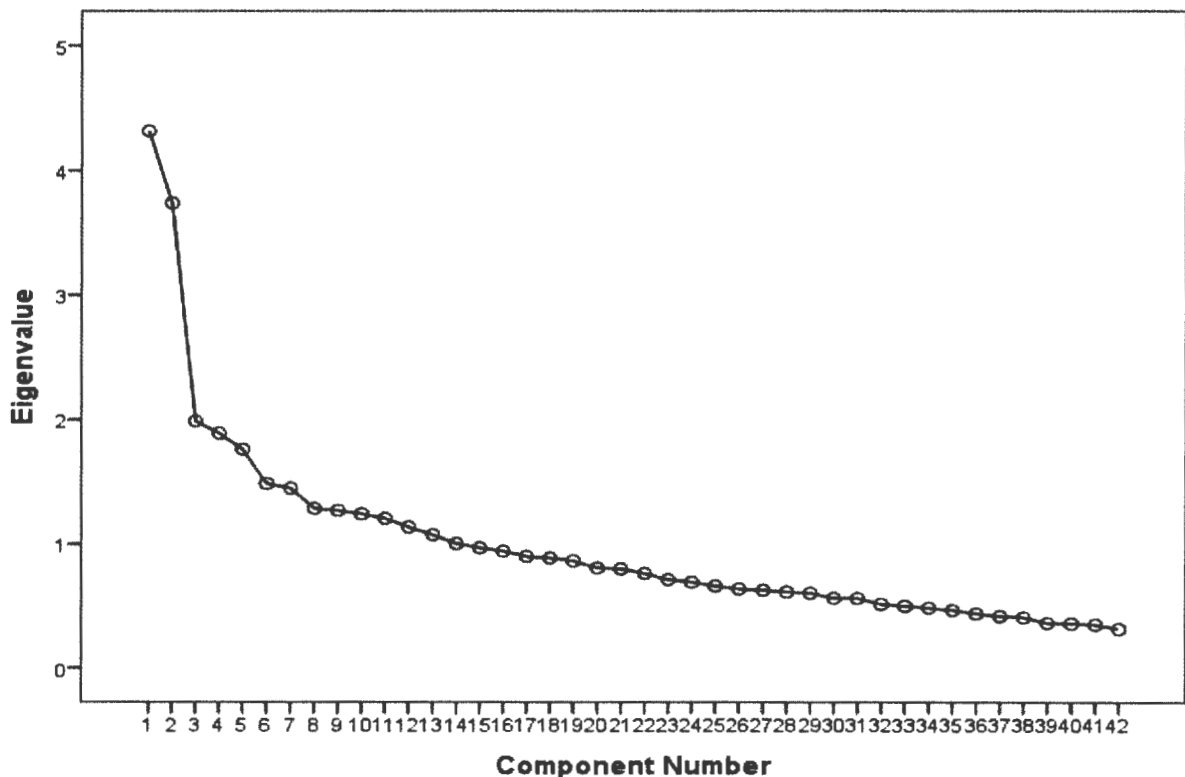
Table 6 below shows the eigenvalue of each new factor of the APQ in this sample. Each of the first 14 factors (as highlighted) had an eigenvalue greater than 1, and together they accounted for 59.1% of the total variance. This was considered satisfactory as information in the social sciences is often less precise (Hair et al., 2006).

Table 6: Eigenvalue for each new factor of the APQ in this sample

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.316	10.276	10.276	4.316	10.276	10.276
2	3.738	8.899	19.175	3.738	8.899	19.175
3	1.987	4.73	23.906	1.987	4.73	23.906
4	1.889	4.497	28.403	1.889	4.497	28.403
5	1.758	4.185	32.588	1.758	4.185	32.588
6	1.485	3.535	36.123	1.485	3.535	36.123
7	1.446	3.442	39.565	1.446	3.442	39.565
8	1.285	3.059	42.624	1.285	3.059	42.624
9	1.267	3.017	45.641	1.267	3.017	45.641
10	1.241	2.954	48.595	1.241	2.954	48.595
11	1.204	2.867	51.462	1.204	2.867	51.462
12	1.135	2.702	54.164	1.135	2.702	54.164
13	1.074	2.556	56.72	1.074	2.556	56.72
14	1.002	2.385	59.104	1.002	2.385	59.104
15	0.968	2.305	61.409	-	-	-
16	0.941	2.24	63.65	-	-	-
17	0.899	2.141	65.79	-	-	-
18	0.886	2.11	67.9	-	-	-
19	0.863	2.055	69.954	-	-	-
20	0.806	1.918	71.872	-	-	-
21	0.798	1.901	73.773	-	-	-
22	0.761	1.812	75.585	-	-	-
23	0.712	1.695	77.28	-	-	-
24	0.691	1.646	78.925	-	-	-
25	0.66	1.573	80.498	-	-	-
26	0.636	1.514	82.012	-	-	-
27	0.626	1.49	83.502	-	-	-
28	0.612	1.457	84.959	-	-	-
29	0.601	1.432	86.391	-	-	-
30	0.561	1.336	87.726	-	-	-
31	0.559	1.331	89.058	-	-	-
32	0.513	1.221	90.279	-	-	-
33	0.497	1.184	91.463	-	-	-
34	0.482	1.148	92.611	-	-	-
35	0.464	1.104	93.715	-	-	-
36	0.436	1.039	94.754	-	-	-
37	0.415	0.989	95.743	-	-	-
38	0.406	0.966	96.709	-	-	-
39	0.362	0.861	97.57	-	-	-
40	0.357	0.851	98.421	-	-	-
41	0.348	0.83	99.251	-	-	-
42	0.315	0.749	100	-	-	-

The second method used to identify the number of new factors in this sample was the scree test (Costello & Osborne, 2005; Kim & Mueller, 1978). This method plots the eigenvalues on a graph to find the point at which the plot appears to level off and form a straight line of almost horizontal slope (Costello & Osborne, 2005; Kim & Mueller, 1978). With this method, a total of five to eight factors were identified as representing the points before which the graph could be said to be “levelling off”. The first criticism against this method is that it is likely to identify few(er) factors (Tinsley & Brown, 2000). But, this is not necessarily a defect, since the fewer the number of factors, the better they may be to interpret the data (Tinsley & Brown, 2000). The other criticism against this method is that the point at which the graph levels off can be subjective (Breakwell et al., 1995); as can indeed be seen from the graph below where the nick point can be judged to be at five, six or eight factors. *Figure 1* below shows the five to eight factors that were identified for the APQ in this sample.

Figure 1: Scree plot of the eigenvalues of the factors of the APQ in this sample



Neither method (i.e., the Kaiser criterion or the scree test) can provide an unambiguous verdict as there is no “correct” number of factors to identify (Tinsley & Brown, 2000). Both perform quite well under common conditions, such as when there are relatively few factors and many variables. In practice, an additional important aspect is the extent to which a solution is interpretable (Tinsley & Brown, 2000). Therefore, one will usually examine several solutions with more or fewer factors, and then choose the one that makes the best “sense”. Or as Tinsley and Brown (2000, p. 277) put it “the objective of an analysis ... is to develop a model that makes substantive sense and that describes the data to a reasonable extent”.

Having identified a minimum of five up to a maximum of 14 new factors of the APQ in this sample through the scree test and the Kaiser criterion, respectively, the factor analysis was then re-run manually by extracting first the seven, then the six, and finally the five factors. Annexures 7, 8 and 9 show the factor loadings of the items derived from these re-runs. Factor loadings are the correlations between the initial variables and the new factors (Hair et al., 2006; Kline, 1994). They are used to interpret the new factors (Hair et al., 2006; Kline, 1994). That is, a factor may be interpreted by finding the common link between variables that load highly on (or are highly correlated with) that factor (Hair et al., 2006; Kline, 1994). In other words, “the higher an item’s factor loading on the targeted dimension, the higher its formal validity” (Latcheva, 2011, p. 1188). Furthermore, “the ideal factor solution would be one where each variable would load on only one factor” (Terre Blanche et al., 2006, p. 251).

These factor loadings allow us to answer the questions (i) which items are grouping together? and (ii) how to interpret the inherent meaning of those groupings? Sometimes it happens that an item has several reasonably large loadings on more than one factor (i.e., cross-loadings) (Hair et al., 2006). In that instance, we look at a rotated solution to simplify the interpretation of the factor structure and eliminate any cross-loadings (Hair et al., 2006; Kline, 1994). “If a variable [or item] persists in having cross-loadings, it becomes a candidate for deletion” (Hair et al., 2006, p. 130). Factor loadings in excess of 0.70 “are considered indicative of [a] well-defined structure and are the goal of any factor analysis, values around 0.50 or greater “are considered

practically significant” and values in the range between above 0.30 to around 0.40 “are considered to meet the minimal level of interpretation of structure” (Hair et al., 2006, p. 128). Factor loadings below 0.35 are considered to be poor or weak (Hair et al., 2006; Terre Blanche et al., 2006). The positive or negative sign of a factor loading is irrelevant (Kazdin, 2003; Kline, 1994; Terre Blanche et al., 2006).

Suhr (n.d., p. 3) suggested the following questions should be answered positively for a satisfactory factor analysis:

- Are there at least three items with significant loadings (>0.30)?
- Do the items that load on a factor share some conceptual meaning?
- Do the items that load on different factors seem to measure different constructs?
- Does the rotated factor pattern demonstrate a simple structure?
- Are there relatively (i) high loadings on one factor? or (ii) low loadings on other factors?

From the tables derived from the new seven-, six- and five-factor solutions as detailed in Annexures 7 to 9, the following can be said. Firstly, for a seven-factor solution of the APQ in this sample, the items that load significantly on most of the factors are about different and contradictory parenting practices that cannot be meaningfully grouped together. There are only two factors (factors 3 and 6) that are constituted of items that can be meaningfully grouped together. However, factor 3 (which is a mix of six items about parental involvement and positive parenting) is not comprehensive since it leaves out many other related items that could be included. There is maybe one factor (factor 6), named *constructive discipline*, that is made up of items that can be meaningfully interpreted as a group. These are items 36 (i.e., taking away privileges or money as punishment), 37 (i.e., sending a child to a room as punishment), 41 (i.e., timeout) and 42 (i.e., giving a child extra chores as punishment). Accordingly, the seven-factor solution of the APQ in this sample cannot be adopted.

Secondly, for a six-factor solution of the APQ in this sample, again, the items that load significantly on most of the factors are made up of different and contradictory parenting practices that cannot be meaningfully grouped together. Only two factors [namely, factors 1 (i.e., a mix of parental involvement and positive parenting) and 4 (i.e., inconsistent discipline)] are constituted of items that can be meaningfully interpreted within their respective groups. Accordingly, the new six-factor solution of the APQ in this sample also cannot be adopted.

Finally, for a five-factor solution of the APQ in this sample, two factors that have significant loadings are constituted of items that can be meaningfully grouped together. These are factors 1 (named *positive and involved parenting practices*) and 2 (named *inconsistent discipline and supervision*). The remaining three factors that have items that load significantly on them are made up of items that are about different and contradictory parenting practices that cannot be meaningfully grouped together. The five-factor solution of the APQ in this sample better accounts for the correlation in the variables than either the seven- or even the six-factor solution.

A reliability analysis of this five-factor solution was then done using Cronbach's alpha coefficient (attached as *Table 7* below). This was to check the internal consistency of each factor. The items with high cross-loadings and those with poor loadings (i.e., less than 0.3) were removed. From this table, only the first two factors have Cronbach's alpha coefficients that are greater than 0.7, which means that it is only these factors from the sample that can be said to be reliable.

Table 7: Reliability analysis of the new five-factor solution of the APQ from this sample

Scale/ Factor	Factor Description	Item #	Item Mean	Scale Mean Item Deleted	Scale Mean Item Deleted	Item-Total Correlation	Item-Total Correlation		
1	Positive and involved parenting practices	1	You have a friendly talk with your child.	55.020	51.669	0.306	0.760	0.768	15
		2	You let your child know when he/she is doing a good job with something.	54.910	51.069	0.413	0.753		
		5	You reward or give something extra to your child for obeying you or behaving well.	55.510	50.360	0.353	0.756		
		7	You play games or do other fun things with your child.	55.810	48.818	0.396	0.753		
		9	You ask your child about his/her day in school.	54.940	49.579	0.408	0.752		
		11	You help your child with his/her homework.	54.930	49.902	0.386	0.753		
		13	You compliment your child when he/she does something well.	54.780	50.346	0.478	0.748		
		14	You ask your child what his/her plans are for the coming day.	56.260	48.450	0.332	0.761		
		15	You take your child to a special activity.	55.880	49.536	0.412	0.751		
		16	You praise your child if he/she behaves well.	54.840	50.174	0.502	0.746		
		18	You hug or kiss your child when he/she does something well.	55.140	49.309	0.408	0.751		
		20	You talk to your child about his/her friends.	55.460	49.613	0.362	0.756		
		26	You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.	54.920	50.486	0.380	0.754		
		40	You calmly explain to your child why his/her behavior was wrong when he/she misbehaves.	55.170	51.961	0.275	0.763		
23	Your child helps plan family activities.	55.620	50.848	0.258	0.767				

Factor	Description	Item	Statement	Mean	SD	Alpha	Reliability	Subtotal	Number of Items
2	Inconsistent parental discipline and supervision	10	Your child stays out in the evening past the time he/she is supposed to be home.	10.080	14.408	0.471	0.666	0.712	7
		12	You feel that getting your child to obey you is more trouble than it's worth.	10.410	15.605	0.340	0.698		
		19	Your child goes out without a set time to be home.	10.090	14.285	0.408	0.684		
		21	Your child is out after dark without an adult with him/her.	10.290	13.971	0.613	0.633		
		24	You get so busy that you forgot where your child is and what he/she is doing.	10.460	16.236	0.373	0.692		
		17	Your child is out with friends you don't know.	10.310	15.438	0.400	0.685		
		31	The punishment you give your child depends on your mood.	9.700	13.837	0.397	0.691		
3	Ineffective parental discipline and supervision	3	You threaten to punish your child and then do not actually punish him/her.	11.340	6.848	0.276	0.414	0.480	5
		6	Your child fails to leave a note or to let you know where he/she is going.	11.930	5.700	0.262	0.434		
		32	Your child is at home without adult supervision.	12.820	6.919	0.277	0.414		
		39	You yell or scream at your child when he/she has done something wrong.	10.670	6.928	0.258	0.425		
		8	Your child talks you out of being punished after he/she has done something wrong.	10.970	7.108	0.237	0.438		
4	Poor parental monitoring and discipline	28	You don't check that your child comes home at the time she/he was supposed to.	5.540	5.381	0.336	0.304	0.455	4
		29	You don't tell your child where you are going.	5.120	4.707	0.305	0.339		

Scale/ Factor	Factor Description	Item	Item Description	Mean	SD	Alpha	Item Alpha		
	Poor parental monitoring and discipline (continued)	34	You ignore your child when he/she is misbehaving.	5.850	7.202	0.187	0.446		
		25	Your child is not punished when he/she has done something wrong.	5.280	6.117	0.220	0.421		
5	Constructive parental discipline	36	You take away privileges or money from your child as a punishment.	4.130	3.046	0.348	0.213	0.451	3
		41	You use time out (make him/her sit or stand in a corner) as a punishment.	4.650	3.395	0.306	0.300		
		37	You send your child to his/her room as a punishment.	4.530	3.846	0.182	0.511		

Table 8 below shows the eight items of the APQ that were excluded in the new five-factor solution of the APQ from this sample because of either having high cross-loadings (on more than one factor) or poor loading (i.e., less than 0.3).

Table 8: Items of the APQ that were excluded in the new five-factor solution of the APQ from this sample

4	You volunteer to help with special activities that your child is involved in (such as sports, boy/girl scouts, church youth groups).	Cross-loadings
22	You let your child out of a punishment early (like lift restrictions earlier than you originally said).	Cross-loadings
27	You tell your child that you like it when he/she helps out around the house.	Cross-loadings
30	Your child comes home from school more than an hour past the time you expect him/her.	Poor loading
33	You spank your child with your hand when he/ she has done something wrong.	Cross-loadings
35	You slap your child when he/she has done something wrong.	Cross-loadings
38	You hit your child with a belt, switch, or other object when he/she has done something wrong.	Poor loading
42	You give your child extra chores as a punishment.	Cross-loadings

4.4.4 Correlations of parenting practices with aggression in children

Since there is much theoretical evidence to suggest that negative parenting practices increase the likelihood of aggression in children (Anthony et al., 2005; Brenner & Fox, 1998; Clerkin et al., 2007; Dadds et al., 2003; Elgar et al., 2007; Essau et al., 2006; Hawes & Dadds, 2006; Shelton et al., 1996; Stormshak et al., 2000; Ward & Wessels, 2013), it was also necessary to explore this relationship in this sample. The correlation of each of the following parenting practices (in the APQ) with aggression in children (as reflected in the CBCL) were explored; namely, (a) the *positive and involved parenting practices* factor (factor 1 of the new five-factor solution), (b) the *inconsistent parental discipline and supervision* factor (factor 2 of the new five-factor solution), and (c) the items of the APQ that reflect harsh parental discipline [i.e., a spank (item 33), a slap (item 35), hitting with an object (item 38) and yelling or screaming when a child has done something wrong (item 39)].

The following hypotheses were tested:

- H₁: Positive and involved parenting practices will be negatively related to child aggression.
- H₂: Inconsistent parental discipline and supervision will be positively related to child aggression.
- H₃: Spanking a child will be positively related to child aggression.
- H₄: Slapping a child will be positively related to child aggression.
- H₅: Hitting a child with an object will be positively related to child aggression.
- H₆: Yelling or screaming at a child will be positively related to child aggression.

A correlation coefficient is a “numerical estimate of the degree to which the points on the scatterplot cluster around the regression line” (Terre Blanche et al., 2006, p. 205). The value ranges “from +1 to -1, with +1 indicating a perfect positive relationship, 0 indicating no relationship, and -1 indicating a perfect negative/reverse relationship” (Hair et al., 2006, p. 171). A correlation coefficient for a “strong relationship is approximately $r=0.90$, while that for [a] weak relation is in the region of $r=0.20$ ” (Terre Blanche et al., 2006, p. 206). However, in the social sciences, correlations of between $r=0.25$ and $r=0.75$ are common since not very strong relationships are expected (Terre Blanche et al., 2006).

Table 9 below shows the correlation analyses of the above-mentioned parenting practices with aggression in children in this sample. First, the correlation between the *positive and involved parenting practices* factor and aggression in children, as reflected by a correlation coefficient of -0.193, suggests a weak negative relationship. Second, the correlation between the *inconsistent parental discipline and supervision* factor and aggression in children, as reflected by a correlation coefficient of 0.306, suggests a significant positive relationship. Third, since many of the participants in the study reported to use more than one form of corporal punishment (i.e., a spank, a slap and/or hitting with an object), the correlations of these practices with aggression in children suggest weak positive relationships. The correlation coefficient of each of these forms of corporal punishment with aggression in children is 0.167 for spanking, 0.170 for

slapping and 0.058 for hitting with an object. Fourth, and last, the correlation between yelling and screaming when a child has done something wrong and aggression in children, as reflected by a correlation coefficient of 0.285, suggests a significant positive relationship.

Table 9: Correlations of the new Factors 1 and 2 of the APQ and items of the APQ that reflect Harsh Discipline with the CBCL in this sample

		CORRELATIONS							
		POSITIVE AND INVOLVED PARENTING PRACTICES	INCONSISTENT PARENTAL DISCIPLINE AND SUPERVISION	SPANK	SLAP	HIT WITH AN OBJECT	YELL AND SCREAM	CBCL's SOCIAL FUNCTIONING SUBSCALE	
Spearman's rho	POSITIVE AND INVOLVED PARENTING PRACTICES	Correlation Coefficient	1.000	-.096	-.004	-.003	-.182**	.096	-.193**
		Sig. (2-tailed)	.	.091	.937	.952	.001	.091	.001
		N	313	313	313	313	313	313	307
	INCONSISTENT PARENTAL DISCIPLINE AND SUPERVISION	Correlation Coefficient	-.096	1.000	.128*	.116*	.197**	.268**	.306**
		Sig. (2-tailed)	.091	.	.023	.040	.000	.000	.000
		N	313	313	313	313	313	313	307
	SPANK	Correlation Coefficient	-.004	.128*	1.000	.438**	.147**	.108	.167**
		Sig. (2-tailed)	.937	.023	.	.000	.009	.055	.003
		N	313	313	313	313	313	313	307
	SLAP	Correlation Coefficient	-.003	.116*	.438**	1.000	.104	.216**	.170**
		Sig. (2-tailed)	.952	.040	.000	.	.067	.000	.003
		N	313	313	313	313	313	313	307
	HIT WITH AN OBJECT	Correlation Coefficient	-.182**	.197**	.147**	.104	1.000	.071	.058
		Sig. (2-tailed)	.001	.000	.009	.067	.	.209	.311
		N	313	313	313	313	313	313	307
	YELL AND SCREAM	Correlation Coefficient	.096	.268**	.108	.216**	.071	1.000	.285**
		Sig. (2-tailed)	.091	.000	.055	.000	.209	.	.000
		N	313	313	313	313	313	313	307
	CBCL's SOCIAL FUNCTIONING SUBSCALE	Correlation Coefficient	-.193**	.306**	.167**	.170**	.058	.285**	1.000
		Sig. (2-tailed)	.001	.000	.003	.003	.311	.000	.
		N	307	307	307	307	307	307	307

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

With regard to the usefulness of the Alabama Parenting Questionnaire as a tool, it was also important to ascertain its criterion validity in this sample. Criterion validity “is the degree to which a measure is related to some other standard or criterion that is known to indicate the construct accurately” (Terre Blanche et al., 2006, p. 147). Since the APQ assesses parenting practices that are likely to lead to aggression in children and the Externalising Problems subscale of the CBCL assesses delinquent and aggressive behaviours in children, the corroboration between these measures in this sample was used to test the criterion validity of the APQ. The fact that the study confirmed that negative and/or harsh parenting practices are significantly associated with aggression in children shows that the new factor structure of the APQ does what we expected. Accordingly, the fact that the APQ can be used to show parenting practices that are associated with aggression in children suggests that it is also a valid tool to use in an isiXhosa-speaking sample.

4.5 Conclusion

This quantitative part of the study discussed in this chapter provided some insightful information about the APQ in this sample. First, from the ratings of the participants, a majority reported that they (a) engaged in positive and involved parenting practices, (b) used inconsistent disciplinary practices (such as an “empty threat”, allowing their children to talk them out of a punishment, and/or letting their children not to finish a punishment) and (c) also used harsh disciplinary practices since they used all three modes of corporal punishment (i.e., a spank, a slap and/or hitting with an object) and/or often yelled or screamed when their children had done something wrong. Concerning “constructive” forms of discipline, most participants reported that they often calmly explained to their children why misbehaving was wrong; they did not however use other “constructive” forms of discipline such as (i) taking away privileges or money as punishment, (ii) sending their children to a room as punishment, (iii) timeout and (iv) giving their children extra chores as punishment.

From the factor analysis, the data from this sample showed the following. First, a reliability analysis of each of the subscales of the APQ was below 0.7 (i.e., poor internal consistency), which meant new factors needed to be identified if the APQ was to be useful in this sample. And, second, a new five-factor solution of the APQ suggested that only two factors (named *positive and involved parenting practices* and *inconsistent parental discipline and supervision*, which have Cronbach's alpha values that are greater than 0.7) had sufficient internal consistency to be deemed as reliable.

The results of both the summation of the responses from the participants and the new five-factor solution of the APQ from the exploratory factor analysis suggest that a short form of the APQ should be considered for an isiXhosa-speaking sample. In addition, from the correlation analyses of the APQ and the CBCL, the study showed that a lack of positive and involved parenting practices, inconsistent parental discipline and supervision and/or harsh discipline is/are significantly associated with aggression in children. The latter suggests that the APQ is also a valid tool to use in an isiXhosa-speaking sample. However, since this is correlational data, we cannot be concluded that these negative parenting practices cause aggression in children nor that the aggression in children makes parents/guardians to react (more) negatively.

CHAPTER 5

DISCUSSION

5.1 Introduction

This chapter critically discusses how the results contributed towards answering the research questions of the study; namely (a) is the Alabama Parenting Questionnaire a useful tool to assess parenting among isiXhosa-speaking people? and (b) what are the psychometric properties of the APQ in an isiXhosa-speaking sample? This chapter starts with an integrated summary and an explanation of the findings, then reviews those findings in the light of latest relevant literature, considers the limitations and the significance of the study, and, finally, offers recommendations for future research in this area.

5.2 Summary of findings

The study showed the following. First, as anticipated, the cognitive interviewing method which was used on nine isiXhosa-speaking parents/guardians proved to be useful in pre-testing the initial isiXhosa APQ as a tool to assess parenting practices and the behaviours of children. Here, the participants shared what they understood the items of the APQ to mean, the difficulties they experienced in understanding some of the items of the APQ, and also why they responded to the items of the APQ as they did. The researcher was then able to correct some potential problems in the items of the isiXhosa APQ.

Second, contrary to what was expected, a reliability analysis showed each of the subscales of the APQ to have poor internal consistency for the isiXhosa-speaking sample (of 313 parents/guardians) in the study. This meant that, through exploratory factor analysis (EFA), new factors needed to be identified to establish the usefulness of the APQ in this sample. From the

EFA, a new five-factor solution of the APQ was suggested, with two factors (named *positive and involved parenting practices* and *inconsistent parental discipline and supervision*) having sufficient internal consistency to be deemed as reliable.

Third, a majority of the isiXhosa-speaking parents/guardians in the study reported that they (a) engaged in positive and involved parenting practices, (b) used inconsistent disciplinary practices [such as an “empty threat” (item 3), allowing their children to talk them out of a punishment (item 8), and/or letting their children not to finish a punishment (item 22)], and (c) used all three modes of corporal punishment [i.e., a spank (item 33), a slap (item 35) and/or hitting with an object (item 38)] as forms of disciplining their children. Furthermore, many of the participants did not report to use “constructive” forms of discipline such as (i) taking away privileges or money as punishment (item 36), (ii) sending their children to a room as punishment (item 37), (iii) time out (item 41) and (iv) giving their children extra chores as punishment (item 42). On the contrary, most participants reported that they used disciplinary practices such as to (i) yell or scream when their children had done something wrong (item 39) and (ii) calmly explaining why misbehaving was wrong (item 40). In short, the isiXhosa-speaking parents/guardians in the study can be said to engage in positive and involved parenting practices, inconsistent parental discipline and harsh disciplinary practices.

Fourth, from the correlation analyses between the Alabama Parenting Questionnaire and the Externalising Problems subscale of the Child Behaviour Checklist, the study confirmed that negative parenting practices (such as a lack of positive and involved parenting practices, inconsistent parental discipline and/or harsh disciplinary practices) are associated with aggression in children.

Finally, valuable insights were gained into some possible limitations of the APQ as a tool to assess parenting practices and the behaviours of children among isiXhosa-speaking people.

These limitations are:

- (a)** The participants seemed to have difficulties in understanding the negatively phrased items of the APQ. The items of the isiXhosa APQ need to be positively phrased so that they are clearer, shorter and better convey the intention of the query.
- (b)** The participants with older teenagers felt that some items of the APQ did not apply to them as they could not do those things to or with these older children. These are items 7 (i.e., playing games or doing fun things with their children), 15 (i.e., taking their children to a special activity), 33 (i.e., a spank), 35 (i.e., a slap) and 38 (i.e., hitting with an object).
- (c)** Three of the six items from the Inconsistent Discipline subscale of the APQ were interpreted by the participants as showing that the participants were flexible, considerate, and are able to show that they appreciated it when their children showed remorse for misbehaving. Accordingly, these items could not be said to truly test and/or show the extent of inconsistent parental practices in this sample. These were items 3 (i.e., "empty threat"), 8 (i.e., child talks a parent out of a punishment) and 22 (i.e., letting a child not to finish a punishment). In fact, the participants felt that using an "empty threat" was an effective disciplinary practice.
- (d)** Many participants did not use "constructive" disciplinary practices such as (i) taking away privileges or money from their children as punishment (item 36), (ii) sending their children to a room as punishment (item 37), (iii) time out (item 41) and (iv) giving their children extra chores as punishment (item 42).

5.3 Integration of findings

5.3.1 The APQ as a tool to assess parenting among isiXhosa-speaking people

The Alabama Parenting Questionnaire explores varied aspects of parenting practices and behaviours of children. The participants in the study were asked to describe if and how they are involved in their children's lives, and if and how they disciplined their children when they misbehaved. The participants' responses enabled the researcher to determine the extent to which they were involved in their children's lives and whether this involvement was positive, inconsistent, negative and/or harsh (especially with regards to discipline).

The participants' responses to three of the six items from the Inconsistent Discipline subscale of the APQ yielded different and contradictory interpretations. From both the cognitive interviews and the quantitative interviews, most participants reported to use practices such as (a) an "empty threat" (item 3), (b) allowing their children to talk them out of a punishment (item 8) and letting their children not to finish a punishment (item 22). On the one hand, based on the APQ, these reports showed that the parents/guardians inconsistently disciplined their children. Such parenting practices are not ideal as children will not know with certainty which behaviours are allowed or not and/or sometimes the children will expect not to be disciplined even when they know that they have done something wrong. On the other hand, from the point of view of participants in the cognitive interviews, when they used the above-mentioned practices, they saw themselves as showing that they were flexible and considerate parents/guardians, and able to show that they appreciated it when their children showed remorse for misbehaving. They also regarded such practices as effective in getting their children to behave well. While this reasoning may hold in the short-term, the possible long-term negative effects of such inconsistent disciplinary practices on the children's behaviours should be borne in mind.

Questions that arise are: (a) did the parents/guardians use forms of discipline that were used on them when they were children? (b) did they only use forms of discipline they know?, and/or (c) was the manner that they disciplined their children influenced by their “emotional” state? Based on the information from the participants during the cognitive interviews, the likely answer to these questions would be no. As examples, the following can be said:

- (a) Respondent 2 said that the form of punishment that they used is dependent on the children’s age and the actual incident.
- (b) Respondents 2, 6 and 8 also mentioned that, as parents, they do not use a form of punishment that they did not like when it was done/employed on them when they were children. For Respondent 2 this was to give children extra chores as punishment (item 42), for Respondent 6 this was to (a) also give children extra chores as punishment and (b) yell or scream when children had done something wrong (item 39), and for Respondent 8 this was to use corporal punishment (items 33, 35 and 38).
- (c) Respondent 2 further said that as parents, they had a responsibility to learn and equip themselves with a wide range of skills/methods, especially for disciplining their children, and to know which methods are most effective.
- (d) Respondent 2 also said that when there is another caregiver (parent) in the house, the role of disciplining the children would be shared among the caregivers, such that when one caregiver is not in a “good” emotional space/state to discipline the children, the other caregiver will do so.

Furthermore, many participants in the cognitive interviews (namely, Respondents 3, 4, 5 and 8), for example, said that the limited space in their homes made it difficult for them to use some of the constructive forms of discipline like sending their children to a room as punishment (item 37). The limited space for many of the participants in the study was due to them living in:

- (a) difficult financial circumstances - which is indicated by (i) that seven of the nine participants from the cognitive interviews received a child support grant and (ii)

that 64.2% of the participants from the quantitative interviews were unemployed while 73.5% received a child support grant, and

- (b) households with many people - which is indicated by (i) that all the nine participants from the cognitive interviews lived in households with at least five people and (ii) that a third of the participants from the quantitative interviews lived in households with at least two other adults.

In addition, cognitive interview respondents numbers 4 and 5 thought that a discipline practice such as time out (item 41) may not be effective as they thought that keeping their children close to them when they misbehaved would make them stop misbehaving.

5.3.2 The psychometric properties of the APQ in an isiXhosa-speaking sample

Many of the participants reported to engage in positive and involved parenting practices with their children. As already mentioned, the *positive and involved parenting practices* factor is one of the two new factors of the APQ from this sample whose items are internally consistent.

Most of the participants from the quantitative interviews reported to use both disciplinary practices of (a) yelling or screaming when a child has done something wrong (item 39) and (b) calmly explaining to a child why misbehaving is wrong (item 40). Furthermore, many of the participants said that the punishment they gave to their children did not depend on their mood (item 31). The fact that most participants reported to often use both these disciplinary practices (i.e., items 39 and 40) is indeed a puzzle as they are contradictory. While the first one (item 39) is a form of harsh discipline and indicates that the parents/guardians may not be in control of their emotions at the moment when they are disciplining their children, the second one (item 40) is a form of constructive discipline and indicates that the parents/guardians are in control of their emotions and use the appropriate moment to “teach” their children how to behave well. The contradiction and contrast in these disciplinary practices (i.e., items 39 and 40 above) make it difficult to conclude whether and how the participants’ emotional state influenced the kind of

discipline that they employed. In addition, the fact that most participants reported to use both these disciplinary practices may either suggest that they may not have truthfully reported some of their disciplinary practices or that these disciplinary practices may indeed be used together and/or interchangeably.

From the Corporal Punishment subscale of the APQ, many participants reported to use at least one and up to all the three forms. A slap (item 35) was the most commonly used form of corporal punishment, followed by a spank (item 33) and then hitting with an object (item 38). The fact that most of the participants also reported to yell or scream when their children had done something wrong (item 39), the conclusion is that many isiXhosa-speaking participants in the study used harsh discipline.

From what the participants mentioned during the cognitive interviews, it seems that threatening a child with corporal punishment and/or using some corporal punishment as a form of discipline was viewed as an important deterrent for misbehaviour. The parents/guardians seemed to feel that if they did not or could not use corporal punishment, their children might not take what they say seriously enough to stop misbehaving. Furthermore, effective discipline seemed to be commonly equated with harsh discipline. Such a view was implied by many of the participants during the cognitive interviews (such as Respondents 4, 6, 7 and 9). Holding such a view could also explain why many participants in the quantitative interviews also used harsh discipline.

Although many of the participants in the study reported using corporal punishment, they did not report doing so frequently. Most of the participants from the quantitative interviews rated themselves as *almost never* (2) to *sometimes* (3) engaging in corporal punishment as a disciplinary practice. All the participants in the cognitive interviews who reported to use corporal punishment as a form of discipline also rated themselves as *almost never* (2) to *sometimes* (3) engaging in it as a disciplinary practice. Accordingly, the self-reported use of corporal punishment by the participants is such that it does not suggest child physical abuse.

Finally, given that many of the participants did not report to use some of the “constructive” forms of discipline, they (a) had fewer options of disciplining their children, or (b) might not be using the most effective forms of disciplining their children. Accordingly, if the participants were using the “constructive” forms of discipline, they probably would use less or not use harsh discipline at all. The latter point was also implied by Respondents 2, 3 and 4 from the cognitive interviews.

5.4 Explanations of findings

With regard to the psychometric properties of the APQ in an isiXhosa-speaking sample, the quantitative data produced unexpected findings indicating that all the subscales of the APQ were not reliable (i.e., poor internal consistency). Although the new five-factor solution derived from the exploratory factor analysis of the sample showed that two of the factors were internally consistent, this also does not comprehensively show the APQ to have resulted to statistically significant data about parenting practices in this sample. *Table 10* below shows the items of the new five-factor solution in relation to the original APQ subscales. The items in the new five-factor solution are a mix of the original APQ subscales.

Table 10: Items of the new five-factor solution in relation to the original APQ subscales

1	Positive and involved parenting practices	1	You have a friendly talk with your child.	Parental involvement
		7	You play games or do other fun things with your child.	
		9	You ask your child about his/her day in school.	
		11	You help your child with his/her homework.	
		14	You ask your child what his/her plans are for the coming day.	
		15	You take your child to a special activity.	
		20	You talk to your child about his/her friends.	
		23	Your child helps plan family activities.	
		26	You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.	Positive parenting techniques
		2	You let your child know when he/she is doing a good job with something.	
		5	You reward or give something extra to your child for obeying you or behaving well.	
		13	You compliment your child when he/she does something well.	
		16	You praise your child if he/she behaves well.	
		18	You hug or kiss your child when he/she does something well.	
		40	You calmly explain to your child why his/her behaviour was wrong when he/she misbehaves.	Other disciplinary practices
2	Inconsistent parental discipline and supervision	10	Your child stays out in the evening past the time he/she is supposed to be home.	Poor parental monitoring and supervision
		17	Your child is out with friends you don't know.	
		19	Your child goes out without a set time to be home.	
		21	Your child is out after dark without an adult with him/her.	
		24	You get so busy that you forgot where your child is and what he/she is doing.	Inconsistent discipline
		12	You feel that getting your child to obey you is more trouble than it's worth.	
		31	The punishment you give your child depends on your mood.	
3	Ineffective parental discipline and supervision	6	Your child fails to leave a note or to let you know where he/she is going.	Poor parental monitoring and supervision
		32	Your child is at home without adult supervision.	
		3	You threaten to punish your child and then do not actually punish him/her.	Inconsistent discipline
		8	Your child talks you out of being punished after he/she has done something wrong.	
		39	You yell or scream at your child when he/she has done something wrong.	Other disciplinary practices

	Factor	Item	Item Description	Factor
4	Poor parental monitoring and discipline	28	You don't check that your child comes home at the time she/he was supposed to.	Poor parental monitoring and supervision
		29	You don't tell your child where you are going.	
		25	Your child is not punished when he/she has done something wrong.	Inconsistent discipline
		34	You ignore your child when he/she is misbehaving.	Other disciplinary practices
5	Constructive parental discipline	36	You take away privileges or money from your child as a punishment.	Other disciplinary practices
		37	You send your child to his/her room as a punishment.	
		41	You use time out (make him/her sit or stand in a corner) as a punishment.	

Given the summations of the participants' ratings from the quantitative data and the participants' responses during the cognitive interviews, the five-factor solution of the APQ in this sample needs further revision. On the one hand, five items of the APQ will need to be removed as they are likely to yield unreliable results about parenting practices among isiXhosa-speaking people. These are items 3 (i.e., "empty threat"), 8 (i.e., child talks parent out of punishment), 36 (i.e., taking away privileges or money as punishment), 37 (i.e., sending a child to a room as punishment) and 41 (i.e., timeout). On the other hand, three items from the APQ, even though they did not significantly load on any of the factors in the new five-factor solution, will need to be retained as they provide important information about parenting practices (particularly, harsh disciplinary practices). These are items 33 (i.e., a spank), 35 (i.e., a slap) and 38 (i.e., hitting with an object).

A short form isiXhosa version of the APQ (with 31 items) (attached as Annexure 2D) is therefore proposed as a useful tool to assess parenting among isiXhosa-speaking people. Furthermore, all the isiXhosa items are positively phrased. As such, eleven items will be reverse scored; namely, items 6 (i.e., child fails to leave a notice when going), 10 (i.e., child stays out until late), 12 (i.e., parent feels getting a child to obey is difficult), 17 (i.e., child is out with friends a parent doesn't know), 19 (i.e., child is out without a set curfew time), 24 (i.e., parent gets busy and forgets about a child), 25 (i.e., child is not punished after doing something wrong), 28 (i.e., parent

doesn't check the time that a child is supposed to come back home), 29 (i.e., parent doesn't tell a child her/his whereabouts), 32 (i.e., child is at home without adult supervision) and 34 (i.e., parent ignores a child when misbehaving). In addition, item 21 (i.e., child is out after dark without adult supervision) has been removed because it means the same as item 10 when these items are positively phrased.

5.5 Integration of findings with past literature

This section provides a theoretical viewpoint about the use of harsh and inconsistent disciplinary practices by many of the isiXhosa-speaking parents/guardians who participated in the study.

5.5.1 Divergent findings

In the various studies on the APQ that have been mentioned earlier, some of the following can appear to be particularly relevant. Shelton et al. (1996) found that (a) the Parental Involvement and the Positive Parenting Techniques subscales generally showed the highest correlations across informants and methods of assessment and (b) the Corporal Punishment subscale consistently had poor internal consistency probably because the parents may tend to use one preferred method of corporal punishment. Dadds et al. (2003) found that while the APQ showed adequate internal consistency among the Positive Parenting Techniques, Parental Involvement and Inconsistent Discipline subscales, it however also showed low internal consistency for the Poor Parental Monitoring and Supervision and Corporal Punishment subscales.

Against that background, the study presented some unexpected results. First, all the original subscales of the APQ had low reliability (i.e., poor internal consistency) in the isiXhosa-speaking sample. Hence, an exploratory factor analysis was done to identify new factors of the APQ in this sample.

Second, the three items from the Corporal Punishment (harsh discipline) subscale of the APQ [i.e., a spank (item 33), a slap (item 35) and hitting with objects (item 38)] did not significantly load onto any of the factors in the new five-factor solution. However, there is much theoretical evidence to suggest that harsh discipline is related to child aggression (Anthony et al., 2005; Brenner & Fox, 1998; Clerkin et al., 2007; Dadds et al., 2003; Elgar et al., 2007; Essau et al., 2006; Hawes & Dadds, 2006; Shelton et al., 1996; Stormshak et al., 2000). Furthermore, the participants in the study reported that they used all three forms of corporal punishment and, as discussed in subsection 4.4.4, the correlation analysis showed that harsh disciplinary practices were positively associated with aggression in children. Accordingly, the three items from the Corporal Punishment subscale of the APQ cannot be ignored.

Third, and last, the study showed that three of the six items from the Inconsistent Discipline subscale of the APQ [namely, items 3 (“empty threat”), 8 (child talks a parent out of a punishment) and 22 (parent lets a child not to finish a punishment)] cannot be said to test inconsistent parental discipline in the isiXhosa-speaking sample as they were originally intended.

5.5.2 Convergent findings

Many studies have argued that there are associations between parenting practices and the behaviour of children, particularly the development of aggression (Anthony et al., 2005; Brenner & Fox, 1998; Clerkin et al., 2007; Dadds et al., 2003; Elgar et al., 2007; Essau et al., 2006; Hawes & Dadds, 2006; Shelton et al., 1996; Stormshak et al., 2000). These studies have specifically showed that parenting practices that include, for example, lack of parental involvement, inconsistent, harsh punishment and/or passive disciplinary techniques increase the likelihood of emotional and behavioural difficulties in children.

Furthermore, Loeber and Pardini (2008), in their proposed model of three incremental pathways from minor antisocial behaviours to serious delinquency in children, noted that negative parenting practices, such as those mentioned in the foregone paragraph, are likely to eventually lead to serious undesirable behaviours in children. Barbarin, Richter, and de Wet (2001) went further and suggested that violence in the family has more detrimental effects on children than does violence in the community.

The study confirmed what the above-mentioned studies said about negative parenting practices. First, many participants in the study also reported to use harsh and inconsistent disciplinary practices. As Bray et al. (2010) and Cherian (1994) mentioned, corporal punishment seems to be used as a form of maintaining discipline within isiXhosa-speaking families.

Second, the study confirmed that a lack of positive and involved parenting practices, inconsistent parental discipline and supervision, and/or harsh discipline is/are associated with aggression in children. This supports the view about the APQ being a useful tool to assess parenting practices that are likely to lead to aggression in children (Clerkin et al., 2007; Dadds et al., 2003; Elgar et al., 2007; Essau et al., 2006; Hawes & Dadds, 2006; Shelton et al., 1996).

Third, this study supported what Clerkin et al. (2007) said about the use of positive and/or negative parental disciplinary techniques changing over time, with corporal punishment being employed at the highest rates during early childhood and decreasingly during adolescence so as to allow children more autonomy. The participants during the cognitive interviews mentioned that they did not use corporal punishment as a form of discipline with older children. However, they did not explicitly mention that the reason they avoided corporal punishment was because they thought it would be ineffective; but, rather they mentioned that it would be neither possible nor appropriate for them to use it since their children are older.

Last, the study confirmed that the adapted APQ is both a reliable and a valid tool to assess parenting practices among isiXhosa-speaking people. As discussed, two factors of the new five-factor solution had sufficient internal consistency to be deemed as reliable. Also, when testing the criterion validity of the APQ in relation to the Externalising Problems subscale of the Child Behaviour Checklist, these tools matched up and confirmed that negative and/or harsh parenting practices are significantly associated with aggression in children.

5.6 Limitations of the study

First, given that the study used convenient sampling methods, the findings cannot be generalised as representative of parenting practices or the behaviours of children in an isiXhosa-speaking population.

Second, even though the study also used parental report formats of parenting practices, which Shelton et al. (1996) found to be more useful for assessing parenting practices than child report formats among an elementary school-age group, the study would have been enriched by also using some child report formats of parenting practices as collateral data. Obtaining information from more than one informant (such as from parents/guardians, teachers, even children themselves) increases the effectiveness of the tools because different informants validly contribute different information (Achenbach, McConaughy, & Howell, 1987; Ivanova et al., 2007; Nøvik, 1999).

Third, there is an inherent bias when using self-report formats, as in the study, since participants may not give a true and full picture of their interactions with their children. Fourth, and last, since the study was not longitudinal, the long-term associations of negative parenting practices and harsh disciplinary practices with aggression in children in the isiXhosa-speaking sample cannot be ascertained.

5.7 Implications of findings

First, a short form isiXhosa version of the APQ has been proposed. This APQ is seen as a useful tool to truly assess parenting practices and behaviours of children among isiXhosa-speaking people.

Second, although generalisations cannot be made, the study has thrown some light on parenting practices among isiXhosa-speaking parents/guardians.

Third, and last, the study has confirmed what existing literature said about lack of positive parenting practices, inconsistent parental discipline and/or harsh discipline being associated with aggression in children.

5.8 Recommendations for future research

The following two recommendations are suggested:

- (a)** That future research be conducted using the proposed short form isiXhosa version of the APQ with a representative sample of the isiXhosa population to generalise its results, and.
- (b)** That such research uses a combination of (a) available tools and (b) research formats (such as self-reports and observations with both parents/guardians and their children) to further clarify the association of parenting practices with aggression in children.

Such future research would provide much needed insight in the light of the current very limited literature on parenting among isiXhosa-speaking people and other South Africa ethnic populations. It would also contribute by providing evidence for strategies and interventions that may be used to reduce violence in our country.

5.9 Conclusion

Through the study, the researcher wanted to understand the influence of parenting on the behaviour of children (in particular, aggressive behaviour) in an isiXhosa-speaking sample. This was done by investigating (a) whether the Alabama Parenting Questionnaire (APQ) is a useful tool to assess parenting among isiXhosa-speaking parents/guardians, and (b) what the psychometric properties of the APQ are in an isiXhosa-speaking sample.

The study has argued in the affirmative (a) on the reliability and the validity of the Alabama Parenting Questionnaire as a tool to assess parenting practices among isiXhosa-speaking people and (b) that negative parenting practices are significantly associated with aggression in children. Furthermore, suggestions were proposed on how the APQ could be effectively used to assess parenting practices and behaviours of children that would be representative of the isiXhosa-speaking population.

Given that South Africa is among the most violent countries in the world, the association of negative parenting practices with aggression in children, as confirmed by the study, cannot be ignored. Parents/guardians need to be supported and helped to engage in (a) positive and involved parenting practices and (b) constructive forms of discipline with their children. The latter statement is supported by current national policy such as expressed in the Children's Act 38 of 2005. Section 144(1)(b) of this Act advocates for "developing appropriate parenting skills and the capacity of parents and care-givers to safeguard the well-being and best interests of their children, including the promotion of positive, non-violent forms of discipline". Accordingly, any reduction in child aggression will contribute to reducing the high levels of violence in our country.

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ANNEXURE 1A: INFORMATION SHEET ABOUT THE STUDY AND PARENTS' CONSENT FORM

University of Cape Town
Consent to participate in a study:
Properties of the Alabama Parenting Questionnaire in an isiXhosa-speaking sample

Dear Parent,

Study purpose

You are invited to take part in a study that is being conducted by researchers from the Department of Psychology at the University of Cape Town. The purpose of the study is to investigate whether a particular questionnaire is useful for understanding parenting among isiXhosa-speaking parents. The questionnaire is called the Alabama Parenting Questionnaire.

Study procedures

If you agree to take part in the study, you need to sign this form to confirm that you freely agreed to do so. For the study, the researchers will interview you for about 60 up to 90 minutes (one hour to one-and-a-half hours) in a private office at this NGO. The researcher will record the whole interview with a tape recorder. The interview will include questions about who you are and about what you do as a parent.

Possible risks and benefits

You will not be harmed in any way during the study. If there are things that you do as a parent that the researchers identify as a concern, they will tell you about them and they will also help you to get any help that you may need.

For agreeing to take part in the study and also for completing all the necessary information that is needed for the study, you will receive a gift card that you can use to buy groceries from a supermarket in your area. The final report of the study will be sent to the offices of the NGO where you are being interviewed, and you will be able to see it there.

In addition, your role in taking part in the study will help the researchers to develop a useful tool that will help us to understand parenting among isiXhosa-speaking parents.

Alternatives

You are free to choose not to take part in the study. And, even after you have completed the consent form to confirm that you will take part in the study, you are still free to stop taking part at any time. If you do not take part in the study, the services that you receive from the NGO will not be changed nor be stopped because you refused or did not continue to take part in the study.

Voluntary participation

Your participation in the study is completely voluntary. You are free to refuse to answer any question.

Confidentiality

The information about you, your child and the things that you do as a parent that are collected as part of the study will be kept confidential. Your consent form, the questionnaire that you will complete, the recording of the interview and other personal identifying information will be kept in locked filing cabinets at UCT. The information that will be obtained about you, your child and the things that you do as a parent will not be disclosed to anybody else. Any reports about the study will not mention any names of the parents who took part in the study.

However, if you tell us that your child is being hurt, we will need to tell the social worker at this organisation, so that s/he can find a way to help you and your child.

Questions

Any questions or problems about and related to the study should be directed to the researchers:

Muzi Madalane (researcher) at 072 348 8359

Associate Professor Catherine Ward (research supervisor) at 021 650 3422.

Any questions about your rights as a study participant, and any comments or complaints about the study may also be directed to Ms. Judith Adriaanse at 021 650 3902.

If you are worried about your answers to any of the questions, you can contact The Parent Centre at 021 671 9142 for help with parenting your child.

Please fill out the last page (consent form) and give it back to the researcher(s). You are welcome to keep the first two pages.

Parents' consent form
(Study title: Properties of the Alabama Parenting Questionnaire in an isiXhosa-speaking sample)

I have read the information sheet about the study. I am satisfied that I understand what the study is about, what will happen during the study, any possible risks, benefits and alternatives for me. I hereby confirm that I voluntarily agree to part in the study.

Signature of the participant (parent)

Date

Name of the participant (printed)

Witness/researcher

I understand that the interview will be recorded, and that this recording is only for the use of the researcher so that he is clear about what I have said after the interview. I understand that the recording will be destroyed when the final report is written.

Signature of the participant (parent)

Date

Name of the participant (printed)

Witness/researcher

My telephone number is:

ANNEXURE 1B: ISIXHOSA INFORMATION SHEET ABOUT THE STUDY AND PARENTS' CONSENT FORM



**Imvume yokuthatha inxaxheba kuphando:
IiMpawu zePhepha leMibuzo yobuZali le-Alabama kwisampulu yentetho yesiXhosa**

Mzali Othandekayo,

Injongo yophando

Uyamenywa ukuba uthathe inxaxheba kuphando olwenziwa ngabaphandi beCandelo leNzululwazi-ngengqondo (i-Psychology) leDyunivesithi yaseKapa. Injongo yoluphando kukuphanda ukuba ingaba uhlobo oluthile lwephepha lemibuzo lungaluncedo na ekuqondeni ubuzali phakathi kwabazali abathetha isiXhosa. Eli phepha lemibuzo libizwa iPhepha leMibuzo le-Alabama.

Iinkqubo zophando

Ukuba ngaba uyavuma ukuthatha inxaxheba kolu phando, kufuneka utyikitye le fomu ukungqina ukuba uvuma ngokukhululekileyo ukukwenza oko. Kolu phando, abaphandi baza kubamba udliwano-ndlebe kunye nawe isithuba esingangemizuzu engama-60 ukuya kwengama-90 (iyure ukuya kwiyure enesiqingatha) kwi-ofisi ebucala kule-NGO. Umphandi uza kulushicilela lonke udliwano-ndlebe ngesishicileli seteypu rekhoda. Olu dliwano-ndlebe luza kuquka nemibuzo efana neyokuba ungubani nemalunga nokuba wenza ntoni na njengomzali.

Imincipheko enokubakho nezinto onozifumana wena

Awukwenzakala nangaluphi na uhlobo kolu phando. Ukuba ngaba kukho izinto ozenzayo njengomzali ezibaxhalabisayo abaphandi, bayakukuxelela ngazo baze bakuncede ukuba ufumane naluphi na uncedo oludingayo.

Ngokuvuma ukuthatha inxaxheba kolu phando kwakunye nokugcwalisa lonke ulwazi olufanelekileyo oludingekayo kolu phando, uza kufumana ikhadi elisisipho lokuthenga ukutya (grosara) kwisupa makethi ekwindawo ohlala kuyo. Ingxelo yokugqibela yolu phando iza kuthunyelwa kwi-ofisi ye-NGO apho belubanjelwe khona udliwano-ndlebe kunye nawe, kwaye ungakwazi ukuyibona khona apho.

Ukongeza apho, indima oyidlalileyo ngokuthatha inxaxheba kolu phando iza kunceda abaphandi ukuba bavelise isixhobo esiluncedo esiya kuthi sincede thina ukuba siqonde ukuba ubuzali buthetha ntoni na kubazali abathetha isiXhosa.

Okukokunye endinokwenza

Uvumelekile ukuba ungavumi ukuthatha inxaxheba kolu phando xa ungafuni. Nasemva kokuba soyigcwalisile ifomu yokuvuma ukungqina ukuba uza kuthatha inxaxheba kolu phando, usenelungelo lokuyeka ukuthatha inxaxheba nagaliphi na ixesha. Ukuba ngaba uthathe isigqibo sokungathathi inxaxheba kolu phando, iinkonzo ozifumana kwi-NGO azizokutshintshwa okanye ziyekiswe ngenxa yokuba ungavumanga ukuthatha inxaxheba okanye ungaqhubekekanga nokuthatha inxaxheba kolu phando.

Ukuthatha inxaxheba ngokuzithandela

Ukuthatha kwakho inxaxheba kolu phando ukwenza ngokuzithandela. Unelungelo lokwala ukuphendula nawuphi na umbuzo.

Ubumfihlo

Ulwazi malunga nawe, umntwana wakho kunye nezinto ozenzayo njengomzali nezithi ziqokelelwe njengenxalenye yophando ziza kugcinwa ziyimfihlo. Ifomu yakho yokuvuma, iphepha lemibuzo oligcwalisileyo, ushicilelo lodliwano-ndlebe nolunye ulwazi oluchazayo luza kugcinwa kwikhabhathi etshixwayo e-UCT. Ulwazi oluya kufumaneka olumalunga nawe, umntwana wakho kunye nezinto ozenzayo njengomzali aziyi kudizwa kuye nabani na. Nayiphi na ingxelo emalunga nolu phando ayiyikuchaza magama wabazali abathathe inxaxheba kolu phando.

Noxa kunjalo, ukuba ngaba usixelela ukuba umntwana wakho uyonzakaliswa, kuya kufuneka sichazele unontlalontle okulo mbutho, ukuze akwazi ukufumana indlela yokukunceda wena kunye nomntwana wakho.

Imibuzo

Nayiphi na imibuzo okanye iingxaki malunga nolu phando nenxulumene nalo, mayithunyelwe kubaphandi:

uMuzi Madalane (umphandi) kwa-072 348 8359

uNjingalwazi oNcedisayo uCatherine Ward (umphathi wabaphandi) kwa-021 650 3422.

Nayiphi na imibuzo malunga namalungelo wakho njengomthathi-nxaxheba kolu phando, kunye nazo naziphi na izinto ofuna ukuzihlomla okanye izikhalazo malunga nolu phando zisenokubhekiswa kuNks. Judith Adriaanse kwa-021 650 3902.

Ukuba ngaba uxhalabile malunga neempendulo zakho kuyo nayiphi na imibuzo, ungaqhagamshelana neZiko laBazali kwa-021 671 9142 ukufumana uncedo lokuba ngumzali kumntwana wakho.

Nceda ugcwalise iphepha lokugqibela (ifomu yokuvuma) uze ulibuyisele kumphandi. Ungazigcinela la maphepha mabini okuqala.

ANNEXURE 1A: INFORMATION SHEET ABOUT THE STUDY AND PARENTS' CONSENT FORM

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Possible risks and benefits

You will not be harmed in any way during the study. If there are things that you do as a parent that the researchers identify as a concern, they will tell you about them and they will also help you to get any help that you may need.

For agreeing to take part in the study and also for completing all the necessary information that is needed for the study, you will receive a gift card that you can use to buy groceries from a supermarket in your area. The final report of the study will be sent to the offices of the NGO where you are being interviewed, and you will be able to see it there.

In addition, your role in taking part in the study will help the researchers to develop a useful tool that will help us to understand parenting among isiXhosa-speaking parents.

Alternatives

You are free to choose not to take part in the study. And, even after you have completed the consent form to confirm that you will take part in the study, you are still free to stop taking part at any time. If you do not take part in the study, the services that you receive from the NGO will not be changed nor be stopped because you refused or did not continue to take part in the study.

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Please fill out the last page (consent form) and give it back to the researcher(s). You are welcome to keep the first two pages.

Parents' consent form
(Study title: Properties of the Alabama Parenting Questionnaire in an isiXhosa-speaking sample)

I have read the information sheet about the study. I am satisfied that I understand what the study is about, what will happen during the study, any possible risks, benefits and alternatives for me. I hereby confirm that I voluntarily agree to part in the study.

 Signature of the participant (parent)

 Date

 Name of the participant (printed)

 Witness/researcher

I understand that the interview will be recorded, and that this recording is only for the use of the researcher so that he is clear about what I have said after the interview. I understand that the recording will be destroyed when the final report is written.

 Signature of the participant (parent)

 Date

 Name of the participant (printed)

 Witness/researcher

My telephone number is:

ANNEXURE 1B: ISIXHOSA INFORMATION SHEET ABOUT THE STUDY AND PARENTS' CONSENT FORM



**Imvume yokuthatha inxaxheba kuphando:
IiMpawu zePhepha leMibuzo yobuZali le-Alabama kwisampulu yentetho yesiXhosa**

Mzali Othandekayo,

Injongo yophando

Uyamenywa ukuba uthathe inxaxheba kuphando olwenziwa ngabaphandi beCandelo leNzululwazi-ngengqondo (i-Psychology) leDyunivesithi yaseKapa. Injongo yoluphando kukuphanda ukuba ingaba uhlobo oluthile lwephepha lemibuzo lungaluncedo na ekuqondeni ubuzali phakathi kwabazali abathetha isiXhosa. Eli phepha lemibuzo libizwa iPhepha leMibuzo le-Alabama.

Iinkqubo zophando

Ukuba ngaba uyavuma ukuthatha inxaxheba kolu phando, kufuneka utyikitye le fomu ukungqina ukuba uvuma ngokukhululekileyo ukukwenza oko. Kolu phando, abaphandi baza kubamba udliwano-ndlebe kunye nawe isithuba esingangemizuzu engama-60 ukuya kwengama-90 (iyure ukuya kwiyure enesiqingatha) kwi-ofisi ebucala kule-NGO. Umphandi uza kulushicilela lonke udliwano-ndlebe ngesishicileli seteypu rekhoda. Olu dliwano-ndlebe luza kuquka nemibuzo efana neyokuba ungubani nemalunga nokuba wenza ntoni na njengomzali.

Iimingcipheko enokubakho nezinto onozifumana wena

Awukwenzakala nangaluphi na uhlobo kolu phando. Ukuba ngaba kukho izinto ozenzayo njengomzali ezibaxhalabisayo abaphandi, bayakukuxelela ngazo baze bakuncede ukuba ufumane naluphi na uncedo oludingayo.

Ngokuvuma ukuthatha inxaxheba kolu phando kwakunye nokugcwalisa lonke ulwazi olufanelekileyo oludingekayo kolu phando, uza kufumana ikhadi elisisipho lokuthenga ukutya (grosara) kwisupa makethi ekwindawo ohlala kuyo. Inxelo yokugqibela yolu phando iza kuthunyelwa kwi-ofisi ye-NGO apho belubanjelwe khona udliwano-ndlebe kunye nawe, kwaye ungakwazi ukuyibona khona apho.

Ukongeza apho, indima oyidlalileyo ngokuthatha inxaxheba kolu phando iza kunceda abaphandi ukuba bavelise isixhobo esiluncedo esiya kuthi sincede thina ukuba siqonde ukuba ubuzali buthetha ntoni na kubazali abathetha isiXhosa.

Okukokunye endinokwenza

Uvumelekile ukuba ungavumi ukuthatha inxaxheba kolu phando xa ungafuni. Nasemva kokuba soyigcwalisile ifomu yokuvuma ukungqina ukuba uza kuthatha inxaxheba kolu phando, usenelungelo lokuyeka ukuthatha inxaxheba nagaliphi na ixesha. Ukuba ngaba uthathe isigqibo sokungathathi inxaxheba kolu phando, iinkonzo ozifumana kwi-NGO azizokutshintshwa okanye ziyekiswe ngenxa yokuba ungavumanga ukuthatha inxaxheba okanye ungaqhubekekanga nokuthatha inxaxheba kolu phando.

Ukuthatha inxaxheba ngokuzithandela

Ukuthatha kwakho inxaxheba kolu phando ukwenza ngokuzithandela. Unelungelo lokwala ukuphendula nawuphi na umbuzo.

Ubumfihlo

Ulwazi malunga nawe, umntwana wakho kunye nezinto ozenzayo njengomzali nezithi ziqokelelwe njengenxalenye yophando ziza kugcinwa ziyimfihlo. Ifomu yakho yokuvuma, iphepha lemibuzo oligcwalisileyo, ushicilelo lodliwano-ndlebe nolunye ulwazi oluchazayo luza kugcinwa kwikhabhathi etshixwayo e-UCT. Ulwazi oluya kufumaneka olumalunga nawe, umntwana wakho kunye nezinto ozenzayo njengomzali aziyi kudizwa kuye nabani na. Nayiphi na ingxelo emalunga nolu phando ayiyikuchaza magama wabazali abathathe inxaxheba kolu phando.

Noxa kunjalo, ukuba ngaba usixelela ukuba umntwana wakho uyonzakaliswa, kuya kufuneka sichazele unontlalontle okulo mbutho, ukuze akwazi ukufumana indlela yokukunceda wena kunye nomntwana wakho.

Imibuzo

Nayiphi na imibuzo okanye iingxaki malunga nolu phando nenxulumene nalo, mayithunyelwe kubaphandi:

uMuzi Madalane (umphandi) kwa-072 348 8359

uNjingalwazi oNcedisayo uCatherine Ward (umphathi wabaphandi) kwa-021 650 3422.

Nayiphi na imibuzo malunga namalungelo wakho njengomthathi-nxaxheba kolu phando, kunye nazo naziphi na izinto ofuna ukuzihlomla okanye izikhalazo malunga nolu phando zisenokubhekiswa kuNks. Judith Adriaanse kwa-021 650 3902.

Ukuba ngaba uxhalabile malunga neempendulo zakho kuyo nayiphi na imibuzo, ungaqhagamshelana neZiko laBazali kwa-021 671 9142 ukufumana uncedo lokuba ngumzali kumntwana wakho.

Nceda ugcwalise iphepha lokugqibela (ifomu yokuvuma) uze ulibuyisele kumphandi. Ungazigcinela la maphepha mabini okuqala.



Ifomu yokuvuma yomzali

(Isihloko sophando: iIMpawu zePhepha leMibuzo yobuZali le-Alabama kwisampulu yentetho yesiXhosa)

Ndilifundile iphepha lolwazi malunga nophando. Ndixolile ukuba ndiyaluqonda olu phando ukuba lungantoni, kuza kwenzeka ntoni ngexesha lolu phando, nayiphi na imingcipheko enokubakho, okunokuxhanyulwa nokukokunye endinokwenza. Ngoko ke ndiyavuma ukuba ndivuma ngokuzithandela ukuba ndithathe inxaxheba kolu phando.

Umtyikityo womthathi-nxaxheba (umzali)

Umhla

Igama lomthathi-nxaxheba (libhalwe ngoonobumba)

Ingqina/umphandi

Ndiyayiqonda into yokuba olu phando luza kushicilelwa, kwaye olu shicilelo luza kusetyenziswa ngumphandi kuphela, ukuze acacelwe koko ndikuthethileyo emva kodliwano-ndlebe. Ndiyayiqonda ukuba olu shicilelo luza kutshatyalaliswa xa ingxelo yokugqibela sele ibhaliwe.

Umtyikityo womthathi-nxaxheba (umzali)

Umhla

Igama lomthathi-nxaxheba (libhalwe ngoonobumba)

Ingqina/umphandi

Inombolo yam yomnxeba ithi:

ANNEXURE 2A: ALABAMA PARENTING QUESTIONNAIRE (PARENT FORM)

ALABAMA PARENTING QUESTIONNAIRE					
This questionnaire is designed to help you determine how you are parenting your child. It is not a test, and there are no right or wrong answers. It is only a guide to help you think about your parenting style.					
Item	Item	1	2	3	4
		Never	Almost Never	Sometimes	Often
1	You have a friendly talk with your child.				
2	You let your child know when he/she is doing a good job with something.				
3	You threaten to punish your child and then do not actually punish him/her.				
4	You volunteer to help with special activities that your child is involved in (such as sports, boy/girl scouts, church youth groups).				
5	You reward or give something extra to your child for obeying you or behaving well.				
6	Your child fails to leave a note or to let you know where he/she is going.				
7	You play games or do other fun things with your child.				
8	Your child talks you out of being punished after he/she has done something wrong.				
9	You ask your child about his/her day in school.				
10	Your child stays out in the evening past the time he/she is supposed to be home.				
11	You help your child with his/her homework.				
12	You feel that getting your child to obey you is more trouble than it's worth.				
13	You compliment your child when he/she does something well.				
14	You ask your child what his/her plans are for the coming day.				
15	You take your child to a special activity.				
16	You praise your child if he/she behaves well.				

17	Your child is out with friends you don't know.					
18	You hug or kiss your child when he/she does something well.					
19	Your child goes out without a set time to be home.					
20	You talk to your child about his/her friends.					
21	Your child is out after dark without an adult with him/her.					
22	You let your child out of a punishment early (like lift restrictions earlier than you originally said).					
23	Your child helps plan family activities.					
24	You get so busy that you forgot where your child is and what he/she is doing.					
25	Your child is not punished when he/she has done something wrong.					
26	You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.					
27	You tell your child that you like it when he/she helps out around the house.					
28	You don't check that your child comes home at the time she/he was supposed to.					
29	You don't tell your child where you are going.					
30	Your child comes home from school more than an hour past the time you expect him/her.					
31	The punishment you give your child depends on your mood.					
32	Your child is at home without adult supervision.					
33	You spank your child with your hand when he/ she has done something wrong.					
34	You ignore your child when he/she is misbehaving.					

	Item	1	2	3	4	5
35	You slap your child when he/she has done something wrong.					
36	You take away privileges or money from your child as a punishment.					
37	You send your child to his/her room as a punishment.					
38	You hit your child with a belt, switch, or other object when he/she has done something wrong.					
39	You yell or scream at your child when he/she has done something wrong.					
40	You calmly explain to your child why his/her behavior was wrong when he/she misbehaves.					
41	You use time out (make him/her sit or stand in a corner) as a punishment.					
42	You give your child extra chores as a punishment.					

With regards to the APQ subscales composition, (1) the **Parental Involvement** subscale has ten items, namely, 1, 4, 7, 9, 11, 14, 15, 20, 23 and 26; (2) the **Positive Parenting Techniques (Positive Reinforcement)** subscale has six items, namely, 2, 5, 13, 16, 18 and 27; (3) the **Poor Parental Monitoring and Supervision** subscale has ten items, namely, 6, 10, 17, 19, 21, 24, 28, 29, 30 and 32; (4) the **Inconsistent Discipline** subscale has six items, namely, 3, 8, 12, 22, 25 and 31; (5) the **Corporal Punishment (Harsh Discipline)** subscale has three items, namely, 33, 35 and 38; and (6) **Other Disciplinary Practices** subscale has seven items, namely, 34, 36, 37, 39, 40, 41 and 42 (Shelton et al.,1996).

	Izibongo	1 Ukuba Kusuka	2 Ukuba Kusuka	3 Ukuba Kusuka	4 Ukuba Kusuka	5 Ukuba Kusuka
9	Uyambuza umntwana wakho malunga nosuku lwakhe esikolweni.					
10	Umntwana wakho ukhe angabikho endlini ebusuku de kugqithe ixesha ekufaneleke ukuba abe usekhaya ngalo.					
11	Uyamncedisa umntwana wakho ngomsebenzi wakhe wesikolo.					
12	Uvakalelwa kwelokuba ukumenza umntwana wakho akumamele yinkcitha xesha nje.					
13	Uyamncoma umntwana wakho xa enze okuhle.					
14	Uyambuza umntwana wakho ukuba yintoni azimisele ukuyenza kusuku olulandelayo.					
15	Uyamkhupha umntwana wakho umse elonwabeni.					
16	Uyamwonga umntwana wakho xa ethe waziphatha ngendlela efanelekileyo.					
17	Umntwana wakho uzikhuphe nabahlobo ongabaziyo.					
18	Uyamanga okanye umphuze umntwana wakho xa ethe wenza into encomekayo.					
19	Umntwana wakho uyahamba abe engasikelwanga xesha lokuba abe sele ebuyele ekhaya.					
20	Uyathetha nomntwana wakho ngabahlobo bakhe.					
21	Umntwana wakho akekho ndlini ebusuku abe engahambi namntu mdala.					

22	Umntwana wakho uyamsindisa kwisohlwayo (njengokuthi akazi kufumana sopholo kodwa uphinde umnike ukudla).					
23	Umntwana wakho uyancedisa ekucwangciseni izinto ezizokwenziwa lusapho.					
24	Uxakekeka kangangokuba ulibale ukuba uphi umntwana wakho nokuba wenzani na.					
25	Umntwana wakho akohlwaywa xa enze into engalunganga.					
26	Uyaya kwiintlanganiso zabazali nootitshala, iinkomfa zabazali/ zootitshala, okanye ezinye iintlanganiso zesikolo zomntwana wakho.					
27	Uyamchazela umntwana wakho ukuba uyonwaba xa encedisa ekhaya.					
28	Awuyijongo into yokuba umntwana wakho ubuyela ekhaya ngexesha ebekufanele ukuba ubuya ngalo.					
29	Awumchazeli umntwana wakho apho uya khona.					
30	Umntwana wakho ufika endlini evela esikolweni emva kwexesha alindeleke ngalo kangangeyure.					
31	Isohlwayo osinika umntwana wakho sixhomekeka kwimeko okuyo.					
32	Umntwana wakho uhleli yedwa ekhaya akukho mntu mdala.					
33	Uyambetha umntwana wakho ezimphundu ngesandla xa enze into engalunganga.					

№	Inzuzo	1 Abantu abancinci	2 Kungabisa	3 Mabandya abancinci	4 Kubandakanya abancinci	5 Mabandya abancinci
34	Awumhoyi umntwana wakho xa egeza.					
35	Uyamqhwaba umntwana wakho xa esenza into engalunganga.					
36	Uyamnyina umntwana wakho kwizinto azifumanayo okanye imali njengesohlwayo.					
37	Uthi makaye kwigumbi lakhe lokulala umntwana wakho njengesohlwayo.					
38	Uyambetha umntwana wakho ngebhanti, isabhokhwe, uswazi okanye nangantoni na xa ethe wenza into engalunganga.					
39	Umkhwaze umntwana wakho xa enze into engalunganga.					
40	Uyazola umcacisele umntwana wakho xa egeza ukuba lento ayenzayo ayilunganga.					
41	Umenza ukuba azihlalele yedwa, kude kwezinye izinto (umz. Ekhoneni yendlu).					
42	Unika umntwana imisebenzi eyongezelelekileyo njengesohlwayo.					

ANNEXURE 2C: REVISED ISIXHOSA VERSION OF THE ALABAMA PARENTING QUESTIONNAIRE (PARENT FORM)

Ukwenza umntwana wakho/okokwenza umntwana wakho						
I-Alabama Parenting Questionnaire (APQ) - I-Xhosa Version (2015)						
APQ - I-Xhosa Version (2015)						
#	Info	1 Nokuba kwenzeka	2 Kungabikho	3 Kungabikho kakhulu	4 Kungabikho kakhulu	5 Kungabikho kakhulu
1	Uncokola kakuhle nomntwana wakho.					
2	Uyamazisa umntwana wakho xa enze umsebenzi oncomekayo.					
3	Umgrogrisa ngokumohlwaya umntwana wakho kodwa ungade umohlwaye.					
4	Uye uncedise xa kukho imisetyenzana ekhethekileyo athatha inxaxheba kuyo umntwana wakho (njengemidlalo, amaqela olutsha ecawe, nokunye).					
5	Uye umnike okuthile umntwana wakho xa ekuthobela okanye ethe waziphatha ngendlela efanelekileyo.					
6	Umntwana wakho uye angashiyi myalezo malunga nendawo aya kuyo.					
7	Uyadlala imidlalwana okanye wenze ezinye izinto ezonwabisayo nomntwana wakho.					

8	9	10	11	12	13	14
8	Umntwana wakho uyakwazi ukukwenza ukuba ungabi samohlwaya xa enze into engeyiyo.					
9	Uyambuza umntwana wakho malunga nosuku lwakhe esikolweni.					
10	Umntwana wakho ukhe angabikho endlini ebusuku de kugqithe ixesha ekufaneleke ukuba abe usekhaya ngalo.					
11	Uyamncedisa umntwana wakho ngomsebenzi wakhe wesikolo.					
12	Uvakalelwa kwelokuba ukumenza umntwana wakho akumamele yinkcitha xesha nje.					
13	Uyamncoma umntwana wakho xa esenza okuhle.					
14	Uyambuza umntwana wakho ukuba yintoni azimisele ukuyenza kusuku olulandelayo.					
15	Uyamkhupha umntwana wakho umse kwizinto ezonwabisayo.					
16	Uyamncoma umntwana wakho xa ethe waziphatha ngendlela efanelekileyo.					
17	Umntwana wakho uzikhuphe nabahlobo ongabaziyo.					
18	Uyamanga okanye umphuze umntwana wakho xa ethe wenza into encomekayo.					
19	Umntwana wakho uyahamba abe engasikelwanga xesha lokuba abe sele ebuyele ekhaya.					

N	Into	1 Akuma kwenkomo	2 Kintsho	3 Kugqina kumantla	4 Kugqina kumantla	5 Kugqina kumantla
20	Uyathetha nomntwana wakho ngabahlobo bakhe.					
21	Umntwana wakho akekho endlini ebusuku abe engahambi namntu mdala.					
22	Umntwana wakho uyamsindisa kwisohlwayo osibekileyo (njengokuba uphelise isohlwayo phambi kwexesha obumnike lona).					
23	Umntwana wakho uyancedisa kumalungiselelo kwizinto ezizokwenziwa lusapho.					
24	Uxakeka kangangokuba ulibale ukuba uphi umntwana wakho nokuba wenzani na.					
25	Umntwana wakho akohlwaywa xa enze into engalunganga.					
26	Uyaya kwiintlanganiso zabazali nootitshala, iinkomfa zabazali/ zootitshala, okanye ezinye iintlanganiso zesikolo zomntwana wakho.					
27	Uyamchazela umntwana wakho ukuba uyonwaba xa encedisa ekhaya.					
28	Awuyijongi into yokuba umntwana wakho ubuyela ekhaya ngexesha ebekufanele ukuba ubuya ngalo.					
29	Awumchazeli umntwana wakho apho uya khona.					
30	Umntwana wakho ufika endlini evela esikolweni emva kwexesha alindeleke ngalo kangangeyure.					
31	Isohlwayo osinika umntwana wakho sixhomekeka kwimeko okuyo.					

		1	2	3	4	5
		Azibha Vimba	Kumbi Vimba	Nzanyo Vimba	Nzanyo Vimba	Nzanyo Vimba
32	Umntwana wakho uhleli yedwa ekhaya akukho mntu mdala.					
33	Uyambetha umntwana wakho ezimphundu ngesandla xa enze into engalunganga.					
34	Awumhoyi umntwana wakho xa angaziphathi kakuhle.					
35	Uyambetha umntwana wakho ngesandla xa enze into engalunganga.					
36	Uyamvimba umntwana wakho kwizinto azifumanayo okanye imali njengesohlwayo.					
37	Uthi makaye kwigumbi lakhe lokulala umntwana wakho njengesohlwayo.					
38	Uyambetha umntwana wakho ngelaphu elimanzi, ngebhanti, isabhokhwe, uswazi okanye nangantoni na enye xa ethe wenza into engalunganga.					
39	Uyamngxolisa umntwana wakho xa enze into engalunganga.					
40	Uyazola umcacisele umntwana wakho xa egeza ukuba lento ayenzayo ayilunganga.					
41	Umenza ukuba azihlalele yedwa kude kwezinye izinto njengesohlwayo (umz. ekhoni yendlu).					
42	Unika umntwana wakho imisebenzi yasekhaya eyongezelelekileyo njengesohlwayo.					

ANNEXURE 2D: SHORT FORM ISIXHOSA VERSION OF THE ALABAMA PARENTING QUESTIONNAIRE (PARENT FORM)

I-ALABAMA PARENTING QUESTIONNAIRE (SHORT FORM)						
I-ALABAMA PARENTING QUESTIONNAIRE (SHORT FORM) ISIXHOSA VERSION						
I-ALABAMA PARENTING QUESTIONNAIRE (SHORT FORM) ISIXHOSA VERSION (PARENT FORM)						
NDEKA TIHENDU: ONK INENDAKU						
	I-Indo	1 Akuba kwenzeka	2 Kuthabisa	3 Ngamanye amaxesha	4 Kuthabisa kakhulu	5 Kilungile
1	Uncokola kakuhle nomntwana wakho.					
2	Uyamazisa umntwana wakho xa enze umsebenzi oncomekayo.					
5	Uye umnike okuthile umntwana wakho xa ekuthobela okanye ethe waziphatha ngendlela efanelekileyo.					
6	Umntwana wakho uyawushiya umyalezo okanye achaze malunga nendawo aya kuyo.					
7	Uyadlala imidlalwana okanye wenze ezinye izinto ezonwabisayo nomntwana wakho.					
9	Uyambuza umntwana wakho malunga nosuku lwakhe esikolweni.					
10	Umntwana wakho ubasekhaya ebusuku ngexesha ekufaneleke ukuba ukhona ngalo.					
11	Uyamncedisa umntwana wakho ngomsebenzi wakhe wesikolo.					
12	Uvakelelwa kwelokuba kubalulekile ukuba umntwana wakho akumamele.					

N	Inzuzo	1 Okuphe kwezinto	2 Kunobala	3 Uyamanga umntwana	4 Kunobala kwezinto	5 Uyamanga umntwana
13	Uyamncoma umntwana wakho xa esenza okuhle.					
14	Uyambuza umntwana wakho ukuba yintoni azimisele ukuyenza kusuku olulandelayo.					
15	Uyamkhupha umntwana wakho umse kwizinto ezonwabisayo.					
16	Uyamncoma umntwana wakho xa ethe waziphatha ngendlela efanelekileyo.					
17	Uyabazi abahlobo umntwana wakho adlala nabo.					
18	Uyamanga okanye umphuze umntwana wakho xa ethe wenza into encomekayo.					
19	Umntwana wakho uyalazi ixesha lokuba abe sele ebuyele ngalo ekhaya.					
20	Uyathetha nomntwana wakho ngabahlobo bakhe.					
23	Umntwana wakho uyancedisa kumalungiselelo kwizinto ezizokwenziwa lusapho.					
24	Uyazi ukuba uphi umntwana wakho nokuba esenzani.					
25	Uyamohlwaya umntwana wakho xa enze into engalunganga.					
26	Uyaya kwiintlanganiso zabazali nootitshala, iinkomfa zabazali/ zootitshala, okanye ezinye iintlanganiso zesikolo zomntwana wakho.					
28	Uyaqaphela ukuba umntwana wakho ubuya ekhaya ngexesha ekufanele ukuba ubuya ngalo.					
29	Uyamxelela umntwana wakho apho uya khona.					

No	Izinto	1 Abantu kwenkca	2 Mingqili	3 Ngomnyaka kwenkca	4 Kusukela kwenkca	5 Kusukela kwenkca
31	Isohlwayo osinika umntwana wakho sixhomekeka kwimeko okuyo.					
32	Umntwana wakho xa esekhaya uba nomntu omdala.					
33	Uyambetha umntwana wakho ezimphundu ngesandla xa enze into engalunganga.					
34	Uyamxelela umntwana wakho xa engaziphathi kakuhle.					
35	Uyambetha umntwana wakho ngesandla xa enze into engalunganga.					
38	Uyambetha umntwana wakho ngelaphu elimanzi, ngebhanti, isabhokhwe, uswazi okanye nangantoni na enye xa ethe wenza into engalunganga.					
39	Uyamngxolisa umntwana wakho xa enze into engalunganga.					
40	Uyazola umcacisele umntwana wakho xa egeza ukuba lento ayenzayo ayilunganga.					

ANNEXURE 3A: CHILD BEHAVIOUR CHECKLIST (EXTERNALISING PROBLEMS SUBSCALE)

CHILD BEHAVIOUR CHECK LIST	
<p>Below is a list of items that describe children and youths. For each item that describes your child now or within the past 6 months, please mark the 2 if the item is very true or often true of your child. Mark the 1 if the item is somewhat or sometimes true of your child. If the item is not true of your child, mark the 0. Please answer all items as well as you can, even if some do not seem to apply to your child.</p>	
<p>0 = Not True (as far as you know) 1 = Somewhat or Sometimes True 2 = Very True or Often True</p>	
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 2. Drinks alcohol without parents' approval	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 23. Disobedient at school
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 3. Argues a lot	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 26. Doesn't seem to feel guilty after misbehaving
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 16. Cruelty, bullying, or meanness to others	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 28. Breaks rules at home, school, or elsewhere
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 19. Demands a lot of attention	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 37. Gets in many fights
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 20. Destroys his/her own things	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 39. Hangs around with others who get in trouble
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 21. Destroys things belonging to his/her family or others	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 43. Lying or cheating
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 22. Disobedient at home	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 57. Physically attacks people
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 63. Prefers being with older kids	
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 67. Runs away from home	
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 68. Screams a lot	
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 72. Sets fires	
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 73. Sexual problems	

<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 81. Steals at home	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 94. Teases a lot
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 82. Steals outside the home	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 95. Temper tantrums or hot temper
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 86. Stubborn, sullen, or irritable	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 96. Thinks about sex too much
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 87. Sudden changes in mood or feelings	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 97. Threatens people
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 88. Sulks a lot	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 99. Smokes, chews, or sniffs tobacco
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 89. Suspicious	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 101. Truancy, bunks school
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 90. Swearing or obscene language	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 104. Unusually loud
	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 105. Uses drugs for nonmedical purposes (don't include alcohol or tobacco)
	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 106. Vandalism

ANNEXURE 3B: ISIXHOSA VERSION OF THE CHILD BEHAVIOUR CHECKLIST (EXTERNALISING PROBLEMS SUBSCALE)

CHILD BEHAVIOUR CHECK LIST	
<p>Ngezantsi luluhlu oluchaza abantwana nolutsha. Kwinto ngaye echaza umntwana wakho ngoku okanye kwiinyanga ezi-6 ezigqithileyo, nceda urhangqele ezi-2 ukuba into inyanise kakhulu okanye inyanisile ngamaxesha amaninzi ngomntwana wakho. Rhangqela ibe-1 ukuba into inabo ubunyani okanye iyanyanisa ngamanye amaxesha ngomntwana wakho. Ukuba into asiyonyani ngomntwana wakho, nceda urhangqele u-0. Nceda uphendule kangangoko unako, nokuba ezinye azisokolo zikho kumntwana wakho.</p>	
<p>0 = Asiyonyani (kangangoko usazi) 1 = Bukhona ubunyani okanye ngamanye amaxesha iyanyanisa 2 = Inyanise kakhulu okanye inyanisile ngamaxesha amaninzi</p>	
<p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 2. Usela utywala ngaphandle kwemvume yabazali</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 3. Uphikisa kakhulu</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 16. Inkohlakalo, ukubhulisha okanye ukukhohlakalela abanye</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 19. Ukufuna ukuhloywa kakhulu</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 20. Ukonakalisa izinto zakhe</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 21. Ukonakalisa izinto zosapho lwakhe okanye zabanye</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 22. Angenzi into umzali wakhe athe yenze ekhaya</p>	<p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 23. Ukungathobeli esikolweni</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 26. Ukungakhangeleki ezifumisa enobutyala emva kokuziphatha kakubi</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 28. Ukwaphula imithetho ekhaya, esikolweni, okanye kwenye indawo</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 37. Usoloko esilwa</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 39. Usoloko ekunye nabantu abasoloko besengxakini</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 43. Ukuxoka okanye ukubanamaqhinga</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 57. Ukuhlasele abantu ngokubabetha</p>

<p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 63. Ukhetha ukubakunye nabantwana abadala</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 67. Uyabaleka emke ekhaya</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 68. Ungxola engenasizathu</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 72. Ukubasa imililo</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 73. Iingxaki zesondo</p>	
<p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 81. Uyeba ekhaya</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 82. Uyeba ngaphandle kwekhaya</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 86. Ukubaneenkani, ukuqumba, ukusoloko abantu benezotho kuye</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 87. Utshintsho olukhawulezileyo lokungatyhileki okanye kweemvakalelo</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 88. Ukuqumba kaninzi</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 89. Ukukrokrela</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 90. Ukuthula okanye ukusebenzisa ulwimi olungcolileyo</p>	<p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 94. Ukuthanda ukuqhula ngabanye</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 95. Ukuba nomsindo okhawulezileyo okanye umsindo oshushu</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 96. Ukusoloko ecinga ngezesondo</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 97. Ukoyikisa abantu</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 99. Ukutshaya, ukuhlafuna okanye ukubizela icuba</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 101. Ukuhamba esithubeni angayi esikolweni</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 104. Ukuthethela phezulu ngendlela engaqelekanga</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 105. Ukusebenzisa iziyobisi ezonyango, kodwa engaziseleli ukunyanga</p> <p><input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 106. Ukumosha izinto, njengokuzoba amadonga njalo njalo</p>

ANNEXURE 4: DEMOGRAPHIC DETAILS FORM (PARENT AND CHILD)**Parents' information:**

Name					
Gender		Female		Male	
Age					
Highest educational level					
Marital status					
Are both parents living in the same household?		Yes		No	
What are your sources of income?					
Full-time employment		Part-time employment		Self-employment	
				Social grant	
				Other	
Number of children between aged 6 to 18 years living in the house?					
Total number of people living in the house?					
What is your relationship to the child (described below)?					

Child's information:

Name					
Gender		Female		Male	
Age					
Present grade at school					

ANNEXURE 5: PROTOCOL FOR REPORTING CHILD ABUSE THAT MAY BE DISCLOSED DURING THE STUDY

Participants will be recruited from among parents who are served by a number of NGOs (non-governmental organisations) around Cape Town.

There is one question from the Alabama Parenting Questionnaire (APQ) that the researcher has identified as important to note since information from it may indicate the presence of child abuse. The question is:

No.	Item
38	You hit your child with a belt, switch, or other object when he/she has done something wrong.

When the researcher conducts the cognitive interviews with the parents, the following will take place:

- (1) He will ask the parents to think of one their children (or their child) who is from 6 to 18 years old.
- (2) For each of the 42 items of the APQ (isiXhosa version), he will ask the parents to read the statement or he will read it out to them.
- (3) He will ask the parents to respond whether such a statement is the case for them [for the child chosen in number (1) above] based on the choices of: **1 - never, 2 - almost never, 3 - sometimes, 4 - often, or 5 - always.**
- (4) He will ask the parents what they understood the statement to mean.
- (5) He will ask the parents to describe the process that they used to decide to answer the statement in the manner that they did.

With regards to the above-mentioned question (item number 38 of the APQ), for the parents who would have chosen **4 - often, or 5 - always**, the researcher will further ask them to mention the frequency that such a statement is the case for them, namely:

1	2	3
Once a month	Once a week	More than once a week

Should any of the parents indicate that they have engaged in such disciplinary practices either **2 - once a week or 3 - more than once a week**, the researcher will do the following:

- (1) He will inform the particular parents that he will report such occurrences to the social worker who is attached to the NGO to intervene.
- (2) At the end of the interview, (a) he will immediately inform the research supervisor (both telephonically and in writing) of such occurrences and (b) he will report (in writing) such occurrences to the social worker who is attached to the NGO.

ANNEXURE 6: RELIABILITY ANALYSIS OF THE ITEMS AND SUBSCALES OF THE APQ FROM THE QUANTITATIVE DATA

Subscale	Item	Item Statistics				Cronbach's Alpha	N of Items
		Mean	SD	Alpha if Deleted	Corrected Total		
Parental involvement	Friendly talk with child	33.81	28.197	0.262	0.675	0.685	10
	Voluntary involvement	34.21	26.427	0.35	0.661		
	Fun things	34.61	25.738	0.384	0.654		
	Ask about day	33.74	26.096	0.421	0.648		
	Help child	33.73	26.397	0.392	0.653		
	Ask about plans	35.06	25.083	0.343	0.664		
	Special activity time	34.68	26.52	0.379	0.656		
	Talk about friends	34.26	26.45	0.339	0.663		
	Child helps with planning	34.42	27.144	0.249	0.68		
	Attend child meetings	33.72	27.2	0.35	0.661		
Positive parenting techniques	Praise	20.87	9.181	0.416	0.635	0.677	6
	Rewarding good behaviour	21.47	8.916	0.317	0.671		
	Compliment	20.74	8.764	0.513	0.605		
	Praise for good behaviour	20.8	8.618	0.557	0.592		
	Hug/kiss	21.1	8.664	0.336	0.666		
	Like help	20.96	8.816	0.372	0.649		
Poor parental monitoring and supervision	Child leaves no notice	15.98	23.24	0.372	0.591	0.633	10
	Child out until late	16.67	24.061	0.47	0.573		
	Child out with unknown	16.9	25.613	0.371	0.597		
	No curfew time	16.67	24.992	0.309	0.606		
	Out after dark with no supervision	16.88	25.038	0.424	0.586		
	So busy you forget	17.05	26.469	0.354	0.604		
	No check on time	16.75	25.654	0.228	0.625		
	No tell where	16.34	25.058	0.189	0.643		

Subscale	Item	Parent Delinquency					
		Parent Delinquency	Child Delinquency	Parent Delinquency	Child Delinquency		
Poor parental monitoring and supervision (continued)	Child comes late from school	16.2	25.725	0.215	0.629		
	No supervision at home	16.87	27.001	0.204	0.627		
Inconsistent discipline	Empty threat	12.19	7.756	0.182	0.258	0.321	6
	Talk out of punishment	11.81	8.03	0.141	0.285		
	Difficult to get obeyment	13.79	8.17	0.103	0.309		
	Don't finish punishment	12.2	7.481	0.18	0.256		
	No punishment	13.3	7.719	0.095	0.321		
	Mood influences punishment	13.09	6.953	0.17	0.262		
Corporal punishment	Spank	4.49	2.764	0.397	0.211	0.486	3
	Slap	4.18	2.876	0.38	0.248		
	Hit with objects	4.93	4.053	0.155	0.605		
Other discipline practices (acknowledged that this is not a scale)	Ignore misbehaviour	16.8	12.516	0.069	0.453	0.439	7
	Take away as punishment	16.08	10.91	0.18	0.413		
	Room is punishment	15.68	9.608	0.334	0.325		
	Yell and scream	14.44	11.446	0.184	0.41		
	Calmly explain	14.16	12.081	0.103	0.444		
	Timeout	16.2	10.48	0.245	0.379		
	Chores to punish	15.88	9.839	0.27	0.362		
Overall						0.706	42

ANNEXURE 7: NEW SEVEN-FACTOR SOLUTION OF THE APQ FROM THE QUANTITATIVE DATA

Rotated Component Matrix (7 factors)								
#	Item	Component						
		1	2	3	4	5	6	7
1	Friendly talk with child	-0.154	0.217	0.369	-0.056	-0.074	-0.175	-0.012
2	Praise	-0.129	0.478	0.284	0.138	0.015	0.045	0.123
3	Empty threat	0.204	-0.001	0.007	0.482	-0.221	-0.007	0.005
4	Voluntary involvement	0.192	0.093	0.477	-0.135	-0.125	0.344	0.031
5	Rewarding good behaviour	0.017	0.288	0.305	0.184	-0.322	0.02	0.016
6	Child leaves no notice	0.149	-0.106	0.014	0.552	0.321	0.016	0.1
7	Fun things	0.035	0.071	0.681	-0.067	0.087	0.028	-0.047
8	Talk out of punish	-0.058	0.337	-0.078	0.491	-0.134	0.03	0.083
9	Ask about day	-0.042	0.361	0.299	-0.155	-0.229	0.202	-0.224
10	Child out until late	0.608	-0.053	-0.063	0.375	0.069	-0.057	0.045
11	Help child	0.008	0.114	0.527	-0.047	-0.2	0.009	-0.029
12	Difficult to get obeyment	0.412	0.097	-0.226	-0.324	0.383	0.127	0.063
13	Compliment	-0.043	0.666	0.189	0.095	0.021	-0.021	0.095
14	Ask about plans	0.159	0.407	0.207	-0.285	-0.081	0.258	-0.046
15	Special activity time	-0.184	0.152	0.625	-0.018	0.14	-0.004	0.024
16	Praise for good behave	0.001	0.641	0.244	0.206	0.039	-0.045	0.073
17	Child out with unknown	0.62	-0.067	0.058	0.198	-0.044	-0.028	-0.026
18	Hug/kiss	-0.235	0.317	0.47	0.045	0.023	-0.086	0.127
19	No curfew time	0.526	0.121	-0.004	-0.021	0.192	-0.086	0.129
20	Talk about friends	0.256	0.334	0.326	0.038	-0.013	-0.055	-0.006
21	Out after dark with no supervision	0.731	-0.05	-0.107	0.143	0.034	-0.122	-0.029
22	Don't finish punishment	-0.075	0.336	-0.312	0.285	-0.108	0.102	-0.049
23	Child helps with planning	0.217	0.344	0.106	0.109	-0.08	0.002	-0.43
24	So busy you forget	0.502	-0.039	0.072	0.059	0.168	0.119	0.115
25	No punishment	0.095	0.177	0.01	0.06	0.475	-0.026	-0.182
26	Attend child meetings	0.033	0.471	0.126	-0.131	-0.011	0.154	-0.318
27	Like help	0.306	0.592	0.074	-0.05	0.006	-0.101	-0.095
28	No check on time	0.087	-0.078	0.132	-0.062	0.661	0.038	-0.069
29	No tell where	0.021	-0.148	-0.043	0.117	0.576	-0.069	-0.008
30	Child comes late from school	0.189	-0.379	0.033	0.245	0.062	0.112	0.061
31	Mood influences punishment	0.523	0.061	-0.143	-0.08	0.008	0.299	0.096
32	No supervision at home	0.122	0.036	-0.116	0.425	0.135	0.07	-0.052
33	Spank	0.134	-0.04	0.145	0.02	0.045	0.085	0.709
34	Ignore misbehaviour	0.099	0.056	-0.058	0.004	0.414	0.088	0.223
35	Slap	0.155	0.076	0.005	0.031	-0.133	0.074	0.75
36	Take away as punish	0.243	-0.205	0.213	0.286	0.051	0.337	-0.221

Rotated Component Matrix (7 factors)								
#	Item	Component						
		1	2	3	4	5	6	7
37	Room is punishment	-0.047	0.031	0.074	0.094	-0.063	0.755	0.048
38	Hit with objects	0.219	-0.186	-0.168	0	-0.034	0.211	0.181
39	Yell and scream	0.196	0.161	-0.062	0.323	-0.034	0.151	0.349
40	Calmly explain	-0.03	0.246	0.274	0.253	0.102	0.048	-0.015
41	Timeout	-0.101	-0.083	-0.046	0.076	0.103	0.665	0.126
42	Chores to punish	0.383	0.189	-0.173	-0.031	0.042	0.407	0.027

Notes:

- The items that are highlighted reflect significant loadings on more than one factor.
- The highlighted loadings that are also in bold show the highest loading for the item.
- The summary below shows the factors and the items that have significant loadings on the specific factor. This summary further shows that this new seven-factor solution of the APQ in this sample has such a mix of items that are contradictory that cannot be meaningfully grouped together. Only factor 6, named "constructive discipline" is constituted of items that can be meaningfully interpreted as a group – i.e., items 36 (take away as punish), 37 (room is punishment), 41 (timeout) and 42 (chores to punish).

Summary of a new seven-factor solution of the APQ from the sample

Factor #	Factor description	Quantity of items	APQ Item #'s
1	Mix of mostly poor parental monitoring/supervision with inconsistent discipline	7	10,12,17,19,21,24,31
2	Mix parental involvement and positive parenting with inconsistent discipline and poor supervision	11	2,9,13,14,16,20,22,23,26,27,30
3	Mix of parental involvement and positive parenting	6	1,4,7,11,15,18
4	Mix of poor parental supervision and inconsistent discipline	5	3,6,8,10,32
5	Mix of inconsistent discipline, poor parental supervision and positive parenting	5	5,25,28,29,34
6	Constructive discipline	4	36,37,41,42
7	Mix of harsh discipline and child involvement	4	23,33,35,39

ANNEXURE 8: NEW SIX-FACTOR SOLUTION OF THE APQ FROM THE QUANTITATIVE DATA

Rotated Component Matrix (6 Factors)							
#	Item	Component					
		1	2	3	4	5	6
1	Friendly talk with child	0.415	-0.186	-0.108	0.024	-0.028	-0.099
2	Praise	0.56	-0.046	0.055	-0.087	0.097	-0.01
3	Empty threat	0.041	0.068	0.496	-0.206	0.005	0.047
4	Voluntary involvement	0.37	0.15	-0.136	0.043	0.02	0.452
5	Rewarding good behaviour	0.434	-0.042	0.129	-0.265	-0.009	0.084
6	Child leaves no notice	-0.02	0.064	0.592	0.257	0.126	0.019
7	Fun things	0.511	-0.073	-0.074	0.329	-0.048	0.206
8	Talk out of punish	0.237	-0.027	0.426	-0.327	0.068	-0.063
9	Ask about day	0.439	0.015	-0.216	-0.203	-0.254	0.208
10	Child out until late	-0.07	0.482	0.498	0.073	0.043	-0.034
11	Help child	0.44	-0.099	-0.078	0.014	-0.041	0.168
12	Difficult to get obeyment	-0.135	0.577	-0.221	0.236	0.051	-0.031
13	Compliment	0.621	0.102	0.019	-0.167	0.052	-0.148
14	Ask about plans	0.394	0.287	-0.302	-0.119	-0.083	0.196
15	Special activity time	0.547	-0.234	-0.074	0.295	0.024	0.12
16	Praise for good behave	0.65	0.102	0.14	-0.124	0.033	-0.143
17	Child out with unknown	-0.017	0.475	0.32	0.054	-0.033	0.047
18	Hug/kiss	0.573	-0.233	-0.04	0.071	0.112	-0.034
19	No curfew time	0.066	0.527	0.086	0.165	0.111	-0.123
20	Talk about friends	0.457	0.236	0.053	0.025	-0.035	-0.028
21	Out after dark with no supervision	-0.126	0.621	0.3	0.072	-0.041	-0.102
22	Don't finish punishment	0.05	0.052	0.229	-0.385	-0.067	-0.076
23	Child helps with planning	0.3	0.224	0.122	-0.122	-0.457	-0.025
24	So busy you forget	0.008	0.458	0.161	0.2	0.113	0.134
25	No punishment	0.126	0.183	0.096	0.34	-0.182	-0.125
26	Attend child meetings	0.392	0.169	-0.166	-0.121	-0.351	0.057
27	Like help	0.454	0.417	-0.034	-0.133	-0.146	-0.218
28	No check on time	0.02	0.137	0.001	0.632	-0.047	0.007
29	No tell where	-0.127	0.041	0.171	0.505	0.02	-0.112
30	Child comes late from school	-0.233	0.04	0.306	0.18	0.092	0.217
31	Mood influences punishment	-0.087	0.58	0.009	-0.06	0.081	0.222
32	No supervision at home	-0.025	0.105	0.443	0.011	-0.044	0.016
33	Spank	0.097	0.12	0.027	0.078	0.71	0.11
34	Ignore misbehaviour	0.002	0.201	0.035	0.281	0.229	-0.015
35	Slap	0.087	0.176	0.024	-0.166	0.737	0.05
36	Take away as punish	0	0.115	0.333	0.164	-0.198	0.44

Rotated Component Matrix (6 Factors)							
#	Item	Component					
		1	2	3	4	5	6
37	Room is punishment	0.071	0.047	0.037	-0.145	0.058	0.701
38	Hit with objects	-0.254	0.213	0.047	-0.042	0.19	0.197
39	Yell and scream	0.105	0.215	0.322	-0.162	0.34	0.082
40	Calmly explain	0.387	-0.034	0.216	0.069	-0.021	0.051
41	Timeout	-0.088	0.009	0.034	-0.012	0.147	0.586
42	Chores to punish	-0.011	0.511	0.015	-0.12	0.01	0.268

Notes:

- The items that are highlighted reflect significant loadings on more than one factor.
- The highlighted loadings that are also in bold show the highest loading for the item.
- The summary below shows the factors and the items that have significant loadings on the specific factor. This summary further shows that this new six-factor solution of the APQ in this sample has also such a mix of items that are contradictory that cannot be meaningfully grouped together. Only two factors, factors 1 and 4, are constituted of items that can be meaningfully interpreted within their respective groups.

Summary of a new six-factor solution of the APQ from the sample

Factor #	Factor description	Quantity of Items	APQ Item #'s
1	Mix of parental involvement and positive parenting	15	1,2,5,7,9,11,13,14,15,16,18,20,26,27,40
2	Mix of poor parental supervision, inconsistent discipline and constructive discipline	7	12,17,19,21,24,31,42
3	Mix of inconsistent discipline and poor parental supervision	6	3,6,8,10,30,32
4	Inconsistent discipline	4	22,25,28,29
5	Mix of harsh discipline and child involvement	4	23,33,35,39
6	Mix of constructive discipline and parental involvement	4	4,36,37,41

ANNEXURE 9: NEW FIVE-FACTOR SOLUTION OF THE APQ FROM THE QUANTITATIVE DATA

Rotated Component Matrix (5 Factors)						
#	Item	Component				
		1	2	3	4	5
1	Friendly talk with child	0.417	-0.188	0.075	-0.037	-0.106
2	Praise	0.546	-0.042	0.059	0.162	0.051
3	Empty threat	0.028	0.165	-0.116	0.458	0.027
4	Voluntary involvement	0.35	0.133	0.232	-0.157	0.388
5	Rewarding good behaviour	0.387	-0.057	0.164	0.302	0.093
6	Child leaves no notice	0.068	0.314	-0.486	0.18	-0.032
7	Fun things	0.555	0.029	0.02	-0.291	0.067
8	Talk out of punish	0.207	0.018	-0.062	0.548	-0.001
9	Ask about day	0.355	-0.078	0.489	-0.004	0.088
10	Child out until late	-0.069	0.609	-0.197	0.271	-0.027
11	Help child	0.433	-0.089	0.147	-0.056	0.103
12	Difficult to get obeyment	-0.155	0.506	0.097	-0.296	0.046
13	Compliment	0.57	0.055	0.175	0.232	-0.046
14	Ask about plans	0.31	0.15	0.458	-0.094	0.198
15	Special activity time	0.606	-0.133	-0.058	-0.244	0.03
16	Praise for good behave	0.611	0.108	0.11	0.274	-0.077
17	Child out with unknown	-0.036	0.549	-0.03	0.158	0.019
18	Hug/kiss	0.6	-0.197	-0.035	-0.014	0
19	No curfew time	0.057	0.538	-0.048	-0.013	-0.022
20	Talk about friends	0.426	0.248	0.137	0.065	-0.029
21	Out after dark with no supervision	-0.157	0.67	-0.031	0.153	-0.087
22	Don't finish punishment	-0.018	0.013	0.128	0.444	-0.042
23	Child helps with planning	0.214	0.241	0.386	0.156	-0.245
24	So busy you forget	0.02	0.52	-0.093	-0.048	0.157
25	No punishment	0.153	0.301	-0.057	-0.177	-0.263
26	Attend child meetings	0.302	0.098	0.488	-0.017	-0.092
27	Like help	0.361	0.336	0.345	0.159	-0.179
28	No check on time	0.114	0.307	-0.246	-0.477	-0.135
29	No tell where	-0.026	0.226	-0.385	-0.264	-0.195
30	Child comes late from school	-0.171	0.185	-0.299	0.002	0.153
31	Mood influences punishment	-0.142	0.51	0.164	0.03	0.293
32	No supervision at home	-0.01	0.243	-0.178	0.257	-0.058
33	Spank	0.165	0.101	-0.392	0.029	0.48
34	Ignore misbehaviour	0.056	0.257	-0.237	-0.155	0.077
35	Slap	0.108	0.076	-0.28	0.226	0.504
36	Take away as punish	0.022	0.291	-0.029	-0.018	0.172

Rotated Component Matrix (5 Factors)						
#	Item	Component				
		1	2	3	4	5
37	Room is punishment	0.051	0.044	0.167	0.019	0.612
38	Hit with objects	-0.254	0.186	-0.071	0.029	0.287
39	Yell and scream	0.105	0.236	-0.183	0.359	0.272
40	Calmly explain	0.404	0.071	-0.054	0.103	-0.017
41	Timeout	-0.069	0.032	-0.013	-0.069	0.542
42	Chores to punish	-0.078	0.442	0.236	0.069	0.292

Notes:

- The items that are highlighted reflect significant loadings on more than one factor.
- The highlighted loadings that are also in bold show the highest loading for the item.
- The summary below shows the factors and the items that have significant loadings on the specific factor. This summary further shows that this new five-factor solution of the APQ in this sample has two factors that have significant loadings and are also constituted of items that can be meaningfully grouped together. These are factors 1 (i.e., positive and involved parenting practices) and 2 (i.e., inconsistent discipline and supervision). The remaining factors have such a mix of items that are contradictory that cannot be meaningfully grouped together.

Summary of a new five-factor solution of the APQ from the sample

Factor #	Factor description	Quantity of Items	APQ item #'s
1	Positive and involved parenting practices	12	1,2,5,7,11,13,15,16,18,20,27,40
2	Inconsistent parental discipline and supervision	9	10,12,17,19,21,24,25,31,42
3	Mix of parental involvement and poor parental monitoring and supervision	6	6,9,14,23,26,29
4	Mix of inconsistent discipline, poor parental supervision and harsh discipline	5	3,8,22,28,39
5	Mix of harsh punishment, constructive discipline and parental involvement	5	4,33,35,37,41