

Psychodemographic determinants of family values among undergraduate students in a South African university

A Mini-Dissertation submitted in partial fulfilment of the requirements for the award of the Masters of Social Science (M.Soc. Sc.) Degree in Clinical Psychology, in the School of Social Sciences, Faculty of Human & Social Sciences, North West University, Mafikeng Campus

By

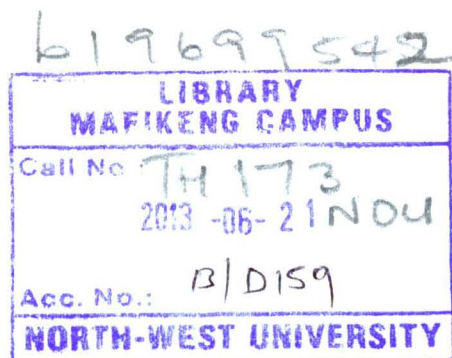
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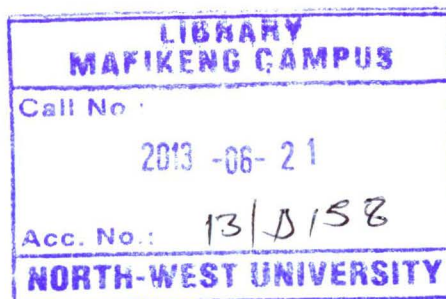
PSYCHODEMOGRAPHIC DETERMINANTS OF FAMILY VALUES AMONG UNDERGRADUATE STUDENTS IN A SOUTH AFRICAN UNIVERSITY

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Finally, to all that I hold very dear and who have contributed to the successful completion of this dissertation, I say thank you, and God bless you all. As expected in all studies, I take responsibilities for the data presented in this mini-dissertation.

PSYCHODEMOGRAPHIC DETERMINANTS OF FAMILY VALUES AMONG UNDERGRADUATE STUDENTS IN A SOUTH AFRICAN UNIVERSITY

Abstract

This study investigated the psychodemographic determinants of family values among undergraduate students in a South African University. Psychodemographic variables in this study include gender, age, emotional distance and family support. Data was collected using a family value validated questionnaire administered on a sample of 100 male and 100 female undergraduate students, giving a total of 200. All participants were randomly sampled. The validated questionnaire has four sections (demography, family value scale, family support, and emotional distance). Five hypotheses were stated based on gender, age, emotional distance, family support and interaction effect and anchored on a 4-Way ANOVA. The results showed that all the three way interactions were significant. Specifically, gender, age and emotional distance have interaction effects on family values ($F(14, 1); 3.81; p < .01$). Also, gender, age and family support have interaction effects on family values ($F(14, 1); 3.31; p < .01$). Similarly, age, emotional distance and family support have significant interaction effects on family values ($F(14, 1); 4.79; p < .01$). The results also showed that all the two way interactions were not significant (i.e. gender * age; gender * emotional distance; gender * family support; age * emotional distance; age * family support; emotional distance * family support). Therefore, hypotheses one to four were not upheld. Only hypothesis five was upheld. Some of the results are particularly important for young adults and their parents in terms of family management and conflict issues. In conclusion, some recommendations were made for the formulation of relevant strategies that might help undergraduate students in adopting stronger family values.

Keywords: *Age/Culture/Demographic Predictors/Emotional Distance/Family Values Gender/ Psychodemographic Determinants/ Undergraduate Students / South Africa*

PREFACE

Article Format

For the purpose of this thesis, which is part of the requirements for the award of the Masters of Social Science degree in Clinical Psychology, the article format as described by General Regulation A. 7.5.1.b of the North-West University was chosen.

Selected Journal

The target journal to which the current manuscript would be submitted is the South African Journal of Psychology (SAJP). For the purpose of examination, tables are included in the text.

Letter of Consent

The letter of consent from the co-authors in which they grant permission that the manuscript "*psychodemographic determinants of family values of undergraduate students in a South African university*" may be submitted for the purposes of mini-dissertation, may be attached.

Page Numbering

In the mini-dissertation page numbering will be from the first page to the last. For the purpose of submitting the manuscript to the above mentioned journal, the manuscript will be numbered according to the requirements of the SAJP. In other words, the numbering will start on the title page of the manuscript.

LETTER OF CONSENT

I, the undersigned, hereby give consent that Choja Akpovire Oduaran may submit the manuscript titled “psychodemographic Determinants of Family Values of Undergraduate Students in a South African University” for the purpose of meeting the required standards of scholarship for the partial fulfilment of the degree of Masters of Social Science in Clinical Psychology of the North West University.

SUPERVISOR:

.....

Professor E. S. IDEMUDIA

.....

Date

Information for Contributors

Submission of a manuscript

SAJP is a peer-reviewed journal publishing empirical, theoretical, and review articles on all aspects of psychology. Articles may focus on South African, African, or international issues. Manuscripts to be considered for publication should be e-mailed to sajp@up.ac.za. A covering letter with postal address, e-mail address, and telephone number should be included. The covering letter should indicate that the manuscript has not been published elsewhere and is not under consideration for publication in another journal. An acknowledgement of receipt will be e-mailed to the author (within seven days, if possible) and the manuscript will be sent for review by three independent reviewers.

The manuscript number must always be quoted in ALL correspondence to the editor. Only one article per author will be published per calendar year. Exceptions to this rule will be at the sole discretion of the editor (with the associate editors) in the case of an exceptional article that needs to be published, a special issue where the specific article will make a significant contribution, or a written response to a *riposte*, etc.

Where authors are invited to revise their manuscripts for re-submission, the editor must be notified (by e-mail) of the author's intention to resubmit and the revised manuscript re-submitted within six weeks. After a longer period, it will be treated as a completely new submission.

Manuscript structure

Manuscripts (including references and tables) should be no longer than 20 pages (5 000 words), and must include the full title of the manuscript, the name(s) of the author(s) and their affiliations, and the name, postal address, and e-mail address of the

corresponding author. An abstract, no longer than 300 words, and an alphabetical list of at least six keywords should be provided. The introduction to the article does not require a heading. Tables and figures, with suitable headings/captions and numbered consecutively, should follow the reference list, with their approximate positions in the text indicated.

The manuscript should be an MS Word document in 12-point Times Roman font with 1.5 line spacing. The American Psychological Association (APA, ver. 5) style guidelines and referencing format should be adhered to.

Short submissions

SAJP invites short reports on any aspect of theory and practice in psychology. We encourage manuscripts which either showcase preliminary findings of research in progress or focus on larger studies. Reports (of no more than 2 500 words) should be presented in a manner that will make the research accessible to our readership.

Language

Manuscripts should be written in English. It is compulsory that manuscripts be accompanied by a declaration that the language has been properly edited, together with the name and address of the person who undertook the language editing.

Ethics

Authors should take great care to spell out the steps taken to facilitate ethical clearance, i.e. how they went about complying with all the ethical issues alluded to in their study, either directly or indirectly, including informed consent and permission to report the findings. If, for example, permission was not obtained from all respondents or participants, the authors should carefully explain why this was not done.

PSYCHODEMOGRAPHIC DETERMINANTS OF FAMILY VALUES OF UNDERGRADUATE STUDENTS IN A SOUTH AFRICAN UNIVERSITY

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1.0 INTRODUCTION AND BACKGROUND

Family values are globally understood as organized cognitive sets of preferences that serve as the basis for how individuals wish to conduct their lives or by which they make choices, and often serve as a guide for determined action (Bowen, 1988; Mindel & Habenstein, 1977; and Spiegel, 1982, Ungar, 2004). For most Africans, family values go a long way in helping to provide the foundation for a caring, strong and closely united family. In Sub-Saharan Africa, family values are largely perceived as sacrosanct in the sense that they do not only form the bedrock for establishing community social equilibrium but actually shape the upbringing of members of a given family (Warren, 1998). As a matter of fact, each African family is normally expected to have broadly defined largely informal sets of preferences for how every member of the family should conduct his/her life in order not to bring shame and disgrace to the entire family and even the extended family (Bertrand & Schoar, 2006 and Soontien & De Jager, 2008;). These preferences often served as guides for the kind of choice that could be made and how one may conduct himself or herself in given situations.

These preferences may not be found in written sources and materials that may be read by the young ones but are passed on from one generation to another using the medium of stories, proverbs, oral poetry and songs. We also know that in Africa, the behaviour of every family member is closely monitored and with keen interest, and hence Africans place a lot of emphasis on strong family values. For Africans and in support of the findings of the study conducted by Bertrand and Schoar (2006), there is only very moderate support for the idea that strong family values should be interpreted as a reflection of weak formal institutions. That could never have been the case in Africa

because the survival of the extended family connections is highly valued and pursued with vigour (Weber & Lavelle, 2003).

In some instances, the behaviour of individual members of a family are frequently related to the values that family cherishes and inculcates in its off-springs. So then, the process of enculturation of the young members of a family frequently entails the identification and deliberate informal teaching of specific values. It is almost commonly acknowledged that African family values are rich and diverse. They are also very strong in the sense that there could be sanctions against any member of the family that may want to “run” his or her life contrary to these values. Family values among Africans generally vary from one family to the other, but these are also partly influenced by the values of the ethnic groups to which the families belong. African family values are often reflected in national standards. For example, Graziano (2005) has observed that in South Africa if one fails to conform to the nation’s standards, s/he runs the risk of being marginalized, and that, indeed, the culture prohibits non-conformity whilst at the same time dictating rigidly, what is acceptable and what is not.

Unfortunately, it is known that all of that traditional family values and ethos have been partly influenced by modernization and even post-modernism, and therefore sustained studies on whatever variables determine the values the young ones hold in the present African communities should be valuable especially in these days of social networking processes that are partly the unintended consequences of globalization and the rapid advances made in information and communication technologies (ICTs). Yet, the rich and diverse African family values have not been studied or reported in the literature that is available to us. In particular, the psychological determinants of such values, especially among undergraduate students who could have strong

influence in families have not been reported widely in the literature that is available to us, and hence some assumptions that seem to influence scholarship related to the subject.

In contrast to what we observe in many African communities, family research and practitioners in the West, especially in the United States, are increasingly recognizing the diversity of family values and the processes that lead to their enculturation (Constantine, 1986). The review undertaken by Bowen (1988) does suggest that research findings are showing that families vary greatly in their values, perceptions and needs. In congruence with what researchers in the West have come up with, it is increasingly recognized that ethnicity is a vital force in many African communities, and has become a major means of group identity in the sense that it sometimes influences the kind of choices that communities make when it comes to public issues. Ethnicity has also become one of the major determinants of family pattern, values and interaction (McGoldrick, 1982). Whilst the relationships between ethnicity and family patterns, values and interaction might have been studied mostly in the West, such studies have not been indicated in the literature in the developing countries, in general, and in South Africa, in particular (Malindi & Theron, 2010).

In the 19th Century, family sociology, cultural and anthropology studied small societies throughout the world (Levi-Strauss, 1969; Murdock, 1981). In particular, Levi-Strauss (1969) has drawn attention to the dynamics of the elementary structures of kinship in the way they influence the family values individuals are likely to hold. Further analysis of the relevant literature has revealed the diversity of structures and functioning and their relationships to cultural features. The in-depth description of the relationship types to kinship patterns and cultural features has been the cultural anthropology's major contribution to the study of families. Kinship terminology is a

formal and highly complex taxonomic system that composes primarily settlement patterns, marriage, the family, incest taboos, residence, and rules of descent, kinship terminology, kin relations and inheritance (Levinson & Malone, 1980). Levinson and Malone (1980) have made the point that in many known cultures, some people would prefer to live near or with kin, and that is the *patrilocal* residence pattern that they found in 70 per cent of a sample of 1,153 cultures that was studied. Unfortunately, the relationships between such correlates and family values seemed not to have been studied in a sustained manner, especially among undergraduate students in a university in the South African context. Yet, this segment of society should be playing a major role in family values and relationships by virtue of the fact they are expected to soon graduate and eventually contribute to family values debates, change and influence in ways that have not been clearly understood. To that extent, this present study would have made significant contributions to the pool of knowledge that is gradually developing in this part of the world.

There have been so many debates about family values. The old family values emphasize the father role in presiding over their families in love, righteousness and their responsibility for providing the necessities of life and protection of the family. In traditional African families, mothers are primarily responsible for the nurture of their children. This good old-fashioned extended family system in most of the traditional African families has helped in the transfer of family values from one generation to another.

In reality, family life has changed dramatically over time. In America about 71% of mothers work for pay outside the home and $\frac{3}{4}$ of all Americans disagree that women should return to their traditional roles in society. The older men show great unease over women working out of home and blame it not on rising cost of living but on

families opting to become more materialistic (Schulte, 2011). With the increase in education among the families, changes in family values may not only be attributed to women working outside home, but the effect of the wide circles of different people from different cultures which they interact with. These changes are bound to affect individual life style and ultimately, family values would be affected.

Although there may be no specific literature to back this up, Africa and South Africa, in particular, cannot be totally screened from the impact of globalization and especially the cultural influences that go along it. Many South Africans are acquiring western Education and apart from the effect of apartheid movement, families are leaving their homes of origin into larger cities where interactions are bound to affect their culture and ultimately their value system.

This new social networks which are being created due to migrations are bound to have an influence on the family as socialization processes which could have an ultimate effect on the original values held by an individual.

1.1 THE PROBLEM STATEMENT

There have been very few studies on families in South Africa. In those studies, emphasis was placed on migration, gender and extended family patterns and the tendency for the African youth to be unwilling to completely break ties with the family as indicated by Amoateng (2004) ([http://family.jrank.org/pages/1613/South-African-Family-Life-in-Black-Communities...Retrieved 29/08/12](http://family.jrank.org/pages/1613/South-African-Family-Life-in-Black-Communities...Retrieved_29/08/12)). In her review of advances in family scholarship that has direct implication for family life education, for example, Arcus (1995) reported that emphasis seemed to have been placed on the issues of feminism and family strengths and resiliency. In a way, family strengths and

resiliency must be part of family values that could be more closely related to some of the issues we seek to examine in this present study.

From the literature available to us, it is apparent that even in the studies outside South Africa, the outcomes focused mainly on longevity and relationships, the importance of parental role in development, strong families, tidy houses, and children's values in adult life. Some of the studies sought to find out if families were overtly "chaotic", "crowded" and "unstable" (Flouri, 2009). And some other studies undertaken by Duffy (2012); Duncan and McAuley (1993) and Enns, Cox, and Clara (2002) that were geared towards exploring cultural differences in family, traditional ties, spending time with the family as well as marital, and gender – role values among immigrants and majority of community members have been quite valuable when it comes to identifying the psychodemographic factors that determine family values among the young ones.

Skolnick (2010) has been particularly interested in what is happening in the area of family values in the era of economic recession, and the outcomes of the review have been instructive in some ways. In most of these studies the major emphasis is on cultural and moral decline in this age. Most of these studies look through both the cultural and economic lens as the current predicament of families (Skolnick, 2010). Despite the growing interest in understanding diversity in family norms and interaction among family scientists, neither models of family functioning nor self – report measures of family-related outcomes have tended to account for variations in the normative values of families (Bowen, 1988). However, none of these researches have paid close attention to the psychodemographic determinants of family values among the youth. It is with this view in mind that this research study focussed on the psychodemographic determinants of family values among undergraduate students

who in most African communities are very important ‘pillars’ of socio-economic, political and cultural *development process and systems*.

1.2 Aim of the Study

Based on the foregoing, this study is aimed at investigating the psychodemographic determinants of family values among undergraduate students.

1.3 Objective of the Study

The objectives of the study are stated as follows:

1. To investigate the effect of gender on family values
2. To investigate the effect of age on family values.
3. To determine the effect of emotional distance on family values.
4. To explore the effect of family support on family values.
5. To investigate the main and the interaction effects of gender, age, emotional distance and family support on family values.

1.4 Hypotheses

Based on the background of the study and the statement of the problem, therefore, this study is anchored on two hypotheses stated as follows:

1. *Gender will have significant main effect on family values.*
2. *There will be significant main effect of age on family values.*
3. *Emotional distance will have significant main effect on family values.*
4. *There will be a significant main effect of family support on family values.*

5. *There will be significant interaction effects of gender, age, emotional distance and family support on family values.*

1.5 Significance of the Study

Investigating the psychodemographic determinants of family values would enable researchers to appreciate the changes that occur in the individual as a result of the influences of variables like age, gender, emotional support, and parental educational background. Such an understanding would be of value to a variety of interest groups. For example, educators may find this kind of study as very relevant as it is crucial to finding out the role psychodemographic determinants play in building up and inculcating family values and how this might influence, if at all, academic performances on the part of learners. In a way, therefore, this study could help in the establishment of properly directed clinical therapies for different groups.

It is also hoped that the findings from this research might help in developing effective counselling programmes for different cultures in the society since it could reveal the individual differences in values which normally fuel conflicts. Again, the findings of this research could be of particular benefit to the United Nations (UN) as it plans peace programmes and interventions, especially in Africa.

Furthermore, the findings emerging from this study might point the way forward in the development of subsequent studies that may lead to models of counselling and clinical therapies for divergent cultural groups that come together in one setting to acquire knowledge as the case is in the contexts of this study.

1.6 Definition of Terms

Presented and defined below are some of the major terms that were used in this study:

1. **Age:** This term has been used to mean the biological age of the respondents.
2. **Culture:** This should refer to the main part of the environment including the physical cultural and the subjective culture (Kagitcibasi, 2007).
3. **Emotional distance:** This is measured in this study by the emotional distance scale. The lower the score on the scale the wider the emotional distance.
4. **Demographic predictors:** This implies the variable of age and gender in this instance.
5. **Family values:** This term has been used to refer to the ideals or rules that are passed down from generation to generation that together form how the individual family wants to live its life (Kagitcibasi, 2007). For example, we can talk about love, play, work, living together and even religious beliefs and practices. It is measured by the family value scale.
6. **Psychodemographic predictors:** This would imply age, gender, and emotional distance.
7. **Socio-economic status:** This was determined by considering the individual's educational attainment, and employment status.

2.0 REVIEW OF RELEVANT LITERATURE AND THEORETICAL FRAMEWORK

During the last decade, several studies have been carried out that attempt to link child behaviour to family life style and family values (Arcus, 1995, Bertrand & Schoar, 2006 and Soontiens & De-Jager, 2008). It is commonly acknowledged that the discussion of values in different cultures such as the case in South Africa could imply

a great degree of ambiguity and could generate culturally infused interpretations that are capable of inducing suspicion and even mistrust.

Gender and Family Values:

Gender, as used in this study, consists of not just differentiation according to sex but social construction of roles. This factor was considered as important because of the attitudes Africans in general, have towards the role male children play in the affairs of their families and communities. And this may not just be the case for Africans alone but also for Asians where having male heirs is considered as another important way of fulfilling filial obligations for adult children in Taiwan (Cheng, 2006). Cheng (2006) has drawn attention to the fact that the value of children, especially sons, used to be highly stressed in Chinese culture as they deemed to be central to old age support, continuation of the family line and the fulfilment of the male-role in a household are all crucial mechanisms that lead to son preference (Callan & Kee 1981). Cheng (2006) has quoted Li (1997), as positing that sons are the chosen surrogates for ancestors to pass their family names, blood, and life to later generations in order to achieve eternal life.

Age and Family Values:

Some studies such as the ones conducted by Aboim (2010), Kagitcibasi (2007), Enns, Cox and Clara (2002) and Shaw, Krause, Connel & Ingersoll-Dayton (2004) on the influence of certain factors on the family values held by individuals are quite revealing in the sense that they have extended the frontier of knowledge that go a long way in helping the social development of individuals. The study by Kagitcibasi (2007) and Shaw et al., (2004), in particular, explored and shed much light on the link

between environment confusion and lack of family stability with child adjustment in area of psychological adjustment and cognitive development. The mechanism through which environment confusion relates to academic underachievement or psychological maladjustment in children still remains unclear. However, a lot of socio-economic factors have become major areas of interest (Flouri, 2009). In this situation, environmental confusion with socio-economic factors are related to family size, poverty, parenting stress and lack of proper nutrition.

It is also assumed that children can develop helplessness as a result of environmental confusion which can arise because of socio-economic factors (Flouri, 2009). It has been argued also that child helplessness may lead to academic underachievement and a belief that they would be incapable of influencing their environment or learning new skills. The assumption that through socialization process individuals and family come to share the values and perception of the majority society and institution is also being constantly challenged by the numerous models that have tried to explain that variation in the values and perceptions of individuals of individuals and families from different cultural groups despite socialization influence from the majority culture (Bowen, 1988).

On the other hand, attention has been on relevant literature to the role age plays in the acceptance or otherwise of family values and this is often laid out on the platform of modernisation. The study completed by Cheng (2006), in particular, has drawn attention to the place of age and modernization in the acquisition of family values. Cheng (2006) noted in his study that modernization theories have argued that the traditional family type is being replaced by the modern family in Asia, and this was compatible with the growth of individualism. Cheng (2006) quoted Goode (1963) as having demonstrated that “modern” values would become mainstream as younger

generations accept and incorporate these values. Cheng (2006) concluded that researchers in Taiwan have also found that regardless of age, there is significant consensus regarding traditional family values (evidence is present in Family Values in Modern Taiwan Society). It is being suggested in research that younger generations adopt modern values easier than older generations by involving themselves more in non-traditional ideas and activities (Cheng, 2006).

Emotional Distance and Family Values:

In recent years, a new generation of social scientists has revived the study of culture and its links to poverty. Inner-city family patterns are more of the product of social class or restricted opportunity than of an inherited culture unique to African Americans. Bad economic conditions among whites are a recipe for family troubles similar to those of the families in the ghetto (Skolnick, 2010) It is clear that family values may be fading, but there really is a family crisis which has very little to do with moral decline but much more to do politically and the economic threatens that confront the well-being and stability of all families. The economic transition has disrupted existing family patterns and political ideas. There had been radical calls for women's liberation and sexual freedom and all these have contributed to the crisis in the family and value changes which have come to yield gradually to the change in process.

Household density is viewed as both indicator of low socioeconomic status and a stressful situation associated with high morbidity and mortality risks (Cheng, 2006; Melki, Beydoun, Khogali, M, Tamim, & Yunis, 2004; Thomson & Bernhardt, 2010). The household, to a great extent, contributes to shaping of individual personal social positions, identities, grievances and political decision making in a situation of such crowded households. Since the household connects its members to local social context

via day-to-day interactions in the communities, the community provides distinct grievances, resources, networks, and traditions of activists (Meyer & Lobao, 2003; and Skolnick, 2010). The tendency to move away and try to avoid their childhood experience is likely and when these happened, individualism which may result can have an effect of the values system of the individual.

THEORETICAL FORMULATIONS

The theories to be used in this research work are: the *social exchange theory*, *Kagitcibasi's model of family change* and *the Feminist theory*.

The Social Exchange Theory

The social exchange theory assumes that human actors seek to obtain reward (tangible and intangible) and attempt to avoid cost (tangible and intangible). Thus, human behaviour is not random, but purposive and goal directed, and it is generally the outcome of an exchange process (Cherry, 2013; Cropanzano & Mitchell, 2005 and Homans, 1961). The pursuit of these goals brings actors into interdependence with one another. In other words, the realization of actor's preference depends on the simultaneous reaction of others to these preferences or goals. Based on their exchange, actors either perceive their associations as fair or unfair (Bowen, 1988 and Cropanzano & Mitchell, 2005). For Africans, it is commonly believed that culture plays a significant role in facilitating this social exchange. For in Africa, culture tends to be based on strong family ties which, according to Weber's 1904 essay, may sometimes impede economic development (Bertrand & Schoar, 2006).

Kagitcibasi's model of family change (1996, 1979)

The model of family change is based on three types of families, the traditional family characterized by overall material and emotional interdependence, the individualistic model based on independence, and a dialectical synthesis of the two, involving material independence but placing emphasis on emotional/psychological interdependence.

The assumption of modernization theory features a shift from the former model of family interdependence to the latter model of family independence with socio-economic development held down as a dominant factor. The emerging pattern is that families change in the way the individual family members interact or engage when confronted with major development activities and that is what happens in many countries. The extended family system has a material, psychological and emotional interdependent realm. The eco-cultural theory provides the framework relating Kagitcibasi's model of family change to cultural features of societies in the study. Beyond this model, it is commonly reported that intergenerational relations between adolescents and their parents as well as the process of socialization and culture are frequently implicated in the family values that people hold (Kwak, 2003; Phinney, Ong & Madden, 2000).

Beyond the level of analysis highlighted above, Kagitcibasi (2010) has drawn close attention to the connections between levels of analysis in suggesting that at the culture level there is a very close connection between individualism and collectivism. On the other hand, at the individual/personal level (that is at the level of self), there is a strong link between independence and interdependence (Kagitcibasi, 2009 & 2010). It was that presupposition that led Kagitcibasi (2009 & 2010) to explore the link between values orientation and self orientation, and thereby that whilst values

orientation may lead to the development of normative individualism/collectivism in a norms/values and vertical-horizontal hierarchy, self orientation may lead to relational individualism/collectivism which frequently determines the self-other relations and separateness-embeddedness interactions that is so popular in modern day psychology.

The feminist theory

The feminist theory probably developed from the work of family therapists. Feminist therapy itself developed in a grassroots manner in response to challenges and to the emerging needs of women beginning from the late 1800s, and the central focus in the movement seems to have been built around consciousness raising among women. At the time of the emergence of the movement feminists voiced their dissatisfaction with the limiting and confining nature of traditional female roles (Corey, 2009). The feminist movement has come to make all believe that the traditional theories that assumed that men should be perceived and accepted as the 'norm' no longer holds true in scientific research, and that, indeed, social arrangements rooted in one's biologically based gender should no longer be tolerated. The feminist theorist argue that it would no longer be assumed that because of biological gender differences men and women should pursue different directions in life insofar as they have almost the same abilities and opportunities. Indeed, Worell and Remer (2003) have gone down in history as being very critical of the traditional theories which they describe as being far too androcentric (that is, using male-oriented constructs to draw conclusions about human nature, including female, nature), gendercentric (proposing two separate paths of development for women and men), heterosexist (that is, viewing heterosexual orientation as normative and desirable and devaluing lesbian, gay male, and bisexual orientation), deterministic (that is, assuming that personality patterns and behaviour are fixed at an early stage of development) and having an intrapsychic orientation

(that is, attributing behaviour to internal causes, which often leads to blaming the victim and ignoring the socio-cultural and political factors in operation in the environment wherein the individual subsists (Corey, 2009; Murdock, 1949; Worell & Remer, 2003). The major criticism of the traditional theories is that they contain elements of bias and therefore have clear limitations for counselling females and members of marginalized groups.

Worell and Remer (2003) have since suggested the constructs of the feminist theory as being gender-fair, flexible-multicultural, interactionists and life-span oriented. Under this construction, the gender-fair approaches explain the differences in the behaviour of women and men in terms of socialization processes rather than on the basis of our “innate” nature, and thus avoiding stereotypes in social roles and interpersonal behaviour (Corey, 2009). On the other hand, the flexi-multicultural perspective uses the concepts and strategies that apply equally to individuals and groups regardless of age, race, culture, gender, ability, class and sexual orientation (Corey, 2009). The interactionist perspective contains concepts that are specific to thinking, feeling, and behaviour dimensions of human experiences and explains contextual and environmental factors (Corey, 2009). And then, the life-span perspective generally assumes that human development is a lifelong process and that personality patterns and behavioural changes can occur at any time rather being fixed only at the early childhood (Corey, 2009). What this amounts to is that whatever family values any individual holds may not be *androcentric, gendercentric, deterministic, and due to intrapsychic orientation*.

3.0 METHODOLOGY

3.1 *Research Design*

The research approach in this study was quantitative, making use of factorial design. The independent variables of the study were gender, age, emotional distance and family support. These were measured categorically, each of the independent variables occurred at two levels each e.g. gender (male & female), age (old & young), emotional distance (far and near) and emotional support (good and poor). The dependent variable is family values. Therefore, a 2*2*2*2 ANOVA was used to test hypotheses 1-5.

3.2 *The Setting of the Study*

The study was conducted in one of the three campuses of a South African university. The campus selected is located in one of the provincial capitals of South Africa. It shares borders with the Republic of Botswana, and it is also a gateway to people travelling to Zimbabwe and Zambia. By its geographical location and political status, it attracts a number of people from different cultural backgrounds. For example, the fact that a public university is located helps to attract to it a number of students and staff from different cultures, even cultures from outside South Africa.

The fact that this present study has used this site as its context does suggest that the findings may not be easily extrapolated to undergraduate students at other Universities in South Africa. But whatever weaknesses or limitations that may apply in this study can easily be reduced in importance such that the findings emanating from it could contribute profoundly to our clear understanding of the problem as well as contributing to the pool of knowledge in the area.

3.3 Variables

The main variables of interest in this study were the independent and the dependent variables. The dependent variable was held to be measured family values, and the independent variables which were the psychodemographic determinants were gender, age, parental educational background, emotional support and family support. Since the dependent variable cannot be manipulated, the researcher studied the changes the independent variables would have as a result of differences existing within the categories chosen in the sample.

3.4 Population and sampling

The population for the study consisted of the first year students in the campus. The total number of enrolled undergraduate (contact) students in the campus of the University where this study was carried out was 9,450. Using a table of random numbers participants were randomly selected from two undergraduate 1st year classes. Those who picked yes participated and those who picked no did not participate in the study. Altogether, 100 male and 100 female undergraduate students were sampled. This sample consisted of students that are South Africans and some of them come from other African countries like Botswana, Cameroun, Ghana, Kenya, Nigeria and Zimbabwe. They were all in the age bracket of between 18 and 25. This means that the sample was diverse.

The questionnaires were served during the approved lecture hours because it was convenient to get a large number of students at a single location. The choice of the first year university students was based on the fact that it was convenient, and that it would bring on board the diverse cultures.

3.5 Measurements

The instrument for data collection in this study was a structured questionnaire, the questionnaire has four sections. Section A consists of questions on participants' demography like age, gender, family status etc. Section B is the family support scale; this is a 22-item scale measuring different aspects of support from family members developed by Georgas, Berry, Van de Vijver, Kagitcibasi, & Poortinga, (2006). A pilot study in the course of this study revealed Cronbach Alpha of .69 and split-half reliability of .50 and .66 for part 1 and part 2 respectively. Section C of the questionnaire is the family values scale. It is an 18-item scale eliciting information on the family held values. The scale was developed by Georgas (1999), the scale was pilot tested in order to establish its usefulness for this population, the process yielded Alpha coefficient of .66 and split-half reliability of .51 and .48 respectively. Section D is the emotional distance scale developed by Georgas, Mylonas and Bafiti (2001). It has 11 items with reported Cronbach Alpha through pilot testing of .70 and split-half reliability of .47 and .66 for parts 1 and 2 (Cronbach, 1970).

3.6 Ethical Consideration

Usually, studies involving human subjects must require the determination of appropriate ethical consideration. Researchers have considered certain ethical issues that need to be complied with when using people in a study. According to Leedy and Ormond (2005) and De Vos (2001), most ethical issues fall under four categories, namely: protection from harm, informed consent, right to privacy and honesty with professional colleagues. These four categories were considered in this study, and the researcher discussed them very briefly in this section.

3.6.1 Protection from Harm

All efforts were made by the researcher to refine the data collection instrument during a pilot study. Participants were observed during the pilot with the sole aim of assessing any instances of discomfort, uneasiness and anxiety when completing the questionnaire. The participants were given the guarantee that the end product of the study would be the intellectual property of the researcher and the University, and no distribution of the research outcomes was intended. The fact that participants were not allowed to write their names or those of their families or even make a hint that could be linked to a particular person probably helped in dispelling any fears and anxieties.

3.6.2 Informed Consent

The participants were informed through a covering letter from the researcher that their participation in the study was purely voluntary, and they could choose to either continue with the study or withdraw if they felt prejudiced in any way during the data collection process or the during the administration of the study questionnaire (Creswell, 2009). The participants were assured that the study would be used purely for academic purposes and would remain confidential and no commercial distribution of the research report is intended.

3.6.3 Right to Privacy

The researchers assured the privacy of participants through the permission letter from the North-West University Research Ethics Committee and the covering letter accompanying the distribution of the questionnaire. The participants were assured that

the responses would be treated with the strictest confidentiality. Most participants were at ease particularly with the realisation that the questionnaire did not make any inference to an individual person or family and their physical locations.

3.6.4 Honesty with Professional Colleagues

This study confined itself to the Code of Ethics as described by the North-West University rules and regulations governing the conduct of research. Each questionnaire was accompanied by the permission letter bearing the university official logo and covering letter from the researcher to the participants wherein the purpose of the study was explained.

The researcher applied to the North-West University Research Ethics Committee for approval to implement this project. The application was granted, and evidence is attached herewith as *Appendix I* at the end of this report.

3.7 Data Analysis

The data gathered in this study was analysed with Statistical Package for Social Sciences version 18. The 2x2x2x2 ANOVA was utilized in testing the hypotheses. The level of significance was set at 0.01 and 0.05.

4.0 RESULTS

The researcher sought to explore how a number of independent variables could predict family values. Data presented below provide answers to the hypotheses generated for this study.

Table 1

Summary of 2x2x2x2 Analysis of Variance showing the main and interaction effects of gender, age, family support and emotional distance on family values

Source	SS	df	MS	F	P
Corrected Model	2991.63	14	213.69	2.04	
Intercept	319614.51	1	319614.51	3050.70	
Gender (A)	50.19	1	50.19	.48	ns
Age (B)	81.81	1	81.81	.78	ns
Emotional Distance (C)	168.21	1	168.21	1.61	ns
Family Support (D)	819.91	1	819.91	7.83	<.05
Gender * Age (A * B)	180.58	1	180.58	1.72	ns
Gender * Emotional Distance (A * C)	62.37	1	62.37	.60	ns
Gender * Family Support (A*D)	82.25	1	82.25	.79	ns
Age * Emotional Distance (B*C)	125.52	1	125.52	1.20	ns
Age * Family Support (B*D)	185.86	1	185.86	1.77	ns
Emotional Distance * Family Support (C*D)	132.46	1	132.46	1.26	ns
Gender * Age * Emotional Distance (A*B*C)	398.96	1	398.95	3.81	<.05
Gender * Age * Family Support (A*B*D)	346.73	1	346.73	3.31	<.05
Gender * Emotional Distance * Family Support (A*C*D)	363.33	1	363.33	3.47	<.05
Age * Emotional Distance * Family Support (B*C*D)	501.74	1	501.74	4.79	<.01

For the main effects of the independent variables on family values, results in Table 1 show that for hypothesis one, there is no significant main effect of gender on family values. For hypothesis two, the result shows that there that age did not have a significant main effect on family values. Similarly, for hypothesis three there was no significant main effect of emotional distance on family values. Meanwhile, hypothesis four was confirmed, family support has a significant main effect on family values ($F(1,1); 7.83; p<.05$). The results indicated that hypothesis five was partially supported, the two way interactions (gender * age, gender * emotional distance, gender * family support, age * emotional distance, and age * family support) were not statistically significant. However, the three way interaction were significant; one.

gender*age*emotional distance ($F(14, 1); 3.81; p < .05$). Two, gender*age*family support ($F(14, 1); 3.31; p < .05$). Three, gender*emotional distance*family support ($F(14, 1); 3.47; p < .05$). Four, age*emotional distance*family value ($F(14, 1); 4.79; p < .05$).

Discussion

This study investigated the psychodemographic determinants of family values among undergraduate students in a South African University. The findings reveal that gender did not have any effect on family values. This confirms the findings of earlier research that gender may not be a good predictor of the concepts and strategies of certain cultural artefacts including family values (Corey, 2009; Worell & Remer, 2003).

Also, age was found not to have an effect of family values, this means that how old an individual is has nothing to do with imbibing the prevalent family values. This is in line with the assertion of Cheng (2006) who reported in a study that younger generations will more likely adopt modern values by involving themselves in non-traditional ideas and activities irrespective of the family values. In a similar vein, emotional distance did not in any way affect family values among undergraduate students. This conforms to the findings of Meyer and Lobao (2003) and Skolnick (2010). The authors submitted that since household connects its members to local social context via day to day interactions in the communities, the communities provide distinct grievances, resources, networks and traditions of activists. It then follows that there is a tendency to move away and try to avoid childhood experiences is likely and when these happened individualism may result which may affect the value systems of the individual.

On the other hand, family support has a significant effect on family values. This is a confirmation of the values that are attached to family as a buffer and source of support to individuals. This is in line with the assertion of Yang (2008a & 2008b) that people's lives are influenced by the social pressures and social network available to them. In a similar submission, Rayo and Becker (2007) assert that a person's level of functioning is based on his or her interaction with significant others and network of immediate cum extended family members.

For the interaction effects, the result showed that all the two way interactions were not significant (i.e. gender * age; gender * emotional distance; gender * family support; age * emotional distance; age * family support; emotional distance * family support). Meanwhile, the results showed that all the three way interactions were significant. There is a significant interaction effect of gender, age and emotional distance on family values. The result also showed significant interaction effects of gender, age and family support on family values. Gender, emotional distance and family support as well have significant interaction effects on family values. Finally, the result indicated that age, emotional distance and family support have significant interaction effects on family values. .

For all that these findings, we need to know and accept the fact that in this study there seems not to be significant differences in family values held by the respondents. The findings reported here confirm those reported by Cheng (2006). Cheng (2006) has argued that conflicts and tensions can emerge from different values and role expectations between generations.

Conclusion

The result of this study shows that there is no significant main effect of gender on family values, this finding is in line with that of Scott (2006) who reported the finding of her study on family and gender roles. The study concluded that gender roles are changing and as such differences no longer exist in values held by both males and females. In addition, secularization and increased education are working to challenge traditional gender role ideology in contemporary world. Family support was however, found to have a significant main effect on family values. What this means in the context of this study is that whether male or female, African undergraduate students share the same family values. In African contexts, this finding on family values can hardly be a surprise because of the tendency among parents to want to ensure that every child is as close to the family as possible. This finding is in line with the mainstream social support hypothesis which affirms that social support is a buffer to individuals in their life time. Williams (2005) in her review of social support theory found that social support is associated with better physical and psychological outcomes. Within the traditional African context, it would be deemed as something running contrary to the norm if any child tries to extricate himself or herself from the "close" ties to the immediate and extended family. Again, this finding is hardly surprising because the pattern of inculcating family values in most African cultures is mostly gender neutral. However, what holds true for most African cultures is that processes and outcomes of certain roles still remain largely gendered, and that is why, for example, rites of passage may be different for males and females.

Finally, the result indicated that age, emotional distance and family support have significant interaction effects on family values. These go to show that family values is not a function of just one factor rather several factors can interact to influence what

and how values within the family can shape the emerging personality. This is in line with the assertion of Williams (2005) that family support, and patterns of interaction have to do with how family values influence individuals. It does mean that it will be difficult to hold down just one factor as determining the family values that are held by undergraduate students.

This should suggest to us that any clinical therapy we might want to apply in our settings should adequately take into consideration the multi-factor tendencies that can influence family values and the individuals. .

Limitations

Experience in carrying out this research shows that there is dearth of literature and empirical studies on the effects of the psychodemographic variables considered in this study on family values. Another limitation to this study is that students from one province in South Africa were sampled, and this did not allow for broad based comparison across provinces.

Suggestions for further studies

Whatever gaps that might have emerged in the present study should be addressed in subsequent studies that colleagues in this field of family studies would engage with in future. For instance, subsequent studies should have a more inclusive sample to enhance external validity. Even at that, we are quite confident that the data emanating from this study would be valuable enough in helping us to make good choices in terms of clinical therapy as determined by the nature of cases presenting themselves in this context.

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APPENDIX 1



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ETHICS APPROVAL OF PROJECT

This is to certify that the next project was approved by the NWU Ethics Committee:

Project title:

Psychodemographic Determinants of Family Values of Undergraduate
Students in a South African University

Project leader: DR.C.A ODUARAN

Ethics number:

NWU-00096-11-A9

Status: S = Submission; R = Re-
Submission; P = Provisional
Authorization; A = Authorisation

Expiry date: 23 October 2016

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

The formal Ethics approval certificate will be sent to you as soon as possible.

Yours sincerely

Me. Marietjie Halgryn *NWU Ethics Secretariate*

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APPENDIX 2

FAMILY QUESTIONNAIRE

The following questionnaire is a part of a research project that concerns family. This includes roles, behaviors, activities and relationships between the members of the family. There are no right or wrong answers. We also remind you that the questionnaire is anonymous and all information provided by you will be confidential. Please, do not leave any questions unanswered. Thank you for your cooperation.

PLEASE READ THE INSTRUCTIONS CAREFULLY

In the following pages the same statement refers to 9 persons, members of the family and relatives (father, mother, 10 year old boy, 10 year old girl, 20 year old male, 20 year old female, grandfather, grandmother, uncle/aunt). Please respond separately for each member of the family. In responding to the members of the family, think of the members of YOUR family.

If a member of the family (e.g., a *grandparent*) has passed away, we would ask you to answer as if this person were alive.

If you have more than one *uncle* or *aunt*, choose the ones that are closest to you. If you do NOT have an *uncle* or *aunt*, answer in the manner you would most likely respond, if you had one.

Regarding the *10 year old* and *20 year old brothers and sisters*, if you have more than one of each, choose the one that is closest to you. If you are an only child, think of yourself at age 10 and answer accordingly. For the other gender, answer in the manner you would expect him or her to respond.

Please answer the following questions as if you lived at your permanent place of residence with your family.

Please answer the question by using the following scale:

- 7 = in the same house,
- 6 = upstairs/downstairs/next flat,
- 5 = opposite house or building,
- 4 = in the same neighborhood,
- 3 = in the same town/city,
- 2 = nearby town/city,
- 1 = live far away.

1. *How far do you live from the following persons?*

father	mother	siblings	grandfather	grandmother	uncle/aunt

Please answer the following two questions by using the scale:

- 6 = daily,
- 5 = once or twice a week,
- 4 = every two weeks,
- 3 = once a month,
- 2 = once or twice a year,
- 1 = rarely.

2. How often do you meet and see the following persons?

father	mother	siblings	grandfather	grandmother	uncle/aunt

3. How often do you communicate by telephone with the following persons?

father	mother	siblings	grandfather	grandmother	uncle/aunt

For each statement mark your answers on the stated behavior using the following scale:

6-very much 5-much 4-enough 3-a little 2-very little 1-not at all

1. <i>Father</i> provides emotional support to <i>children</i>	
<i>Mother</i> provides emotional support to <i>children</i>	
<i>Grandfather</i> provides emotional support to <i>grandchildren</i>	
<i>Grandmother</i> provides emotional support to <i>grandchildren</i>	
<i>Uncle/aunt</i> provides emotional support to <i>nephews and nieces</i>	
<i>Father</i> provides emotional support to <i>grandparents</i>	
<i>Mother</i> provides emotional support to <i>grandparents</i>	
<i>10 year old boy</i> provides emotional support to <i>grandparents</i>	
<i>10 year old girl</i> provides emotional support to <i>grandparents</i>	
<i>20 year old male</i> provides emotional support to <i>grandparents</i>	
<i>20 year old female</i> provides emotional support to <i>grandparents</i>	
<i>Father</i> provides emotional support to his <i>wife</i>	
<i>Mother</i> provides emotional support to her <i>husband</i>	
<i>Grandfather</i> provides emotional support to <i>father/mother</i>	
<i>Grandmother</i> provides emotional support to <i>father/mother</i>	
<i>Uncle/aunt</i> provides emotional support to <i>father/mother</i>	
<i>10 year old boy</i> provides emotional support to <i>younger siblings</i>	
<i>10 year old girl</i> provides emotional support to <i>younger siblings</i>	
<i>20 year old male</i> provides emotional support to <i>younger siblings</i>	
<i>20 year old female</i> provides emotional support to <i>younger siblings</i>	

2. <i>Father</i> keeps the <i>family</i> united	
<i>Mother</i> keeps the <i>family</i> united	
<i>Grandfather</i> keeps the <i>family</i> united	
<i>Grandmother</i> keeps the <i>family</i> united	
<i>Uncle/aunt</i> keeps the <i>family</i> united	

10 year old boy keeps the <i>family</i> united	
10 year old girl keeps the <i>family</i> united	
20 year old male keeps the <i>family</i> united	
20 year old female keeps the <i>family</i> united	

3. Father tries to keep a pleasant environment in the family	
Mother tries to keep a pleasant environment in the family	
Grandfather tries to keep a pleasant environment in the family	
Grandmother tries to keep a pleasant environment in the family	
Uncle/aunt tries to keep a pleasant environment in the family	
10 year old boy tries to keep a pleasant environment in the family	
10 year old girl tries to keep a pleasant environment in the family	
20 year old male tries to keep a pleasant environment in the family	
20 year old female tries to keep a pleasant environment in the family	

6-very much	5-much	4-enough	3-a little	2-very little	1-not at all
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4. <i>Father</i> conveys traditions, manners and customs (e.g. reads, tells stories) to <i>children</i>	
<i>Mother</i> conveys traditions, manners and customs (e.g. reads, tells stories) to <i>children</i>	
<i>Grandfather</i> conveys traditions, manners and customs (e.g. reads, tells stories) to <i>grandchildren</i>	
<i>Grandmother</i> conveys traditions, manners and customs (e.g. reads, tells stories) to <i>grandchildren</i>	
<i>Uncle/aunt</i> conveys traditions, manners and customs (e.g. reads, tells stories) to <i>nephews and nieces</i>	
<i>10 year old boy</i> conveys traditions, manners and customs (e.g. reads, tells stories) to <i>younger siblings</i>	
<i>10 year old girl</i> conveys traditions, manners and customs (e.g. reads, tells stories) to <i>younger siblings</i>	
<i>20 year old male</i> conveys traditions, manners and customs (e.g. reads, tells stories) to <i>younger siblings</i>	
<i>20 year old female</i> conveys traditions, manners and customs (e.g. reads, tells stories) to <i>younger siblings</i>	

5. <i>Father</i> conveys the religious tradition to <i>children</i>	
<i>Mother</i> conveys the religious tradition to <i>children</i>	
<i>Grandfather</i> conveys the religious tradition to <i>grandchildren</i>	
<i>Grandmother</i> conveys the religious tradition to <i>grandchildren</i>	
<i>Uncle/aunt</i> conveys the religious tradition to <i>nephews and nieces</i>	
<i>10 year old boy</i> conveys the religious tradition to <i>younger siblings</i>	
<i>10 year old girl</i> conveys the religious tradition to <i>younger siblings</i>	
<i>20 year old male</i> conveys the religious tradition to <i>younger siblings</i>	
<i>20 year old female</i> conveys the religious tradition to <i>younger siblings</i>	

6. <i>Father</i> contributes to the preservation of family relations (e.g. family gatherings holidays, anniversaries)	
<i>Mother</i> contributes to the preservation of family relations (e.g. family gatherings during the holidays, anniversaries)	

<i>Grandfather</i> contributes to the preservation of family relations (e.g. family gatherings during the holidays, anniversaries)	
<i>Grandmother</i> contributes to the preservation of family relations (e.g. family gatherings during the holidays, anniversaries)	
<i>Uncle/aunt</i> contributes to the preservation of family relations (e.g. family gatherings during the holidays, anniversaries)	
<i>10 year old male</i> contributes to the preservation of family relations (e.g. family gatherings during the holidays, anniversaries)	
<i>10 year old female</i> contributes to the preservation of family relations (e.g. family gatherings during the holidays, anniversaries)	
<i>20 year old male</i> contributes to the preservation of family relations (e.g. family gatherings during the holidays, anniversaries)	
<i>20 year old female</i> contributes to the preservation of family relations (e.g. family gatherings during the holidays, anniversaries)	

7. <i>Father</i> supports <i>the grandparents</i> when in need (illness, financial problems etc)	
<i>Mother</i> supports <i>the grandparents</i> when in need (illness, financial problems etc)	
<i>Grandfather</i> supports <i>the grandchildren</i> when in need (illness, financial problems etc)	
<i>Grandmother</i> supports <i>the grandchildren</i> when in need (illness, financial problems etc)	
<i>Uncle/aunt</i> supports <i>the nephews and nieces</i> when in need (illness, financial problems etc)	

8. <i>Father</i> takes daily care (cooking, shopping) of <i>grandparents</i>	
<i>Mother</i> takes daily care (cooking, shopping) of <i>grandparents</i>	
<i>Grandfather</i> takes daily care (cooking, shopping) of <i>grandchildren</i>	
<i>Grandmother</i> takes daily care (cooking, shopping) of <i>grandchildren</i>	
<i>Uncle/aunt</i> takes daily care (cooking, shopping) of <i>nephews and nieces</i>	

6-very much	5-much	4-enough	3-a little	2-very little	1-not at all
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9. <i>Father</i> is the protector of the family	
<i>Mother</i> is the protector of the family	
<i>Grandfather</i> is the protector of the family	
<i>Grandmother</i> is the protector of the family	
<i>Uncle/aunt</i> is the protector of the family	

For each statement mark your answers on the stated behavior using the following scale:

6-almost always 5-very often 4-often 3-sometimes 2-rarely 1-never

10. When there are arguments or disputes, <i>father</i> makes the decision regarding the manner of solution	
When there are arguments or disputes, <i>mother</i> makes the decision regarding the manner of solution	
When there are arguments or disputes, <i>grandfather</i> makes the decision regarding the manner of solution	
When there are arguments or disputes, <i>grandmother</i> makes the decision regarding the manner of solution	
When there are arguments or disputes, <i>uncle/aunt</i> makes the decision regarding the manner of solution	

11. <i>Father</i> does housework (cleans, cooks, washes)	
<i>Mother</i> does housework (cleans, cooks, washes)	
<i>Grandfather</i> does housework (cleans, cooks, washes)	
<i>Grandmother</i> does housework (cleans, cooks, washes)	
<i>Uncle/aunt</i> does housework (cleans, cooks, washes)	
<i>10 year old boy</i> does housework (cleans, cooks, washes)	
<i>10 year old girl</i> does housework (cleans, cooks, washes)	
<i>20 year old male</i> does housework (cleans, cooks, washes)	
<i>20 year old female</i> does housework (cleans, cooks, washes)	

12. <i>Father</i> does the shopping, pays bills, etc.	
<i>Mother</i> does the shopping, pays bills, etc.	
<i>Grandfather</i> does the shopping, pays bills, etc.	
<i>Grandmother</i> does the shopping, pays bills, etc.	
<i>Uncle/aunt</i> I does the shopping, pays bills, etc.	
<i>10 year old boy</i> does the shopping, pays bills, etc.	
<i>10 year old girl</i> does the shopping, pays bills, etc.	
<i>20 year old male</i> does the shopping, pays bills, etc.	
<i>20 year old female</i> does the shopping, pays bills, etc.	

13. <i>Father</i> takes the <i>children</i> to school	
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<i>Mother takes the children to school</i>	
<i>Grandfather takes the grandchildren to school</i>	
<i>Grandmother takes the grandchildren to school</i>	
<i>Uncle/aunt takes the nephews and nieces to school</i>	
<i>10 year old boy takes the younger siblings to school</i>	
<i>10 year old girl takes the younger siblings to school</i>	
<i>20 year old male takes the younger siblings to school</i>	
<i>20 year old female takes the younger siblings to school</i>	

6-almost always	5-very often	4-often	3-sometimes	2-rarely	1-never
14.Father plays with the <i>children</i>					
Mother plays with the <i>children</i>					
Grandfather plays with the <i>grandchildren</i>					
Grandmother plays with the <i>grandchildren</i>					
Uncle/aunt plays with the <i>nephews and nieces</i>					
10 year old boy plays with the <i>younger siblings</i>					
10 year old girl plays with the <i>younger siblings</i>					
20 year old male plays with the <i>younger siblings</i>					
20 year old female plays with the <i>younger siblings</i>					

15.Father helps <i>children</i> with homework	
Mother helps <i>children</i> with homework	
Grandfather helps <i>grandchildren</i> with homework	
Grandmother helps <i>grandchildren</i> with homework	
Uncle/aunt helps <i>nephews and nieces</i> with homework	

16.Father teaches good behavior to <i>children</i>	
Mother teaches good behavior to <i>children</i>	
Grandfather teaches good behavior to <i>grandchildren</i>	
Grandmother teaches good behavior to <i>grandchildren</i>	
Uncle/aunt teaches good behavior to <i>nephews and nieces</i>	

17.Father contributes financially to the <i>family</i>	
Mother contributes financially to the <i>family</i>	
Grandfather contributes financially to the <i>family</i>	
Grandmother contributes financially to the <i>family</i>	
Uncle/aunt contributes financially to the <i>family</i>	
10 year old boy contributes financially to the <i>family</i>	
10 year old girl contributes financially to the <i>family</i>	
20 year old male contributes financially to the <i>family</i>	
20 year old female contributes financially to the <i>family</i>	

18.Father manages the family finances	
Mother manages the family finances	
Grandfather manages the family finances	
Grandmother manages the family finances	
Uncle/aunt manages the family finances	

19.Father gives pocket money to <i>children</i>	
Mother gives pocket money to <i>children</i>	
Grandfather gives pocket money to <i>grandchildren</i>	
Grandmother gives pocket money to <i>grandchildren</i>	
Uncle/aunt gives pocket money to <i>nephews and nieces</i>	

6-almost always	5-very often	4-often	3-sometimes	2-rarely	1-never
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20. <i>Father supports (at the beginning of their career) the children</i>	
<i>Mother supports (at the beginning of their career) the children</i>	
<i>Grandfather supports (at the beginning of their career) the grandchildren</i>	
<i>Grandmother supports (at the beginning of their career) the grandchildren</i>	
<i>Uncle/aunt supports (at the beginning of their career) the nephews and nieces</i>	

21. <i>When the parents are not home, grandfather babysits with grandchildren</i>	
<i>When the parents are not home, grandmother babysits with grandchildren</i>	
<i>When the parents are not home, uncle/aunt babysits with nephews and nieces</i>	
<i>When the parents are not home, 10 year old boy babysits with younger siblings</i>	
<i>When the parents are not home, 10 year old girl babysits with younger siblings</i>	
<i>When the parents are not home, 20 year old male babysits with younger siblings</i>	
<i>When the parents are not home, 20 year old female babysits with younger siblings</i>	

22. <i>Grandfather helps the parents with their work (fields, shop or family occupation)</i>	
<i>Grandmother helps the parents with their work (fields, shop or family occupation)</i>	
<i>Uncle/aunt helps the parents with their work (fields, shop or family occupation)</i>	
<i>10 year old boy helps the parents with their work (fields, shop or family occupation)</i>	
<i>10 year old girl helps the parents with their work (fields, shop or family occupation)</i>	
<i>20 year old male helps the parents with their work (fields, shop or family occupation)</i>	
<i>20 year old female helps the parents with their work (fields, shop or family occupation)</i>	

FAMILY VALUES

The following statements refer to some traditional family values. We are interested in how much you agree or disagree with these values. Write in the space next to each value the number which corresponds to the following answers:

Strongly agree	Agree	Agree somewhat	Neither agree nor disagree	Disagree somewhat	Disagree	Strongly disagree
7	6	5	4	3	2	1

- _____ 1. The father should be the head of the family.
- _____ 2. One should maintain good relationships with one's relatives.
- _____ 3. The mother's place is in the home.
- _____ 4. The mother should be the go-between the father and the children.
- _____ 5. Parents should teach their children to behave properly.
- _____ 6. The father should handle the money in the house.
- _____ 7. Parents shouldn't get involved in the private lives of their married children.
- _____ 8. The children have the obligation to care for their parents when they become old.
- _____ 9. Children should help with the chores of the house.
- _____ 10. The problems of the family should be solved within the family.
- _____ 11. Children should obey their parents.
- _____ 12. We should honor and protect our family's reputation.
- _____ 13. Parents should help their children financially.
- _____ 14. Children should respect their grandparents.
- _____ 15. The mother should accept the decisions of the father.
- _____ 16. The children should work in order to help the family.
- _____ 17. The parents shouldn't argue in front of the children.
- _____ 18. The father should be the breadwinner.

RELATIONSHIPS

In this questionnaire there are items about you and your relationships. Please express to what extent you agree or disagree with them by marking the corresponding choice from "strongly disagree" to "strongly agree". When responding to the following items, please **consider your relationships with the one(s) you are close to**.

Strongly agree	Agree	Agree somewhat	Neither agree nor disagree	Disagree somewhat	Disagree	Strongly disagree
7	6	5	4	3	2	1

- ___ 1. People who are close to me have little influence on my decisions.
- ___ 2. I need the support of persons to whom I feel very close.
- ___ 3. It is important to have both close relationships and also to be autonomous.
- ___ 4. I do not like a person to interfere with my life even if he/she is very close to me.
- ___ 5. Even if the suggestions of those who are close are considered, the last decision should be one's own.
- ___ 6. I feel independent of the people who are close to me.
- ___ 7. I prefer to keep a certain distance in my close relationships.
- ___ 8. The people who are close to me strongly influence my personality.
- ___ 9. The opinions of those who are close to me influence me on personal issues.
- ___ 10. A person should be able to oppose the ideas of those who are close.
- ___ 11. Generally, I keep personal issues to myself.
- ___ 12. A person who has very close relationships cannot make his/her own decisions.
- ___ 13. While making decisions, I consult with those who are close to me.
- ___ 14. I do not worry about what people think of me even if they are close to me.
- ___ 15. Giving importance to the opinions of those who are close to me means ignoring my own opinions.
- ___ 16. I think often of those to whom I feel very close.
- ___ 17. Being very close to someone prevents being independent.
- ___ 18. On personal issues, I accept the decisions of people to whom I feel very close.
- ___ 19. Those who are close to me are my top priority.
- ___ 20. I lead my life according to the opinions of people to whom I feel close.
- ___ 21. A person can feel both independent and connected to those who are close to him/her.
- ___ 22. My relationships to those who are close to me make me feel peaceful and secure.
- ___ 23. I usually try to conform to the wishes of those to whom I feel very close.
- ___ 24. In order to be autonomous, one should not form close relationships.
- ___ 25. I do not share personal matters with anyone, even if very close to me.
- ___ 26. A person may be attached to those who are close, and at the same time, expect respect for any differences of opinion
- ___ 27. I can easily change my decisions according to the wishes of those who are close to me.

EMOTIONAL DISTANCE

For this measure please ask yourself: **"How close to these people or how distant from them do I feel?"** The circles on the next page represent a scale of relationships from Very Close = 7 to Very Distant = 1, that you have or might have with these people. Imagine yourself in the center of the circle and the other people on the list at different distances from the center. Indicate how close or how distant you feel to each person in the space provided.

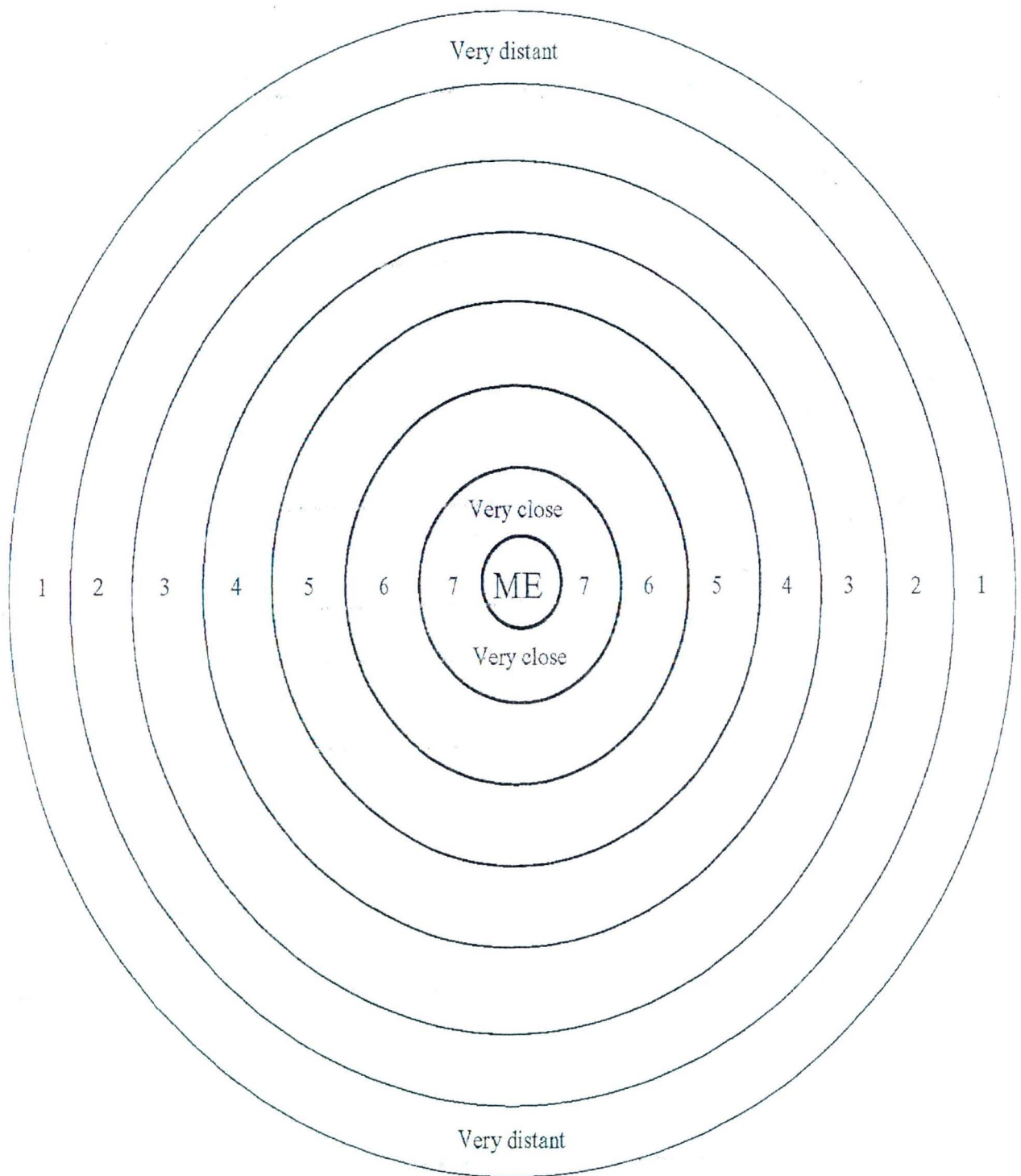
PLEASE NOTE:

1. **Assign the numbers for each person in reference to your usual permanent place of residence.**

2. In cases where you never had any kind of contact with some of the persons on this list (grandmother is deceased, no uncle or aunt), think about how close or how far you **would feel if** you came into contact with them.

3. For some persons you may have to think about more than one person -- e.g., "uncles or aunts." In such cases think about the one that is closer to you.

- ___ 1. Your mother
- ___ 2. Your neighbors
- ___ 3. Your close friends
- ___ 4. Your brothers or sisters
- ___ 5. Your acquaintances
- ___ 6. Your father
- ___ 7. Your grandparents
- ___ 8. Your husband or your wife
- ___ 9. Your boyfriend or your girlfriend
- ___ 10. Your cousins
- ___ 11. Your uncles or your aunt



Please provide the following information about yourself:

1. Gender: Male ____ Female ____

2. Age (years): ____

3. Family

Status:

- _____ Single and I live with my parent(s)
- _____ Single and I live by myself
- _____ Married without children, live in same home with parents
- _____ Married without children, live in separate home from parents
- _____ Married with children, live in same home with parents
- _____ Married with children, live in separate home from parents
- _____ Single parent, live in same home with parents
- _____ Single parent, live in separate home from parents
- _____ Other (please clarify)

4. How many years did your parents attend school?

	Father	Mother
0-6 years		
7-9 years		
10-12 years		
more than 12 years		

5. Father's occupation: _____

6. Mother's occupation: _____