

AN INVESTIGATION OF 111 MOTHERS AND AN INTERVENTION
PROGRAMME BASED ON THEIR OBSERVED NEEDS

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DECLARATION

I hereby declare that this thesis is my own work and that
it has not been submitted to any other university.

Sally Kilbourne

Sally Kilbourne

To my mother and my daughter
from whom I have learned the meaning of motherhood

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ABSTRACT

One hundred and eleven mothers were interviewed and given psychological tests in order to gain an understanding of how the mothers viewed themselves and their families.

Two experimental groups and a control group were selected from the original sample. The objective of the two experimental groups who met for eight sessions was to increase the group members' awareness of themselves as individuals. Through participation in group discussions in which feelings and thoughts could be shared regarding themselves and their roles in life, it was hoped that the mothers would gain a deeper perception of themselves as well as the other mothers with whom they shared the experience.

Mothers were assessed before and during the group sessions on their levels of self-awareness and their awareness of others. Final assessments were also made and the mothers themselves reported their own thoughts and feelings regarding their participation in the groups.

Three hypotheses regarding mothers' self-perceptions, the importance of their families of origin in their present lives and the impact of group discussions on mothers' self-perceptions and perceptions of others were tested.

Through a factor analysis of the original interviews a more condensed and clear picture of the relationships were seen. Statistical analysis of the group data did not reveal significant results. This was attributed to the small numbers involved as well as the difficulty in measuring complex self-perceptions and perceptions of others. Researchers concluded, however, that significant changes did occur within individuals within the experimental groups that were not evident in the statistical analysis.

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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

The 1960s marked a new era of personal awareness for many women, particularly in the United States. With the publication of Betty Friedan's The Feminine Mystique (1963), many women began to openly question the traditional stereotype of marriage and motherhood. Friedan's book seemed to bring into the open the issue that many women were not totally satisfied in their role as homemaker.

The development of this situation in the United States may be traced to the early 1950s. Following the Korean War there was an increased emphasis on university education for Americans. Women who attended universities had the opportunity to broaden their perspectives. Many came away with increased levels of intellectual awareness and expectations.

The conservative culture of the late 1950s, however, did not encourage females to work outside the home. Following World War II and the Korean War, many Americans felt a strong need for stability. This was often expressed in the desire for a closely-knit family unit. With increased material wealth and political security, there seemed little need for women to be involved in the world outside their home.

Friedan, however, found that women in the late 1950s and early 1960s often confessed to a lack of fulfillment in their lives. This was usually accompanied by a loss of personal identity, a diminished sense of self-esteem and sometimes, depression (Friedan, 1963).

Many women reported that they felt they had lost touch with the external world of ideas and work since they had become mothers. They questioned the wisdom of living their lives vicariously through their husbands and children (Friedan, 1963).

Woman increasingly expressed an interest in their own personal development. This was not just a drive for further education or careers, they expressed a need to experience growth in all aspects of themselves. (Rosaldo and Lamphere, 1974, Berry, 1972).

Through an extension of their activities to the outside world, many women hoped to find stimulation and regain the diminished levels of self-confidence and self-esteem they had experienced following the birth of their first child. (Rosaldo and Lamphere, 1974).

The fact that women were looking farther afield than the role of marriage and mothering for individual fulfillment did not imply that they denied the satisfactions of being a parent. In a study of 128 college homemakers, Komarovsky (1971) found raising children was rated highest in a list of satisfactions gained from family life. Lopata (1971) also reports that over one-third of the respondents in her study rated child-rearing as the activity within the home from which they gained the most satisfaction.

Many of these women, however, reported that the role of motherhood was not sufficient to fulfill their need for challenge and a sense of growth.

Lopata (1971) reported that the event that caused the greatest discontinuity of personality in American middle-class women was the birth of the first child, particularly if the women remained at home as a full-time mother.

In a study of 299 women, Lopata found that many women felt that their whole personality had been affected by motherhood, some described it as an 'identity crisis' :-

...the feeling that the whole personality is affected by constant physical work and contact mainly with infants in a small confined space....The care of infants calls for repetitious actions, isolation from interaction and intellectual stimulation, and limitation of occasions to display a variety of social contexts which shows the uniqueness of the self.

(Lopata, 1971, pp 192-193)

The four major problems of the women in the Lopata study (all of whom had a pre-high-school child) included:- the way the mother functioned in her role and her personal and sentimental responses to it; the child and his behaviour or social relations; the actions and attitudes of others in the social circle of the mother; and role conflicts expressed by the mother (Lopata, 1971). Many of the women questioned their ability as mothers in a society they felt was making increasingly complex demands of them.

Many respondents felt a conflict between obligations to themselves and their responsibilities as parent even after they seemed to have adjusted to their new role. These women were disturbed that their individual personalities were submerged in an effort to fulfill the needs of the family (Lopata, 1971).

In contrast to Lopata's findings, Franks has concluded on the basis of research with women who are in therapy that the core aspects of the female role in America today are the following:- 'concentration on marriage, home and children as the primary focus of feminine concern; reliance on a male provider for sustenance and status; an expectation that women will emphasize nurturance and life-preserving activities... Preeminent qualities of character stressed for women include sympathy, care, love, and compassion...; an injunction that women live through and for others rather than for the self...; a ban on the expression

of direct assertion, aggression and power strivings except in areas clearly marked woman's domain....' (Franks and Burtie, 1974, p. 417).

Franks' viewpoint corresponds to the traditional sex-role stereotype. Lopata (1971) found that women residing in the older, more conservative and traditional suburbs in her study were more likely to hold these values. Women in the newer, less traditional suburbs were questioning the abovementioned aspects of the female role.

The research cited above deals exclusively with the middle-class American woman. As these women are seen to be the carriers of the culture, the sample bias is thus understandable.

The South African woman in the late 1960's and the 1970's has been exposed to the New Womanhood through the media and travel. She has not, however, had the same degree of exposure to these ideas, as the American female. Neither has she been as strongly encouraged to attend university and seek careers other than clerical work.

Franks' description of the major aspects of the female role would appear to apply strongly to many contemporary South African mothers. The questioning of role and the presence of role conflict would appear to be less of an issue in South Africa than in the United States.

2 Aims of the Study

With a view to the developments in the United States regarding the role of women, the aim of this thesis was to study a group of white, middle to upper-middle-class English-speaking South African mothers in order to gain an understanding of how the mothers viewed themselves. The study focused on the women's self-concept, their expectations and their attitudes towards their roles as mothers and wives.

Their feelings and attitudes towards their present situation as well as their past and their future were explored.

Through group discussions it was hoped that those mothers who participated would gain a deeper perception of themselves as well as of the other mothers with whom they shared the experience. Lieberman et al (1973) states that the opportunity for individuals to learn something about themselves by experiencing others' reactions to their behaviour is meaningful. Through sharing experiences within a group, a new dimension of experience may be gained. Lieberman found that the most characteristic outcome in groups they studied was that participants valued themselves more highly and were more open to personal growth and change.

With increasing economic and political pressures coming to bear upon South Africa, coupled with an increasing number of women attending university, the likelihood of women facing new demands and opportunities is great. The aim of the present study was first to investigate how a group of South African women felt about themselves and their role as wives and mothers. Following the initial investigation, the objective was to offer a group experience to a selection of these women in order to help them know themselves better as well as become increasingly aware of the needs, attitudes and feelings of the other group members. This increased perception of the self and others would hopefully provide a base from which the changing demands of a complex society may be met.

CHAPTER 2

WOMEN

In order to understand the plight of the contemporary mother, an historical perspective of the female role is necessary. An understanding of the growth of the feminist movement is basic to understanding the complex role of today's mother.

The research cited in this study is drawn largely from America. Although there are important contrasts between the South African and American cultures, there are many aspects they share in common. Both cultures developed from a pioneering background in which women played a vital role. These women appear to have survived through a sense of determination and perseverance in the face of hardship.

In both cultures as the pioneering era gave way to an era of greater affluence, women were less directly involved in the fight for survival. They came more to rely on either servants (particularly in South Africa) or modern conveniences which made their lives physically less exhausting. The technology of modern medicine in the Western culture made childbearing and childrearing less of a travail. With lowered mortality rates for both mothers and children the basic struggle for life that was inherent in the earlier cultures of both countries receded into the past for most women. The woman's role was focused increasingly on the function of mothering in contrast to her earlier role which had encompassed wider responsibilities.

Immigration, coupled with rapid agricultural, commercial and industrial development led to an ever-increasing development of urban areas in both countries.

Many of the functions belonging to the farm woman fell away when she entered the city. Instead of being a producer and processor of food (e.g. butter, cheese, eggs, bread) and clothing, she became a procurer. These items were increasingly bought instead of being made. In the 1960s there was a reaction in the United States and some people (especially in the younger generation) felt that the creative aspects of making one's own bread, cheese, articles of clothing and such, were important to one's sense of self-worth. There was a movement among such people to recapture these basic domestic skills. The movement, however, accounted for a very small percentage of the population and it is still largely the case that the modern urban homemaker relies almost exclusively on the external world to provide her family with its essentials. Her husband has largely taken responsibility for the means to obtain goods and services and the woman's role is one of mothering and managing the household. In many South Africa households even the cooking and serving of meals has traditionally been done by servants.

The consequences of the above-mentioned events will be discussed later in the thesis. What is relevant to this discussion, however, is to understand the similarities between the early histories of women in the two pioneering countries. The life for women in both these countries has become increasingly less demanding physically but perhaps less satisfying in other ways as their contribution has become less clearly visible.

The 19th Century feminist movement in the United States was supported by those women who felt severely frustrated in their constrained lives. For them, it was unacceptable to seek satisfaction from being a homemaker and mother and consequently be dependent on men. The intensity of these women's feelings is highlighted by the following quotes taken from Tanner's Voices from Women's Liberation:-

By law, public sentiment, and religion from the time of Moses down to the present day, woman has never been thought of other than a piece of property, to be disposed of at the will and pleasure of man.

Susan B. Anthony, 1860.

The strong natural characteristics of womanhood are repressed and ignored in independence, for so long as man feeds woman she will try to please the giver and adapt herself to his condition.

Elizabeth Cady Stanton, 1869.

The only way for women to get their rights is to take them. If necessary let there be a domestic insurrection. Let young women refuse to marry, and married women refuse to sew on buttons, cook and rock the cradle until their liege-lords acknowledge the rights they are entitled to.

Belva A. Lockwood, 1878.

(Tanner, 1970, p. 102)

Susan B. Anthony portrays the female as a chattel, a role which is a complete negation of fundamental human rights as we have come to know them. As can be seen by her words, Elizabeth Cady Stanton's view of women's inability to experience their strong natural characteristics as long as they are dependent upon man leads logically to Belva Lockwood's proclamation that the only way for women to gain rights is to rebel. These statements reveal the intensity and direction of feeling of the staunch 19th Century American feminist.

Paulina Wright Davis describes with painful insight the tragic development of the female in her day:-

From the marriage hour woman is presented only in a series of dissolving views. First she stands beside her husband radiant in girlish beauty. She worships. One side of the lesson is well learned, that of entire dependence. Not once has she dreamed that there must be mutual dependence and separate fountains of reciprocal life. In the next scene the child wife appears withering away from life as from the heart she is not large or noble enough to fill - pining in the darkness of her home life, made only the deeper by her

inactivity, ignorance, and despair....In another view she has passed the season of despair, and appears as the heartless flirt, or that most to be despised being, a married coquette, or as beauty of person has faded away, she may be found turning to a quiet kind of handmaiden piety and philanthropy.

Paulina Wright Davis, 1952.

(Tanner, p. 103)

The anger and frustration these women reflected as early as the mid-19th Century is further exemplified by the then contemporary playwright, Hendrik Ibsen. In "The Doll's House" his heroine, Nora, is a symbol of the woman who chooses to turn her back on a stultifying society in which she feels no personal satisfaction. Nora spurns the 'homely' values that she has found to be personally suffocating and is willing to submit herself to loneliness, rejection and poverty in an effort to revive her own identity as a person.

The women discussed above were early proponents of the women's liberation movement. They were representative, however, of only a small percentage of the female population. It took many years, two major wars and the shattering depression of the 1920's before further developments took place in the feminist movement.

William O'Neill traces the rise and fall of feminism in the United States in his provocative book Everyone Was Brave (1969). He comments that although it took seventy-two years for women to get the vote (1848-1920), they gained little but legal recognition from their efforts. He points out that women reached out for national influence before enough of them were prepared to use it and long before their society could accept radical criticism of the institutions of home and church.

In countries such as the United States and South Africa, a strong religious, conservative influence has been coupled with a culture that holds the family as an inviolable institution. The mother has been seen as the well-spring of love and nurturance. A woman who criticized or questioned the validity of her role had to be willing to face condescension, anger and possible rejection, by those around her.

One such woman was Charlotte Gilman, who was, according to Janeway (1973) a brilliant theoretician. She wrote as early as 1905-1906 about women as 'objects' who took their standards and self-images from men. She maintained that social change had isolated the woman from the wider world of work. Through the rise of the nuclear family in which the mother played the central role, her exposure and participation in the outside world became minimal.

It was not until World War I that women were allowed a wider role in the United States. President Wilson overcame his initial lack of enthusiasm and urged Congress to pass the female suffrage bill because of its importance to the war effort (Janeway, 1973). Women were now needed to support the war effort, and thus were allowed positions of responsibility outside the home.

Following the war, women were more easily received in the working world than their earlier sisters had been. O'Neill (1969) concludes that this acceptance was a result of their willingness to settle for roles acceptable to the external world. Careers involving teaching, social work and nursing were within the cultural stereotype of 'women's work'. Those women remaining in the working force after the war were now found almost exclusively in these roles. They thus became models for others to follow. O'Neill attributes the slow movement of women's liberation to the limiting aspect of their models who supported 'female careers'.

With enfranchisement and increasing female employment after World War I, women had more freedom than ever before. Not only could they vote, but they could also wear lipstick and have short hair. Janeway (1973) writes that for the first time some young women gained economic independence. For the first time, they no longer had to marry the first man who asked them!

Although most women were in traditionally female positions in the work force, the 1920 American Census did list a limited number of women as doctors, lawyers, architects, engineers, dentists and taxi drivers. (Janeway 1973). Between the wars, by far the vast majority of women, however, remained in their homes and accepted their roles as mothers and wives. This was the case in both South Africa and America.

During World War II women were again given the opportunity to take on further responsibilities in their contribution to the war effort. Following the war, however, there was a strong reaction in the United States against women's emancipation. In particular, there was severe criticism of the mother who ventured out of her home to work (Moulton, 1977). A career was now seen as unfeminine, harmful to children and undermining to marriage. The home was portrayed as an 'island of stability' in a fast-changing world.

Men returned from the war with strong needs for security. Many of them returned to university, placing the economic burden on the women, although most wives remained at home. In the 1950's an undercurrent began to be felt (Friedan, 1963). The American dream of a house in the suburbs, modern conveniences, a happy family with three to four children and a devoted mother was not fulfilling the expectations of some women. The movement to the suburbs resulted in the home-bound mother being even farther from the mainstream of city

life than she had been as a city dweller. For many, this resulted in a decreased amount of intellectual and social stimulation.

2.2 The New Womanhood

There emerged during the early 1960s a new female consciousness. According to Berry (1972) this current of feeling was first apparent in the middle-aged, middle-class mothers who began to admit to a lack of fulfillment in their lives. They no longer felt that they knew just what and who they were living for. They expressed frustration at their isolation from the external world which could offer stimulation and meaning to their lives. They questioned the wisdom and value of living vicariously through their husband's and children's lives.

The feeling that began to grow in the early 1960s in the States was not evident at that time in Southern Africa. The conservative social standards in Southern Africa established during colonization had not been challenged. The vast majority of women were not asking the questions their American sisters were starting to ask.

One possible explanation for this may be that the South African female was not given as great an opportunity to study at university as the American woman. In contrast to the South African woman, the American woman of the 1960s had come to regard a university education as her right, which gave rise to altered expectations for fulfillment in life. The intellectual stimulation they received at university set the American female graduate apart forever from other women who had not experienced that intellectual awakening. While the South African mother was still largely content to remain at home and focus her life exclusively on her family, many American women of the early 1960s were experiencing conflict, frustration and unhappiness in their role (Friedan, 1963).

In 1963 Betty Friedan became the spokeswoman for the New Womanhood when The Feminine Mystique was published. She spoke of the 'problem with no name'. Recognizing that there was something wrong with the American dream of motherhood allayed the deep-seated guilt so many mothers were feeling. They had 'everything anyone could want' - washing machines, clothes dryers, cars, vacuum cleaners, leisure time, etc. Their homes in the suburbs were well-furnished and they had attained all the ideals of their teens, i.e. marriage, family, home. Despite this superficial fulfillment more and more women began to respond to Friedan's explosion of the myth of total fulfillment through a domestic role.

Political groups were formed to fight for increased rights for women. In 1966 Betty Friedan formed and led NOW (National Organization of Women). NOW concerned themselves with practical problems such as day-care for of working mothers, equal pay for equal jobs and abortion reform laws.

Since the mid-1960s legislation in the area of civil rights in the United States has strengthened women's position by making job and wage discrimination illegal. To consider the women's movement of the 1960s as a political movement only, however, would be a gross underestimation of the comprehensiveness of the New Womanhood. Women questioned the meaning of their lives in all aspects.

In summary, this chapter has dealt with the feminist movement in the United States. A parallel has been drawn between the pioneering histories of both the American and South African woman. The female role in those early days was seen as one vital to the family's existence.

As the family moved away from the land in both countries, the woman's role narrowed. Whereas American women questioned the validity of the narrowed role in contemporary society, the South African woman of the 1960s continued to see herself almost exclusively in her role as mother and wife.

One of the outcomes of the American feminist movement was the establishment of women's groups made up of women who were interested in finding out more about themselves, their roles and their expectations. Berry (1972) reported that many more women would be drawn to the world beyond the home to satisfy their newly discovered consciousness. Rosaldo and Lamphere (1974) concluded that women's status would rise only when they had the opportunity to participate in the public sphere.

CHAPTER 3

MOTHERS

The whole notion of sacrifice and surrender pervades every part of a woman's life. A 'good mother' is one who continually ignores her own needs and desires in favour of those of her family. A 'good wife' is always there behind her husband, making him look good, helping him out, cheering him up, ironing his shirts, raising his children. A 'good woman' puts her man's sexual pleasure before her own - "after all, men need sex more".

Virginia Blaisdell, 1969.

(L.B. Tanner, 1970, p. 107)

The concept of motherhood is the fundamental issue of this thesis. The traditional role of mothers is undergoing transition in a rapidly changing society. Complex new demands are being made on many contemporary mothers. This change in expectations from self, family and society is a cause for difficulty in many mothers of today.

This chapter focuses on an examination of mothers in a contemporary Western culture. The theoretical foundation it provides will be the basis for a comparative analysis of the results of this study.

Blaisdell's characterisation given above reflects the underlying sacrifice mothers have so often been expected to make. The following discussion examines the traditional view of the mother's role. The overprotective mother and the consequences of becoming a mother are covered. Problems of today's mother such as the 'trapped young mother' syndrome and the depressed mother are examined.

Concluding remarks include the issue of women as human beings and motherhood as one potentially very satisfying role within an expanded life framework.

3.1 Traditional Motherhood

Prior to the rise of the nuclear family, the responsibilities of the mother included duties outside the home. In earlier centuries women were expected to work in the fields or in cottage industries making an essential contribution to the livelihood of the family (Bernard, 1974). Child care was often delegated to older children or elders, as is still often the case in less sophisticated cultures.

As the concept of the extended family shifted and the nuclear family in which only the parents and children lived within one dwelling became more common, the role of the mother began to change dramatically. The Victorian society idealized the mother as a self-abnegating, altruistic paragon of virtue (Bernard, 1974).

With the contemporary emphasis on the psychological as well as the physical development of the child, the mother has assumed the major role in preparing the child for adulthood. M. Esther Harding in The Way of All Women (1933) reflected the attitude of the early part of this century. She wrote that motherhood required years of devoted service and that the task was so long and exacting that many women become completely absorbed in it. She saw many mothers as taking no account of the rest of their personality but forcing themselves into being the all-loving and all-giving mother of their ideal.

Harding saw the notion of the 'all-giving mother' as unhealthy. Even at that early stage (1933) she felt that the mother must maintain her own personality as a vital woman deeply fulfilled in her own life.

The years during which a mother devotes herself totally to her family are the same years in which she could be most active intellectually. Instead of dealing with current issues of the day involving religious, social and political questions she spends the majority of her time with young children and may become less and less capable of dealing with the wider world.

3.2 Overprotective Mothers

An outcome of the mother devoting herself totally to her child is sometimes overprotectiveness. The overprotective mother focuses all her attention and anxieties on her child at the child's expense. Her own fears and inadequacies are projected onto the child and she overprotects the child in an effort to diminish her own discomfort.

Levy (1943) found that the mother who experienced marked feelings of ambivalence towards motherhood and found it an extremely demanding task was the one most likely to be overprotective. He also found evidence that overprotection may be covering feelings of rejection toward the child.

Again, the intensity of the nuclear family encourages a strong interdependence between mother and child. This symbiotic relationship is seen by Moulton (1973) as unhealthy. She emphasizes the importance of a mutual independence between mother and child. The mother who is not able to encourage her child's as well as her own independence runs the serious risk of alienating her child.

Dependency brings with it a whole raft of negative feelings. Envy, fear, rage and shame are all strong emotions felt by those who are totally dependent. The mother who encourages the dependency farther than necessary may later find her child denying any needs for dependency in an effort to escape a suffocating environment (Moulton, 1977).

The mother who allows her own life to be totally determined by her child's needs may find the situation reversed at a later stage. Through her own devotion she may have lost the ability to be independent herself; as her child grows away from her, the mother becomes the clinging dependent creature. According to Harding (1933) this is the mother who tries to fulfill her own needs through her children. It is

their successes that become hers. She is unable to let her children go and clutches at them in an attempt to satisfy her own ambitions, desires and dependency needs through them.

Harding's insight into the pitfalls of motherhood was remarkable for her time. Her emphasis on the need of mothers to preserve themselves as people while at the same time being loving and caring shows a clear perception of what contemporary psychologists are now stressing. Harding realized that the mother who maintained a life of her own was benefitting not only herself but the child.

3.3 Contemporary Motherhood.

Contemporary motherhood makes far more complex demands on woman than traditional motherhood did. Traditionally the mother's role was to ensure the child's physical needs were taken care of, that the child learned what was necessary and that the child had respect for his elders and behaved in an acceptable manner. It is only recently that the importance of loving the child and looking after its emotional needs has been stressed. Since the advent of lay psychology starting with Dr. Spock, the mother's role has become far more demanding. She is now held responsible for her child's emotional fulfillment as well as his other, more concrete needs. In a culture which has become obsessed with 'feelings', the mother has become the keykeeper and is expected to ensure that the 'feelings' of her family are well looked after.

An extensive study of mothers was carried out in 1971 by Helen Lopata. Interviewing several hundred urban and suburban housewives in the Chicago area, she found that a large proportion of respondents with minor children saw their major tasks as those involving the children. She emphasized the feelings of these mothers that child-rearing was increasingly complex and demanding because of the ever-expanding explosion of knowledge regarding human development. The

mother saw her role as an ever-changing one in which she continually had to learn new ways of relating to her children's needs in order to help them reach optimal development. She found that most American girls admitted that they did not have sufficient knowledge and skill to feel they were effective mothers.

Lopata (1971) writes that the process of 'becoming a mother' has been judged by many researchers in the United States as a traumatic or 'crisis' experience. Despite this, she notes that the majority of American girls still regard becoming a mother as a major goal.

The South African mother has been exposed to many of the same pressures as the American mother, although perhaps not to the same degree. Most of the current issues of mothering and child psychology are transmitted through the media from America to the South African mother. In no way has she escaped the increasing pressures on mothers to fulfill all the emotional, physical and intellectual needs of her child.

3.4 Consequences of Being a Mother

Becoming a mother marks a distinct stage in a woman's development. Overnight very different behaviours are required of her. For a young woman, particularly one who has experienced career and independence, this critical shift from one role to another is stressful (Komarovsky, 1971).

Current research on stress (Tanner, 1977) rates the birth of a child as a major stress for a woman. At a time when her body is being taxed through pregnancy, birth and caring for a new infant, her own emotions and inner resources also have to contend with a total change in role. New skills, attitudes and behaviours are required of her. At the same time her physical environment becomes more limited. Her relationships may also have become more limited as a result of her new circumstances.

Although the positive feeling that most women experience at the birth of a child should not be undervalued, a woman who is used to gaining self-esteem from participation in a working world is suddenly cut off from the very things that in the past have made her feel alive and vital. Moulton (1977) found in her study that the more the young mother was not able to assert herself in the outside world and was limited to managing 'emotions' at home, the more she experienced a strong need for independence. The result of this may be conflict within the marriage and with the children. The mother may become depressed or even physically sick.

One of the healthier ways which some mothers have found to deal with this problem is to seek support from other females in a similar situation. More and more mothers in the United States, however, are looking to sources outside their homes and friends to obtain positive feedback regarding themselves. Many mothers have found that by returning to work, even part time, they have experienced a heightened sense of self-esteem and found themselves happier than they had been since the birth of their first child.

Concern over the stultifying effects of motherhood is not only recent. As long ago as 1947 Lundberg and Farnham expressed concern over the dangers of neurotic mothers who found no dignity and prestige in motherhood. They emphasised the long-term damage resulting from 'psychologically disoriented' mothers who then transmitted their own unhappiness and confusion to their children.

Helen Lopata (1971) cites the following as being the consequences of motherhood most often reported by mothers in her study:-

- being tied down - constant presence of offspring with unremitting demand for attention.
- addition of work and responsibility - awareness of an infant's complete dependence upon mother (mentioned most frequently as a contrast between role of mother and role in 'outside jobs')

- increase in maturity, in capacities and abilities; pre-motherhood traits are judged to be irresponsibility, selfishness and immaturity; the post-maternal self is seen as the model of adulthood.
- change of existing social role in order to fit a new set of relations with particular reference to the role of wife which must now compete with role of mother.
- wife's needs in terms of the behaviour and attitudes of the husband change and a period of adjustment is necessary to establish a new equilibrium.

One of the major conclusions of Helen Lopata's study is that the event causing the greatest discontinuity of personality in American middle-class women is the birth of her first child; especially if it is not immediately followed by a return to fulltime involvement outside the home.

It is not just a 'crisis' which is resolved by a return to previous roles and relations, but an event marking a complete change in life approach.

(H. Lopata, 1971, p.200)

The middle to upper-middle-class South African mother does not experience to the same extent the overwhelming change in life-style following the birth of her first child. The major difference has been that she has almost always had a servant (at least part-time) to relieve her of many of the more tedious and exhausting chores. Of perhaps even greater significance is the independence she experiences as a result of often having a live-in babysitter. If she chooses to, the South African mother can often retain a degree of autonomy following the birth of her first child.

It may well be this freedom that has enabled the South African mother to maintain activities (e.g. tennis, charity interests, evening entertainment, part-time employment) and has thus resulted in a lower level of dissatisfaction and role conflict as mother. There is often a marked contrast between the American and South African mother with

regard to the degree of autonomy they experience following the birth of the first child.

3.5 Competence as a Mother

The problems that face a woman regarding her ability to mother frequently arise from her own behaviour. They often stem from self-doubt over her ability to function effectively in the complexity of the contemporary mother's role. Lopata (1971) found that many of her respondents felt a conflict between obligations to themselves and the duties of child care, even after they had supposedly adjusted to the shift in roles.

Regarding feelings of adequacy in the role of mother, Lopata found important differences within the population she studied. The distribution varied according to the characteristics of education. She found that the least educated woman was the one most likely to state that there were no problems and that she knew what to do and must get along and do it.

The more educated woman tended to be relation-oriented and worried more about her ability to be a good mother. Those respondents with a college education were most likely to perceive the role of mother as a complicated set of relations and to stress the creative and influential aspects of mothering. With a decreasing number of physical tasks and a higher level of education, the women's view of the role of mother shifted and an awareness of the complexity of obligations was stressed.

3.6 The 'Trapped Young Mother' Syndrome

It has been shown that the consequences of being a mother are major and at times overwhelming. During the 1960s it was found that children add stress to parent's individual as well as marital lives (Seiden, 1976). Women's magazines as well as other media and research focused on the 'trapped young mother'.

A "Quality of American Life Survey" cited by Seiden (1976) found that a significant difference was reported in satisfaction with life as a whole between young, married, childless women (89% satisfied) and married women with young children (65% satisfied). Levels of stress reported were greatest for women during the early years of child-rearing. Seiden reports that this period was associated with less happiness, more stress and more overt mental illness.

These research findings confirm that early motherhood is not an easy stage of development. In Lopata's study (1971) respondents emphasised that they felt unprepared to deal with the demands that were suddenly placed upon them. In previous generations the extended family played an important role in spreading the responsibilities of child-rearing.

Within the extended family a division of labour is possible. In the contemporary nuclear family this is often not possible. The mother has the primary responsibility for managing the household and raising the children. Epstein (1970) in her study emphasizes the repetitive nature of household and child-rearing tasks. Many of the tasks are not suitable for delegation. Even the South African situation in which there have always been servants to assist do not relieve the mother of daily tasks such as planning and procuring food, upkeep of the house, children's activities. At the same time, the husband's needs must be met as well.

Another major set of demands is made on the mother by the extended role network into which she is drawn as the child becomes older. School and social activities require that the mother be available, and seldom are these activities planned with the working mother in mind. If there is one major area in which South African mothers are tied down

perhaps even beyond their American counterparts, this is it. The South African culture in which after-school activities proliferate, often requires the mother to become a chauffeur. Countless hours are spent in the car transporting children from one activity to the next.

Childhood illnesses are another aspect of mothering that contributes to feelings of being trapped. Illness increases the child's dependence upon the mother and exacerbates the mother's guilt feelings if she finds it necessary to leave the child.

An interesting finding regarding American mothers' feelings of being trapped is described by Komarovsky (1971). She found that women who were not career-minded and thus did not experience role conflict were a particularly problem-ridden group under the following circumstances. As mothers of young children with little or no domestic help they complained not only about the drudgery and fatigue of their days but also of their intense frustration.

These women expressed frustration over what they were not able to do because of their homemaking responsibilities. Although they did not want to work they felt the need to spend some of their time doing something that was meaningful to them as individuals. This particular group of women would appear to have no difficulties if they had access to help such as many South African women do.

Komarovsky also found that those women who had enjoyed careers previously reported a painful reorganization of life when children arrived and often longed for their relinquished career. These women often experienced a more intense feeling of isolation because they found it more difficult than those mothers who had not worked, to benefit from the company of other homemakers.

The lack of adequate preparation for motherhood was mentioned earlier as one reason for mothers experiencing difficulties. Seiden (1976) sees these problems being minimized by a more realistic awareness of the responsibilities of motherhood before the commitment is made. She notes that women are often unaware of the effect that marriage and children will have on their lives.

A more successful approach to marriage and parenthood is one that sees them as a challenge as well as a source of stress. One must be prepared, therefore, for an increased risk of impaired mental and physical health. Research indicates that positive life events may be as stressful as negative ones (Tanner, 1977).

Encouraging mothers to anticipate the years of child-raising as a time-limited occupational hazard may prevent them from seeing the problems inherent in this life stage as developing from personal failings.

3.7 The Depressed Mother

The increasing incidence of depression in women both in the United States and South Africa is serious cause for concern. The ease with which many of these women are treated pharmacologically with anti-depressants is worrying. It would appear to be a symptomatic treatment for many. Unless the cause of the depression is examined and treatment designed to alleviate the cause there seems little hope for a permanent cure.

On the basis of the discussion of mothers feeling trapped, it is not surprising to find an increased level of depression amongst married women. Weissman and Paykel (1974) found that there was a high incidence - up to one-third - of depression amongst educated married women. They related this to career disruption, lack of geographic stability and role conflict. They noted that although the women's liberation movement implores women to be independent and to work, the

reality for the majority of women is that career adaptations have to be made to fit personal and family needs. They found that the frequent moves of American families cause disruption and feelings of insecurity. They report that the average American family moves three times in ten years.

Weissman and Paykel worked with groups of women who were attempting to combine home and career. They concluded that counseling during periods of transition provided beneficial emotional and social support. The women in their study also reported the positive effects of meeting other women who were also trying to combine two roles.

The mothers with older children were also experiencing difficulties. An increasing number of women with children in high school or university were complaining of feelings of depression, boredom and resentment. Moulton (1977) found that they were afraid of losing their husbands as a result of their going 'stale'. They felt constrained by their own depression from acting on their own needs. Moulton reports an increased dependency on husbands and children and a lack of ability to identify their own requirements. This ties in with the earlier discussion of the overprotective mother.

The first step in treating these women involved helping them allay their guilt feelings at no longer being able to wait upon others. Moulton found that their deeper fears, however, were connected with dependency needs they experienced within themselves. What they feared most was failure if they did venture into the external world.

A study carried out in England substantiates that married women are more vulnerable to depression than single women. After a three year study of depression, DeCrow (1971) reported that married women were prone to depression at any time in their lives and that their relapse was frequent. DeCrow attributes this to the oppressive nature

of the family. This conclusion is in accord with Moulton's finding (1977) that in the course of therapy, depressed women in their 50s often looked back to crucial choices they made years earlier as reasons for their feelings of personal loss of identity. She notes the example that many women married to physicians gave up their own careers in medicine to live vicariously through their husbands.

Reported proportions from 2:1 to 3:1 of clinically depressed patients are women according to Seiden (1976). There is, however, strong evidence that biological disorder may influence this statistic. A model of vulnerability to depression has been developed that shows a 'learned helplessness' that is closely related to traditional female sex-role expectations. If this is valid, it is indicative that a biological predisposition to depression may be intensified by an overly dependent female.

Depression has been seen to be the epidemic of the 1970s. Weissman and Paykel (1974) see the most obvious cause as life stress. They found disturbances of interpersonal relationships (separation and loss) and diminished self-esteem to be two of the most common concomitants of depression.

The woman who leaves an active career to become a mother will no longer receive the continuous feedback regarding her self-worth from her colleagues. She will no longer have the social interactions with them that have been a vital source of communication and acceptance for her. Although there is little doubt that a great many mothers benefit from the satisfactions of motherhood (e.g. watching their children develop and grow) many women find that the feeling of achievement gained as a mother is not sufficient. Such a woman becomes vulnerable to depression when she leaves her job and remains in the constraining environment of her home unless she ensures that she maintains activities independent of her mothering that satisfy her needs

for achievement and self-esteem.

The mother who has devoted her life entirely to her family and is then faced with children growing away from her into adulthood is another individual at risk. Although the other concomitants (e.g. a biological predisposition to depression) must not be ignored, much can be done to help these women. Supportive therapy during these stressful transitions may mean the difference between a successful adaptation to a different stage of life in which interests outside the family must again be developed and an unsuccessful adaptation ending in depressive illness.

3.8 Concluding Remarks Regarding Mothers

The South African society remains a conservative one in which it is not largely accepted that the young mother leave her children to go out to work. Those who do are risking disapproval from their families and peers. This, coupled with the freedom the South African mother often experiences through her domestic help, may make her far less anxious to pursue outside interests than her American counterpart. Within the traditionally accepted framework, she is still able to experience a relative degree of freedom which may help to diminish the feelings of frustration and boredom so commonly found in the American mother.

These comments are in accord with Jessie Bernard's as she writes that motherhood is only one of many roles a woman may play (Bernard, 1974). She stresses that women are human beings and strongly criticizes the modern institution of motherhood that requires the mother to take sole responsibility for the children and to have full-time care of them.

She cites evidence that women in cultures where they were given the heaviest load of child care were more changeable in expressing warmth than those in other cultures. They were more likely to experience hostile feelings not related to the behaviour of their children. She maintains that our culture has selected the worst features of all the ways motherhood is structured around the world and then combined them into the current design.

The 19th Century model of the idealized mother as a loving, gentle, tender, self-sacrificing individual started to crumble as early as 1879 when Ibsen's Nora proclaimed that before all else she was a human being. Nora's assertion that her own individuality came before her roles as wife and mother has gained increasing momentum with American mothers in the mid-20th Century.

Bernard (1974) writes that women have never before rebelled to the extent that they are now doing. They are saying that although they love children, they hate motherhood. They resent being assigned sole responsibility for child care. They will not accept that this is viewed as their major activity. Research cited earlier regarding depression amongst married women confirms that many mothers are experiencing intense distress.

Bernard (1974) sees the intense guilt of many contemporary mothers who attempt to combine roles as a result of impossibly high standards that our culture has placed on motherhood. Perhaps with the growing realization of the essential contribution of the father in the parenting role, the contemporary mother will feel less of a need to be the perfect parent.

Despite the difficulties of motherhood, the satisfactions of mothering are not to be undervalued. Komarovsky (1971) found that the raising of children was ranked as the highest in the list of satisfactions of family life by 128 homemakers. In Lopata's study (1971) the largest proportion of participants replied that their greatest satisfaction within the homemaker role stemmed from the role of mother. Only 8% of the respondents found the role of wife most satisfying.

Komarovsky concludes that the deepest satisfactions in the life of a woman are bound up with child-raising. Her respondents found the task of raising children highly rewarding but not to the exclusion of other needs.

The woman who is able to integrate successfully the jobs of being a parent with her other needs has the opportunity for an optimal experience. As intimate knowledge of herself is necessary before she is able to understand her own needs and subsequently to act upon them.

1987-1988
1989-1990

In the traditional view of motherhood, the mother is seen as the primary caregiver and nurturer of her children. This role is often associated with a sense of responsibility and duty. The mother is expected to provide emotional support and guidance to her children, and to ensure their physical and emotional well-being. This role is often seen as a central part of a woman's identity and life.

In the research on depressed women, the mother's role is often seen as a source of stress and pressure. The mother is expected to be a perfect parent, and to meet the needs of her children. This can lead to a sense of guilt and self-blame, especially if the mother feels that she is not doing enough. The research suggests that the mother's role can be a source of emotional distress, and that this can contribute to the development of depression. The mother's role is often seen as a source of emotional support and guidance, but it can also be a source of stress and pressure.

(3) Research on the mother's role

4.1 Self-esteem and Self-acceptance

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CHAPTER 4

THE SELF

In the practice of therapy I have observed with unfailing consistency that when a client learns to take responsibility for his own life, when he achieves autonomy and authentic self-esteem, when he ceases to practice self-denial and self-sacrifice, he experiences a degree of benevolence toward other human beings that was unknown to him in his alienated state.

In proportion as a person is in touch with his actual self, with his real needs, with his authentic feelings - and in proportion as he acknowledges ownership of his own person he experiences a sense of inner strength, a sense of personal efficacy, a sense of being alive physically, emotionally and mentally, that frees him of the fear of others which underlies all hostility and destructiveness. To achieve that state is the highest form of selfishness. It is man's greatest challenge. It is his greatest reward.

(N. Branden, 1971, p. 172-173)

4.1 Self-Esteem and Self-Acceptance

In the preceding chapter on mothers, the discussion focused on the traditional role of motherhood which demanded a selfless devotion to the family. The negative aspects of this self-abnegation were discussed in regard to both South African and American mothers. Lives lived vicariously through children or husbands have been shown to carry with them a high degree of risk (Moulton, 1977).

In the research on depressed women, Weissman and Paykel (1974) found low levels of self-esteem in their respondents. In the previous discussion it was noted that when a woman has been used to positive feed-back about her self-worth through her work, she finds it a difficult transition when this is no longer forthcoming in her role as homemaker. In most cases she must rely on her own perception of herself in establishing her self-esteem. Often, this is not enough.

A high level of self-esteem plays an important role in a healthy personality. Branden (1971) sees self-esteem as a commitment to self-awareness. He describes it as confidence in one's ability to understand and judge the facts of reality. It implies an intellectual self-reliance.

For many females who have grown up in a world that reinforces dependency relationships for women and encourages them to look for an external valuation of themselves, Branden's definition of self-esteem would cause difficulty. His emphasis on the responsibility of the self to maintain awareness and self-reliance is directly contrasted with the traditional female stereotype of letting the husband take the leadership. Women have been traditionally encouraged to be dependent upon their husbands for their physical, emotional as well as intellectual needs.

The skills and social techniques learned in childhood contribute to a positive sense of self-esteem. (Erikson, 1959). They contribute to one's sense of personal identity. If there is a disparity between one's ego ideal and one's social role, the individual will experience difficulty and conflict within himself as well as with his environment.

Women who have grown up with traditional values experience inner as well as outer discordance when they attempt to adopt a new ego ideal that is manifested in a new social role. This role discordance is due to a difference between the training and role concepts they bring with them from childhood and the new values they have adopted as adults.

They may experience feelings of inadequacy, rejection and inner conflict in their effort to attain a new identity. The result if they are not able to effectively solve their conflicts will be a lowered sense of self-esteem and a lack of self-acceptance.

In the previous chapter it became apparent that there are an increasing number of women who are no longer satisfied with a life in which their sole objective is to look after the needs of their families. For those women who decide to challenge this role there may be a period of internal conflict caused by the dissonance of their early learning in childhood and their present shift to independence. Outside support to help them adjust, may be necessary for those women who wish to modify their values and goals. This may prevent them from going through a period in which their sense of self-esteem and self-respect are diminished.

A change in self-image is necessary for the woman who is not satisfied with her present role. The woman who is not satisfied with her present role may find it difficult to change her self-image. The woman who is not satisfied with her present role may find it difficult to change her self-image. The woman who is not satisfied with her present role may find it difficult to change her self-image.

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A change in sex-role stereotypes including the source of self-esteem and self-acceptance has historically been extremely difficult to bring about. The history of the feminist movement has shown this by being one of short bursts of revolutionary enthusiasm followed by relatively long periods of quiet.

Research substantiates that women still win personal esteem by accepting the traditional female sex-role stereotype. According to this stereotype women should be weaker than men, require protection, be passive, patient, self-sacrificing, sensitive, etc. (Dahlstrom, 1962). Epstein (1971) concurs with Dahlstrom that the accepted image of women includes a lack of aggressiveness, a lack of personal involvement (except within the family) and egotism, as well as a lack of ambitious drive.

According to Broverman et al (1972) women continue to be perceived as relatively less competent, less independent, less objective and less logical than men.

A further comment reveals a more extreme perspective of the female role:-

The female is and was meant forever to be warm, nurturant, yielding, lovable though a bit on the stupid side; willing to accept the rule and domination of the male....

Farver and Wilson, 1963, p.260)

Personal esteem based on the criteria mentioned above preclude women from earning prestigious positions that require contradictory 'male' traits such as ambition, autonomy and selfishness. If a young woman aspires to these attributes she may be labeled as hard-driving and unfeminine. Epstein's (1971) research indicates that many men and women are still repelled by female role models which incorporate attributes such as independence, objectivity and assertiveness. Women themselves continue to have mixed feelings about those of their sex who challenge male prerogatives (Dahlstrom, 1962).

The contemporary woman is faced with a painful dilemma. On the one side contemporary therapists such as Branden and other humanist psychologists such as Carl Rogers are extolling the importance of self-esteem and self-acceptance in finding self-fulfillment. This concurs with the increasing body of research pointing to the dissatisfaction and frustration of the young mother confined to the home.

The other side of the dilemma is that society (and in particular in South Africa) still maintains a traditional view of the family in which the mother is dependent upon the husband and in return devotes herself to managing his home and raising the children.

4.2 Role Conflict

The above evidence substantiates the difficulties a young female faces when she contemplates her future. Epstein (1971) stresses that values and social images are often incompatible and ambiguous resulting in personal strain. She notes that it is not easy to isolate all the contradictory messages intelligent young women get from their environment about expectations for their future.

The primary message the South African girl still receives is that in order to be a woman she must marry and have children. In addition to this, however, she is expected to perform well in school and perhaps later in a job. Marriage and children, however, replace academic excellence and a successful career. The new mother is expected to put those values away with the birth of her first child.

Epstein writes that ambivalence of values, which are rooted in social structure and are not a product of any individual's personality can undermine training, aspirations, motivation and planning. It may make extremely difficult the definition of future roles.

The anticipation of marriage and a family may well result in a weakened commitment to any career goal. Demanding university programs and career training may be avoided by a young woman who sees herself working for only a few years before she starts a family.

Women living in affluent suburbs of upper middle and middle-class Johannesburg exemplify the problems that a young girl faces. Traditionally, these women have not needed to work. The young girl today sees her mother as a model. If she is to break out of that model and prepare herself for a career which utilises her potential fully she must be strongly motivated and willing to withstand societal pressures on her to follow the accepted road to early marriage and family.

4.3 Achievement Motivation

An understanding of achievement motivation within women is fundamental to understanding the dilemma in which the contemporary female finds herself.

Current research carried out in the U.S. indicates that despite the strong feminist movement of the 1960s, many women do not find it acceptable to strive outside the family for a high level of achievement.

Hoffman (1972) presents a speculative theoretical view suggesting that females have high needs for affiliation which influence their achievement motives and behaviour. In a review of the research findings on female achievement motives she reports that it has been found that girls in comparison to boys have less encouragement for independence, more parental protectiveness, less pressure for establishing an identity separate from the mother and do not explore their environments in the independent fashion that boys do. She concludes that the result of this is that girls develop less adequate skills and lack confidence. They continue to be dependent upon others.

Whereas boys gain confidence and independence through achievement, Hoffman reports that girls rely on their relationships with others in building and maintaining self-esteem. Horner (1972) stresses the dysfunctional nature of this dependence for females in the full development of their own intellectual abilities. Hoffman (1972) concludes that the desire to please others determines girls' achievement motivation and affects performance if an important relationship is threatened.

The need to separate from the mother is an important aspect of establishing one's identity and thus determining one's achievement motivation. Erikson (1959) writes that it is through the child's conflict with the mother and increasing separation from her that the child gains a sense of autonomy and pride. Hoffman maintains that this conflict and separation does not take place for many girls. A lack of achievement motivation, therefore, may be related to a lack of separation from the mother.

Matina Horner's research studies offer another possible explanation for a low level of career aspiration. Horner (1972) reports that females with high achievement motivation often experience a fear of success which may well inhibit the women's level of aspiration. The woman who does feel a need to achieve but lacks a sense of autonomy and a fear of rejection does not have an adequate base from which to realise her full potential.

In a study of ninety female university students and eighty-eight males, Horner (1972) found that fear of success dominated the female responses in a projective test and was relatively absent in the male responses.

Horner's study was based on the results of the standard Thematic Apperception Test in which verbal leads rather than the conventional pictures were used to measure achievement motivation. An additional verbal lead connoting a high level of accomplishment in a mixed sex competitive achievement situation was included. It was on the basis of the female's responses which showed an avoidance of success that Horner based her conclusions.

Although Horner's conclusions may be criticized because of the lack of standardized data (i.e. verbal cues rather than the TAT pictures), she substantiates her results by citing other studies involving a total of 348 subjects whose results concur with hers (Horner & Rhoads, 1968, Schwenn, 1970, Horner, 1970, Watson, 1970, Prescott, 1971 - cited in Horner, 1972).

Horner warns against the possible negative consequences of a fear of success:

Among women, the anticipation of success especially against a male competitor poses a threat to the sense of femininity and self-esteem and serves as a potential basis for becoming socially rejected.... In order to feel or appear more feminine, women, especially those high in fear of success, disguise their abilities and withdraw from the mainstream of thought, activism and achievement in our society. This does not occur, however, without a high price, a price paid by the individual in negative emotional and interpersonal consequences and by the society in a loss of valuable human and economic resources.

(Horner, 1972, p. 173).

Once again it has been found that the young female risks rejection and diminished self-esteem if she chooses a non-stereotyped sex-role. Horner feels the solution to the female's changing role is no longer to rely on gaining self-esteem by the limited role of motherhood. She concludes, however, that the option of finding self-esteem through activities outside the home is still blocked by psychological barriers. These barriers are the traditional roles that women are encouraged to play.

The woman who faces guilt because she leaves her children in the care of others is also facing social rejection if she pursues a 'male-oriented' activity. Horner found that the female's strong need for affiliation often prevents her from aspiring to a male-dominated career sphere (e.g. engineering, physics, etc.) because of the risk of censure.

The fear of rejection prevents many women from taking risks that might ultimately bring them a much greater sense of self-realisation. The loneliness that follows rejection is a strong deterrent from breaking the barriers of the traditional female role.

Carl Rogers (1969) stresses that only through risk-taking are people able to reveal their real needs and therefore to have the opportunity of fulfilling them. In America where an increasing number of women have taken the risk of loneliness and censure through divorce or by not marrying at all, there is evidence to show that these women are reaping rewards in terms of personal satisfaction and a heightened sense of self-esteem. Gail Sheehy in Passages (1977) describes both the pain of loneliness and insecurity as well as the joy of personal achievement in coming to terms with her own life as a single person who has chosen a demanding but fulfilling career.

According to Abraham Maslow (1968) each of us has an essential inner nature which is unique and persistent. It is perhaps the persistence of this nature which prevents an increasing number of women from finding fulfillment in their limited roles as homemakers and causes depression in them as a means of defence against this inner drive.

Although this inner nature is present in all of us, according to Maslow it may easily be extinguished if it is not nurtured and developed through our experiences with the external world (culture, family, environment, learning). It is the present writer's belief that this is exactly what happens to many women. Their need for love and acceptance is so strong that they conform to societal norms and consequently deny their own inner beings. The result may be unhappiness, depression, poor interpersonal relationships, mental as well as physical illness.

In the field of mental health it is accepted that personality dysfunction is the result of a pathological development or a falling short of growth or of self-actualization (Maslow, 1968). The main source of personality disturbance is seen as a frustration of basic needs including idiosyncratic potentials, expression of the self and the tendency of the person to grow in his own style and at his own pace.

Moulton (1977) and Lopata (1971) conclude that a wider sense of accomplishment is necessary in many women in order for them to fully enjoy the role of mother and homemaker as well.

The guilt so many females experience may be two-fold. It includes the internalization of others' disapproval. The woman who works and leaves her small children in the care of others may experience intense guilt. Another facet of guilt, however, is the intrinsic guilt that is the consequence of betrayal of one's own inner self - a turning off from the path to self-actualization. It is disapproval of and disappointment in oneself (Maslow, 1968).

Women who are able to begin to experience their inner selves, to begin to learn what they really want or do not want may be able to avoid a self-destructive cycle.

Intrinsic guilt has the capacity of being self-constructive. Females who experience a supportive environment, such as that of an encounter group, may be able to lessen the guilt that has come from external sources through the communal recognition that societal values are not inherently right. They are then free to experience themselves fully for the first time to discover their own needs and aspirations. If they are successful in extricating themselves from the mire of external guilt placed upon them by societal pressures, they are then better able to know themselves and ultimately work towards their own fulfillment (Osborn and Harris 1975).

Change is painful. Growth at times may be unbearably difficult. The woman who decides to buck the traditional barriers recognises that the freedom and pleasure of experiencing her real self for the first time is countered by the difficulties she is confronted with. Once again it involves risk-taking. It means facing an inner as well (perhaps) as an outer loneliness. It may mean separation and loss - not only from the old 'safe' self but from those whose values are inimical to one's new goals and values.

In giving up social, emotional and possibly economic dependency one chooses a more demanding, responsible, difficult role. The rewards, however, are great if one is able to reach an inner self and allow it and encourage it to develop to its limits. It takes strength, courage and commitment. Within the supportive environment of others attempting the same challenge there is a greater likelihood of attaining this goal.

CHAPTER 5

THE GROUP

The main emphasis in the present study was on the intrapersonal development of individuals within a group setting. The aim of the group work was to facilitate individual development within the supportive culture of a group. Group members were encouraged to share feelings and experiences with each other. Participants thus had the opportunity to develop a deeper perception of those around them as well as themselves.

In previous chapters the changing role of women has been discussed. Smaller nuclear families, economic pressures and advanced levels of education have been cited as reasons for women's changing role. It has also been mentioned that during periods of transition supportive groups experiences can be helpful. In assisting each other, individuals may perceive themselves and others more clearly, and there may also be less risk of a loss of self-esteem. On the contrary, levels of self-esteem and self-awareness may be increased.

The ability to deal with change has been emphasized as the most important dimension man must develop in the contemporary world (Toffler, 1970). Group work was undertaken in the present study in an effort to encourage participants to gain a deeper perception of their own needs and expectations in a rapidly changing society.

5.1 Group Dynamics

The study of groups may examine the interpersonal relationships within the group, the relevance and potential applicants of groups to society, as well as intrapersonal development within the group. The development of the group itself is another important feature of group dynamics (Cartwright and Zander, 1968).

The present study focuses mainly on individual development within a group setting.

One important aspect of group development is the degree to which group members share things in common. Newcomb (1961) writes that the importance of shared norms and interlocking roles forms an important base for interaction and communication in a group.

Mothers participating in the groups in the present study shared much in common. They were all residing in the northern suburbs of Johannesburg, within a similar age bracket, and had an average of two children - one of whom was five years old.

Another important feature of group work is that results may be obtained within a group setting that would not be possible in an individual therapeutic setting (Cartwright and Zander, 1968; Osborn and Harris, 1975). In the present study as will be shown in the discussion, the perception of other group members' views and problems enabled each individual to gain a clearer image of herself than might have been possible in an individual therapeutic setting.

5.2 The Effectiveness of Groups

The effectiveness of groups has been challenged. The issue of possible harmful effects of groups has also been raised. In a detailed study involving 210 experimental subjects and 69 controls, 17 groups were formed by Lieberman and his colleagues (1973).

The study set out to examine some of the myths that have developed with the rapid growth of the group movement in the 1960s. They found that heightened emotional experiences, a high level of stimulation, expressivity and self-disclosure did not appear to be related to beneficial effects on group members (Lieberman et al, 1973).

The study concluded that although the group experience might well be an intense one, it did not result in long-term change. Relationships resulting from the group were also not long-lasting. The authors stress that this does not mean that the experience was not a valid one and that the relationships at that time were not intensely meaningful.

Lieberman's results are in sharp contrast with Carl Rogers (1969) who concluded that groups do result in long-term change and that the group experience provides an internal reference point that remains with the individual over time.

Rogers has gathered data over a decade and supports his conclusions with excerpts of correspondence from group members. As Lieberman's results were not based on studies of a similar duration, his conclusions regarding the long-term beneficial aspects of groups may be questionable. It is, however, important to note that the Lieberman study appears to have been carried out in a far more rigorous manner than Rogers' work.

Another finding of the Lieberman study was that although group members often reported liking the group experience, this feeling bore little relationship to the actual learning taking place. In sharp contrast to the Gestaltists' concept of group dynamics that learning takes place on a sub-intellectual level (Perls, 1973), Lieberman found that a cognitive element was essential if there was to be significant learning.

Lieberman suggests that groups rather than producing deep-seated change fulfill a much simpler need - that of momentary relief from alienation. Through providing a meaningful human encounter between individuals, groups may well fulfill an important need in this society without actually resulting in fundamental change.

The authors conclude that the underlying principles of group dynamics remain meaningful:-

Encounter groups excel in their ability to involve and provide a setting in which certain basic human activities associated with productive change can occur. . the ability of such groups to provide a meaningful emotional setting in which individuals can overtly consider previously prohibited issues cannot be ruled out as an important means for facilitating human progress.... The opportunity for individuals to learn something about themselves by explicitly expressing and experiencing emotions and being able to talk about such feelings is a basic process for enhancing human potential... not easily duplicated in the ordinary course of living.

(Lieberman et al, 1973, p. 454)

Lieberman and his colleagues have made a very positive contribution to the group movement. Much disappointment has resulted from individuals whose expectations regarding the beneficial aspects of groups have been too high.

The remainder of this chapter deals with various group movements that have had a bearing on the present study.

5.3 The Psycho-Analytically Oriented Group

Although the present study did not undertake group-analytic therapy the concepts underlying the theory provided a framework.

Wolberg states that:-

...all theories of group psychotherapy that make any sense must be derived from theories of individual therapy, and must be extensions of such theories. The many failures of group psychotherapy and group treatment in its various forms may well stem basically from a failure to understand this simple but all important truth.

(Wolberg, 1976, p. 134)

Psychoanalytic theory which stresses the intrapsychic development of the individual provides a structure for the psycho-analytically oriented group.

According to psychoanalytic theorists, the individual is pre-conditioned extensively by his community even before he is born. The imprinting received from the groups he is a part of play a major role in his development (Foulkes and Anthony, 1957).

Despite the fact that man has always existed within a group structure, many individuals fear group involvement. Foulkes and Anthony (1957) stress that because the survival of the group or species has always superceded the survival of the individual, there should be little surprise that contemporary individuals are afraid of losing their identity by submitting to group norms and roles.

Societal pressures that result in treating the individual as expendable yet require group membership leave many individuals with a fear of personal loss of identity as well as a feeling of isolation and alienation. Foulkes and Anthony (1957) regard mental illness as a disturbance of communication. This disturbance is reflected in the doubts and fears of many regarding their identity or personal integration.

Given the above it is evident that many individuals must fear and at the same time be drawn to group involvement. Their feelings of personal threat prevent them from seeking group involvement that might lessen their feelings of alienation and isolation. The psychotherapeutic or developmental group may offer the individual a secure setting in which to examine his inner questions, doubts and fears without threatening him with personal annihilation. Through communication in which values and feelings are compared and explored, the individual is able to come to a higher level of integration and functioning.

Psychoanalytic therapists stress that the transference plays a major role within the group experience. In contrast to analytic theory that maintains that relationships with all significant figures from early years may be worked through with the analyst, the group-analytic therapist maintains that group members provide a broader base from which individuals can relive their early relationships (Wolman, 1965). Throughout this group process if or 's given a feeling of being accepted, respected and is able to share and participate, the individual may be able to lessen the gulf between himself and the external world (Foulkes and Anthony, 1957).

Group-analytic therapy differs from individual therapy in that the group interaction becomes another integral dimension of the therapy. The processes which are dealt with in a two-person situation in individual therapy are now dealt with within the group setting.

Although not quantitatively measured in this study, a knowledge of the fundamental dynamics operating within group members was essential for an understanding of the group process.

5.4 The Encounter Group

The emergence of the encounter group movement has made an indelible impression on contemporary psychotherapy. It came at a time when the intellectualized approach of psychoanalysis was under criticism.

The first recorded predecessor of the present-day encounter group took place in 1946. Kurt Lewin, a well-known American psychologist, was asked to conduct a workshop to train leaders to deal effectively with community interracial tensions (Lieberman et al, 1975). The National Training Laboratories, an organisation founded by the staff of that first session, evolved through the years into an increasingly refined educational institution. Its function was to train people in basic human relations or T-group ('T' for training) experiences.

Group leaders encouraged 'feedback' of perceptions between members. The conscious study of the process of a small group was emphasized and in particular interpersonal perceptions (Lieberman et al, 1973).

It was not until the early 1960s that the more extreme group movements were noticeable. A group of West Coast leaders questioned the limitation of the use of human relations training to the acquisition of interpersonal and leadership skills. They redefined the goals of their groups emphasizing personal growth, the development of the full potential of the individual - especially the stimulating (if painful at times) experience of discovering unknown areas of the self. The emphasis was shifted from learning about people in groups to learning about oneself (Lieberman et al, 1973).

The encounter group movement was further stimulated by psychologists such as Carl Rogers and Abraham Maslow who offered an optimistic view of man and his potential for self-actualization (Rogers, 1954, Rogers, 1961).

According to Rogers, man is basically good and is constantly striving towards a more effective existence, i.e. he is growth-oriented (Rogers, 1961). This is in accord with Maslow's theory of self-actualization in which he, too, sees man as able to work towards increasingly high levels of self-actualization relative to the level of his needs (Maslow, 1954).

Given the above theory of personality and motivation, Rogers recommends a non-directive approach to therapy in which the leader of a group acts as a catalyst or facilitator in helping the client develop a more complete understanding of himself.

A criticism that may be levelled at this approach is that it places too much stress on the intellectual aspects of the individual if one acknowledges the presence of protective defence mechanisms within the conscious control of the client or patient to change certain facets of himself. As many therapists and clients alike realise only too well, there is a great difference between intellectual understanding and subjective behaviour based on that understanding.

Rogers describes the encounter group as emphasizing personal growth and development as well as the development and improvement of interpersonal communication and relationships through an experiential process (Rogers, 1969).

Through a climate of mutual trust that develops as a result of an increased freedom to express real feelings in the group (both positive and negative):-

... each member moves towards greater acceptance of his total being - emotional, intellectual, and physical - as it is, including its potential.

(Rogers, 1969, p. 14)

In summary, the encounter group movement has had a major impact on the development of group psychotherapy. It is based on the positive theoretical framework of such psychologists as Rogers and Maslow. The objective of encounter groups is personal development including enhanced self-esteem and self-acceptance. Greater sensitivity to others is part of this personal growth.

The fundamental concepts of the encounter group movement such as the individual's ability to grow, the positive effects of enhanced interpersonal relationships and increased sensitivity to self and others provided a theoretical framework as well as a practical model for the groups that took place in this study.

5.5 Consciousness-Raising Groups

A further development that had a significant bearing on this study was that of consciousness-raising groups. The use of groups to increase female consciousness has gained increasing popularity since the 1960s.

The use of techniques introduced by the encounter movement might increase the group consciousness of women and allay their sense of isolation, mutual suspicions, and competitiveness which are also observed in other groups that feel powerless.

(Moulton, 1977, p. 209)

Consciousness-raising groups are based on the assumption that being aware of women's condition of social and sexual inequality is not sufficient for women to be able to do something about it. The struggle to overcome their difficulties requires courage, strength and the ability to take risks. Many women find it impossible to overtly challenge the social order:-

If they are to gain their full economic, social and legal rights, women will need to develop the capabilities required for articulating their needs and rights honestly and openly and the assertive skills with which to gain their personal freedom.

(Osborn and Harris, 1975, p. 3)

The consciousness-raising group offers a training ground for the woman who wishes to understand the problem more clearly, draw support from other women and develop skills necessary to challenge that which she concludes is contrary to her interests.

Franks (1974) reminds us that when established patterns and relationships no longer satisfy an individual's needs they become susceptible to new or different patterns. Feelings of alienation and frustration may result in a search for new meanings, goals, relationships, values and life-style. Once again, this view ties in with Rogers' and Maslow's belief that the human being is constantly striving towards a higher level of integration and satisfaction (Rogers, 1961, Maslow, 1968).

5.5.1 Psychotherapy and Consciousness-Raising Groups

Psychotherapy has been seen to lessen feelings of frustration and confusion over role-conflict. Improvement in therapy is also seen by Franks to be accompanied by heightened self-esteem and feelings of mastery or control over one's environment (1974).

Psychotherapy and consciousness-raising groups may both be seen as a form of resocialization for those seeking personal and social change. The increasing degree of social change and its resultant role conflict and cultural confusion have been mentioned earlier as a major issue for today's female:-

Conflicting values and norms encourage decreased social integration and the diversity of role expectations may generate interpersonal tensions.

(Franks, 1974, p. 335)

A controversy has developed over whether the use of consciousness-raising groups in the women's movement should be labelled as therapy. The difference between a therapeutic setting and that of a consciousness-raising group should be stressed. In traditional psychotherapy individual adjustment to the environment has been the main focus. In consciousness-raising groups, the emphasis is on sociological issues and the need to change society. Although personal change is also seen as beneficial, the major focus is on change in the environment (Franks, 1974).

5.5.2 Self-Esteem

A diminished sense of self-esteem and adequacy and resultant self-directed anger often leading to depression has been found in the research on female consciousness. Harris and Osborn report:-

A pervasive lack of confidence in their own ability was the single characteristic found most often in a study of common psychological characteristics among 'normal middle-class suburban housewife-mothers.' The second characteristic found was an internalized rage that was directed toward themselves and resulted in depression.

The third characteristic identified was a sense of loneliness and isolation. Because these women had devoted the major portion of their energies to attaining the goals set by others, they had lost sight of their own personal identity.

(Harris and Osborn, 1975, p. 8).

Franks (1974) reports the finding that attitudes toward the self in consciousness-raising groups relate to the fact that women, like other low status categories in society, have a tendency to turn aggression or blame inwards.

He writes that many of the perceived inadequacies of contemporary women are the result of being taught not to adopt healthy adult behaviour traits but to be submissive, dependent and overly-nurturant. This leaves an individual with low aspirations, an insecure sense of self-esteem and a need for approval from others. The individual tends to feel personally inferior and incompetent. The group helps to draw awareness to the true causes of these feelings. Group members look increasingly towards society and the culture for explanation of personal feelings of inferiority and diminished self-esteem. Their tendency towards self-blame becomes less.

Cherniss (1972) in a comparative study involving women in consciousness-raising groups matched with a group composed of non-feminists showed that after a few months of group participation, the experimental group were moving towards increased independence, autonomy, activity, mobility, self-esteem and self-acceptance.

She found that a basic issue dividing the feminist subjects from the control non-feminists was the perception of the mother-wife role. The control subjects saw it as their major function whereas the experimental subjects had other interests and roles that were an integral part of their lives and their personal identity.

Another interesting finding was that the group members' attitudes and feelings towards their own mothers changed during the course of the group. The women began to view their own mothers more realistically. Strengths were appreciated while weaknesses were viewed with more tolerance. The mothers reported an increased perception of the sociological restrictions within which their own parents lived.

Cherniss reports that a sense of trust and intimacy developed within the group and this sense of support seemed to help members make changes in their life-styles as well as in themselves. Anger, frustration and fear could safely be vented in a supportive situation more effectively than within the framework of their own families.

In the above discussion the relevance of the consciousness-raising groups has been examined. It has been shown that these groups provide a supportive atmosphere conducive to change while at the same time encouraging a critical evaluation of sex-role stereotypes. The need for cultural change is evaluated in these groups and in some cases further work is done to facilitate this change.

The consciousness-raising group has been seen as an alternative to psychotherapy. Although both focus on the need to increase the individual's sense of self-esteem and self-acceptance they stem from a different premise. In psychotherapy there is often the assumption that difficulties in adjustment are largely due to the individual whereas in consciousness-raising groups difficulties in adjustment are more often attributed to the constrictions found in the external environment.

5.6 Other Group Influences

The group movement that mushroomed in the 1960s led to diverse kinds of groups with varying effectiveness. Although this study was largely based on techniques from the encounter group and consciousness-raising group movements, other developments also played a minor role. Gestalt groups and assertiveness-training groups should both be mentioned in this regard.

Psychotherapy that takes place within a Gestalt framework focuses on analysing the internal structure of the external experience (Perls et al, 1973). Gestaltists are not as interested in what is being experienced as how it is remembered and the effect of the experience. They emphasize the importance of physical sensations and actions (e.g. facial expression, tone of voice, posture, affect) rather than a cognitive process. Getting in touch with the 'primitive wisdom' of the body is seen as all important. The value of heightened emotion is also emphasized (Perls et al, 1973). Rather than group participation, one individual is placed in the 'hot seat' and the interaction is largely between the group leader and that individual.

Although the effectiveness of the extreme Gestalt techniques is heavily debated, there is little doubt that the significance of such things as body language and how one expresses oneself has contributed to psychotherapy in general and the group movement in particular. Although not specifically measured in this study, group leaders were aware of these components when assessing individual response within the groups.

Finally, a brief mention should be made of assertiveness-training groups. Although similar in some ways to consciousness-raising groups, they are more behaviourally-oriented (Baer, 1976).

They offer role-playing exercised and specific tasks with the objective of increasing the individual's abilities to assert himself. They stress that assertiveness is a positive factor as contrasted to aggressive behaviour which carried a negative and intrusive connotation (Taubman, 1976).

Although not specifically developed for women, the feminist movement has encouraged the establishment of assertiveness-training groups. Women are encouraged to assert themselves in situations ranging from confrontations with sales clerks to issues concerning individual rights within the family. Assertiveness-training may be seen as the practical application that results from consciousness-raising. Trainers believe that it is a skill and therefore may be learned. The philosophy behind assertiveness training is conversant with the behaviourist school of psychology and as such is at the other end of the extreme from the analytic approach first discussed in this chapter.

5.7 Conclusion

The group movement of the 1960s came at a particularly advantageous time for women. Increased female consciousness and a rejection of traditional sex-role stereotypes by many contemporary women gave rise to the use of varying group techniques by women in an effort to facilitate their own development.

The purpose of many of these groups has been to increase women's awareness of themselves and their role in society. Diminished self-esteem, frustration and depression have been viewed increasingly as problems with a sociological base rather than as the result of personal inadequacies.

Women have sought each other's support in an attempt to confront their situation in a non-competitive way. Their aim has been to increase their sense of self-esteem as well as enhance personal skills that will enable them to interact with each other as well as others more effectively.

The groups that took place as a part of this research project were based on the principles of group development that have been discussed. The encounter group and consciousness-raising group played the major roles in the present study but a more fundamental framework was provided by the group analytic movement and psychodynamic theory. Playing a lesser part was the influence of Gestalt groups and assertiveness-training groups.

Earlier chapters have focused on women both in the past and in the present. Particular reference has been paid to the role of the contemporary mother, sex-role stereotypes and the need for change. In the present chapter groups have been discussed as a vehicle for individual as well as social change.

The following chapters deal with the present study itself. The theoretical framework developed in the first half of the thesis will then be linked with the actual study and conclusions drawn in an effort to determine the efficacy of the group experience on the experimental subjects involved in this project.

CHAPTER 6

AN INVESTIGATION OF 111 MOTHERS AND AN INTERVENTION PROGRAMME BASED ON THEIR OBSERVED NEEDS

6.1 Aim

The aim of the study is twofold:-

6.1.1 Initial Investigation

The objective of the initial investigation of a sample of white middle- to upper-middle-class English-speaking mothers was to gain an understanding of how the mothers viewed themselves and their families.

An effort was made to gain a total picture of the mothers involved and their attitudes and feelings towards themselves, their roles as mothers, wives and daughters. Their thoughts about careers were explored as well as their concerns about the future.

6.1.2 Group Intervention

The objective of the group intervention was to increase the group members' awareness of themselves as individuals. Through participation in group discussions in which feelings and thoughts could be shared regarding themselves and their roles in life, it was hoped that the mothers would gain a deeper perception of themselves as well as the other mothers with whom they shared the experience.

6.2 Hypotheses

6.2.1 Self-concept

Many mothers view themselves mainly as mothers, wives and daughters and have a limited perception of themselves as individuals in their own right. This limited self-perception is often accompanied by a lack of self-confidence, assertiveness and increased dependency

on husband, children and families of origin. It is not infrequent that mothers suffer feelings of inadequacy, frustration and depression.

6.2.2 Families of Origin

Families of origin play a significant role for many mothers in their assessment of themselves as well as in their interactions with and assessment of their own families.

6.2.3 Group intervention

Group discussions of the role of women in their many facets (i.e. individual, female, daughter, wife, mother, career woman) will increase the participants' awareness of their own needs, help them to assess and value themselves more fully and stimulate them to reassess their own needs and long-term objectives. Through exposure to and interactions with others in the group they will gain deeper perception of others as well as themselves.

6.3 Method

6.3.1 Sample

The sample comprised 111 mothers from the middle to upper-middle-class White English-speaking suburbs of Johannesburg. Mothers were selected on the basis that each had a five year old child in the nursery schools contacted. This research project was carried out in conjunction with a larger research programme and utilized the same population of mothers (Shmukler (1977) unpublished Ph.D. dissertation).

The sample was composed of White, English-speaking middle and upper-middle class women. A small number of the women were Afrikaans-speaking or were from European countries.

6.3.2 Procedure

6.3.2.1 Pilot Study

An initial pilot study involving a small number of mothers was carried out to determine what information should be elicited from the mothers and in what manner. Following the pilot study, the measurement instruments were refined and the interview assessment schedule revised in an effort to obtain optimal information (see Appendix 1A).

6.3.2.2 Self-report measures

Self-report measures were designed on the information gained from the pilot study (see Appendix 1B-C) and consisted of the following:-

1. Make-a-story Test - Five pictures were selected from the Thematic Apperception Test and the Children's Apperception Test.
2. A Semantic Differential - Mothers were given a list of adjectives and were asked to place themselves between polar opposites. The dimensions related to how they saw themselves as mothers. They were then asked to complete the same exercise as to how they saw the ideal mother. A second semantic differential was included and dealt with how they saw their child as compared to how they saw the ideal child. The purpose of the semantic differential was to compare discrepancies between real and ideal concepts of self and child.

6.3.2.3 The Interview

Following the pilot study letters were sent to mothers in the sample inviting them to participate in the research project.

Telephone contact was then established in which the nature of the entire project was briefly explained to the mother and she was invited to attend a two-hour session at the university in which she would participate in an interview as well as a play session with her child. It was explained that the session would be observed by researchers behind a one-way mirror.

The interview was conducted by one researcher while the other observed and made ratings behind the one-way mirror (see Appendix 1D). The present investigator was present either as the interviewer or the assessor in the majority of cases.

Following the interview the interviewer asked the mother to take the self-report measures home to be completed. The mother was asked to return the information in the enclosed self-addressed stamped envelope. Sixty eight of the mothers complied with this request.

Immediately after the interview in most cases, the interviewer completed the same assessment form as the observer. Discussion then followed as ratings were compared and an agreed rating was decided upon.

6.3.2.4 Group Intervention

At the time of the interview mothers were informed that groups of mothers would be meeting to discuss issues that had come up during the interviews. It was emphasized that the groups were not for the purpose of discussing children but that the focus would be on the women themselves. This information was again conveyed to the mothers through a letter included in the self-report data taken home at the time of the interview.

Mothers were asked to express their interest in participating in such a group (lasting eight sessions) by completing a form giving them the option of a morning or evening group. Approximately forty of the mothers showed interest in the groups.

6.3.2.5 The Experimental Group

The majority of mothers who showed interest in participating in a group were contacted and those preferring a morning group were informed that the group would begin meeting at once and would continue for eight sessions of 2½ hours each.

The evening group were informed that their group would begin in approximately two months and that they would be contacted then.

It was made clear to those who showed interest that once the commitment to attend the group had been made it was essential that each member attend all the sessions unless there were undue circumstances preventing attendance.

The morning group composed of ten mothers and two co-leaders met for 2½ hours for the following eight Mondays. Relaxation took place at the beginning of each session for the first 5 - 10 minutes. In the initial sessions several techniques commonly used in encounter groups were used to stimulate discussion. These techniques, often used in Gestalt groups, involved the use of imagery by group participants. The objective in using these techniques was to help participants move away from the concrete day-to-day concerns toward a more imaginative inner world of feelings. Following these initial sessions, the groups were largely unstructured as the leaders felt there was no longer a need for artificial techniques.

The evening group met two months later for eight 2½ hour sessions. In that group relaxation exercises were not used and there was little structuring even in the early sessions.

6.3.2.6 The Control Group

At the same time the experimental groups were being organized a control group of ten was selected from mothers who were not attending a group but who had returned their self-report data. These mothers were carefully selected on the basis of their interview data and were felt by the researchers to be well-matched with the experimental subjects.

6.3.2.7 Assessment of the Experimental Groups

The two group leaders assessed each group member before the group sessions began using variables taken from the interview in addition to other factors that were relevant to the group situation (see Appendix 2A - B). These variables were again rated following the eight sessions.

Immediately after each session the two leaders also rated each group member on the following dimensions:-

1. Participation
2. Self-acceptance
3. Self-confidence
4. Openness
5. Sensitivity
6. Self-awareness

Semantic differentials were again distributed following the eight group sessions for the two experimental groups and participants were asked to complete for a second time their view of themselves as mothers in contrast to their view of the ideal mother (see Appendix 1B). They also completed again the semantic differential pertaining to their view of their own child in contrast to their view of the ideal child.

Finally, group members from both groups were asked to make written comments regarding their own experiences of the group sessions (see Appendix 3A - E).

6.3.2.8 Assessment of the Control Group

Semantic differentials such as those completed by group participants were sent out to those ten mothers who had been selected as controls (see Appendix 1B). A note explaining that they had been selected for follow-up study was enclosed with this second semantic differential. All those contacted returned their forms. The differences in their perceptions of the Real and Ideal Mother and the Real and Ideal Child were compared for the two experimental and one control group.

6.4 Analysis of Results

Although interview data for the initial sample was complete, self-report data was not returned in all cases. The sample size on which results were calculated will be given where it is applicable.

6.4.1 Demographic Description

Tables I and II contain the demographic and descriptive statistics of the sample studied.

As can be seen, the mean age of the mothers in the sample was 33.49 years. Couples had been married approximately ten years and had between two and three children on average. Almost all of the marriages were first and only marriages. The majority of mothers had trained in the teaching and nursing professions but only one-third of the mothers were presently working. Of those working the majority were employed in part-time positions. Two-thirds of the mothers indicated a desire to return to work but most felt it was important to wait until their children were less dependent upon them.

TABLE I

Demographic description of the data

	<u>Mean</u>	<u>Std. Deviation</u>	<u>Kurtosis</u>	<u>Skewness</u>	<u>Range</u>
Age of mother	33.49	4.738	0.385	0.729	25 (23-48)
Length of marriage	9.98	3.575	1.188	1.027	19 (2-21)
Number of children	2.6				1-6

TABLE II

Numerical description - distributions

Sample: 111 mothers (114 children)

<u>Profession of Mother:</u>	<u>Total</u>	<u>%</u>
University Graduates	18	16
Teachers/Nurses	82	74
Non-professional	11	10
<u>Mothers Working</u>		
Working	38	34
Not working	73	66
Wanting to work	76	68
<u>Profession of Husband</u>		
Professionals and University Graduates	85	77
Businessmen, sales managers, white-collar professionals but not graduates	26	23
<u>The Marriage</u>		
Number of children	2-3	
Divorces	7	6
Single Parents	3	3
<u>Feelings about Children</u>		
1st child made minimal change in life style	12	10
1st child made great change in life style	48	43

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Over two-thirds of the husbands were university graduates as compared to only 16% of the mothers. Those men who were not graduates were largely businessmen who were in high income brackets.

An important feature of the sample is that 81% of the households had a full-time maid, an unusual situation in contemporary Western society. The presence of full-time domestic help makes a potentially significant difference to the role of the mother and housewife. The presence of a maid offers the mother a great deal more personal freedom from both child care and household tasks. Mothers in the sample reported various attitudes towards utilization of their domestic help.

6.4.2 Inter-rater Reliability

6.4.2.1 Inter-rater Reliability of Interview Ratings

The inter-rater reliabilities of the ratings made of the mothers on the basis of the initial interviews are presented in Table III below.

As can be seen, the inter-rater reliability for dimensions assessed by independent raters during the interview varied. Some of the dimensions show low inter-rater reliability while others were much higher. The range was from .34 - .79. It can be seen, that certain dimensions appeared easier to rate than others. Low ratings are attributed to the complexity of the variables being measured.

A final agreed rating was reached following thorough discussion of each case. This yielded a more accurate reflection of the dimensions.

TABLE III

Inter-rater reliability of interview ratings

	<u>Inter-rater Reliability</u>	<u>Level of Sign</u>	<u>No. of Cases</u>
1. Self-concept	.66	001	76
2. Self/social	.47	001	78
3. Self-awareness	.36	001	78
4. Sensitivity	.34	001	77
5. Introspective	.47	001	77
6. In touch with child	.47	001	79
7. In touch with husband	.49	001	70
8. Ego strength	.56	001	77
9. Life stress child	.56	001	75
10. Life stress marriage	.60	001	75
11. Life stress background	.72	001	72
12. Cope	.47	001	75
13. Family of origin	.74	001	78
14. Objectivity	.65	001	76
15. Mother	.56	001	73
16. Father	.76	001	72
17. Recreate	.57	001	70
18. Marriage	.79	001	74
19. Atmosphere	.68	001	76
20. Sensitivity	.40	001	72
21. Dependency	.40	001	72
22. Home	.62	001	75
23. Family	.54	001	76
24. Homemaker	.68	001	75
25. Warm	.42	001	73
26. Selfish	.49	001	73
27. Take for herself	.56	001	74
28. Self-acceptance	.58	001	69
29. Self	.51	001	69
30. Guilt	.53	001	71
31. Confidence	.51	001	71
32. Independence	.54	001	69
33. Friends	.54	001	53
34. Mother	.63	001	59
35. Authoritarian	.37	001	69
36. Time	.68	001	72
37. Involvement	.46	001	73
38. Father time	.70	001	69
Average	.50		

(See Appendix 1D for Assessment Schedule)

6.4.2.2 Inter-rater Reliability of TAT Protocol Ratings

In Table IV the inter-rater reliability of the ratings made of the mothers' TAT protocols are also seen to be low. Again, certain more easily defined dimensions seemed easier to rate than others. Three independent raters made blind assessments of the TAT protocols.

Following the independent assessment, the three raters discussed the protocols at length. As in the interview ratings, a final agreed rating was reached and raters were satisfied that it yielded a more accurate reflection of the dimensions assessed than the inter-rater reliabilities had indicated.

6.5 Factor Analyses of the Interview Assessments

Dimensions were selected from the interview assessment that were relevant to the testing of the hypotheses. It was decided that the best method of simplifying the complex data and making a comparison across the different areas of measurement was through factor analysis.

The method of factor analysis used was principal factoring with iterations. Varimax rotations were used. Loadings of 0.3 and greater were regarded as meaningful in this sample which was over 100. Kaiser's criterion was used in all cases in order to determine the number of common factors to accept (Child, 1970). The factor analysis of the interview data is presented in Tables V and VI.

6.5.1 Discussion of Table V and Table VI

A selection of nineteen variables most closely associated with the 1st and 2nd hypotheses were chosen from the interview assessments for factor analysis. Five factors were accepted according to Kaiser's criterion and accounted for 70.8% of the common variance.

TABLE IV
Inter-Rater Reliability of TAT Data

<u>Dimensions</u>	1 x 2		1 x 3		2 x 3		No. of Cases
	r	Signif; ificance	r	(p)	r	(p)	
1. Self-Concept	.33	004	.40	001	.31	005	67
2. In touch with child	.46	001	.47	001	.36	001	68
3. Internal/External .	.36	002	.29	010	.30	007	65
4. Imagination	.67	001	.62	001	.54	001	68
5. Rigidity	.21	041	.31	005	.33	003	68
6. Need for achievement	.29	009	.35	002	.41	001	64
7. Repression	.11	190	.21	048	.31	006	64
8. Guilt	.38	001	.36	001	.16	093	66
9. Depression	.56	001	.44	001	.38	001	67
10. Anger	.45	001	.55	001	.62	001	62
11. Role	.34	002		001	.21	047	67
12. Anxiety	.43	001	.25	022	.22	035	66
13. Independency	.38	001	.43	001	.19	072	63
14. Nurturance	.46	001	.38	001	.33	003	66
15. Conflict	.50	001	.44	001	.44	001	67
16. Affect	.43	001	.43	001	.37	001	66
17. Outcome	.62	001	.72	001	.68	001	57
18. Indecisive	.32	006	.48	001	.72	001	57

TABLE V
Factor Analysis of Interview Data

Variable	Est. Communality	Factor	Eigenvalue	Pct. of Var.	Cum. Pct.
Self-concept	.592	1	4.567	24.0	24.0
Self-acceptance	.523	2	3.050	16.1	40.1
In touch with husband	.484	3	2.493	13.1	53.2
Ego strength	.645	4	2.039	10.7	63.9
Stress in marriage	.608	5	1.296	6.8	70.8
Coping	.601	6	.903	4.8	75.9
Family of Origin	.507	7	.721	3.8	79.3
Views mother	.535	8	.578	3.0	82.4
Recreates family of origin	.455	9	.500	2.6	85.0
Marital relationship	.718	10	.471	2.5	87.5
Atmosphere in home	.703	11	.388	2.0	89.5
Dependence on husband	.532	12	.364	1.9	91.4
Importance of home	.607	13	.350	1.8	93.3
Importance of being homemaker	.688	14	.319	1.7	94.9
Martyrs self	.460	15	.262	1.4	96.3
Selfish	.753	16	.217	1.1	97.5
Able to take for self	.782	17	.189	1.0	98.5
Feels guilty (high)	.633	18	.179	0.9	99.4
Father spends time at home	.364	19	.114	0.6	100.0

Kaiser's Criterion accepts 6 factors as common factors; 70.8 of the variance is accounted for.
(See Appendix 1D for variables)

TABLE VI

Varimax rotated factor matrix of interview ratings

	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>	<u>Factor 5</u>
Self-concept	-.141	.002	.687	.350	.109
Self-acceptance	.157	.033	.751	.094	.074
In touch with husband	.014	.609	.138	.355	.006
Ego strength	.109	.062	.179	.832	.099
Stress in marriage	-.066	.591	.376	.279	.147
Coping	.137	.156	.129	.757	.229
Family of origin	.038	.051	.261	.043	.715
Recreates family of origin	.106	.035	.150	.003	.808
Views mother positively	.060	.001	.085	.200	.634
Marital relationship	.031	.848	.298	.004	.147
Positive atmosphere in home	.236	.556	.491	.141	.135
Not dependent on husband	-.277	.382	.230	.348	.120
Importance of home	.723	.142	.003	.162	.071
Importance of being homemaker	.760	.139	.159	.065	.076
Martyrs self	.324	.300	.523	.033	.020
Selfish	-.798	.015	.029	.081	.119
Able to take for self	-.902	.084	.036	.009	.029
Feels guilt (high)	-.228	.311	.700	.019	.187
Father spends time at home	-.014	.545	.084	.074	.074

(See Appendix 1D for variables)

Factor 1: "Selfless homemaker"

Factor 1 accounts for 24% of the total variance and places a high positive loading on the importance of the home and being a homemaker. There is a high negative loading on 'selfishness' and 'ability to take for one's self'. There was a positive loading on 'martyrdom'.

This analysis is congruent with the Western ideal of the selfless mother focusing her energies on the home and family.

Factor 2: "Healthy family"

Factor 2 accounts for 16.1% of the variance and the first two factors account for 40.1% of the total variance. Factor 2 confirms and expands the results of Factor 1. The emphasis is once again on the importance of the home. Variables with high loadings include 'successful marital relationship', 'pleasant home atmosphere', 'in touch with husband' and 'father spends time at home'.

Factor 3: Confident assertive mother

Factor 3 accounts for 14.1% of the total variance and indicates the mother's positive self-concept as well as a high level of self-awareness as assessed by the raters. Again, a pleasant atmosphere in the home has a significant loading.

There is a significant negative loading regarding guilt feelings as well as a negative loading with reference to 'martyrs self'. In Factor 3 there is evidence of the woman who begins to be in touch with herself as an individual and not just in her role as wife and mother.

Factor 4: Ego Strength

In Factor 4 the percentage of total variance accounts for 6.8%. The two variables with very high positive loadings were 'ego strength' and 'coping'. Other positive loadings of note were 'self-concept', 'in touch with husband' and 'independence from husband'. Factor 4 reflects the profile of a woman who possesses inner strength, believes in her own abilities, is not overtly dependent on her husband and is able to cope effectively with her environment.

Factor 5: Family of Origin

Factor 5 is relevant to the second hypothesis which deals with families of origin (i.e. the family in which the mother grew up) and its present influence on her life. This factor reflects 6.8% of the common variance.

Although accounting for less variance than the first four factors, its significance should not be underestimated. The variables that have a high positive loading include 'positive views of own mother', 'happy family of origin' and 'need to recreate family of origin'.

It is interesting to note that there is not a high loading on a good 'marriage relationship' or 'importance of home', elements so noticeable in the first two factors.

6.5.2 Summary of Factor Analyzed Interview Data

From the above discussion it may be seen that variables that received high loadings in Factor 1 and Factor 2 (i.e. 'importance of home', 'importance of being a homemaker', 'successful marital relationship', 'pleasant home atmosphere', 'in touch with husband' and 'father spends time at home') are particularly relevant to the 1st hypothesis. Subjects obtaining high scores on Factors 3 and 4 present a picture of women in contrast to the 1st hypothesis.

Factor 5 with high loadings on 'positive view of own mother', 'happy family of origin' and 'need to recreate family of origin' is of particular relevance to the 2nd hypothesis that focuses on the importance of the family of origin in the mother's attitude and feelings towards her present family.

6.6 Factor Analysis of the TAT Assessments

A factor analysis was also used to condense the complex personality variables measured in the TAT protocols (see Tables VII and VIII). Variables similar to those measured in the interview were again measured in the projective protocols. In addition, other dimensions relevant to the hypotheses were also assessed (see Appendix 1E).

6.6.1 Discussion of Table VII and Table VIII

Sixteen variables were chosen from the TAT ratings for factor analysis. These variables were selected because of their relevance to the stated hypotheses. Five factors were accepted according to Kaiser's criterion. These five factors accounted for 73.7% of the total variance.

Factor 1: Self-concept/Achievement

Factor 1 accounted for 27.5% of the variance and had high positive loadings on 'self-concept', 'outcome of story' (positive), 'imagination', and 'need for achievement'. There was a negative loading on 'depression'.

Factor 2: Dependency

Factor 2 accounted for 22.3% of the total variance and had high loadings on 'dependency' and 'nurturance'. 'Dependency' to the dependency needs expressed by the mother and 'nurturance' was assessed by the presence of a nurturing quality expressed by the mother in the story, especially on Card 2 (see Appendix 1C).

TABLE VII
Factor analysis of TAT ratings

	Communality	Factor	Eigen Value	% of Var.	% Cum.
Self-concept	690	1	4.39	27.5	27.5
In touch with child	722	2	3.56	22.3	49.7
External (high)	583	3	1.54	9.6	59.4
Imagination	776	4	1.21	7.6	67.0
Flexible (high)	561	5	1.07	6.7	73.7
Need for achievement	437	6	.95	5.9	79.6
Guilt (high)	579	7	.53	3.3	82.9
Depression (high)	699	8	.51	3.2	86.1
Anger (high)	703	9	.46	2.8	89.0
Role Conflict (high)	698	10	.41	2.6	91.5
Anxiety (high)	450	11	.35	2.2	93.7
Dependency (high)	465	12	.28	1.8	95.5
Nurturance	798	13	.24	1.5	97.0
Affect	599	14	.21	1.3	98.3
Outcome (positive)	578	15	.18	1.1	99.5
Indecisive (yes = high)	179	16	109	0.5	100.0

Kaiser's criterion accepts 5 common factors, which account for 73.7% of the variance.
(See Appendix 1E)

TABLE VIII

Varimax rotated factor matrix of TAT ratings

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Self-concept	<u>778</u>	122	-310	073	085
In touch with child	053	405	-170	714	338
External	180	118	-043	-180	-824
Imagination	<u>560</u>	008	171	<u>477</u>	<u>501</u>
Flexibility	121	027	120	115	<u>771</u>
Need for achievement	<u>460</u>	118	300	360	121
Guilt	-222	-007	625	348	137
Depression	-673	-103	561	-159	146
Anger	-300	-436	<u>458</u>	<u>451</u>	054
Role conflict	-190	-436	<u>636</u>	165	177
Anxiety	-104	069	<u>656</u>	019	005
Dependency	082	<u>729</u>	143	120	-105
Nurturance	403	<u>689</u>	-295	218	093
Affect	101	013	226	<u>720</u>	132
Outcome (positive)	<u>591</u>	423	-110	-181	C43
Indecisive (Yes)	-247	-077	134	008	082
	Self-concept imaginative (outcome positive)	Dependency Nurturance negative anger role conflict	Guilt role conflict anxiety	In touch with child (affect) imagination	Internal evaluation imagination Flexibility

'Anger' and 'role conflict' received negative loadings.

Factor 3: Anxiety

Factor 3 received high loadings on 'anxiety', 'role conflict', 'guilt', 'depression' and 'anger'.

Factor 4: Affect

High loadings in Factor 4 were 'affect', 'in touch with child', 'imagination' and 'anger'.

Factor 5: Internal Evaluation

A high negative loading for 'external evaluation of self' was present in Factor 5. 'Flexibility', 'imagination' and 'in touch with child' received high positive loadings.

The description that is provided in the TAT factor analysis was most relevant to the 1st and 3rd hypotheses that deal with concepts involving the self and the family.

6.7 Summary

There were two aims to the present study. The first aim was to gain an in-depth understanding of how a group of middle- to upper-middle class Johannesburg mothers viewed themselves and their families with particular reference to dimensions such as self-concept, parenting, careers and families of origin.

The second aim of the study involved an intervention in which two experimental groups participated in eight sessions each. The objective of these sessions was to help individuals within the group increase their self-perception as well as to share attitudes and feelings regarding their roles as women with other mothers with similar backgrounds. A control group was used for comparative purposes.

It was decided to factor analyse information from the initial interviews as well as from the TAT protocols. Through factor analyses a more condensed and clear picture of the data was obtained and significant relationships seen. The significance of the factors arrived at will be discussed in the following chapter with particular reference to the mother's self-concept, her feelings and attitudes regarding her present family as well as her family of origin.

CHAPTER 7

DISCUSSION OF THE RESULTS

Findings presented in the last chapter are now analysed in greater detail to determine their significance.

7.1 The Interview

7.2. The Families

A profile of the average mother in this study reveals a woman in her mid-thirties with 2 - 3 children. She has been married approximately 10 years (see Tables I and II). At least one of her children is in nursery school.

This profile is similar in many ways to the profile of the woman in the Lopata (1971) study. Further comparison of the studies will be made when relevant.

An important difference between the two studies, however, is that the present sample is reflective of a narrower socioeconomic group, i.e. middle to upper-middle class. Lopata's objective was to reach as wide a socio-economic representation as possible. In this study there was much less variance within the sample. Almost all the families were English-speaking. Slightly less than half of the families had at least one child in a private school. All the families lived in the middle to upper-middle-class suburbs of Johannesburg.

7.2.1. Standard of Living

The middle to upper-middle class nature of the sample is substantiated not only by the geographical location in which the families lived or by the fact that many sent their children to private schools.

Seventy-seven percent of the husbands were university graduates, a significant proportion of whom were professionals. The remaining non-graduates were businessmen many of whom were self-employed and in high-income brackets.

Despite increasing economic pressures in South Africa the families in the study reported that they still enjoyed a high standard of living relative to world conditions. Even participants who were at the lower end of the socioeconomic range enjoyed owning their own homes in almost all cases. Home ownership in the Northern suburbs of Johannesburg often implies spacious gardens and for many, swimming pools. The climate is conducive to an outdoor life and children generally have great freedom to move around within their neighbourhood.

Further evidence of the high standard of living is that 71% of the families in the study owned a TV. This is significant in South Africa where a TV at the time of the study was considered a luxury item (R600+).

The use of a relatively narrow socioeconomic sample in this study was a major decision. Researchers decided that the variables to be investigated were highly complex. By introducing a wider socioeconomic sample, it was felt that the results would become blurred by other factors. The decision, therefore, to narrow the socioeconomic range of the sample to middle class carriers of culture was made in an attempt to strengthen the results of the study.

7.2.2. Domestic Help

Perhaps the most significant factor which separates the South African mother from her American counterpart is the availability of domestic help. Eighty-one percent of the participants in this study employed a full-time servant.

Mothers who have full-time help are relieved from the monotonous drudgery of household chores. This is in contrast to the mothers described by Komarovsky (1971) mentioned earlier in the study. The mothers in her study complained of the drudgery and fatigue caused by housework combined with the exclusive care of small children. In 1970 Epstein reported that only 12% of American children were cared for by non-family members. They expressed frustration over the lack of time and energy they had. They felt that this prevented them from pursuing interests of their own. The South African mother who employs a full-time domestic servant is not faced with this frustration to the same degree.

The degree to which maids become involved in child-care varied throughout the sample. In over one-third of the families, however, the maid played a significant role in the children's lives.

Bernard (1974) stresses the negative effects of the mother being assigned sole responsibility for child-care. She reports that the quality of mothering is lessened when the mother has sole responsibility for the child. The South African mother has the opportunity to share the burden of child-care with the maid. The potential result of this sharing may well be a less resentful mother who therefore has more to give the child.

7.2.3. Attitudes Towards Children

Forty-three percent of the women in the study reported that the advent of children in the family resulted in a major change in their own lives. Only ten percent replied that children had made a minimal change in their life.

Tanner (1977) describes a study on stress carried out at the University of Washington's School of Medicine by Thomas Holmes and Richard Rahe. Holmes and Rahe rated life events in terms of the stress they created within the individual experiencing the event. Following 5 000 interviews throughout the world, they rated critical changes in life on a numerical scale from 1-100. The numerical value assigned to 'pregnancy' was 40. 'Gaining a new family member' was rated 39 (Tanner, 1977).

Based on the Holmes and Rahe study, it is not surprising that 43% of the women in the present study reported that childbirth had a major impact on their lives.

What is surprising is that ten percent of the mothers reported that the birth of their first child had only a minimal effect on their lives. It is not within the scope of this study to investigate this finding more closely. It would be interesting, however, to assess those mothers' current attitudes towards their role as mother. One question that would need to be answered is whether or not the lack of impact the child made on the family was due to the mother's need to maintain her former style of life. A woman who has developed a lifestyle in which she has a great deal of freedom may well resent giving up time and energy necessary to fulfill the needs of a small child.

7.2.4. Family Stability

The extremely low divorce rate of 6% in the present study is of interest. At the time of the study only 3% of the mothers were living as single parents. These statistics are significantly lower than the divorce statistics for both the United States and South Africa. A low divorce rate may be reflective of a stable population although there may be sociological constraints which also limit the number of divorces.

A possible explanation for the very low divorce rate in the sample may be attributable to the narrow socioeconomic group it represents. The sample is representative of a sophisticated and well-educated sphere of society. The deleterious effects of divorce upon children may well be

understood by many who participated in this study. Although many of the women reported happy marriages, for those who were not happy, the social stigma attached to divorce may be another factor in remaining within an unhappy marriage.

7.2.5. Self-Concept

The majority of the women in the study regarded themselves primarily as mothers and wives. Most of them reported being satisfied in their roles.

Reports of mothers who are satisfied in their mothering role concur with Komarovsky's work which concluded that for many women, the deepest satisfactions are bound up with child-raising. Komarovsky (1971) found that raising children was ranked highest in a list of satisfactions by a group of 128 homemakers.

The findings in this study concur with those of Lopata (1971) i.e. that a great many contemporary mothers view childraising as a complex and demanding task with deep rewards as well as frustrations.

Throughout the interviews in the present study the focus was mainly on how the mother saw herself as a mother, wife and daughter. When asked to describe how she felt about herself, comments were often brief.

It was the exception when a mother willingly talked at length about her own feelings, needs and expectations. Mothers were originally invited to take part in a research project regarding 'mothers' and this may have had a bearing on some subjects' reticence when talking about themselves. It was at this point during the interview that a mother who was experiencing difficulties sometimes acknowledged them and sought support. Although not reflected in the interview data, a number of women seemed to welcome the opportunity to reveal some of their own sensitive areas in a way in which they found difficult with friends or family.

Although the experimental group sessions had been planned from the inception of the thesis, interviews such as those just described confirmed to the researchers the need for mothers to be able to share feelings in a supportive atmosphere with individuals other than family or friends.

Thirty percent of the women in the study reported that they felt good about themselves and that they were fulfilling their roles adequately. Sixty percent felt there were areas that needed improvement but that they recognised their own strong points as well.

Ten percent of the sample expressed deep concern over themselves. These feelings were often confirmed in the TAT protocols of these mothers. Some of the other mothers who indicated that they were satisfied with themselves, also revealed an unsatisfactory self-concept in their TATs. In Appendix 4 a sample of protocols is presented. The researchers felt that the TAT stories were often far more revealing of the mother's self-concept than the information given at the interview.

The TAT stimulus card that was most revealing of 'self-concept' not infrequently resulted in stories about mothers waiting for children to come home from school. Often the mother was reflecting on her day's activities and the fact that she felt little of lasting value had come out of it. Elements of depression were sometimes evident. There was often a note of resignation in the stories, e.g. tomorrow is just another day and will be like today (see Appendix 1C (i)).

More positively, there were stories which focussed on the joys children brought to the mother. A quiet pride was sometimes revealed in her accomplishments as a mother. Even these stories, however, often had a passive quality about them. It was as if the mother was standing back and watching life flow by in her children.

The researchers questioned to what degree some of the mothers were aware of their own inner feelings. Again, the opportunity to reach those feelings within the supportive culture of a group appeared to offer a chance for personal development for those who were interested.

Returning to the interviews, the women for the most part seemed absorbed in their present stage of life, i.e. raising children and looking after their family's needs. Their concerns about the future, when questioned, focused almost exclusively on the external environment, i.e. political and economic uncertainties and insecurities. Few expressed anxiety over what their own personal future would be when their children were grown.

Although over two-thirds of the sample mentioned the desire to work later on there seemed to be a lack of any real planning for self-development that would result in a meaningful career at that stage.

This evidence is in contrast with many of the studies done in the United States. This research indicates considerable frustration and role conflict in many middle and upper-middle-class mothers. Anxiety has often been found to stem from the fact that these mothers' present lives are not living up to their expectations (Lopata, 1971, Moulton, 1977, Friedan, 1963; Komarovsky, 1971).

In the present study, even those who did not feel satisfied with themselves did not often attribute it to their role as wife and mother. It more often appeared to be an interpersonal or personality problem rather than a role conflict. In the 10% of the mothers who were intensely dissatisfied with themselves, role conflict did not appear to be the major problem. Personality or interpersonal difficulties were far more apparent.

On the basis of the interview data in the present study there appear to be important differences in the role expectations of middle and upper-middle-class South African and American women.

Women in the South African culture have not had widespread access to university education to the same degree their American counterparts have. Neither have they been bombarded by news media and feminist activist groups urging them to challenge the sex-role stereotype. South African women's role expectations as experienced in this study reflected for the most part a traditional point of view. The majority of the women appeared to be content in their role as wife and mother. Although in some cases there were signs of underlying conflict, it was unusual to see any surface evidence of role conflict. It appeared that those who were questioning their life-style were often those who were interested in participating in a group.

7.2.6. Employment

In a world in which there is increasing financial pressure on most families, the female is more and more frequently providing part of the family income. In the United States 40% of the paid labour force are women (Seiden, 1976). Despite the fact that child-care facilities are very limited (Epstein, 1970), increasing numbers of American women are entering the work force.

In addition to the increased financial pressures brought to bear on young parents in the United States, young mothers are going out to work for other reasons as well.

The young university-educated mother in the United States may feel that a career as a homemaker is under-utilizing her abilities and potential. Although she may wish to relax and enjoy her limited years as a mother with young children, she may also feel a strong drive to pursue an outside goal. At times, societal pressure as well as an inner drive to utilize her advanced education and skills may even result in overcommitment.

A mother with young children who decides to pursue her career in the United States faces a lack of domestic help and assistance in child-care. In undertaking three jobs at once, the result may be a mother who finds that she cannot cope adequately on any of these levels.

Women in the present study exhibited far less of a need to pursue outside goals while their children were young. Although 68% of those interviewed said they would like to be working, only 34% of them actually were employed and many of those were employed part-time. Most of those employed were in positions conducive to mothers with young children, e.g. teaching, part-time clerical work.

Given that economic pressures on families are increasing in South Africa, it is worth noting in more detail why so many of those who indicated a wish to work are actually not working.

Mothers who indicated that they would like to work were asked what was holding them back from working. The reason most often given was that they felt young children needed their attention in the home much of the time. Despite the free availability of domestic help, many indicated that this help was inadequate for child-care.

Some women indicated that they did not work because of a lack of time. Despite the convenience of domestic help, they commented that this help relieved only the most routine and basic tasks. The managerial function of running a household with all its varying and endless tasks remained with them. Epstein comments on this with regard to American women:-

Even though some paid domestic help often is feasible, she (the homemaker) is responsible for a very large number of tasks. These responsibilities become more numerous with income, class position, and number of children.... Whether or not all these tasks are essential or could be eliminated does not mitigate the fact that they demand decisions and are usually not easy to delegate to others.

(Epstein, 1970, p. 102)

7.3. Factor Analysis of the Interview Assessments

Certain dimensions from the interview assessments were selected for factor analysis (See Appendix 1D). The selection was based on the relevance of the dimension to the hypotheses being tested. It was felt that a factor analysis would best simplify and condense the complex data and enable comparisons to be made between variables.

7.3.1 Factor 1 'Selfless homemaker'

In the discussion of the interview data (7.1) it was shown that the traditional sex-role stereotype of mother, wife and homemaker was clearly still implicit in the lives of many of the women in the sample.

The large majority of these women reported that they were satisfied with being women and although many of them reported that they would like to work later on, their first priority while their children were young was their family.

It is not surprising, therefore, that Factor 1 placed a high positive loading on the importance of the home and being a homemaker (see Tables V and VI). Factor 1 accounted for 24% of the total variance.

Factor 1 placed a high negative loading on 'selfish' and 'able to take for self'. This also ties in with the traditional view of the devoted selfless mother (Harding, 1933) who dedicates herself to her family's needs.

It is interesting to note that the three variables dealing with the self, i.e. 'self-concept', 'self-awareness' and 'self-acceptance' did not receive high loadings on Factor 1.

Factor 1 reflects a picture of a mother who is focusing on her family rather than her self. This circumscribed view of the self when one is concentrating largely on others has been described by feminist writers (Deutsch, 1974; Lessing, 1972; de Beauvoir, 1943; Chodorow, 1973).

Chodorow warns of the consequences of boundary confusion when females do not maintain adequate personal boundaries. She writes that this may result in a lack of self-esteem and an overwhelming relatedness to others. Ultimately, this may lead to a further loss of self.

Lopata (1971) in her study reports that women living in the older, more conservative and traditional neighbourhoods of Chicago were more likely to report satisfaction out of their role as homemaker than those women who were living in newly developed less conservative communities. The women in the newer areas also reflected a somewhat higher educational level.

Lopata writes of the more conservative women: "they are happy that they are appreciated or needed and that the family is pleased with their efforts" (Lopata, 1971, p. 217).

It would appear from the evidence in Factor 1 of the interview data that at least one-fourth of the women in the present study are similar to those women in Lopata's study who have the capacity to derive a significant amount of satisfaction from their role as homemaker. This is not unexpected as the present sample is drawn from a conservative culture and only 16% of the women had university experience. Their acceptance of the more traditional role of women is not surprising when one takes into consideration the conservative culture of which they are members.

In Table VII, significantly loaded variables in Factor 1 may be compared with all the interview variables. It can be seen that the two

variables that received the highest loadings in Factor 1 are also highly correlated with the interview variables 'time spent with children'. They are not highly correlated with 'in touch with children' or 'intimately involved with children'. It would appear that although the mother spends a great deal of time with the children, there is no significant evidence that this ensures a close relationship with the children.

'Able to take for self' and 'selfish' which received high negative loadings in Factor 1, show a significant negative correlation with 'time spent with children'. This is further confirmation that the profile of the woman reflected in Factor 1 is of a mother who spends a great deal of time with her children. In these two variables, although there are correlations with 'in touch with children' and 'intimately involved with children', they are not significant. It is necessary to keep in mind the 'able to take for self' and 'selfish' received negative loadings in the factor analysis and that the correlations with 'time spent with children' were also negative thus indicating that those who are selfless and unable to take for themselves did spend a significant amount of time with their children.

In Factor 1 there is minimal evidence pertaining to the quality of the marital relationship. The lack of any significant evidence may imply that the focus is strongly on the children in these women, rather than on the marital bond.

7.3.2 Factor 2 Positive Marital Relationship

Factor 2 accounted for 16.1% of the total variance. The focus in Factor 2 is on a positive marital relationship which received the highest loading.

Other significantly high loadings were on 'in touch with husband', 'atmosphere in the home' and 'father spends time at home'.

Whereas Factor 1 stresses the importance of the home, Factor 2 stresses the marital relationship. A high negative loading on 'stress in marriage' and 'independence from husband' also points to a close marital bond.

In comparing Factor 1 and Factor 2, it is interesting to refer again to Lopata's (1971) study. Thirty-eight percent of the women in her study reported motherhood as a major source of satisfaction whereas only 8% specified marriage.

In the present study, although 16% of the women report a positive marital relationship it is not possible to tell from the data how their marital satisfaction compares to the satisfaction they gain from their role as parent, an independent factor.

The difference in highly loaded variables in Factor 1 and Factor 2, however, does indicate a different focus of attention in the two profiles. In Factor 1, the mother appears to emphasize the importance of the home and spending time with the children whereas in Factor 2, the marital bond appears to receive the major emphasis.

It is not possible on the limited data available to draw conclusions regarding the quality of the marriage of these women. One can note, however, that the literature does conclude that strong emphasis on the children may indicate a weaker marital relationship (Bernard, 1972; Lopata, 1971).

It is also of interest to note in Factor 2, that the variable 'father spends time with children' loads highly. This would imply an involved father who actively spends time with his children rather than viewing his role mainly as an economic provider. This close family involvement may well be an important feature in the positive marital relationship reflected in Factor 2.

7.3.3 Factor 3 The Self

Variables concerned with the 'self' received the highest loadings in Factor 3. This factor accounted for 13.1% of the total variance. 'Self-concept' and 'self-awareness' received the highest loadings in this factor in contrast to the first two factors which focused on the family and the marital couple. 'Positive home atmosphere' also loads highly in Factor 3. 'Guilt' and 'martyrs self' received high negative loadings.

In Table VII where highly loaded variables from the factor analysis are correlated with all the interview variables, it may be seen that there is a significant correlation between highly loaded variables in Factor 3 and 'introspection'. There is also a significant negative correlation with 'self-doubt'.

In Factor 3 for the first time there is an indication of an individual that has a high level of self-awareness and a significantly positive self-concept. She does not appear to suffer from guilt feelings, self-doubt or a need to martyr herself. This is one type of individual referred to in the chapter on 'The Group' who might benefit from a group experience. The leaning toward introspection coupled with the high level of self-awareness and the positive self-concept indicate that this person might gain in personal development from sharing experiences and thoughts with others in a supportive environment.

7.3.4 Factor 4 Ego Strength/Coping

Factor 4 accounted for 10.7% of the total variance. Variables that received high positive loadings were 'ego strength' and 'coping'. Other variables that received high loadings were 'self-concept', 'in touch with husband' and 'independence from husband'. In Table VII a significant positive correlation is shown between the variables that

received high loadings in Factor 4 and other interview variables such as 'in touch with child', 'self-awareness', 'warm/motherly' and 'intimately involved with child'.

Factor 4 presents a picture of a mother who appears to have a strong personal identity which incorporates a positive self-concept, a strong ego and an ability to cope. In addition to this, she seems to have a close and warm relationship with her child.

The women reflected in Factor 4 appear similar to the women reflected in factor 3 in their awareness of themselves as individuals. In Table VII, however, it can be seen that the woman reflected in Factor 4 does not have as high a level of self-acceptance as the woman reflected in Factor 3. She does, though, appear to have a closer tie with her children as indicated in the correlation in Table VII with 'in touch with child'. Group work for the woman reflected in Factor 4 might help her increase her level of self-acceptance.

7.3.5 Factor 5 Family of Origin

Factor 5 relates to the third hypothesis of this study. This hypothesis states that many mothers continue to be very strongly influenced in their present lives by relationships and experiences from their family of origin (i.e. the mother's own family) and that this influence may be so strong that the mother tries to recreate her family of origin within her present circumstances (Ackerman, 1958). This dependence on the family of origin and need to recreate a similar family may inhibit autonomous development of those within the present family.

Factor 5 revealed a picture that is descriptive of this hypothesis. High loadings were found on 'positive view of own mother', 'happy family of origin' and 'tries to recreate family of origin'.

It is important to note in Table VII that there are significant positive correlations between the variables that received high loadings in Factor 5 and the interview variable 'dependence on mother'. It is also of interest that there is a negative correlation between the variables that received high loadings in Factor 5 and 'life stress-background'.

It would appear that the profile of the mother reflected in Factor 5 is one who has had a happy family of origin with low levels of stress. She continues to have a positive relationship with her own mother and still shows strong dependence on her. There is a notable negative correlation between variables highly loaded in Factor 5 and the interview variable 'self-awareness'.

A close relationship with one's family of origin once one has grown into adulthood may preclude a strong individual character. Erikson (1968) stresses the need of the adolescent to separate from the family, particularly the mother in order to develop and maintain an identity of one's own. It is questionable whether the woman whose profile is reflected in Factor 5 has been able to make that break and develop herself as a person in her own right.

An unnatural dependence upon her family of origin and a need to recreate her own family may have a deleterious effect on the individual development of her own children as well as herself. An individual with this situation may profit from increased awareness of her predicament within a group setting. As she compares her own perceptions with others who have separated successfully from their families of origin, she may see the need to become more autonomous herself.

7.3.6 Summary

Selected dimensions from the interviews were factor analyzed. The first factor reflected a mother whose focus was on her home and children. It was pointed out that participation in a group might help this type of individual become aware of the dangers of total immersion in others.

Factor 2 focused on a close marital relationship and positive home atmosphere. Factor 3 reflected an individual with self-awareness and a strong self-concept. It was indicated that this type of individual might also benefit from a group experience in which she would have the opportunity to explore her own development further.

Factor 4 revealed a profile of an individual with a strong ego who coped well. There were also indications of a close tie with the children. The comment was made that her level of self-acceptance might be increased through group participation with other mothers.

Factor 5 focused on the importance of the family of origin in some women's lives. This family influence included a strong dependence on the women's mother and the lack of a strong personal identity. It was indicated that the woman's individuality may well have been sacrificed as a result of overly close ties with her own parents. The dangers of this symbiotic relationship were pointed out, especially that the autonomous development of her own children could be threatened by this situation. It was indicated that group work might help an individual high on this factor perceive her situation more clearly and thus encourage her to avoid its pitfalls.

7.4 Analysis of Projective Tests

The assessments made on information received at the time of the interview were based on the information given by the mother and the assessors' perceptions of the mother. The mother gave or withheld facts and feelings about herself and her family at will. The interview was a conscious interaction in which the mother was able to give as much or as little information about herself as she wished.

7.4.1 Projective Techniques

The projective test the mother was asked to take home and complete was not a direct request for information as was the interview.

Mothers were given the standard instructions for the written Thematic Apperception Test. The Make-a-Story test was a modification of pictures from the TAT and CAT tests (see Appendix 1C). These tests are based on the psychoanalytic concept of projection:-

The projection of inner perception to the outside is a primitive mechanism which, for instance, also influences our sense perceptions so that it normally has the greatest share in shaping our outer world. Under conditions that have not yet been sufficiently determined even inner perceptions of ideational and emotional processes are projected outwardly, like sense perceptions, and are used to shape the outer world, whereas they ought to remain in the inner world.

(Freud, 1950, p. 107-108)

The concept of projection involves the casting forward or thrusting out of the personality where it may be observed (Robin, 1955). Projective tests are a means of personality assessment in which the testee may well be unaware of the information he is giving about himself.

As a result of the ambiguous quality of the stimulus card, in the TAT test, the testee is forced to project his own thoughts and experiences into the story he composes. This is called 'apperception'.

A psychologist experienced in projective techniques is then able to interpret the protocols (having used the instrument as a research tool), relating the stories to the dimensions and dynamics of the individual's personality. Thus a deeper awareness of the individual becomes possible as a result of the projective test (Bellak, 1954).

7.4.2 Assessment of the Make-a-Story Protocols

Although all the mothers that were interviewed received the Make-a-Story test and were asked to complete it at home and return it, only sixty-eight out of the 111 returned their protocols. Although over 50% may be an acceptable rate of return on such a request, it is important to note that those mothers who did return their protocols may reflect a different profile than might have been the case if all the protocols were returned. The fact that the women did return the material implies a certain level of interest and motivation.

The protocols were assessed on selected criteria (e.g. self-concept, dependence, etc.) 'blind' by three independent raters (see Appendix 1E). The raters were all experienced psychologists who were familiar with projective techniques. Following independent assessments, the raters discussed each protocol in detail and came to an agreed rating which they felt was an accurate reflection of the protocol.

Dimensions selected for measurement were those felt to be relevant to the three hypotheses in the study. Because the nature of the material was very different from the direct information given at the time of the interview the dimensions were significantly different. Only two were the same as those assessed at the time of the interview, i.e. 'self-concept' and 'guilt'.

7.4.3 Factor Analysis of the Make-a-Story Test

Sixteen dimensions or variables were selected for factor analysis (see Tables VII and VIII).

7.4.3.1 Factor 1 Self-concept/Imaginative

'Self-concept' received a very high loading in Factor 1 followed by high loadings for 'imagination', 'outcome (positive)*', and 'need for achievement'. 'Depression' received a negative loading. Factor 1 accounted for 27.5% of the total variance.

In reviewing the content of the protocols it becomes clear that the self-concept these mothers reflect in their stories is frequently bound up with their image of themselves as mothers (see Appendix 4A (i and ii)). Their positive self-image is often a result of their ability to mother rather than a sense of individual identity. These protocols reflect accurately the data gained from the interview that many mothers see themselves primarily as mothers placing less emphasis on their individual identities outside the mother role or their role as wife. This supports the first hypothesis which states that many mothers view themselves in this way.

Card 1 (see Appendix 1C (i) Card 12 of the TAT) shows a woman pensively looking into the distance. Almost without exception, the stories written for this card brought the children into the picture. This is a clear example of 'apperception', i.e. the mothers introduced children into a setting in which there were none. This confirms the importance of children in the lives of these mothers.

Examples of imaginative protocols are given in Appendix 4B (i - iv). A number of protocols contained highly imaginative stories. In some cases there was no doubt that the mother escaped her routine world in flights of imagination (see Appendix 4B (iii)).

*Outcome (positive) refers to the positive outcome of stories given in response to the stimulus cards.

In most cases, however, the imaginative aspect was seen as a healthy one (Appendix 4B (i and ii)). Occasionally, they were linked with depression and deeply worrying (Appendix 4B (iv)).

'Need for achievement' seemed to be most often linked up with the need to achieve as a good mother (Appendix 4A (i)). There were only a very few stories which indicated a need to achieve outside the setting of a family.

The negative loading for 'depression' in Factor 1 does not come as a surprise. The protocols that were reflective of the variables that received high loadings in Factor 1 were those of busy, involved mothers as seen in Appendix 4A (i and ii). In these women, as one would expect, there was little evidence of overt depression. The positive outcome of their stories also confirmed a lack of depression.

Factor 1 presents a picture that partially confirms and partially negates the first hypothesis. It confirms that many mothers see themselves mainly as mothers and have a limited perception of themselves as individuals in their own right. Factor 1 does not show that this limited self-perception is often accompanied by a lack of self-confidence. On the contrary, Factor 1 has a high loading on 'self-concept' indicating a positive attitude towards oneself. There is no sign in Factor 1 of increased dependency on husband, children and families of origin. Material from the Make-a-Story protocols, however, does indicate that the woman's self-concept is most often linked with her role as mother (Appendix 4A (i), 4C (i)).

7.4.3.2 Factor 2 Dependency/Nurturance

Factor 2 accounts for 22.3% of the total variance and has high loadings on dependence (mother's dependency needs are strong), nurturance (presence of nurturing in the stories), 'outcome (positive)' and 'in touch with child'. 'Anger' and 'role conflict' received negative loadings.

Harding (1933) also warns of the mother who is too dependent upon her children. When the child matures, the mother then clings and fears the vacuum left by her child's growing away from her.

In Appendix 4A (v) an example of the overly-dependent mother is found. Although the mother's dependency needs may involve her husband and her family of origin, it was found in the protocols that the close relationship often seemed to be between the mother and child. This confirms the discussion of Factor 1 of the interview assessments where it was felt that the mother's strong focus on the home might be at the expense or in place of her marital relationship.

In Factor 2 the high dependency needs of the mother offer support to the 1st hypothesis. From examples given in the protocols, it appears that the high level of dependency may frequently involve the mother's relationship with the child. This symbiotic element confirms that part of the 1st hypothesis that states that many mothers see themselves mainly as mothers and that this is often accompanied by an increased sense of dependency. Evidence from Factor 2, however, shows no support for that part of the 1st hypothesis that states that the limited self-perception of mothers is often accompanied by a lack of self-confidence, assertiveness and feelings of inadequacy, frustration and depression.

7.4.3.3 Factor 3 Anxiety/Role Conflict/Guilt

Factor 3 accounts for 9.6% of the total variance. There are significant high loadings on 'anxiety', 'role conflict', 'guilt' and 'depression'. There is a negative loading on 'self-concept'. In Appendix 4E examples of protocols are given of those that reflect these variables.

In Factor 3 there is strong evidence of the depressed mother that Weissman and Paykel (1974) write about. In their work they found up to one-third of the population suffering from depression and its concomitant aspects. The dimensions with significant loadings in Factor 3 seem a logical development from those dimensions discussed in Factor 2. Moulton (1977) found that women who had developed close bonds with their children and husbands to the exclusion of their own identities often suffered from depression.

The diminished self-concept evidenced in Factor 3 also ties in with the research of Weissman and Paykel (1974). Branden also emphasises the need for a high level of self-esteem in a healthy personality (Branden, 1971). He stresses the importance of being autonomous. The absence of self-denial and self-sacrifice he sees as a prerequisite to a healthy sense of self-esteem and autonomy.

Women whose protocols reflected in Factor 3 might well benefit from participation in group sessions with other women in an attempt to help them increase their levels of self-esteem and help them to gain a new perspective of their own needs and expectations. Later discussions will cover the effectiveness of experimental groups formed for this purpose in an attempt to test the 3rd hypothesis of this study.

7.4.4.4 Factor 4 In Touch with Child/Affect/Imagination

Factor 4 accounts for 7.6% of the total variance. 'In touch with child', 'affect' and 'imagination' have significant positive loadings. 'Anger' also received a high positive loading.

A mother scoring high on this factor would be one with strong dependency needs of her own. (Appendix 4A (iv)). At the same time, 'nurturance' was also present in the stories. It was not uncommon in stories given to the first stimulus card (see Appendix 1C (i) Card 12 of the TAT) to find that the mother is emotionally dependent upon the children (Appendix 4A (ii and iii)). There was often a high level of nurturance in stories for Card 2 (Appendix 1C (ii)). Factor 2 is reflective of a mother who needs a close warm relationship and in the protocols this appears often to be a strong relationship with her children.

Given the above, it is not surprising that 'anger' and 'role conflict' received negative loadings. The dependent personality cannot afford to show external anger for fear of losing that which she is dependent upon (Klein, 1969). In a close mother-child relationship, it is also understandable that there is little or no role conflict with the mother. If the relationship is satisfying her dependency needs, there should be little drive to move away from the child.

Moulton (1977) sees a symbiotic relationship between mother and child as unhealthy. She sees a mutual independence between mother and child as important to both parties. She warns that the mother who does not encourage her own as well as her child's independence risks alienating the child.

Although surface anger may not be noticeable in a mutually dependent relationship, a deeper resentment and fear is part of every dependency relationship (Klein, 1969). A child who has been encouraged to remain highly dependent upon his mother may later spurn any dependency in an effort to avoid another suffocating relationship (Moulton, 1977).

The women who would be high on this factor appear to be in touch with their feelings. Not only do they have access to their imagination and creative feelings but they are also in touch with their inner self. They are able to make contact with their inner self.

Examples are given to illustrate the above dimensions.

The women who would be high on Factor 1 appear to be a group not only with their children but with themselves. Their ability to express affect (anger in particular) might provide a strong model to others in a group situation and they are able to express their feelings.

Both kinds of women might gain from a group involving an opportunity to express their inner feelings and emotions. A supportive group which enables the participants to explore feelings might also provide the opportunity to learn how to express feelings, especially those of anger, in a constructive way.

7.4.4.5 Factor 5 Internal Evaluation/Imagination/Flexibility

Factor 5 accounts for only 5.7% of the total variance but reflects high loadings in some very important dimensions. 'Imagination' and 'flexibility' received high positive loadings and 'external locus of evaluation' received a high negative loading.

These dimensions reflect an individual who has an internal locus of evaluation. Her self-concept comes from within. Frankel (1971) writes that as a person acknowledges ownership of himself, he experiences a sense of inner strength and personal efficacy. He is free of others' evaluations of himself and this gives the individual a freedom and aliveness that prevents feelings of hostility and resentment. Perhaps this is why 'flexibility' is also highly loaded in this factor.

The mother who would be high on this factor appears to be in touch with her feelings. Not only does she have access to her imagination and positive feelings but she is also in touch with her anger. She is able to make contact with her child.

Examples are given in Appendix 4G of protocols containing the above dimensions.

The women who would be high on Factor 4 appear to be in touch not only with their children but with themselves. Their ability to express affect (anger in particular) might provide a strong catalyst to others in a group situation who find it more difficult to express their feelings.

Both kinds of women might gain from a group in having an opportunity to express their inner feelings and emotions. A supportive group which enabled the participants to explore feelings, might also provide the opportunity to learn how to express feelings, especially those of anger, in a constructive way.

7.4.4.5 Factor 5 Internal Evaluation/Imagination/Flexibility

Factor 5 accounts for only 6.7% of the total variance but reflects high loadings on some very important dimensions. 'Imagination' and 'flexibility' received high positive loadings and 'external locus of evaluation' received a high negative loading.

These dimensions reflect an individual who has an internal locus of evaluation. Her self-concept comes from within. Branden (1971) writes that as a person acknowledges ownership of himself, he experiences a sense of inner strength and personal efficacy. He is free of others' evaluations of himself and this gives the individual a freedom and aliveness that prevents feelings of hostility and resentment. Perhaps this is why 'flexibility' is also highly loaded in this factor.

The individual who does not need to be dependent upon others can afford to be flexible because he is not threatened by the external environment. His imagination is also free to develop for the same reason.

As with Factor 4, the type of individual that is reflected in this Factor might make a strong contribution as a group participant. Because of their flexibility, they are also open to personal growth.

The strengths reflected in Factor 4 and Factor 5 might well provide very positive models within a group setting for women such as those reflected in Factor 3 who suffer from anxiety, guilt, depression and role conflict.

7.4.4.6. Summary of Make-a-Story Factor Analysis

Three of the five factors (Factor 1, 4, and 5) reflected positive dimensions such as:

- positive self-concept
- touch with child
- internal locus of evaluation
- imagination
- flexibility
- affect

These factors accounted for 41.8% of the total variance. It has been suggested that women who have these attributes may make a positive contribution as a group participant. They also might be able to gain more from the group because of their receptivity.

Less positive dimensions received high loadings in Factors 2 and 3 and accounted for 31.9% of the variance. Variables such as guilt, depression, role conflict, anxiety, and strong dependency needs received high loadings in these two factors. It was suggested that these women might benefit from a supportive group experience in which they could explore their sensitive areas and gain support from other group members. The presence of positive models might help them in their development.

Lieberman's (1973) comments concerning the beneficial aspects of a group experience are relevant to the above discussion:-

The opportunity for individuals to learn something about themselves by explicitly expressing and experiencing emotions and being able to talk about such feelings is a basic process for enhancing human potential..... not easily duplicated in the ordinary course of living.

(Lieberman et al, 1973, p. 454)

Those mothers from the original sample that did express interest in the groups showed a need to experience something new and a willingness to take a risk. These women confirm Rogers' belief that man is constantly striving towards personal growth (Rogers, 1961).

The factor analysis of the Make-a-Story protocols provided some support for the 1st hypothesis in this study, namely that many women view themselves mainly as mothers. The troubled protocols reflected in Factor 3 and Factor 4 may also support the first hypothesis that many women suffer feelings of frustration, depression and inadequacy. There was also evidence of strong dependency needs in some of the mothers as evidenced in the protocols.

There did not seem to be any direct evidence to either support or negate the second hypothesis in the Make-a-Story protocols.

With reference to the 3rd hypothesis that states that groups discussion of the role of women in her many facets will increase the participant's awareness of her own needs, it would appear that many of the women who submitted protocols might well gain from a group experience. Actual support of the hypothesis, however, is not possible from the evidence in these protocols.

As can be seen by the above discussion, the Make-a-Story protocols reflect the inner thoughts and feelings of the mothers in the present study. The mother may or may not be consciously aware of these thoughts and feelings. This is in contrast to the information given in the interview which reflects the thoughts and feelings the mother specifically decides to share with the interviewer.

7.5 Group Intervention

The subjects for the intervention programme consisted of two experimental groups matched with a control group from the original sample. There were ten mothers in the first group, seven in the second and the control group consisted of eleven mothers.

Group selection was based on the interest shown by the mothers following the initial interview. Mothers were asked to complete forms indicating their interest in participating in a group. They specified whether they would prefer a morning or an evening group. Their preference determined the final composition of each group.

The control group was carefully selected to match participants in the experimental groups. Matching was carried out on the basis of information gathered at the initial interview. The choices were based on the raters' assessments. It can be seen in Table IX that there is no significant difference between the control and experimental groups on selected variables taken from the interview assessments. There is almost no difference between the original sample and control group means.

7.5.1 Significance of Statistical Data

In Tables IX, X and XI the results of selected variables showed no statistically significant differences. The variables being measured in most cases were extremely difficult to quantify. Because of their complexity and the 'halo effect' that was noticeable in the raters' assessments, it was difficult to obtain an exact measure. The large variance in many of the variables, coupled with the small size of the sample, made the possibility of obtaining a statistically significant difference between the means even more remote.

TABLE IX

COMPARISON OF SAMPLE AND GROUP MEANS - SELECTED INTERVIEW VARIABLES

	Self-Concept	Self-Acceptance	Self-Evaluation-external	In touch with husband	Ego strength	Ability to cope	Happy family of origin	Positive view of own mother	Tries to recreate family of origin	Excellent marital relationship	Pleasant Home atmosphere	Not dependent upon husband	Home very important	Being homemaker very important	Martyrs self	Selfish	Able to take for self	Guilt	Father spends time with children
Total Sample (III)	3.1	3	3.4	3.4	3.4	3.2	3	3.3	3.5	3.6	3.2	2.6	3.3	3.7	3	2.8	2.8	3	3
Group I (Experimental)	3	3.4	4	4.4	2.8	3.7	3.3	2.7	3	4	3.4	2.8	4.6	4.5	4.1	2.4	2.5	3.4	3.4
Group II (Experimental)	2.3	3.3	3.3	3.7	3.7	3.7	2.7	3.3	2.8	3	2.7	3	4	3	3	2.8	2.8	4	3.2
Group III (Control)	3	3.2	3.2	3.6	3.2	3.2	3	3	3.6	3.8	3.7	2	3.6	3.6	2.8	2.7	3	3	2.5

See Appendix 1D for Interview Assessment Variables
Variables rated on 5-Point Scale.

7.5.1.1. Table IX - Comparison of Sample and Group Means - Selected Interview Variables

In Table IX means of selected interview variables for the original sample are compared to means for the two experimental groups and the control group. The variables selected for comparison were those felt to be most relevant to assessments made during the group interventions.

In Group I, the first experimental group means for the variables 'in touch with husband', 'home very important' and 'martyrs self' are higher than in the other groups or the original sample. Although this is not a statistically significant difference, it confirms the group leaders' experiences of these women during the group sessions.

Group I was composed of mothers who did not work and whose main focus was on their home and family. It is understandable, therefore, that the above variables revolving around the home would be higher for these women.

It is important to draw attention to the high mean of 'martyrs self' in Group I (Table IX). It would appear that these women, in confirmation of Factor I in the interview data factor analysis (Table V) which received high negative loadings on 'selfish' and 'able to take for self' reflect the traditional stereotype of the 'selfless mother' who finds it difficult to take for herself (Berrard, 1974).

Another difference between the experimental groups is that Group I has a higher mean than Group II on the variable 'Excellent marital relationship'. Again, the difference is not a statistically significant one but worth noting.

Although it is not possible to hypothesize a cause for this difference, one can note that the literature suggests that those women who are not finding their home-life fully satisfying are more likely to seek employment (Bernard, 1974).

A more traditional argument for this difference might be that the women in Group I appear to enjoy a more satisfying marital relationship because they are devoting themselves to their homes and families and not splitting their loyalties and energy. Bernard's work (1974) would dispute this traditional view. Lopata (1971) would also question this argument. On the basis of her extensive research, she concluded that women who developed significant outside interests were more likely to be more effective wives and mothers as a result of their own increased satisfaction. The obvious factor that must be taken into account when considering the effects of outside interests on the mother's degree of success as a wife and mother is the level of her own need for external activities and involvement.

In sum, although there were no statistically significant differences between sample and group means, differences were noted and related to the literature. It was felt by the researchers that the lack of statistically significant results was strongly influenced by the complex nature of the data, the size of the sample, and the lack of sophisticated instruments for measurement.

7.5.1.2. Table X - Experimental Group Means of Selected Variables from TAT Assessments

In Table X, there are again no statistically significant differences in means of selected variables. Of interest, however, are the higher means for Group II on 'depression', 'anger' and 'role Conflict'. Although the limited size of the group means that even one participant can make a notable difference to the mean, it is of interest that this

TABLE X
GROUP MEANS OF SELECTED VARIABLES FROM TAT ASSESSMENTS

	Self-concept	In touch with child	Self-evaluation external	Imagination	Flexibility	Need for achievement	Guilt	Depression	Anger	Role Conflict	Anxiety	Dependency needs strong	High level of nurturance	Level of affect high
Group I	2.9	3.3	3.3	3.3	2.8	3.1	3.1	2.9	2.8	3	3.1	3.7	2.8	3.1
Group II	2.5	3.1	2.8	3	3	2.3	2.8	3.8	3.3	4	3.5	3.3	2.5	2.8

group suffered more from depression, anger and role conflict than did the other groups or the original sample.

Although it would appear that their employment outside the home did not completely alleviate the feelings of depression, anger and role conflict, one could hypothesize that these women might have experienced even higher levels of these feelings if they remained at home. Group discussion revealed that this actually was the case for most of these women.

7.5.1.3. Semantic Differentials - Experimental and Control Group Means: Pre- and Post-intervention Comparisons

Although there were no statistically significant differences in the means given in Table XI, it is of interest that there were changes in the means of 'Real/Ideal Mother' in both experimental groups looking at the Pre- and Post-intervention measures. There was virtually no change in the control group. This difference between the control and experimental results adds confirmation to the reliability of the instrument.

Group II experienced the most marked difference. This is a strong indication that some change took place during the group process within these individuals.

It is not possible to say that this change was a direct result of the group process. What is important to note, however, is that external events in the lives of these group members included the following changes during the period of the intervention and immediately following it:-

- 1) one participant accepted a position involving a significant career commitment
- 2) one participant stopped working to become a full-time mother
- 3) one participant initiated divorce proceedings
- 4) one participant began work on her M.A. thesis

TABLE XI

GROUP MEANS OF SEMANTIC DIFFERENTIALS - PRE- AND POST-INTERVENTION COMPARISONS

	Real/Ideal Mother		Real/Ideal Child	
	Pre-Intervention	Post-Intervention	Pre-Intervention	Post-Intervention
Group I Experimental	13.9	15	14.5	18
Group II Experimental	14	12	10.1	23
Group III Control	12.8	11.5	12.3	12.6

Scores signify mean differences between Real and Ideal scores.

Out of a group membership of seven, the number of external changes in life-style is highly significant. One can only hypothesize that the external change was a reflection of internal change.

The change in the mean differences between the real and the ideal mother in Group II resulted in a larger gap between the participants' perceptions of themselves as mothers in comparison of their perception of the ideal mother. This implies the possibility of an increased self-awareness coupled with a decrease in self-acceptance by these mothers. It is important to note, however, that because of the limited size of the group, situational change must not be discounted. In other words, if the mother was in a more self-critical frame of mind when she completed the second semantic differential, this might not be a true reflection of her overall attitude towards herself.

It must be noted, however, that this finding contradicts the hypothesis in this study which states that as a mother's perception of herself increases within the group process, she would become more accepting of herself and her limitations and recognize that the 'Ideal mother' is an unattainable fantasy.

7.5.1.4. Group Assessment

Following each group, the two co-leaders assessed each participant on the following variables:- participation, self-acceptance, self-confidence, openness, sensitivity to others and self-awareness.

On a quantitative basis there was little evidence of an incremental change within the groups. Weekly variances, however, did occur indicating a reflection of the normal variance in 'real life' as opposed to a notable learning curve.

Again, the difficulty in defining and measuring variables with sufficient precision must be noted. The 'halo effect' of the raters was also recognized.

Although there was a lack of quantitative evidence of change, the raters felt there were important processes and these will be discussed on the basis of the group leaders' qualitative assessments of the participants as well as comments from group members themselves.

7.5.2 Co-leaders' Perceptions of the Group Experiences

7.5.2.1. Group I

At the inception of Group I the co-leaders used 'ice-breaking' techniques such as relaxation exercises and 'fantasy trips' in order to facilitate the sharing of experiences, feelings and thoughts. After the first few meetings, however, the directive group techniques were stopped as the leaders agreed that it was important to allow the group to bring up whatever was relevant to them on a spontaneous basis.

In Group I the talk centered most often on families of origin with particular reference to difficulties encountered with parents and the negative effect that these early problem areas continued to have on certain of the participants' lives.

The importance of this topic in Group I supports the second hypothesis in this study which states that families of origin are an important influence on the current lives of many mothers. The intense interest and feeling that was apparent in these discussions confirmed that many of these mothers were still intimately involved in relationships with their own parents and in some cases these relationships were the source of acute distress and discord for the mother.

The topic that received the next most emphasis in Group I was children and mothers' problems revolving around their children. It was apparent that several of the mothers suffered intense guilt feelings in relation to their own ambivalent feelings to their children. These feelings coupled with fears of their own inadequacies as parents caused distress and frustration within these women. These women were able to

explore their feelings within the group, gain support from sharing similar experiences with other mothers and just feel the relief of discussing these sensitive issues within a warm and supportive group atmosphere.

There appeared to be no ultimate resolution to the conflicts that these women experienced. It did seem, however, that there was a beneficial effect in being able to openly discuss their difficulties and find support within the group. The increased perception of themselves, their children and other group members' experiences did help to show these women that the feelings and difficulties they were experiencing were in almost every case entirely normal and part of what most parents have to deal with while their children are young (see Appendix 3B).

Another important topic for discussion was marital relationships. The degree to which a wife should assert herself within the marriage was often an important issue. Group members revealed a traditional view of marriage on the whole and supported the conventional role of the wife in which the wife provides a support system for the husband and children who face the challenges of the outside world.

The emphasis was largely on the importance of the wife's role and her responsibilities to husband and children - often at the expense of her own needs. Although several of the women would have preferred to be working, they felt that their domestic responsibilities outweighed their need to work. This evidence supports the earlier discussion regarding the disparity in the interview data between the number of women who wanted to work and those who were actually working.

The group members who did have part-time jobs felt a conflict and experienced guilt feelings about leaving their children.

The discussions within Group I remained at the level of discussing parents, children and husbands. There was little evidence of deep-seated role conflict.

There was very little interpersonal conflict expressed during the group although both leaders felt it existed (see Appendix 3B (v)). Given that these women had not shared in an experience of this nature before and that there were a limited number of sessions, it was not surprising that they chose not to work through interpersonal conflict or reveal their individual selves more deeply. It was not the objective of the group leaders to encourage exposure of interpersonal conflict or deep personal revelations. The support that might be necessary as a result of conflict or personal exposure would not be sufficient within the scope of the group.

Lieberman et al (1973) in their extensive project on groups, concluded that deep disclosures were not positively correlated with growth within a group. They maintain that the dangers of personal damage within a group situation that encouraged this were real. This is in contrast to Rogers (1969) who maintains there has been minimal negative 'fall-out' in the groups he has run.

One of the criteria used to determine possible 'damage' in Lieberman's study was that a group participant sought individual therapy during or immediately after the period of the group. Although no group members sought therapy during the eight sessions of Group I, one group member did consequently go into long-term therapy. Both leaders, however, felt that this was a definite sign of growth and an indication of a need to try and resolve painful areas in which she was experiencing personal conflict. Recognizing that the difficulties she

was experiencing had validity and that it was 'warranted' that she try and resolve them with outside help was in the leaders' opinions one of the most beneficial aspects of Group I.

In reviewing the comments (see Appendix 3B) made by group members following the groups, a more detailed picture can be gained of what these mothers felt happened to them during the course of the groups. An ability to see other people's problems, a heightened perspective of one's own problems, a feeling of closeness with other group members were all cited as beneficial effects of the group. These findings tie in with the Lieberman (1973) study. They concluded, after a detailed and extensive investigation, that although groups may not often result in deep-seated changes that the group is still a valid experience. They concluded that allowing people to share and experience feelings and thoughts with one another in a supportive way in itself was a valid process.

Lieberman distinguishes between a group's 'potency' and its ability to effect change. He defines potency in regard to encounter groups as the ability to provide an 'emotionally charged, moving experience' (Lieberman et al, 1973, p. 438). He concludes from his study that potency was associated with change but that although it may be necessary, it was by no means a sufficient condition for change:-

It appears potency is evoked by certain basic experiences ('the intensive group experience') that the small group provides for its members. The majority of participants reported that the group helped them to experience and express their feelings, to obtain feedback about themselves, to make them aware of their interpersonal impact upon others, to understand that they are like other people, to reveal themselves, and to experience a deep sense of involvement within a group.

(Lieberman et al, 1973, p. 438).

Lieberman writes that the intensive group process seems to provide a sound platform for the process of change but it is not equivalent. He maintains that not only must individuals experience deep emotion but they also must be helped to objectify the experience in such a way that it is meaningful to their future behaviour.

Perhaps the most important result that Lieberman reports is that the cognitive element in the group process is critical to change. Despite the group theorists that stress the importance of the emotions to the group experience and negate the cognitive input, he found that unless emotional experiences are accompanied with some kind of cognitive framework there is little meaningful change:-

The participant must be able to carry something out of the group experience that is more than a simple affective state. He must carry with him some framework though by no means necessarily well-formulated, which will enable him to transfer learning from the group to his outside life and to continue to experiment with new types of adaptive behaviour.

(Lieberman et al, 1973, p. 439)

The leaders are seen as being responsible for facilitating the emotional experience and subsequently to encourage cognitive reflection of the experience. It is their responsibility to help group participants find a means of transferring the meaning they have discovered to their day-to-day lives (Lieberman et al, 1973).

The leaders in Group I did help group members to analyze the intense emotional experiences they had within the group more objectively. They encouraged group members to look at why they felt so strongly about something, what in their past gave such an emotional charge to their present experience. Discussion also revolved around what could be done within the framework of their present life in order to 'desensitize' this area if it was problematic.

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In three cases, all concerning difficulties with the family of origin, much group time was spent in this way. In the first case, one group member tried to help the other two come to terms with their difficulties by expressing how she had resolved her own situation with an over-bearing mother. In the second case, the group member gained resolve to face a difficult forthcoming situation with her parents. She reported feeling that the work she had done within the group in trying to come to terms with the reality of her situation had helped to prepare her for it so she would be able to tolerate it with less pain. In the third case although there was endless discussion revolving around the group participant's need to free herself from an enmeshed relationship with her own mother, the leaders felt that there was virtually no movement within the individual. It was felt that she had a strong need to continue the relationship as it was and that the group provided a forum for her to enjoy her own 'misery'. There appeared to be a great deal of secondary gain from the pathological nature of the relationship.

In all these cases, the initial time was spent facilitating the person's feelings about the situation. Following this emotional expression, further time was spent in helping the person view the situation more objectively and then help her plan how the situation might be handled in the future so that it no longer carried with it such a negative emotional impact.

Group leaders were satisfied at the completion of the sessions, that all of the group members had gained something from the group that was relevant to their own life. Some, they felt, gained more than others and those who put more effort into the discussions, seemed to be those who gained the most.

7.5.2.2 Group II

The second group was composed of six participants from the original sample and one external participant. These women were all working, therefore the evening group appealed to them.

As the evening group required the women to leave their husbands and children during a time which is traditionally set aside for families, their willingness to attend indicated that these women were able to have outside interests that were important enough to them to overcome this initial obstacle.

The fact that Group II was smaller than Group I, coupled with the fact that they were working created a different atmosphere from the first group. Group members were more often than not tired when they arrived and there were frequently comments to the effect that tiredness had almost kept a group member from coming but in retrospect she felt much revived by coming.

Another aspect of this group that increased its homogeneity was that all except one had a child in the same nursery school.

All the variables mentioned above which differed from Group I obviously made a difference to the group process. There was an added intimacy about this group that was quite different from Group I. The fact that it was held at night seemed to increase the intimate atmosphere.

Initially there were two more group members. The two women were both very traditional in their outlook towards being a mother and neither were working. They both dropped out of the group after the first session and it was accepted by the leaders that the group could proceed more effectively without them. These two mothers made it clear within the first session that they found little need to question traditional roles and that they felt that mothers often complained too much regarding their responsibilities and for too little reason. They explained that they had no 'problems' and that they had come to the group with the expectation of learning about child development.

The group sessions proceeded along quite different lines than Group I. Relaxation exercises were dropped as it was decided by the leaders that it was important to deal with any stresses that the mothers came to the group with rather than try and dispel them through relaxation. Artificial techniques were quickly abandoned as this group did not accept them. Group members appeared to be more suspicious and the leaders felt that these women were very well-defined in their own personalities and had little time for 'game-playing'. They delved into fairly sensitive areas more quickly and pursued them to greater depths than Group I had.

Issues that were important to Group II were problems concerning their multiple roles (i.e. mother, employee, wife), marital relationships, extra-marital situations and sex. There was stronger dissent among participants with far less need to cover up disagreements and keep things amicable. There was still, however, hesitance in dealing directly with interpersonal differences and conflict remained almost exclusively focused on outside issues.

As mentioned earlier, the incidence in external change in the lives of these women was marked. Two of the women (three including one leader) were living as single parents during the group sessions and the benefits and disadvantages of being single were discussed frequently by all.

Traditional stereotypes such as marriage were questioned and participants were open to considering alternative life-styles. This was in strong contrast to those in Group I who by and large were satisfied with a traditional monogamous life-long marriage.

There was little doubt within the minds of the leaders that Group II carried with it a higher level of stress. Tensions were apparent and could often be traced to over-demanding lives and deep-seated questions regarding values and life-styles. These questions were not infrequently concomitant with feelings of stress, anxiety and at times, depression.

On the whole, these women seemed engrossed in their present lives and there was far less evidence of enmeshment with the family of origin that was present in Group I. Participants in Group II appeared to be at a different point in their development than those in Group I. They reported different expectations that encompassed far more than children and home.

There was a questioning of values and life-style that seemed central to the women in Group II. The conclusion of the group, however, did not answer these questions. It did provide an important forum, though, from which these women were able to explore and come to understand themselves and those around them more fully.

As in the case with Group I it appeared to the leaders that the main benefit members derived from the group experience was that they were able to discuss and reflect upon issues that were important to them. Within the supportive atmosphere of the group, these women found similarities as well as differences in attitudes and feelings of those around them.

The fact that the groups were serving a purpose was confirmed by six of the participants from Group I and Group II who expressed a desire to continue after the eight sessions had stopped. A composite group made up of these women plus the two leaders continued for another nine months. The group met at night and carried on along the same lines as Group II. Group members from this group, although no longer meeting

formally, continue to get together once every few months and maintain regular individual contact amongst themselves. This is in confirmation of Rogers (1969) finding that group experiences do result in lasting relationships.

Although there were no statistically significant changes measured in the two groups, there was a great deal of qualitative evidence that the group process was a valid one for these women. Leaders were satisfied that group members benefited from discussing their own feelings regarding past as well as present situations. They also felt that the women gained a great deal from the experience of sharing their feelings and thoughts, listening to others' perceptions and feeling the support and closeness of the group.

The two groups displayed distinctly different profiles. Group I reflected a traditional view of motherhood while mothers in Group II questioned the traditional role and led lives that encompassed a broader spectrum. A number of mothers in each group displayed a healthy questioning attitude towards life but this was far more predominant in Group II.

The incidence of external change in the lives of the women in Group II was marked. These women also appeared to experience more role conflict, anger and depression.

Participants from both groups, however, lend support to the third hypothesis of the study that states that women may benefit in terms of their own self-awareness and the awareness of others through experiencing the positive aspects of a group process.

CHAPTER 8

CONCLUSION

8.1 The aim of the present study has been twofold. The initial phase of the study was a detailed study of a group of mothers drawn from a relatively homogeneous population. The aim was to gain an understanding of how these women viewed themselves. One of the questions that was asked was whether these women saw themselves exclusively as mothers and wives or whether they also viewed themselves as individuals with independent activities outside the sphere of the family. In addition to information regarding the present, questions were asked regarding the women's perception of their own childhood, the influence their family of origin had on them and their thoughts and concerns regarding the future.

The second aim of the study involved participation by selected mothers in group sessions. The objective of the group work was to enhance self-awareness amongst these mothers.

8.2 Status of Hypotheses

8.2.1 Self-concept

The first hypothesis states that many mothers view themselves mainly in the roles of mothers, wives and daughters and have a limited perception of themselves as individuals in their own right. This limited self-perception is often accompanied by a lack of self-confidence, assertiveness and increased emotional dependency on husband, children and families of origin. It is not infrequent that mothers suffer feelings of inadequacy, frustration and depression.

From the interview data, the projective tests and the group work it was clear that most of the women in the sample did see themselves primarily as 'mothers' and 'wives'. Most of the women appeared to be deeply involved in their present roles and the majority of them who

did indicate a need to work outside the home at some point felt it was desirable to delay this until the children were quite independent.

This finding links the women in the present sample with the more traditional women in Lopata's (1971) study. Unlike the less traditional women that Lopata studied who expressed a need for activity outside the home even while their children were young, the more traditional women (most often residing in the older, more conservative neighbourhoods) found their own needs satisfied in the role of wife and mother.

Almost one-third of the women in this study reported that they felt good about themselves while two-thirds felt they needed to improve in certain areas. Ten percent of the women were deeply concerned about themselves - their self-concept appeared to be extremely low.

This data gives support to that part of the thesis that states that a limited perception of the self may result in a lack of self-confidence, assertiveness and increased dependency. Factor 2 in the projective test factor analysis also reveals high loadings on dependency. This factor accounted for 22.3% of the total variance. Factor 3 (9.6% of the total variance) reflected high loadings on 'anxiety', 'role conflict' and 'guilt'.

A qualitative analysis of the projective test protocols shows evidence to support the 1st hypothesis (see 7.4 Analysis of Projective Tests). These protocols showed a very high level of involvement in the role of mother. There was a notable lack of self-confidence in many cases and elements of depression were not infrequent (see Appendix 4B - 4C).

The first experimental group also confirmed the first hypothesis. The mothers were almost without exception focusing totally on their roles as mothers and wives. There was a notable lack of self-confidence and increased dependency on husband, children and families of origin in one-third of the mothers. The majority, however, appeared to be happy in their present stage of life and not unhappy with the demands being made by them.

The second experimental group reflected a profile that was not in confirmation of the first hypothesis. They saw themselves in a broader perspective which included their career involvement. They did not appear to be as dependent as many of the women in the original sample although several of the women did suffer from a low level of self-esteem.

Dahlstrom (1962) attributes women's general hesitance in seeing themselves in a wider role than an 'mother' and 'wife' as strong evidence that early role learning in the socializing process prevents a broader self-concept.

Dahlstrom focuses on the changing roles of women and concludes the following:

If women continue to be oriented towards family-primary group life, if they continue to refrain from pursuing an occupation and career for a considerable time while their children are young, and if the discrepancy between the primary group life in the home and secondary group life in economic life remains as great or increases, then the difficulties confronted by women attempting to return to economic life after a period of active motherhood will continue to be almost insuperable.

(Dahlstrom, 1962, p. 57)

As a result of changing socioeconomic conditions (i.e. lower birth rate, economic pressures, higher education, longer life-expectancy) the traditional role women have played as wives and mothers is being questioned.

The wisdom of focusing completely on these time-limited roles is being questioned. Franks (1974) reports that the average woman may look forward to forty-five years of life after her last-born child enters school. Franks writes that:-

With these social facts in mind, it seems obvious that socializing little girls to become only wives and mothers and excluding additional roles for women is highly dysfunctional and a source of conflict.

(Franks, 1974, p. 335).

Hoffman (1972) concludes from her research that women do not pursue higher levels of achievement because this is threatening to their needs for affiliation. If a woman succeeds outside a traditionally female sphere, she may experience rejection. Hoffman feels that this need for affiliation may be based on an insufficient sense of competence. Because of an insufficiently positive self-concept women have a stronger need for relationships. Through a fear of losing or damaging those relationships, they are hesitant to pursue goals that may endanger them.

In sum, the majority of women in the present study do see themselves mainly in their roles as wives and mothers. There is evidence that a significant amount of the women do experience diminished levels of self-esteem. There is also evidence of role conflict, depression and frustration among some of the women. A high level of dependency needs was observed in almost one-fourth of the total sample.

The literature points to early social role learning as a reason for women's limited awareness and self-development (Dahlstrom, 1962). The inadvisability of this in a world demanding social flexibility is stressed by Franks (1974).

Franks believes that the traditional female role produces stress in women's lives. Although he feels that there is nothing innately inferior with the wife-mother role complex or with such traits as dependence, emotionality, nurturance and passivity, he feels that the role and the traits may be constricting unless one is free to either choose or reject them, rather than have them assigned to one's sex. Franks feels that the solution lies in both men and women exhibiting behaviours designated as positive human qualities, not 'feminine' or 'masculine' qualities. This would encourage all people to develop their own unique abilities, thus minimizing role conflict. Prejudice toward the 'less powerful group' would also disappear eliminating another source of distress experienced by women.

8.2.2 Families of Origin

The second hypothesis states that families of origin play a significant role for many mothers in their assessment of themselves as well as in their interactions with and assessment of their own families.

Factor 5 in the factor analysis of the interview data indicates that some of the variance in the data is accounted for by women who are strongly influenced by their families of origin. High positive loadings were found on 'positive view of own mother', 'happy family of origin' and 'tries to recreate family of origin'.

It has been pointed out earlier in the study that it may well have a negative influence on family members if the mother has a strong need to recreate her own family. Pressures on family members to follow a pattern similar to the mother's own family may stifle individual development and cause conflict. The mother who has a strong need to preserve a family 'identity' may refuse to allow this conflict

to be resolved in a healthy manner. Although acceptable in previous generations, stress from a previous family identity may be inappropriate in the 70's.

There was support for the second hypothesis in the first experimental group. Unresolved conflicts and difficult relationships carried over from childhood still presented difficulties to some group members. For a few, it was the cause of daily problems that affected the whole family.

There was no significant evidence in the total sample to support the second hypothesis. Although there was no statistical evidence, it was observed that the women who seemed to have the most difficulty with their own parents were frequently not involved in external activities themselves. The women who were involved in independent activities did not often report families of origin being a problem. One may only hypothesize that these women are intensely involved in their present lives which are very demanding. Unresolved issues from the past may not be dwelt upon because of their focus on the demands that are presently being made on them. Women who do not have many outside interests, have more time to dwell on unresolved issues of the past. In addition to this, they may have more dependence on their families of origin which might exacerbate a difficult situation.

8.2.3 Group Intervention

The third hypothesis stated that group discussions of the role of women will increase the participants' awareness of their own needs, help them to assess and value themselves more fully and stimulate them to reassess their own needs and long-term objectives. Through exposure to and interactions with others in the group, they will gain a deeper perception of others as well as themselves.

Although there were no statistically significant results for the experimental and control groups, both leaders felt that the groups did result in beneficial effects for the participants. Subjective reports of group members substantiate the leader's conclusions (see Appendix 3.).

The lack of significant results may be partially explained by the lack of precise instruments as well as the small numbers in the groups.

Through the participants' comments as well as the leaders' assessments it would appear that most participants did become more aware of themselves as individuals; to question their own lifestyles and values; to appreciate and understand others in the group more fully and to look carefully at their own future goals (see 7.5 and Appendix 3).

The fact that a third group made up of those interested in continuing carried on for another nine months on a voluntary basis shows motivation to carry on was strong. This also indicates that group members felt they were benefitting from the experience.

Franks (1974) writes that the need to be prepared for social change and the ability to be flexible is essential for women in today's world. One way of helping women in this regard, he writes, is to support and work with people experiencing the personal conflict and stress that occurs in times when there are a bewildering variety of role expectations. The groups in this study were carried out with this view in mind.

8.3 Limitations of the Study

8.3.1 Generalizability of the Study

It was decided after careful consideration to limit the sample in the study to a relatively homogeneous group of middle to upper-middle-class mothers. Although this limits the generalizability of the results, it was felt that it was not within the scope of this thesis to investigate a wider population.

It is important to point out that there were very few Afrikaans-speaking women involved in the study as well as very few immigrants. The participants were all living in suburban areas. The results of the study, therefore, reflect only a narrow socio-economic and cultural group.

8.3.2 Methodological Limitations

The low inter-rater reliability for the interview data and the projective test data may indicate that the instruments used to measure were not precise enough for accurate measurement. The dimensions being measured were extremely difficult to define and measurement needed to be more carefully defined.

It was felt, however, that through group discussions following individual assessments, the raters reached a final agreed rating that was an accurate reflection of the situation.

The low numbers in the groups and the lack of precise measurement techniques prevented effective statistical measurement of the change that took place during the group process. The limited group numbers as well as the limited number of sessions made statistical measurement difficult.

In addition to this, the instruments used were again not well enough refined to gain an accurate measure of the process.

8.3.3 Implications of the Study

Early in the study attention was drawn to the similarities between the pioneering women of South Africa and the United States. It was pointed out that in both cultures, women played a vital role in the development of the country.

Current research discussed in earlier chapters implies that in the United States a great many women are questioning the traditional stereotype of the selfless, dedicated mother (Friedan, 1963, Bernard, 1972, 1974, Seidan, 1976, Sheehy, 1976, Moulton, 1973, 1977, Lopata, 1971).

Many women in the United States (who have had university experience and worked before their children were born) are reporting that they are not fulfilled in the narrow role conventionally ascribed to mothers (Bernard, 1974). Lopata (1971) reports that the mothers who are experiencing frustration and lack of fulfilment are women who are living in the less conservative and traditional areas in her study.

The majority of the women in the present study reported that they were satisfied in their present role as mother and wife. Although many expected that they would work at a later date, there was no evidence that they were preparing themselves in any way for this. The sample in the present study appear to be more similar to Lopata's "traditional" mothers than the less conservative mother she describes.

With increasing numbers of women attending university in South Africa and pursuing careers in the middle- to upper-middle-class group, it is the present author's belief that increasing numbers of women will find being a homemaker insufficient to fulfill their needs.

With the increasing economic and political pressures on South Africa, there will be a stronger economic motive for women to be employed outside the home.

Many women who decide to work outside the home may find it extremely difficult to find meaningful employment. The lack of work experience and training evidenced in this study is of great concern. The majority of the women in this study would have to return to their original vocational training for refresher courses or attend courses that would give them adequate qualifications and even then, they would no doubt experience difficulty in the current labour market finding suitable employment.

The lack of awareness amongst the women in this study regarding possible difficulties in the future was a cause of great concern. Although the women often expressed a vague, generalized anxiety over the future, only a few were preparing themselves to take part in a working world. The women's anxieties were mainly focusing on political uncertainty. Although the possibility of emigration was often mentioned, there seemed to be little cognizance of the difficulties of living elsewhere in the world, i.e. housework, cost of living, tight labour markets, stringent qualification requirements, intense competition.

The high standard of living experienced by almost all the women in the study would appear to have buffered many of them against the reality many women in other parts of the world have had to face. This lack of awareness and preparation for what may well be a difficult future is worrying.

8.3.4 Practical Applications of the Study

The level of interest and motivation experienced in the groups run in this study was very high. The groups provided a platform from which current issues of importance to the women could be discussed.

Groups of the nature conducted in this study could help many women such as those in the present study who are interested in self-development. By increasing their knowledge of the world around them as well as gaining support and information from others in the group, many women could gain a deeper perception of themselves, those around them and the problems they will be contending with in the near as well as distant future.

8.3.5 Areas for Future Research

8.3.5.1 Longitudinal Study

A longitudinal study of women from the time of their marriage until their children reach adulthood would be a massive task. The need for it, however, is great. The barriers to longitudinal research are obvious.

Information gained from such a study of normal development could be used in the education of young men and women (see Passages, by Gail Sheehy, 1977). The lack of general knowledge regarding the various stages of life is serious. One of the most frequent comments made in the present study was 'If only I had know what I was getting into'. Almost without exception, the women felt that they had virtually no awareness and little preparation for the responsibilities and long-term commitment of raising children when they became parents.

8.3.5.2 The Impact of Children Upon their Parent's Lives

In an earlier chapter (7.1.4) it was mentioned that some women reported that the advent of children had made little impact on their lives. An interesting study would be assessing the mother's attitude towards the birth of a child and then assessing the degree of impact the child made on the mother's life during the child's pre-school years. One might hypothesize that the

mother who is not willing to have a child disrupt her life will organize the child so that it has little impact on her own activities. The availability of domestic help in South African enables mothers to have more independence if they wish.

8.3.5.3 A Comparative Study of the Afrikaans-speaking community

A comparative study investigating the Afrikaans-speaking mothers community with the English-speaking mothers in the present study might reveal interesting similarities and differences.

8.3.5.4 Follow-up of Initial Investigation

A follow-up study on the original sample in this study on a two-year basis would be of great interest. Focusing on the mother's needs as an individual, it would be interesting to see how her self-concept and views towards her role changed as her children grew older and subsequently less dependent.

8.3.5.5 Group Work with Women

In the present study both leaders felt that eight sessions was too short a time in which to encourage deep inter- or intra-personal work to be done.

A group that met for one year or more would be able to pursue far more with reference to individual personal development. If measurement instruments were used that could measure change more precisely, results could be more accurately assessed.

8.3.5.6 Group Work with Fathers

Although information gained from the fathers was obtained in the study, it was not within the scope of the present thesis to encompass it. In the present study it was clear that most fathers saw themselves mainly in the role of provider. Many fathers reported that they spent little time with their children and were for the most part focusing on their careers. Sheehy (1976) found that men as a result of this situation often felt that they had lost out emotionally when they reached their 40s.

Group work with fathers that helped them explore their feelings and attitudes towards their role, their families and their futures might be of great value to the community's family health.

The trend towards a more equitable sharing of financial responsibility within the family that has developed overseas helps take the total economic burden from the father. Increased participation in the day-to-day lives of the children is another development that might be an issue in the groups.

Just as the mothers gained from being able to share their concerns and difficulties as well as increase their knowledge, fathers could also benefit. Hoffman (1972) writes that the striving for mastery is so great in males, that it often inhibits a well-rounded development. She writes that because of this intense striving many men miss the variety and richness that life offers at different stages as a result of their single-mindedness.

Within the supportive culture of a long-term group (1 year or more) men might gain from exploring their attitudes and values.

The results of such research would be of great value once more in terms of education for boys and girls as well as for adults.

8.4 Conclusion

The full utilization of the potentials of both men and women are necessary in today's complex world. Women play a crucial role in society as they are the primary transmitters of the culture to children. The complexity of their role as mothers as well as members of society must not be undervalued.

Women's ability to be flexible in a dynamic society is essential to their happiness and for the benefit of society. Working together in groups, women can gain strength and wisdom. They can gain self-confidence as well as courage from sharing and experiencing the problems and difficulties they face with other women.

The ultimate objective of any such group would be to provide the stimulus and support from which each group member would take responsibility for maximizing her own individual development. Group leaders in the present study felt that this aim was accomplished in many cases.

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APPENDIX 1A

REVISED INTERVIEW SCHEDULE

Name of Mother:

Date:

Name of Child:

Interviewer:

HISTORY OF CHILD

(a) Pregnancy

Birth:

How fed:

Illnesses:

(b) Developmental History

Milestones:

Motor Development:

Speech:

(c) Social/Emotional Development

Separation anxiety:

Hospitalizations:

Favourite activities

Friends own age:

Relates to peers:

Relates to adults:

Leader, passive, aggressive, withdrawn, isolate, outgoing

APPENDIX 1A

Problems:

Eating

Sleeping

Wetting/soiling

Nervous habits

Night fears

Does child spend time alone? If so, what does he do?

Siblings:

Ages:

Sex:

Relationships:

Discipline

Would you say you were strict?

How much time do you spend with the child/children?

Do you read play games tell stories T.V. (how much, favourite
program, watch
with them)

What activities does the family do together? Do you eat dinner together?

Is there a nanny? What role does she play?

What role does the father play in the family? How much time does he
spend at home?

How would you change your child/children?

APPENDIX 1A

Marital Relationship

1. How long have you been married?
2. How, where did you meet your husband?
3. What attracted you to each other?
4. How soon did you have children?
5. What change did children bring?
6. Planned/unplanned each child?
7. What is husband like?
8. How much entertaining do you do?

Own childhood

Happy/unhappy

Were you imaginative as a child?

Relationship to mother, siblings, father?

What kind of person your mother?

Did she work?

What kind of person your father?

APPENDIX 1A

Feelings about self

How do you feel about yourself?

Insight into own personality?

How do you feel about yourself as mother?

wife

woman

working

How well do you think you know yourself?

How do you see role of parent?

Like about parenthood?

What worries you?

Are you introspective?

APPENDIX 1A

What do you do in your free time?

Do you feel you need more time to yourself?

Social

If you have problems who do you talk to?

What would you change about yourself?

What do you see happening in the future for you?

What is important to you?

APPENDIX 1B (i)
SEMANTIC DIFFERENTIAL

How do you see your child?

	<u>Real child</u>							
	average							
Happy	1	2	3	4	5	6	7	Sad
Obedient	1	2	3	4	5	6	7	Rowdy
Independent	1	2	3	4	5	6	7	Dependent on mother
Imaginative	1	2	3	4	5	6	7	Conventional
Good	1	2	3	4	5	6	7	Naughty
Clever	1	2	3	4	5	6	7	Stupid
Quiet	1	2	3	4	5	6	7	Noisy
Aggressive	1	2	3	4	5	6	7	Does not show aggression
Confident	1	2	3	4	5	6	7	Shy
Good looking	1	2	3	4	5	6	7	Average
Socially popular	1	2	3	4	5	6	7	Withdrawn
Creative	1	2	3	4	5	6	7	Average
Polite	1	2	3	4	5	6	7	Cheeky
Sensitive	1	2	3	4	5	6	7	Not aware of others
Original	1	2	3	4	5	6	7	Conventional
Affectionate	1	2	3	4	5	6	7	Unaffectionate
Calm	1	2	3	4	5	6	7	Anxious

APPENDIX 1B (i)

SEMANTIC DIFFERENTIAL

How do you see your child?

	<u>Ideal child</u>							
	average							
Happy	1	2	3	4	5	6	7	Sad
Obedient	1	2	3	4	5	6	7	Rowdy
Independent	1	2	3	4	5	6	7	Dependent on mother
Imaginative	1	2	3	4	5	6	7	Conventional
Good	1	2	3	4	5	6	7	Naughty
Clever	1	2	3	4	5	6	7	Stupid
Quiet	1	2	3	4	5	6	7	Noisy
Aggressive	1	2	3	4	5	6	7	Does not show aggression
Confident	1	2	3	4	5	6	7	Shy
Good looking	1	2	3	4	5	6	7	Average
Socially popular	1	2	3	4	5	6	7	Withdrawn
Creative	1	2	3	4	5	6	7	Average
Polite	1	2	3	4	5	6	7	Cheeky
Sensitive	1	2	3	4	5	6	7	Not aware of others
Original	1	2	3	4	5	6	7	Conventional
Affectionate	1	2	3	4	5	6	7	Unaffectionate
Calm	1	2	3	4	5	6	7	Anxious

APPENDIX 1B (ii)

REAL

How do you see yourself as a mother?

Warm	7	6	5	4	3	2	1	Distant
Concerned	7	6	5	4	3	2	1	Unconcerned
Considerate	7	6	5	4	3	2	1	Inconsiderate
Protective	7	6	5	4	3	2	1	Encouraging independence
Consistent	7	6	5	4	3	2	1	Inconsistent
Self-sufficient	7	6	5	4	3	2	1	Involved
Ambivalent	7	6	5	4	3	2	1	Clear about 'mother role'
Flexible	7	6	5	4	3	2	1	Inflexible
Disciplining	7	6	5	4	3	2	1	Permissive
Sure of self	7	6	5	4	3	2	1	Unsure of self
Capable	7	6	5	4	3	2	1	Incapable
Efficient	7	6	5	4	3	2	1	Inefficient
Own Career oriented	7	6	5	4	3	2	1	Homemaker
Sensitive	7	6	5	4	3	2	1	Insensitive
Imaginative	7	6	5	4	3	2	1	Conventional
Socially popular	7	6	5	4	3	2	1	Withdrawn
Unconventional	7	6	5	4	3	2	1	Conventional
Interesting	7	6	5	4	3	2	1	Dull
Child oriented	7	6	5	4	3	2	1	Adult oriented
Affectionate	7	6	5	4	3	2	1	Not affectionate

APPENDIX 1B (ii)

IDEAL

How do you see yourself as a mother?

Warm	7	6	5	4	3	2	1	Distant
Concerned	7	6	5	4	3	2	1	Unconcerned
Considerate	7	6	5	4	3	2	1	Inconsiderate
Protective	7	6	5	4	3	2	1	Encouraging independence
Consistent	7	6	5	4	3	2	1	Inconsistent
Self-sufficient	7	6	5	4	3	2	1	Involved
Ambivalent	7	6	5	4	3	2	1	Clear about 'mother role'
Flexible	7	6	5	4	3	2	1	Inflexible
Disciplining	7	6	5	4	3	2	1	Permissive
Sure of self	7	6	5	4	3	2	1	Unsure of self
Capable	7	6	5	4	3	2	1	Incapable
Efficient	7	6	5	4	3	2	1	Inefficient
Own career oriented	7	6	5	4	3	2	1	Homemaker
Sensitive	7	6	5	4	3	2	1	Insensitive
Imaginative	7	6	5	4	3	2	1	Conventional
Socially popular	7	6	5	4	3	2	1	Withdrawn
Unconventional	7	6	5	4	3	2	1	Conventional
Interesting	7	6	5	4	3	2	1	Dull
Child oriented	7	6	5	4	3	2	1	Adult oriented
Affectionate	7	6	5	4	3	2	1	Not affectionate

APPENDIX 1C

MAKE-A-STORY

Name:

Child's Name:

Write a story for the following pictures telling briefly:

1. What led up to the situation.
2. What is happening in the story.
3. How are the people thinking and feeling in the story.
4. What will the outcome be.

1. WOMAN (8 GF)

2. WOMAN AND GIRL (7 GF)

3. CHILD (13B)

4. MAN AND CHILDREN (1)

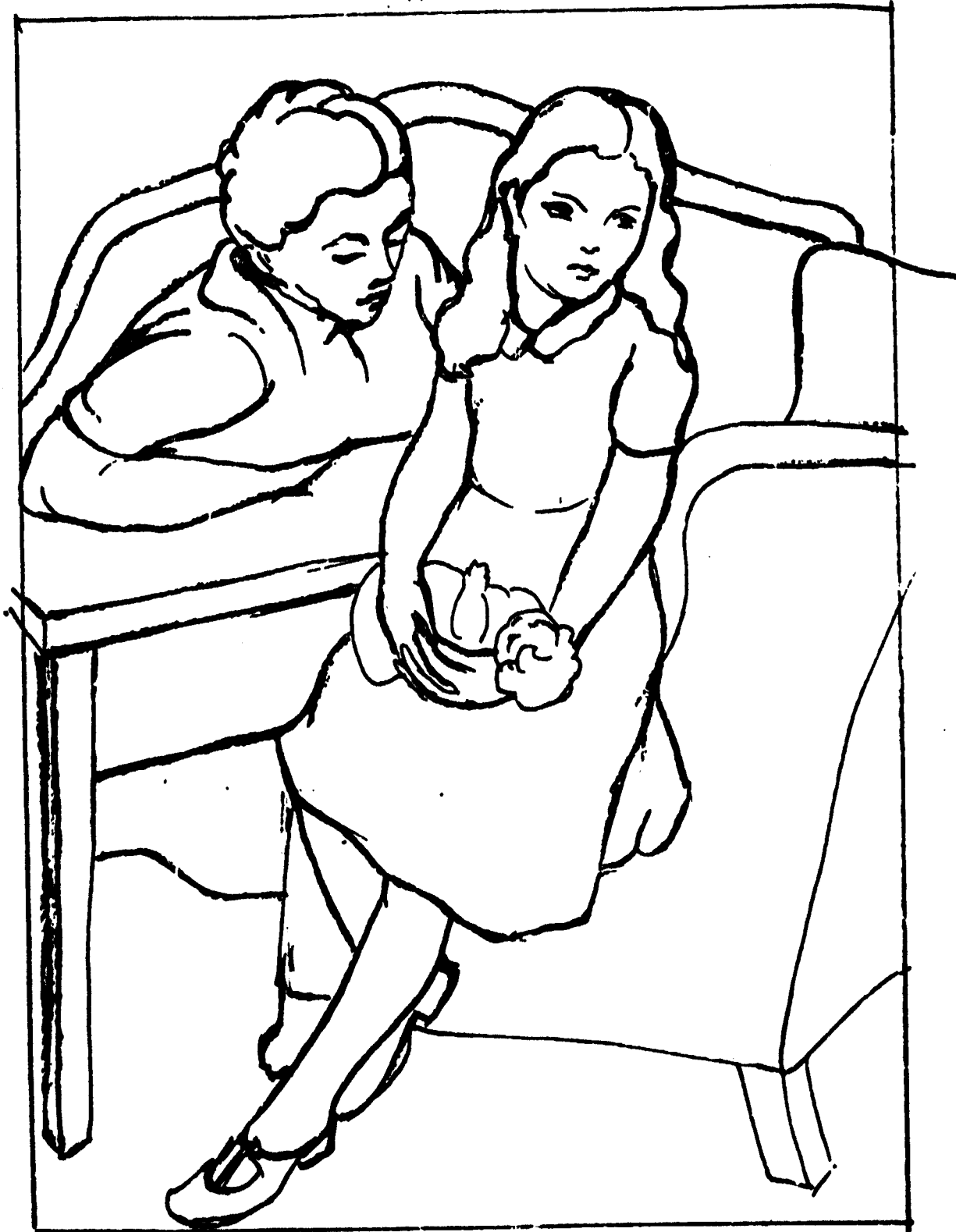
- 158 -

5. MAN AND CHILD (3)

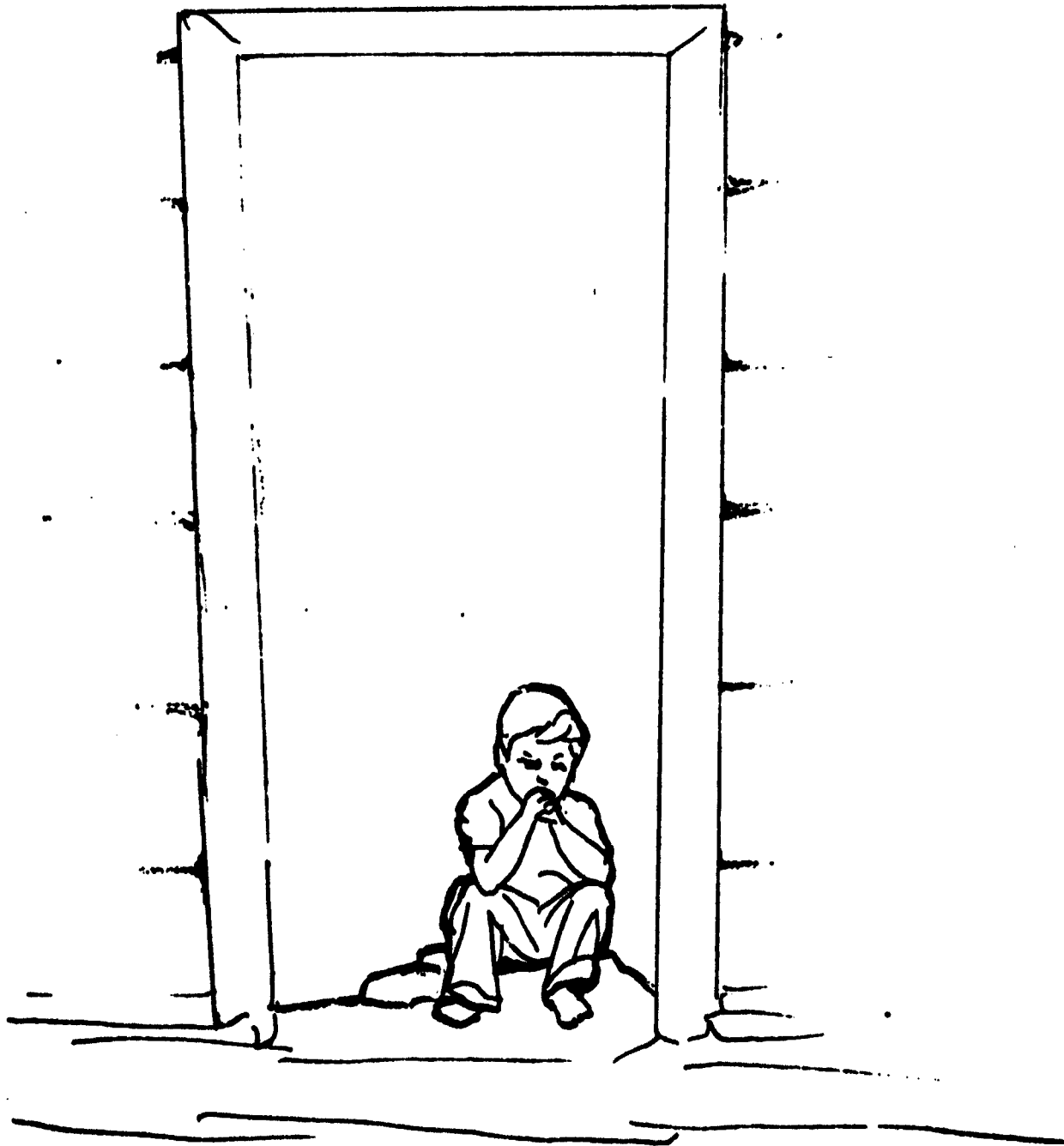
Appendix 1 C (1)



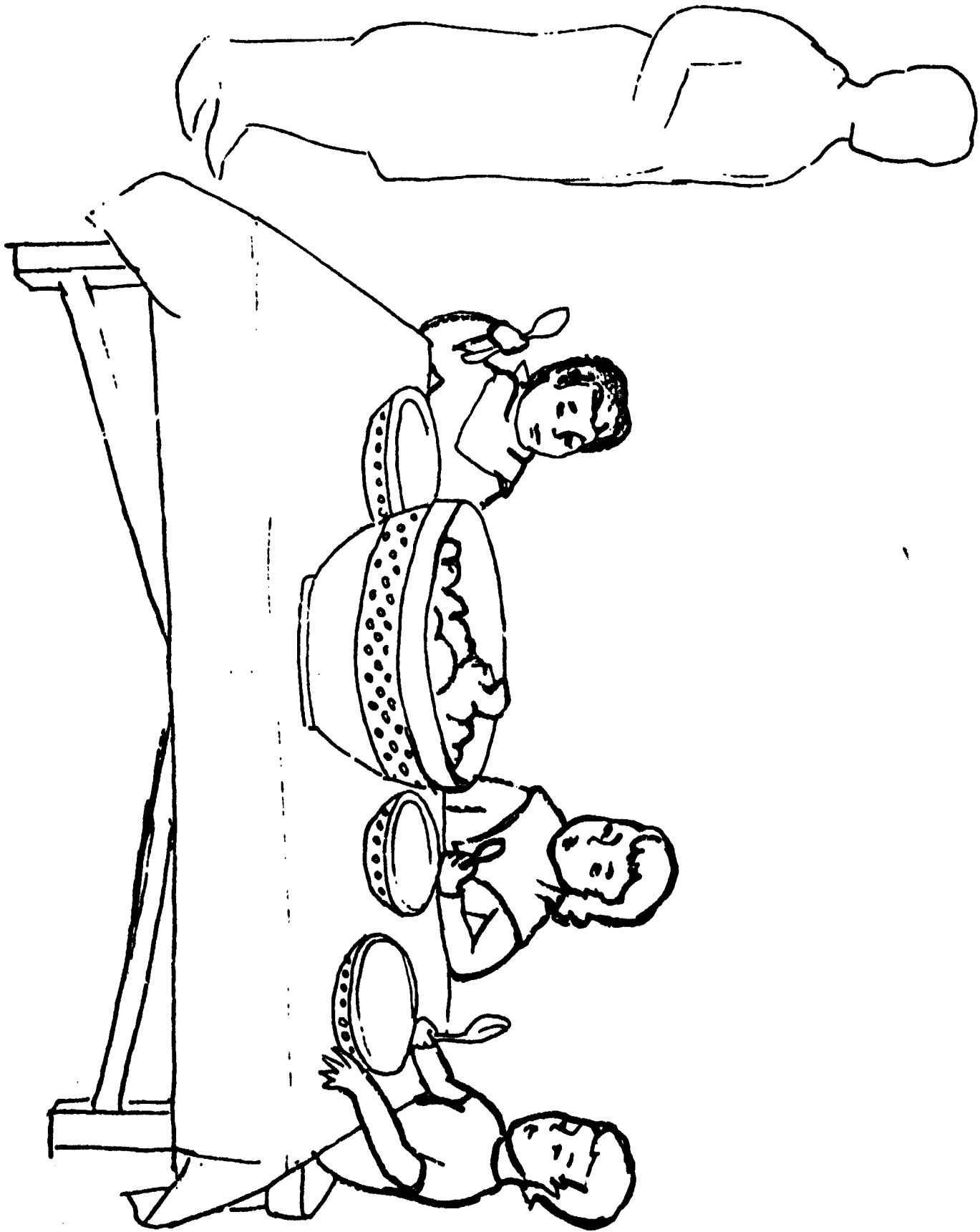
Appendix 1 C (ii)



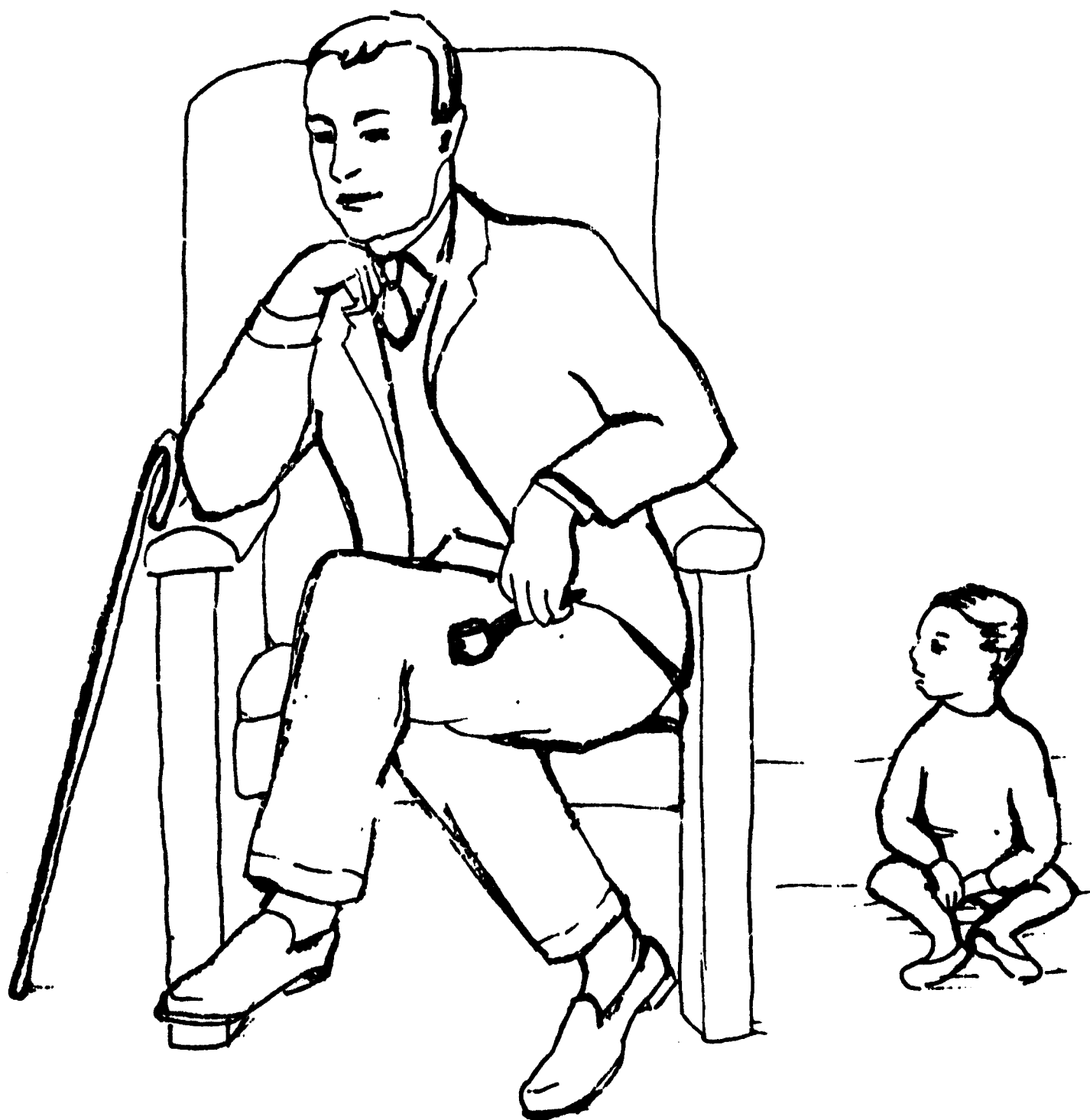
Appendix 1 C (iii)



Appendix 1 C (iv)



Appendix 1 C (v)



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CHILD & I

2. Self-accept

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167	171
168	172
169	173
170	174
171	1

Does her evaluation come from herself or others (self-rated or socially rated)

1 2 3 4 5

2. Self-economy

How willing is she to accept "who" she is. (as a person)
How much does she want or need to change herself as a person.

7. Mice **7. Mice**

1 2 3 4 5

3- 5015-60270000

Now in French is mother: 7th barrels

7. 11:19 7. 20:23

100

Q. Regulative: how regulative is music as a process?

7. DECLASSIFIED

2345

5. Appendix

ion 1250576370 is not

Y. Lili Y. much

1 2 3 4 5

6. Ref. in touch to the with children: 1 2 3 4 5

with method: 1-2-3-4-5

WU 61466 1 2 3 4 5

7. **Ego strength:**

How much ego strength does one expect to have?

7. 11.23 7. 11.23

1 2 3 4 5

2. Life stressors

How much life extension has the child with the liver disease?

7. 112310 7. 112311

1
2
3
4
5

Kardashev	1	2	3	4	5
1					
2					
3					
4					
5					

Background: 1 2 3 4 5

3. **Cepedi**

Has this not doped realistically/objectively, in the case of persons in power?

7. body extremely well

1
2
3
4
5

9. What are bar coupling mechanisms?

6-20-62

IN COLLECTION: 2013
BY: 2013

symptoms (speediness)

Displacement

Other variables

Object

21. Openness:
How easily does she talk:

not easily v. easily
1 2 3 4 5

22.

Honesty:
How honest do you think she is?
not honest v. honest

1 2 3 4 5

23. Ease of intimacy:
How easily or intimately does she reveal feelings:

not easily v. easily
1 2 3 4 5

24. Family of origin:

a. What kind of home-life does she describe as child
unhappy happy

1 2 3 4 5

b. Objectively was it difficult or easy?

v. difficult v. easy

1 2 3 4 5

25.

c. How does she see her mother

Negative Positive

1 2 3 4 5

d. How does she see her father

Negative Positive

1 2 3 4 5

e. To what extent does she try to recreate her family of origin?

not at all to a large extent

1 2 3 4 5

26. Marriage

a. What kind of marriage relationship exist?

v. bad v. good

1 2 3 4 5

b. What kind of atmosphere exists in home

tense/unhappy v. happy/relaxed

1 2 3 4 5

c. How sensitive is she to husband?

No sensitivity Great sensitivity

1 2 3 4 5

d. How dependent is she on him for advice/support?

v. dep. v. indep.

1 2 3 4 5

e. How important is love?

not imp. v. imp.

1 2 3 4 5

Does not except
him

1 2 3 4 5

excepts him
unconditionally

15. Self

a. How many self-doubts, questions, uncertainties, does she experience?

none

1 2 3 4 5

b. How guilty does she feel?

no guilt

1 2 3 4 5

c. How confident / sure of herself is she?

not at all

1 2 3 4 5

d. How much independence does she encourage in the child?

none

1 2 3 4 5

e. How dependent/independent is she for advice/support on

husband

1 2 3 4 5

friends

1 2 3 4 5

f. How authoritarian/permissive is she?

v. authoritarian

1 2 3 4 5

g. How much time does she spend with children?

none

1 2 3 4 5

h. How intimately involved is she with children, i.e. do they very involved with them or just there?

little involvement

1 2 3 4 5

i. How much father time does she spend with him?

not at all

great deal

f. How important is family?

not imp.

1 2 3 4 5

g. How important is being a homemaker?

not imp.

1 2 3 4 5

h. Does she express frustration at being a homemaker?

yes
no
yes
no
yes
no
yes
no

i. To what degree does she martyr herself or accept with resignation her role of mother?

not at all

1 2 3 4 5

j. How warm/nurturing is she?

not at all

1 2 3 4 5

k. How selfish is she?

not at all

1 2 3 4 5

l. How much does she take for herself?

nothing

1 2 3 4 5

TAT ANALYSIS

TAT Number _____

1. Self concept:

lo hi
1 2 3 4 5

2.. In touch with child:

lo hi
1 2 3 4 5

3. Internal/external valuing of experience:

Internal External
1 2 3 4 5

4. Imagination:

lo hi
1 2 3 4 5

5. Rigidity-flexibility:

v. rigid v. flexible
1 2 3 4 5

6. Need for achievement:

lo high
1 2 3 4 5

7. Repression/denial

lo hi
1 2 3 4 5

8. Guilt:

lo hi
1 2 3 4 5

9. Depression:

lo hi
1 2 3 4 5

10. Anger/aggression:

lo hi
1 2 3 4 5

11. Role conflict

lo hi
1 2 3 4 5

12. Anxiety:

lo hi
1 2 3 4 5

13. Dependence

lo hi
1 2 3 4 5

14. Outcome: pos. == neg.

Indecisive: yes no

15. Nurturance:

lo hi
1 2 3 4 5

16. Interpersonal conflict:

lo hi
1 2 3 4 5

17. Level of affect:

1 2 3 4 5

THEMES:

Health:

Loss:

Others:

Appendix 1 E

TAT ANALYSIS

TAT Number _____

- | | |
|---|---------------------------------|
| 1. Self concept: | 11. Role conflict |
| lo hi | lo hi |
| 1 2 3 4 5 | 1 2 3 4 5 |
| 2.. In touch w/ child: | 12. Anxiety: |
| lo hi | lo hi |
| 1 2 3 4 5 | 1 2 3 4 5 |
| 3. Internal/external valuing of experience: | 13. Dependence |
| Internal External | lo hi |
| 1 2 3 4 5 | 1 2 3 4 5 |
| 4. Imagination: | 14. Outcome: pos. == neg. |
| lo hi | Indecisive: yes no |
| 1 2 3 4 5 | 15. Nurturance: |
| 5. Rigidity-flexibility: | lo hi |
| v. rigid v. flexible | 1 2 3 4 5 |
| 1 2 3 4 5 | 16. Interpersonal conflict: |
| 6. Need for achievement: | lo hi |
| lo high | 1 2 3 4 5 |
| 1 2 3 4 5 | 17. Level of affect: |
| 7. Repression/denial | 1 2 3 4 5 |
| lo hi | |
| 1 2 3 4 5 | THEMES: |
| 8. Guilt: | Health: |
| lo hi | Loss: |
| 1 2 3 4 5 | Others: |
| 9. Depression: | |
| lo hi | |
| 1 2 3 4 5 | |
| 10. Anger/aggression: | |
| lo hi | |
| 1 2 3 4 5 | |

Assessor:

Name:

21.

Date:

Session Number:

ASSESSMENT OF MOTHER-DISCUSSION GROUP

1. Self-awareness:

How in touch is mother with herself

Little Much

1 2 3 4 5

2. Sensitive:

How sensitive is mother as person herself:

1 2 3 4 5

To others:

1 2 3 4 5

3. How self-centered is she:

1 2 3 4 5

4. How in touch is she with children: 1 2 3 4 5

husband 1 2 3 4 5

group 1 2 3 4 5

5. Ego strength:

1 2 3 4 5

6. Stress

How much stress has she dealt with in the group this week:

none great deal

1 2 3 4 5

7. Other weeks:

1 2 3 4 5

8. Coped: How has she coped with what she needed to face in the group?

Not at all well

1 2 3 4 5

9. What are her coping mechanisms:

denial	acting out
intellectualization	repression
rationalisation	symptoms (specify)
displacement	control
others:	

10. Marriage:

Reference to marriage relationship this week:

bad	good
1 2 3 4 5	

Other weeks:

1 2 3 4 5 6 7

What kind of atmosphere exists in the home this week:

tense/unhappy	v. happy/relaxed
---------------	------------------

1 2 3 4 5 6 7

Other weeks:

1 2 3 4 5 6 7

Sensitivity to husband:

1 2 3 4 5

How closely aligned are her views to his?

not at all	v. much
------------	---------

1 2 3 4 5

Frustration at being a homemaker: 1 2 3 4 5 6 7

woman 1 2 3 4 5 6 7

wife 1 2 3 4 5 6 7

mother 1 2 3 4 5 6 7

Degree she martyrs herself in role as

mother: 1 2 3 4 5

wife 1 2 3 4 5

homemaker 1 2 3 4 5

15. How warm/caring is she:

as a mother: 1 2 3 4 5 6 7

as a wife:

in the group: 1 2 3 4 5 6 7

16. How genuine is caring shown in the group: 1 2 3 4 5 6 7

17. How dependent is she in the group: 1 2 3 4 5 6 7

18. How much does she take for herself in
the group: 1 2 3 4 5 6 7

19. How does she view the group:

negative positive

1 2 3 4 5 6 7

20. Openness: How easily does she talk in the group:

not easily v. easily

1 2 3 4 5

21. Honesty: How honest do you think she is?

not very

1 2 3 4 5

22. Ease of intimacy:

How easily or intimately does she reveal her feelings in the group.
not very

1 2 3 4 5 6 7

23. Reference to family or origin: yes no
 Negative Positive

Mother: 1 2 3 4 5

Father 1 2 3 4 5

Siblings 1 2 3 4 5

24. Script: To what extent does she fulfill her script:

Not at all Great deal

1 2 3 4 5 6 7

Conscious fulfillment yes no

no conflict great conflict

1 2 3 4 5 6 7

Unconscious fulfillment yes no

no conflict great conflict

1 2 3 4 5 6 7

Amount she recreates family of origin:

not at all great deal

1 2 3 4 5

25. Self:

How many self-doubts, questions, uncertainties does she experience:

none many

1 2 3 4 5 6 7

How guilty does she feel?

1 2 3 4 5 6 7

Confidence:

1 2 3 4 5 6 7

How much independence does she encourage in her children:

none	great deal
1 2 3 4 5 6 7	

How dependent is she for love/nurturance on :

husband:	not at all	great deal
	1 2 3 4 5 6 7	
children	1 2 3 4 5 6 7	
group	1 2 3 4 5 6 7	

How dependent is she for advice/support on:

husband:	1 2 3 4 5 6 7
group:	1 2 3 4 5 6 7
others:	1 2 3 4 5 6 7

To what degree is she able to tolerate an unstructured situation:

not at all	great deal
1 2 3 4 5	

To what degree is she able to tolerate both her good and bad feelings?

1 2 3 4 5 6 7

How authoritarian is she:

author.	permissive
1 2 3 4 5 6 7	

How much time does she spend with children:

1 2 3 4 5 6 7

How intimately involved:

1 2 3 4 5 6 7

How much does father see child:

1 2 3 4 5 6 7

How much aggression is observable in this person:

None	Great deal
1 2 3 4 5 6 7	

What does she do with her aggression:

Direct expression:

1 2 3 4 5 6 7

Indirect expression:

1 2 3 4 5 6 7

Control:

1 2 3 4 5 6 7

Repression:

1 2 3 4 5 6 7

To what degree is she in touch with her feelings?

1 2 3 4 5 6 7

To what degree does she assert herself:

1 2 3 4 5 6 7

To what degree does she let others dominate her:

1 2 3 4 5 6 7

Appendix 2 B

MOTHER'S SELF-ASSESSMENT

NAME:

DATE:

1. How would you describe yourself to someone who had never met you?

How would your husband describe you?

How would your children describe you to their best friend?

Name:

How do "others" see you?

Describe each of your children briefly:

Name:

Date:

SELF-ASSESSMENT

- 1. How do you feel about yourself?**

v. bad v. good

1 2 3 4 5 6 7

How important is other peoples' opinion of you?

not important v. important
1 2 3 4 5 6 7

2. How willing are you to accept "who" you (as a person)

v. little						v. much
1	2	3	4	5	6	7

- 3. How in touch are you with your feelings?**

v. little						v. much	
1	2	3	4	5	6	7	

4. How sensitive are you?

not sensitive							v. sensitive
1	2	3	4	5	6	7	

5. How sensitive are you to other people's feelings?

not sensitive **v. assertive**

1 2 3 4 5 6 7

6. How much time do you spend thinking about things?

not at all							a great deal
1	2	3	4	5	6	7	

7. How in touch do you feel with your children: 1 2 3 4 5 6 7

	1	2	3	4	5	6	7
your husband							

8. How much stress have you experienced with your little much

children	1	2	3	4	5	6	7
----------	---	---	---	---	---	---	---

marriage	1	2	3	4	5	6	7
----------	---	---	---	---	---	---	---

background	1	2	3	4	5	6	7
------------	---	---	---	---	---	---	---

9. How do you feel you've coped with what you have needed to face;

v. badly extremely well
1 2 3 4 5 6 7

10. How easily are you able to talk about your feelings?

not easily						v. easily
1	2	3	4	5	6	7

11. To what extent do you enjoy being

	not at all					a great deal
a homemaker	1	2	3	4	5	6 7
a woman	1	2	3	4	5	6 7
a mother	1	2	3	4	5	6 7

12. To what degree do you sometimes resent your responsibilities

	not at all					a great deal
as a mother	1	2	3	4	5	6 7
as a wife	1	2	3	4	5	6 7
as a homemaker	1	2	3	4	5	6 7

13. How easy is it for you to express affection to your family:

v. difficult						v. easy
1	2	3	4	5	6	7

to others:						
1	2	3	4	5	6	7

14. How easy do you find it to take things for yourself

v. difficult						v. easy
1	2	3	4	5	6	7

15. How easy do you find it to accept your children as they are

v. difficult						v. easy
1	2	3	4	5	6	7

16. How many self-doubts, questions, uncertainties, do you experience?

none						many
1	2	3	4	5	6	7

17. How often do you feel as though you're not as good a mother/wife you would like to be

	never					a great deal
mother	1	2	3	4	5	6 7
wife	1	2	3	4	5	6 7

18. How confident are you of yourself

mother	1	2	3	4	5	6 7
wife	1	2	3	4	5	6 7

19. How strict are you with your children

not strict						v. strict
1	2	3	4	5	6	7

APPENDIX 3A

I really enjoyed the contact, stimulation and opportunity to talk which the group gave me. Also whether or not it was apparent from your results the group helped me personally get new perspectives, more understanding of other's problems, new insight into myself and a more rational and human view of people with divergent views within society.

1. What I got out of the meetings:

Very definitely an awareness of self, at the same time a realisation of how difficult it was to look at and self-examine one's true feelings and also hard to express no doubt because one never does it. It was an amazing revelation to see other people's problems and how nearly they paralleled one's own, the sensitivity of almost everyone and also rather depressing to find, strong dogmatism in some people.

2. Where I think the session failed:

Some discussions were too superficial, the real meaning of 'life' maybe not explored enough. I would have liked more delving into people's real goals - philosophy, not necessarily touching on religion, politics, morals, etc. but close to them. Perhaps these would have shown up the "priorities" or rather how other people see them.

3. What others have gained:

It was marked that the shy more reticent members seemed to gain most, those that actually admitted being self-conscious. The more confident ones in fact had less to say. I think... often felt bored because she has such firm unchangeable ideas on most things. In fact I don't think.... benefitted or was able to accept other ideas than her own - probably not a failing of the group as such. was certainly one hopes made aware that the fact she had no matrix made not one jot of

difference to the fact that the group accepted her as she was.
..... perhaps benefitted more obviously than anyone: and
seemed really to take to heart the advice given.

APPENDIX 3B

I feel that I have gained quite a great deal from the discussions.
I am more aware of the "why and wherefores" of certain things, and
then of course it makes it easier to deal with. I was amazed to realise
that people all so different in types etc. really have many common
problems. I think that a lot of valid help and advice was offered
which must have helped certain decisions. I personally also felt
stimulated to try and pass on some of the ideas and to discuss them
further with other people.

I want to thank Diana and Sally for running these discussions.
I felt them to be sincerely interested in everything that was said.
It certainly was a pleasure meeting them and attending their discussion
sessions with them.

APPENDIX 3C

During our sessions was a feeling of very closeness towards
most of our group. I also felt very emotional, particularly when we
were asked to remember an event with our parents and brothers and
sisters. I am mentioning this because time went by so quickly that
we couldn't all speak, my father was the most fantastic person I've
ever met and I can clearly remember winning the 100m freestyle event.
My father came up to me and said, "well my girl, hard work is rewarding
in the end. You thought I was too strict and pushed you too much.
So you see you've come out TOPS" and that's a message I've never for-
gotten.

More than once during our discussions on all sorts of things I've felt this tremendous emotion of wanting to cry and to try and help others in their dilemma.

I'm very sorry this has come to an end as I've had some big problems and feel that I can cope with them, and feel very much more aware of my self as a person. Thanks to you all. It has also helped my understanding towards my husband's feeling being very artistic and frustrated.

I do just want to thank you once again for asking me to be one of your group.

I must say good-bye now as I am not very good at expressing myself, God-Bless.

APPENDIX 3D

I think the course has been a great benefit to a lot of people especially.... and My own feeling is that after each session I wonder when I'm going to get "the message" so to speak. I've thoroughly enjoyed the course and found it interesting hearing the others speak. Last week's session gave a lot of food for thought and I found that it was the first time that I could actually go home and talk about it although in the actual class I felt more muddled and emotional than in all the previous classes. I found that I enjoyed the previous classes but once I got home I didn't think back on them - I had been to them and I didn't find that I had lots of things to think about for the rest of the week.

All in all I wouldn't have missed coming but I still wonder if I've achieved anything myself.

APPENDIX 3E

Fantastic, - feel a bit bad at personally taking up so much time. Wish this kind of thing was available to more people. Slight doubts as to size of group; - felt at times it was possibly too large for those who needed to speak (especially feel bad about.... not getting a chance the day she left) but at the same time feel we would have lost a lot by having fewer and therefore less points of view and experiences to share. Feel it has been an enormous privilege to have a share in this and in other people's lives. All the girls have been great; - There does not seem to have been a moment when one person gave blame to another, only help. Fascinating to hear people's problems, especially the sameness of the other's problems. I feel much stronger and more able to stand up for myself as a result of this one feels so close to so many. Think.... gave the greatest help to others; - they both seem so clear. It has been a wonderful experience - giving a peaceful but thought provoking aftermath. I hope it has been something you expected but feel we have all benefitted enormously, and would like to thank you both so sincerely for doing this for me.

APPENDIX 4A (i)

MAKE A STORY PROTOCOL

NEED TO ACHIEVE

SELF-CONCEPT

Card 1: WOMAN

After a tiring day, crowded with activities and the sorting out of children's problems and needs, a mother looks back at what has happened, remembering the satisfying and entertaining mothers, regretting her ill-advised and hasty actions, determined to be a better mother 'next time'.

APPENDIX 4A (ii)

Card 1 - WOMAN

OVERINVOLVEMENT

The children having gone to school are now due to return to their mother who is waiting for them. She's probably wondering how long it will take for them to get home today. They will eventually arrive maybe a little earlier or later than usual depending on how many distractions they had on their way.

APPENDIX 4A (iii)

DEPRESSION-LACK OF SEPARATE IDENTITY

The woman has had a full but difficult life. After teaching all her married life she has been retired and her children have left home. What is left? Very little - unfulfilled dreams and very little to occupy the long hours.

APPENDIX 4A (iv)

DEPENDENCY

The woman is waiting for someone to return - she has been waiting for a long long time - perhaps her lover. She is feeling lonely, hopeful at times but generally unhappy. Perhaps he will return.

APPENDIX 4A (v)

OVERPROTECTION

This little girl is longing to go skating with her friends, but the over-protective mother doesn't want her to go and is trying to interest her in her doll and things she can do around the house, close to her mother. The girl resents this, in a quiet way, outwardly, but hating the mother inwardly. The mother wants her to herself. The outcome will eventually be a sad one. When the girl finally breaks away, the mother will have lost her.

APPENDIX 4B (i)

IMAGINATION

IN TOUCH WITH CHILD

Card 4: MAN AND CHILDREN

Sometimes our daddy has no face only a big red place with a black hole which shouts and shouts. If he could see how silly he looked he would soon stop. She is the one that has put him up to it of course, "Make them eat" she said and sneaked off to read her book. Daddy wants to smoke his pipe and sip his drink so he shouts and shouts and stands on his toes getting angrier and angrier. We want to laugh but we know better. In front of us that enormous bowl of healthy vegetables gets cold and though we eat and eat it never seems to get any smaller. We wish we could turn him into a child again and make him eat horrible spinach and dishwashy cabbage.

APPENDIX 4B (ii)

IMAGINATION

Card 3: CHILD

Richard is contemplating what to do next. He has just had a lovely time wetting too paper and throwing it up onto the ceiling. He got some of mum's tissues, too, and the ceiling has now got bright yellow, orange and white blobs clinging proudly to it. What to do next... Maybe ride his bicycle or chase the cat or build a sand castle or crack stones. He wished he had a balloon so that he could fill it with water or blow it up and let it fly through the air. That's right, he'll ask mommy for a balloon.

APPENDIX 4B (iii)

IMAGINATION

SELF-CONCEPT

DEPENDENCY

Card 1: WOMAN

This picture tells the story of a beautiful Italian model. All the notable artists of the day vied with each other to paint her portrait but although she is beautiful, has achieved great wealth and fame, she longs for someone of her own to share her deepest thoughts and feelings, for a home and little ones to care for. She feels life has no true meaning for her. The story has a happy ending though as she falls in love with a young artist who loves her for her true self and not just her lovely face. They marry and spend the rest of their days happily raising their family.

APPENDIX 4B (iv)

IMAGINATION DEPRESSION

Card 1: WOMAN

She was lost, for many days she had been wandering aimlessly along, walking through strange streets and absently noting the strange landmarks. A Jacaranda in full glorious bloom had once caught her eye. The word November came to mind and she clung on to the word for some time until it was whirled away, somewhere tucked into the dark strangeness that had become her mind. She had no feelings, and once when she stumbled over an obstruction she knew she should feel pain but she felt nothing. Eventually she had found a bench and sat down. Now, chin in hand she dreamily contemplated the passing scene. Somewhere from that moving throng of faceless strangers, help would come.

APPENDIX 4C (i)

SELF-CONCEPT FEELINGS OF INADEQUACY

Card 1: WOMAN

I get the feeling that this woman is concerned and worried about something. An important factor in a woman's life is, am I being a good mother, kind, gentle, loving and giving of one's self? Am I trying hard enough, do I stop to listen, am I understanding? All these thoughts are aroused because she is now faced with a crisis in her life.

APPENDIX 4C (ii)

DEPRESSION

Card 1: WOMAN

Mother is bored

Because of this, she is depressed.

She wishes her life was filled with excitement and a challenge,

Due to the situation, she rejects her child

APPENDIX 4B (iv)

IMAGINATION DEPRESSION

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4C (i)

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APPENDIX 4D (1)

NURTURANCE FLEXIBILITY OUTCOME (POSITIVE)

Card 2: WOMAN AND GIRL

Doll has lost a hand/arm. Mother is comforting child and telling her that a new hand/arm will be found if possible. If not we will just carry on loving the doll as usual and accept her as she is. Child is unhappy and wants a hand/arm for her doll but she will love it even if mother cannot find her another hand/arm. She can always look after her. Mother thinks it is a way of accepting life's changes. This is the right time to learn. Yes, everything is all right.

APPENDIX 4 E (1)

ROLE CONFLICT ANGER ANXIETY

Card 1: WOMAN

The woman's chores are complete, the children have not yet returned. She rests awhile and ponders deeply on the future. The children are her main concern and she fears a little for what lies ahead. She thinks back along the course her life has taken and a tinge of bitterness creeps in abruptly and she is shaken from her reverie as the youngest child shouts for her. She is annoyed with herself for allowing such thoughts - she has much to be thankful for.

APPENDIX 4 E (11)

PASSIVE REGRET

Card 1: WOMAN

The woman in the story is sitting, thinking about what could have been, and if perhaps she could change what has happened in the past, she would. After contemplating she gets up and continues with things the way they were.

APPENDIX 4E (iii)

REJECTION

Card 3: CHILD

This child is feeling unloved, unwanted. Once again he has been rejected and he wants to be accepted and loved. Outcome - he will continue to be let down by others and will probably grow up with a very hard exterior and unable to love, unable to give, yet at the same time perhaps seeking love and acceptance.

APPENDIX 4E (iv)

GUILT

Card 1: WOMAN

The mother had been negative toward the child - spent a couple of days with her mind on 'other things' and using 'automatic' responses to the child. The child is reacting to the situation by being non-cooperative and finally shows signs of illness. The mother is feeling guilt. She looks carefully at the situation and tries to become aware of it.

APPENDIX 4E (v)

ROLE CONFLICT

INTROSPECTION

Card 1: WOMAN

The day is at an end, all her errands for the day are complete and finally the children are in bed. She now has a few minutes to herself and is deep in thought. Thoughts of the day gone by, the children's fights, their homework, another of running here, there and everywhere and nothing really to show for it. Her few minutes of peace and solitude are soon over, her husband comes home and now her role of wife must begin!

APPENDIX 4F (1)

SELF-CONCEPT ROLE CONFLICT SELF-EVALUATION

Card 1

Here is a woman pensively looking at her life and wondering what it is all about and trying to decide how she can make it more meaningful. Perhaps she is at a crossroad between early womanhood when romance and the more superficial emotional considerations are all important and maturity when matters outside self become more important. A book, play, lecture or experience may have led up to the situation. Something which triggered off a response in her. The outcome may be an objective self-appraisal and a decision to contribute in a practical way to a worthwhile cause.

APPENDIX 4G (1)

IN TOUCH WITH CHILD AFFECT DEPRESSION

Card 3: CHILD

This is a lonely little boy - although he is well cared for he has to fend for himself and make his own amusement most of the time as his parents are divorced and his mother has to work. He is bored and unhappy and is wondering what his beloved dog is doing and whether he will be visiting his father at the week-end. His mother will be home soon but she will be out again after supper and although the nanny will be there to see to his immediate needs he won't have a father or mother to tuck him in and read him a story or listen to the events of his day.

APPENDIX 4 H (i)

FLEXIBILITY SELF-RELIANCE INTROSPECTION

Card 1: WOMAN

The woman in Picture 1 is sitting alone, perhaps after a bath, basking in the sun, looking out into a garden. She is alone but not lonely, content just to be. After a while, this interlude will be interrupted, perhaps by people, perhaps just by the demands of day to day living, a short moment of tranquility - a time of reviewing.

APPENDIX 4 H (ii)

FLEXIBILITY INTERNAL SELF-EVALUATION EGO STRENGTH

Card 1: WOMAN

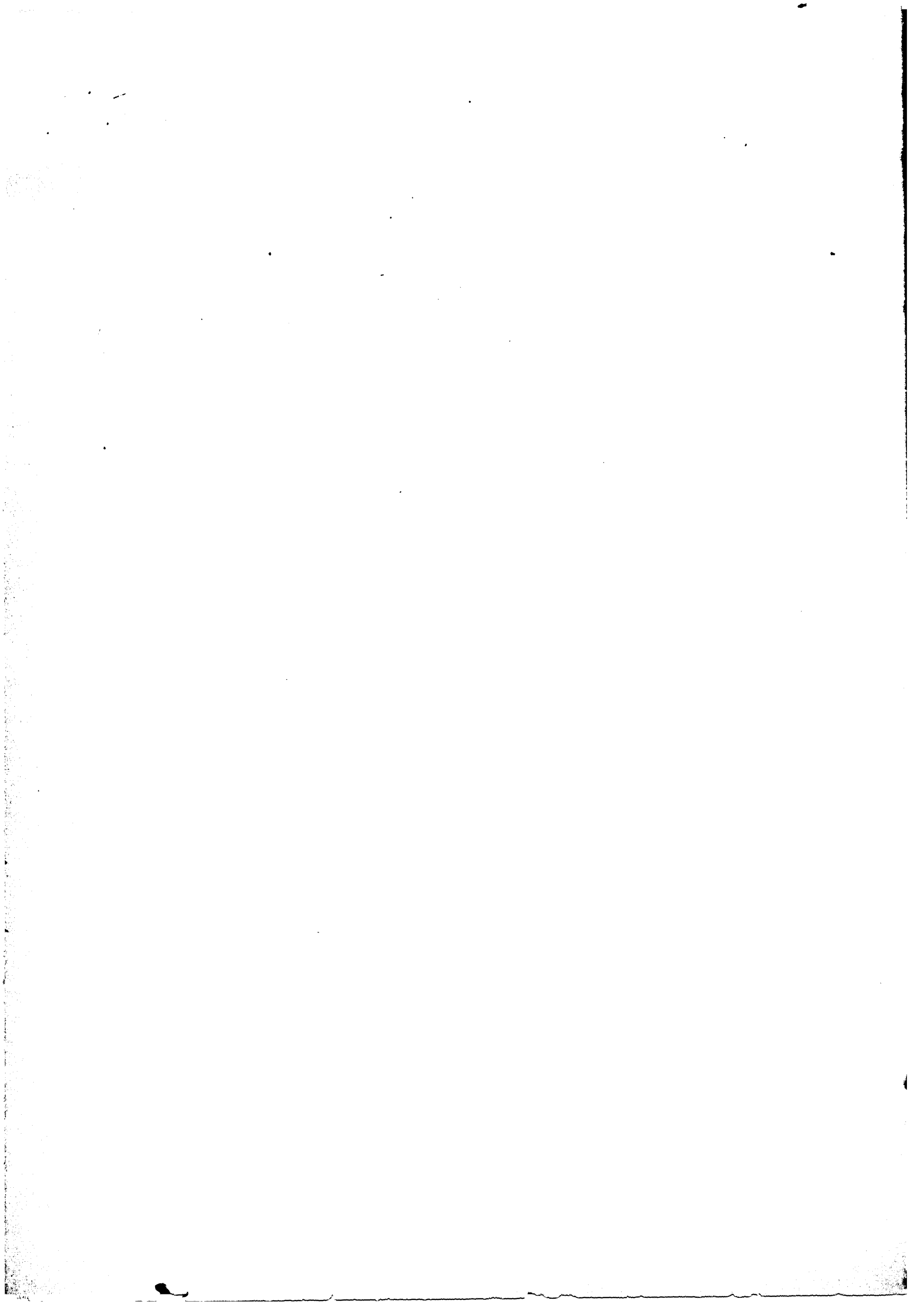
No dramatic situation as such has occurred. The artist has simply caught the woman in an introspective mood in a moment of repose possible between her household chores. There is an expression of sadness in the eyes and mouth which suggest that her thoughts are centered on a personal conflict which intrudes into her life from time to time. The character in the face causes me to believe that in time she will come to a decision which will resolve her conflict and that the ability to take the decision finally will result in a closer understanding of the self.

APPENDIX 4H (iii)

POSITIVE SELF-CONCEPT/NURTURANCE IN TOUCH WITH CHILD

Card: Father and Child

This seems to be a happy, warm home situation. The father has returned home from work. He is relaxing in his favourite chair, listening to his wife explain about her day. The child is quite happy with everything around him. He's secure with the people around him and doesn't feel the need to be the centre of attraction every minute. Although this family is a close one, the child will grow up to be independent and sure of himself. I like the feeling this picture gives.



Author Kilbourne S

Name of thesis An investigation of 111 mothers and an intervention programme based on their observed needs 1978

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