

**THE ROLE OF DOMESTIC WORKERS, AS CHILD
CARERS, IN THE STIMULATION OF MOTOR
DEVELOPMENT OF PRESCHOOL CHILDREN IN
BLOEMFONTEIN, SOUTH AFRICA**

by

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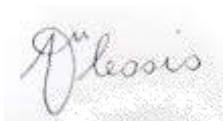
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## TERMINOLOGY AND DEFINITIONS

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|                                |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Active stimulation:            | For this study, the researcher defines active stimulation as when a person is actively playing with a child without being busy with any other duty or activity. Attention is completely focused on the child, and play is purposeful, and goal orientated.                                                                                                                                                               |
| Capitalist:                    | “Someone who has a large amount of money invested (= given hoping to get more back) in a business” (Cambridge English Dictionary).                                                                                                                                                                                                                                                                                       |
| Care:                          | Attention to body, health, nutrition, emotional, social, language and intellectual development (Jones, <i>et al.</i> , 2011).                                                                                                                                                                                                                                                                                            |
| Categorises of young children: | The New Zealand Ministry of Education (2009) categorises young children into three overlapping groups: <ul style="list-style-type: none"><li>• Infants for children aged up to 18 months;</li><li>• Toddlers for children aged between one to three years;</li><li>• And young children are aged between two and a half years up to school entry, - however, they are often referred to as preschool children.</li></ul> |
| Centre-based care:             | Childcare which is more commercial and that takes place in a school like setting e.g. preschool or nursery (Morrisey, 2009).                                                                                                                                                                                                                                                                                             |
| Cephalocaudal development:     | Child gains control of the head first and then arms and legs (Palethorpe, 2014).                                                                                                                                                                                                                                                                                                                                         |
| Childcare:                     | “By childcare, we mean all types of early childhood education and care provided by a registered childcare professional, approved childcare professional and through informal arrangements” (Campbell-Barr & Garnham, 2010).                                                                                                                                                                                              |
| Child Development:             | The process of change in which a child comes to master more and more complex levels of physical activity, thinking, feeling, communicating and interactions with people and objects. This is sometimes expressed as physical, cognitive, emotional and social development (Jones <i>et al.</i> , 2011).                                                                                                                  |

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|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creeping:           | Creeping is moving forward on the stomach (De Jager, 2012).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Crawling:           | Refers to raising the body off the ground and moving forward on hands and knees (De Jager, 2012).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Domestic worker:    | Wessels (2006) states that The Basic Conditions of Employment Act, No.137 of 1993 defines a domestic worker as "...an employee charged wholly or mainly with the performance of domestic work on dwelling premises." The act further specified that domestic workers may also be defined as caretakers of children, the aged, sick and disabled.                                                                                                                                                                                                                                                          |
| Feminist:           | "A person who believes in feminism and tries to achieve change that helps women to get equal opportunities and treatment" (Cambridge English Dictionary).                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Formal childcare:   | Registered (by the appropriate governing body) childcare (including those who have opted to be on the voluntary register) provided by a professional usually for a fee (Campbell-Bar & Garnham, 2010).                                                                                                                                                                                                                                                                                                                                                                                                    |
| Growth:             | The change in body weight, height, and circumference of head (Jones <i>et al.</i> , 2011).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Infant:             | Term used to describe a baby between 0 – 12 months (Mulligan <i>et al.</i> , 2005).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Informal childcare: | Unregistered childcare usually provided by family or friends (Campbell-Bar & Garnham, 2010).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Kinderkineticist:   | Kinderkinetics is a professional occupation that aspires to advance and optimise the motor development of children between birth and twelve years, through scientifically based physical activity. The role of the Kinderkineticist is to encourage functional growth and development; to focus on specific movement activities in order to support sport specific activities and to implement suitable rehabilitation programmes for children with growth and/or developmental-disabilities ( <a href="http://www.nwu.ac.za/kinderkinetics-about-us">http://www.nwu.ac.za/kinderkinetics-about-us</a> ). |
| Middle class:       | "A class of people intermediate between the classes of higher and lower social rank or standing; the social,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                            |                                                                                                                                                        |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | economic, cultural class, having approximately average status, income, education, tastes, etc.” (Tarknishvili & Tarknishvili, 2013).                   |
| Neo-liberalist:            | “Someone who supports a large amount of freedom for markets, with little government control or spending and low taxes” (Cambridge English Dictionary). |
| Preschooler:               | Children too young to attend formal schooling aged 3 - 5 years old (Mulligan <i>et al.</i> , 2005).                                                    |
| Proxomodistal development: | Development occurs from the centre of the body and out (Palethorpe, 2014).                                                                             |
| Toddler:                   | Children between the ages of 12 – 36 months (Mulligan <i>et al.</i> , 2005).                                                                           |
| Urban:                     | “Belonging to, or relating to, a town or city” (Collins English dictionary).                                                                           |
| Visual Motor Integration:  | Refers to the ability of the eyes & hands to work together in smooth, efficient patterns (Sanghavi & Kelkar, 2005).                                    |

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## LIST OF ABBREVIATIONS

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|         |   |                                                                    |
|---------|---|--------------------------------------------------------------------|
| CASE    | - | Community Agency for Social Enquiry                                |
| DST     | - | Dynamic Systems Theory                                             |
| NGST    | - | Neuronal Group Selection Theory                                    |
| NICHHD  | - | National Institute of Child Health and Human Development (US)      |
| NMT     | - | Neuronal Maturation Theory                                         |
| UFS     | - | University of the Free State                                       |
| US      | - | United States                                                      |
| SA      | - | South Africa                                                       |
| sa      | - | Sino anno                                                          |
| SNCDHHS | - | State of North Carolina Department of Health and Human<br>Services |
| vs      | - | versus                                                             |
| WHO     | - | World Health Organisation                                          |

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## **The role of domestic workers, as child-carers, in the stimulation of motor development of preschool children in Bloemfontein, South Africa**

### **SUMMARY**

**Introduction:** A child's health and growth are completely dependent on the ability of the person responsible for them to perceive and meet their needs. Domestic workers, as child-carers, spend a lot of time with the preschool children in their care and therefore play a significant role in the daily stimulation of the preschool child. However, it is unclear whether they are knowledgeable of their contribution to help the child develop optimally.

**Objectives:** To describe the role of domestic workers as child-carers in the stimulation of motor development of preschool children in Bloemfontein.

**Methods:** In this study a cross-sectional research design was used. A group of 30 domestic workers and their employers completed the demographic information sheet and questionnaires as well as a structured interview.

**Results:** It is clear from the literature study, that there is very little data available on domestic workers as child-carers in South Africa. The study sample included 30 (female) domestic workers working in the middle-class suburbs of Bloemfontein, with a median age of 48 years as well as their employers. The majority (73.3%) of the domestic workers' home language was Sotho followed by Tswana (13.3%) while 77% of the employers were Afrikaans speaking and 23% English speaking. 56.7% of the domestic workers' highest grade passed was Grade 10 (16.7%), Grade 11 (26.75) and Grade 12 (13.3%), where the other 43.3% domestic workers passed Grade 9 and lower, while 69.9% of the employers have obtained a degree or higher. Sixty percent (60%) of the domestic worker have indicated that they have a signed contract with their employer, whilst only 53% of employers indicated the same. According to the employers, 65.5% of domestic workers are responsible for between 7 - 9.5 hours of childcare per day, similarly the domestic workers indicated 63%. Eighty percent (80%) of employers indicated that domestic workers were clearly aware of the expectations of employers regarding childcare duties while 77% of domestic workers indicated that they were clearly aware of the childcare duties expected of them. Seventy percent (70%) of employers expect domestic workers to actively stimulate the child or children in her care for between 1-2 hours while only 57% of domestic workers were complying. Eighty percent (80%) of employers would like their domestic worker to receive further training in childcare while 83% of domestic workers agree. Ninety seven percent (97%) of employers specified that domestic workers were clear about the employers' expectations regarding domestic duties while only 57% of domestic workers agreed.

### **Motor Development**

**Infant category-** the participating domestic worker was not spending a lot of individual time with the infant in this category due to the mother still being on maternity leave. Therefore, the domestic worker did not play a role in the motor development at the time of the study.

**4-7 months-** in general, domestic workers were often practicing fine and gross motor skills that were specifically important for this age group. Therefore, domestic workers were, sometimes unintentionally, assisting the infant with fine and gross motor development.

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**8-12 months-** it can be reasoned, that domestic workers play a constructive role in the gross motor development of infants between 8-12 months but require further training and guidance to contribute more positively towards the fine motor development of this age group.

**13-24 months-** domestic workers generally played a positive role in the gross motor development of toddlers between 13-24 months, yet they require some direction regarding object manipulation skills, especially with regards to assisting toddlers with throwing balls underhand and overhand. In contrast, domestic workers did not spend enough time on the stimulation of fine motor skills, especially visual motor skills. As mentioned previously domestic workers are often led by what toddlers want to play instead of what they “need” to play to improve specific motor skills.

**25-36 months-** it is perceived that when toddlers are older than two years they require a more structured plan to efficiently stimulate the fine and gross motor development. It appears that domestic workers are currently acting in a more supervisory role allowing toddlers to do activities which they prefer or choose instead of encouraging them to do specific activities.

**3-4 years-** it was found that domestic workers do not play a supportive role in the motor development of preschoolers aged 3-4 years.

**Conclusion:** A conclusion can therefore be drawn that specific and intentional training should be considered directed towards domestic workers as childcare-providers to provide them with the necessary knowledge and skills to effectively and intentionally stimulate the motor development of infants, toddlers and preschoolers. Training domestic workers as childcare-providers could possibly not only provide them with more job opportunities and higher salaries but also improve self-confidence and their sense of self-worth as well as contribute to the motor development of the children in their care.

**Keywords:** Childcare, Domestic worker, Motor development, Developmental milestones, Motor skills, Preschool children.

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## CHAPTER 1

### INTRODUCTION AND ORIENTATION TO RESEARCH

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#### 1.1. Introduction

Research in child development has shown that human beings progress through a series of stages mastering developmental tasks and reaching developmental milestones (Berk, 2003). However, developmental gains of children are affected by a number of factors working together and not by a single risk factor, which involve social and environmental factors (Sameroff *et al.*, 1987).

Children need to feel secure, safe, healthy and always happy, to grow optimally. According to Tradesse (2016) the most important goal for all parents and childcare-providers is caring for the child. However, for successful learning and development to take place, children require consistent positive stimulation (Tradesse, 2016).

Based on the combination of rapid social change together with neo-liberalist, capitalist and feminist imperatives, mothers leaving home for work is a normalised occurrence in most modernised societies (Morrissey, 2008; Weingarten, 2011). In recent years, many mothers have been forced to enter the workforce due to financial pressure or other factors. Laughlin (2013) stated that maternal employment in the United States has become the norm, rather than the exception. This statement is not only limited to America. Goldman (2003) supported this statement when he said that most women continue to work after they get pregnant and return to work soon after the birth of their babies. This data is substantiated by Statistics South Africa which indicated that 52,4% of mothers with children between the ages of 0-5 years are either employed or looking for employment (Statistics South Africa, 2012). By using the Foster-Greer-Thorbecke poverty measures, it was indicated in 2009 that approximately 52,3% of the South African population lived below the upper poverty line which includes food and non-food needs. This explains why more mothers are encouraged to work to afford necessities (Statistics South Africa, 2013).

Due to women entering the labour market to pursue careers, it has become difficult to find balance between household tasks and career responsibilities, hence requiring the

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employment of domestic help (Cox & Watt, 2002; Du Toit, 2012). These working mothers need to find some form of childcare for their preschool children. Since so many South African mothers are employed it indicates that these mothers would also require some form of childcare (Statistics South Africa, 2013).

Research indicated that when it comes to childcare arrangements for preschool children, there are many options available (Campbell-Bar & Garnham, 2010; Hein & Cassirer, 2010). Parents generally make use of relative or non-relative care. Relative care includes a family member looking after the child. Non-relative care typically includes one of the following: childcare within the child's home by an individual who is employed by the parents (domestic workers are included in this type of childcare); childcare within the home of a self-employed childminder (this includes day mothers or family day care centres) and lastly childcare provided by childcare centres (this includes day care centres, nurseries, crèches or pre-primary schools) (Hein & Cassirer, 2010). There are thus a variety of factors which influence the choice of childcare that parents prefer.

In a 2010 survey conducted by the Day Care Trust in Europe, parents were asked to rank criteria when choosing childcare. Their response was as follows: 'staff, well qualified, trained or experienced' (74%); 'warm and caring atmosphere' (59%); 'Cost' (39%). Consequently, the conclusion is that most parents desire their child-carers to be qualified, trained or at least experienced (Campbell-Bar & Garnham, 2010).

There are numerous reasons why people opt to employ domestic workers as childcare-providers. Domestic workers complete domestic chores and help with childcare, allowing more leisure time for employers (George, 2007; Du Toit, 2012). Employers often prefer domestic workers to take care of their children within their own homes, compared to less personal childcare centres (Du Toit, 2012). To conclude, domestic workers remain a popular choice as childcare-providers, even without prior training or proof of experience.

Wessels (2006) stated that The Basic Conditions of Employment Act, No.137 of 1993 defines a domestic worker as "...an employee charged wholly or mainly with the performance of domestic work on dwelling premises". The act further specified that

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domestic workers may also be defined as “*caretakers of children, the aged, sick and disabled*”. However, it is important to note that in South Africa (SA), domestic workers are sometimes viewed as one of the most vulnerable groups of workers due to gender inequalities, lack of education and their state of illiteracy (Wessels, 2006). Furthermore, there is very little data available on domestic workers as child carers in SA. According to Budlender & Bosch (2002) 8% of the total employed population in SA perform domestic services, yet it remains one of the least studied occupations in the country (Breitenbach & Peta, 2001). Breitenbach and Peta (2001) explained further that the few available studies are mostly restricted to important labour issues. It appears that this gap in the research is not only limited to SA. Per the Equality and Human Rights Commission Report in the United Kingdom, there is very little information available about individual childcare-providers such as child-minders and nannies in general (Campbell-Barr & Garnham, 2010).

Existing research indicated that domestic workers perform a variety of tasks in the home of their employer. According to the Community Agency for Social Enquiry (CASE) (Kola *et al.*, 2001) domestic workers and employers identified cooking, washing, ironing, child-care and household management as the five most significant duties performed by domestic workers. Research completed in Langenhovenpark (Bloemfontein) in 2001 and 2006 agreed with CASE; it was recorded that cleaning, washing, ironing, cooking and care for children or elderly people were common duties performed by domestic workers (Matjeke, 2006). In 2001, 29% of domestic workers in SA took care of their employers’ children. This formed part of their daily duties regardless of their education or level of training (Kola *et al.*, 2001). Unfortunately, more recent statistics could not be found.

Most domestic workers have little or no training in child-rearing and yet in working with children they have a major impact on the child’s early development and learning (Matangi *et al.*, 2013). Du Toit (2013) agreed with Matangi *et al.* (2013) by stating that South African domestic workers are amid those who have had the least access to education. This fact is enhanced by their isolated working conditions, since they are mostly alone in the employer’s home. The training and education of domestic workers providing childcare is hence very important; however, the education and training of domestic workers in South Africa varies considerably. Per the Community Agency for

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Social Enquiry (Kola *et al.*, 2001) only 45% of domestic workers in SA have some level of secondary education and only 6% have passed Grade Twelve; furthermore 25% of domestic workers have no formal education beyond Grade 4. It is, however, important to note that 56% of domestic workers indicated that they would like to receive training in child-caring skills (Kola *et al.*, 2001).

Domestic workers as child carers spend a lot of time with preschool children in their care and therefore play a significant role in the daily stimulation (or lack thereof) of the preschool child. At this stage, it is known that domestic workers often take care of children during their formative years, but it is unclear whether they are aware of their contribution to help the child develop optimally. Childcare services need to be an extension of the functions of the parent, not a replacement for parental care (Matangi *et al.*, 2013). The child's health and growth are completely dependent on the ability of the person responsible for the child to perceive and meet the child's needs (World Health Organisation, 2004). Early motor development is extremely important as it can be linked to cognitive abilities in the primary years (Piek *et al.*, 2008). Giagazoglou *et al.* (2007) agreed with Piek *et al.* (2008) that motor skills form a very important part of the developmental process, particularly during the preschool years.

Kinderkinetics is a professional occupation that aspires to advance and optimise the motor development of children between birth and twelve years, through scientifically based physical activity programmes. The role of the Kinderkineticist is to encourage functional growth and development; to focus on specific movement activities in order to support sport specific activities and to implement suitable programmes for children with growth and/or developmental disabilities (<http://www.nwu.ac.za/kinderkinetics-about-us>). As a Kinderkineticist, the researcher's main goal for this study was to determine whether optimal motor development of preschool children is promoted while in the care of domestic workers.

Childcare-providers (which include domestic workers) need to engage children in active and social play throughout the day in order to promote optimal opportunities motor development (Trawick-Smith, 2014). It appears that domestic workers are currently performing so many duties that investigation is needed to determine whether they are in a position to perform very necessary childcare duties to ensure the children

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in their care develop fully. As stated before, domestic workers are in many cases not well educated or formally qualified in childcare, therefore they may require training to enable them to aid to the development of motor skills as part of their daily duties. Better training may result in meeting the expectations of employers and enable the domestic worker to cope with the responsibilities that come along with childcare.

In conclusion, development cannot be isolated from the social or cultural context in which it takes place; therefore, the comprehension of children's development may be prejudiced or compromised, since data is mostly collected from children in Western, middle-class families that have been well educated. Cross-cultural comparisons have indicated that raising children in 'other' cultures may lead to different paths for development. Motor behaviour is more diverse and flexible than what is typically believed. This is influenced by the differences in child rearing praxes of various cultures (Adolph & Robinson, 2015). However, there is limited research concerning the role that domestic workers play in childcare in South Africa which advocates that there is a need for further research. Supplementary research into training of domestic workers as childcare-providers could be based upon the findings of this study.

## **1.2. Aim of the study**

To describe the role of domestic workers as child-carers in the stimulation of motor development of preschool children in Bloemfontein.

## **1.3. Objectives**

- ❖ To ascertain the contractual agreement between employer and employee, and whether domestic workers are aware of the expectations of their employers regarding domestic and childcare duties.
- ❖ To describe the childcare duties which domestic workers are responsible for.
- ❖ To describe the expectations of employers with regards to the childcare duties of the domestic worker and compare it to childcare duties that are being performed.
- ❖ To describe which domestic duties the domestic worker completes in and around the house.

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- ❖ To determine which domestic duties the employer expects the domestic worker to complete in and around the house and compare it to the domestic duties which are being completed by the domestic worker.
  - ❖ To describe the motor components addressed by domestic workers by exposing infants (0-12 months), toddlers (12-36 months) or pre-schoolers (3-4 years) to specific activities either intentionally or unintentionally.
  - ❖ To describe the role that domestic workers, play in the stimulation of motor development of preschool children in Bloemfontein.

Through this study, knowledge will be gained that can play a vital role in future research regarding the designing of childcare training programmes for domestic workers.

#### **1.4. Structure of the dissertation**

The dissertation will be presented in six parts.

**Chapter 1** gives a brief introduction and highlights some shortcomings in the research field of what role of domestic workers play in the stimulation of motor development of preschool children. Furthermore, this chapter also introduces the research problem statement.

**Chapter 2** deals with a review on childcare, including the rationale of childcare, statistics nationally and internationally regarding childcare, and a discussion on criteria used when selecting childcare. A definition of “domestic workers” is presented, with a discussion on domestic labour in SA; the duties performed by domestic workers as well as the rationale behind domestic workers as childcare-providers in SA, as well the education and training level of domestic workers. Lastly, we explore the physical growth and development of a child and the milestones reached in motor development.

**Chapter 3** discusses the research protocol underpinning data collection to achieve the aims and objectives stated.

**Chapter 4** presents the findings, showing the outcome of the questionnaires.

**Chapter 5** portrays an in-depth discussion of the results substantiated by literature



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**Chapter 6** conveys a personal reflection on the research process as well as a summary of the findings.

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## CHAPTER 2

### LITERATURE REVIEW

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#### 2.1. Introduction

This chapter aims to provide background of the current research on the role of domestic workers in childcare in South Africa. The role and the knowledge of the domestic worker as child carer will be the key focus in this research, however the expectations of the employee will also be explored.

According to Campbell-Barr and Garnham (2010) parents today defy stereotypes and want to share work and family-care more equally. Furthermore, choices are constrained by inflexible and low paid family leave provisions based on a traditional division of paid work and care. It is also well known that parents want affordable, high quality, accessible and flexible childcare but also want to balance work and care responsibilities to spend more time with the family, particularly in the early childhood years (Campbell-Barr & Garnham, 2010). However, Budlender and Bosch (2002) believed that the domestic work situation is a difficult sector to research because of its informal nature and the fact that it occurs in the home. They continued stating that domestic work is less visible and open to public inspection than many other forms of work.

A considerable body of evidence has shown the benefits of quality education and childcare in the early years which influences the child's future development. Campbell-Barr and Garnham (2010) indicated that the phase between birth and six years is a critical period for children's cognitive, social and emotional growth. However, research has also proved that play is an important mediator in the physical, social, cognitive, and language development of young children (Berger & Adolph, 2003; Bar-Haim & Bart, 2006; Piek *et al.*, 2008; Trawick-Smith *et al.*, 2010). Therefore "play" plays a significant role in the child's development which thus means that it is crucial for the domestic worker to spend time "playing" with the child in her care.

Babies start "learning" at birth. Learning takes place through their relationships with the caring adults in their lives. Programmes, such as home visiting and parenting

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support, designed to enrich carer engagement with young children, are therefore extremely important for a child's early development. As children grow, so their need for stimulation increases. The South African Early Childhood Review of 2017 indicated that from about the age of 3 years, young children derive great educational, social, and emotional benefits from participation in high quality group-based early learning programmes. These programmes may take different forms such as playgroups, crèches and preschools (Berry *et al.*, 2017).

## **2.2. Childcare**

Childcare work, paid or unpaid, has been generated for millions of women due to the incredible rise in the number of women in the labour force. The expansion of the childcare workforce is not only a consequence, but also a cause of women's labour force participation (Sadasivam, 2000). Hein and Cassirer (2010) agreed by stating that childcare not only makes employment more accessible to women, but also increases employment opportunities for childcare-providers which contributes to job creation in the service industry. To conclude, it seems that childcare has become an undeniable necessity for working mothers.

### **2.2.1. The rationale of childcare**

Morrissey (2008) and Weingarten (2011) stated that mothers leaving home for work has become a normalised occurrence in most modern societies due to a combination of rapid social change together with neo-liberalist, capitalist and feminist imperatives. In recent years, many mothers have been forced to enter the workforce due to financial pressure or other factors. Laughlin (2013) concluded that maternal employment in the United States has become the norm, rather than the exception, however, this statement is not only limited to America. As previously stated, Goldman (2003) supported this statement that most women continue to work after they get pregnant and return to work soon after the birth of their babies. Furthermore, many mothers are trying to cope with the demands of their occupation, caring for their children and meeting their financial needs. Meeting these demands results in the mothers' capacity to be stretched to the limit (Samman *et al.*, 2016).

These working mothers need to find some form of childcare for their infants, toddlers and preschool children. Leaving your child in the care of someone else is difficult and

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therefore childcare services need to be an extension of the functions of the parent, not a replacement for parental care (Matangi *et al.*, 2013). The child's health and growth are completely dependent on the ability of the person responsible for childcare to perceive and meet the child's needs (World Health Organisation, 2004).

### **2.2.2. International statistics**

The last few decades showed a steep increase in the amount of American preschool aged children participating in non-parental childcare arrangements (Herbst, 2012). According to the National Center for Education Statistics in America, 60% of children between the ages of one and five are in arranged weekly childcare with someone who is not their parent (Mulligan *et al.*, 2005). Demma (2005) confirmed these statistics by stipulating that 60% of children (between birth and five years) in most countries spend time in some form of non-parental childcare. According to Laughlin (2013, in Herbst, 2012), the typical child spends 32 hours per week in non-parental childcare arrangements.

According to the National Institute of Child Health and Human Development (US) (NICHD) Study of Early Childcare (Herbst, 2012) the average child starts childcare rapidly after birth at approximately three months old. By their first birthday, 80% of children in the United States of America participate in regular non-parental childcare arrangements. However, it is well known that many South African mothers are employed, therefore, these mothers would also require some form of childcare. In the next section the relevant statistics available in South Africa will be explored.

### **2.2.3. South African statistics**

According to Patel *et al.* (2006) South Africa is included in the international phenomenon of increasing numbers of women entering the workforce. They indicated that in 1995 approximately 38% of women in South Africa were active in the labour market, compared to almost 51% in 2001; which shows there has been a phenomenal growth. Statistics South Africa (2012) indicated that 52,4% of mothers with children between 0-5 years of age are either employed or looking for employment. Patel *et al.* (2006) also highlighted that although women are motivated to join the labour force in other countries due to a demand for female workers, South African women are "forced" to join the labour force, out of desperation to meet financial needs.

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By using the Foster-Greer-Thorbecke poverty measures it was indicated in 2009 that approximately 52.3 percent of the South African population lived below the upper poverty line which includes food and non-food needs. This explained why more South African mothers are encouraged to work to afford necessities (Statistics South Africa, 2013). To summarise, this is worrying statistics, because the researcher anticipates that Statistics SA will report an even bleaker picture in 2018. Therefore, it is also important to empower domestic workers through training in childcare to possibly create more or better paid job opportunities.

#### **2.2.4. Types of childcare**

When it comes to childcare arrangements, for preschool children, there are numerous options available. Morrissey (2008) explained that childcare is usually categorised according to the child's relationship to the childcare provider and the setting in which the care takes place. Typically, childcare is non-parental which means neither of the parents are providing care. Non-parental childcare can be divided in relative and non-relative care. Hein and Cassirer (2010) explained that parents may embrace relative-care where a family member looks after the child. Generally, a grandparent, older sister or aunt will take care of the child while the parents are at work. Mulligan *et al.* (2005) agreed by stating that care provided by a relative that is not the parent of the child is known as relative-care. However, non-relative care usually includes one of the following: childcare within the child's home by an individual who is employed by the parents (domestic workers are included in this type of childcare); childcare within the home of a self-employed childminder (this includes day mothers or family day care centres); lastly childcare provided by childcare centres (this includes day care centres, nurseries, crèches or pre-primary schools) (Hein & Cassirer, 2010). Mulligan *et al.* (2005) also stated that non-relative care is generally provided by babysitters, nannies and family day care providers.

Based on the information above, childcare may be categorised into two main groups namely home- and centre-based care. According to Morrissey (2008) all types of childcare can lead to constructive child development, if of high-quality. There is not one "best" type of childcare. Each type of childcare has unique characteristics and may be best suited to encourage development of the child at specific developmental stages (Morrissey, 2008). Laughlin (2013) stated that choosing the correct type of

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childcare is only one of the many important decisions that working parents must make. With maternal employment rising continuously deciding on the type of childcare, that suits everyone involved, has become an imperative family matter (Laughlin, 2013).

#### **2.2.4.1. Home-based childcare**

Home-based care takes place in a private residence of either the parents or the childcare provider (Morrissey, 2008). Mulligan *et al.* (2005) agreed and added that it could also be within the home of someone else. A unique, family-like setting is created that is different to centre-based care with regards to structural features, especially relating to the number of children and adults in the setting and the fact that there may be mixed-age peer groups present (Morrissey, 2008).

According to Morrissey (2008) home-based care is generally informal and typically involves a family member, neighbour or trusted friend taking care of one or a small group of children. Hein and Cassirer (2010) added that parents often make use of relative-care in a home-based childcare setting. However, parents may also employ an individual to provide childcare within the home of the employer or the residence of a self-employed childminder. Therefore, when a domestic worker looks after the child within the home of the employer it is home-based childcare. Morrissey (2008) further stated that research has found that although home-based childcare offers children a safe and unrestricted environment, the childcare-providers have a habit of taking on more managerial and supervisory functions instead of teaching roles.

Mutual activities found in formal (e.g. centre-based care) and informal childcare (e.g. home-based care) settings usually involve basic routines e.g. naps, meals, physical care, free play and watching television. However, childcare-centres were designed with the purpose of childcare and education in mind. These centres normally offer varied materials and play areas as well as a vast variety of toys to children. Time spent in formal childcare settings can be more structured and adult directed (Morrissey, 2008). Nevertheless, children may receive more attention from adults in home-based childcare, as the children to adult ratio is typically smaller than in centre or school-based care (Morrissey, 2008).

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#### **2.2.4.2. Centre-based childcare**

When childcare and education is provided in a non-residential setting it is known as centre-based care. It typically includes day care centres, nursery schools, preschools and other types of early childhood education programs (Mulligan *et al.*, 2005). Morrissey (2008) explained that childcare centres typically organise children into large groups based on their age with an adult or adults overseeing the setting depending on the size of the group. Children in centre-based childcare are exposed to greater numbers of peers than in home-based settings due to the higher child-adult ratios (Morrissey, 2008).

Childcare centres were designed with the intention of early care and education and generally offers a larger number and variety of toys, space and materials for children (Morrissey, 2008). However, only 35% of South African children (birth – 4 years) have access to an Early Childhood Development (ECD) programme (UNICEF, 2014). Early childhood programmes in South Africa receive little regulatory oversight and have the sovereignty to develop their own standards of quality (UNICEF, 2014). There is very little data available regarding the quality of teaching taking place in ECD centres in South Africa, however it was found that 73% of ECD centres follow their own learning programmes in the pre-Grade R year (Kotzé, 2015). Kotzé (2015) further explained that another aspect pertaining ECD centres in South Africa is the low level of qualifications of the ECD practitioners. Only one out of ten practitioners have a post-matric qualification, and only 25% have received ECD training. UNICEF (2014) also underlined the low levels of qualifications of ECD practitioners as problematic by stating that many ECD practitioners do not have specialist ECD qualifications.

In conclusion, it is interesting to take note of the significant difference between the basic facilities of the non-profit organisation (NGO) -supported rural preschools and the well-equipped privately-owned preschools in the urban areas where play resources are in abundance (Aubrey, 2017). It is also a known fact that parents in middle or upper class urban areas can choose which type of childcare they would like to make use of, depending on their unique circumstances. Parents have different views and needs which influence their choice in childcare-providers.

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### **2.2.5. Criteria used when selecting childcare**

As stated in the introduction, in a 2010 survey by the Day Care Trust in Europe parents were asked to rank criteria when choosing childcare. Their answers were as follows: 'staff, well qualified, trained or experienced' (74%); 'warm and caring atmosphere' (59%); 'cost' (39%). Consequently, it can be concluded that most parents desire their child-carers to be qualified, trained or at least experienced (Campbell-Bar & Garnham, 2010). However, this is not always the case with domestic workers providing childcare, yet domestic workers remain a popular choice as childcare-providers. Parents would also like their children to receive 'quality' care whether they attend home- or centre-based childcare. "Quality care" refers to the degree in which childcare-providers attend to the child's needs, responds to verbal and no-verbal signs, stimulation of eagerness to learn as well as creating a warm and caring atmosphere for the child (Belsky, 2009). It appears that 'quality' childcare may be possible even without qualifications or experience.

### **2.3. Defining domestic workers**

Wessels (2006:30) states that The Basic Conditions of Employment Act, No.137 of 1993 defines a domestic worker as "*...an employee charged wholly or mainly with the performance of domestic work on dwelling premises.*" The act further specified that domestic workers may also be defined as "*caretakers of children, the aged, sick and disabled*". This definition correlates with the 'Sectoral Determination 7: Domestic Worker Sector' from the department of labour that defines a domestic worker as "*Any worker or independent contractor who performs domestic work in a private household and who receives, or is entitled to receive, pay.*" Furthermore, it states that the definition includes (but is not limited to) gardeners, personal drivers, a person that takes care of children, the aged, the sick, the frail or the disabled (Matjeke *et al.*, 2012).

#### **2.3.1. Domestic labour in South Africa**

Domestic labour is one of the biggest sources of employment for black South African women, especially those that are poor and uneducated (Du Preez *et al.*, 2010 in Odeku, 2014:680) and it is one of the oldest occupations in the country (Matjeke *et al.*, 2012). According to Marais (2014), Africa is one of the third largest domestic worker employers in the world, with South Africa offering the largest domestic employment on the continent.



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Since domestic employment only requires low level skills and no formal education it is easily accessible to those that are not well educated or skilled. Furthermore, one in five employed women in South Africa is working as a domestic worker (Mangqalaza, 2012). Statistics South Africa (2009) indicated that just over a million (1.003 million) domestic workers were employed in South Africa in 2007. However, it is important to note that in South Africa, domestic workers are sometimes viewed as one of the most vulnerable groups of workers due to gender inequalities, lack of education and their state of illiteracy (Wessels, 2006). Mangqalaza (2012) agrees by highlighting the fact that domestic workers are more vulnerable to economic exploitation because they work in private households and their isolated working conditions make it difficult to become members of labour unions. Gorbán and Tizziani (2014) argued that the difficult working conditions, low salaries, and lack of legal protection reported by domestic workers reflected the profound disparities between their social and economic position and that of their employers.

To conclude, it is important to remember that domestic workers make the lives of their employers easier and more convenient and therefore also improve the quality of life for the household. Therefore, domestic workers add social value to the household that employs them (Mangqalaza, 2012).

### **2.3.2. Duties performed by domestic worker**

Women from around the world have stepped in as domestic workers and taken advantage of employment opportunities due to the large and growing demand for household labour. Burnham and Theodore (2012) highlighted the fact that many working-class families are trying to manage the stressors of their occupation and family. Those that can, gladly shift the responsibilities of domestic duties to domestic workers.

Existing research indicated that domestic workers perform a variety of tasks in the home of their employer (Kola *et al.*, 2001; Matjeke, 2006). According to the Community Agency for Social Enquiry (CASE) (Kola *et al.*, 2001) domestic workers and employers identified cooking, washing, ironing, childcare and household management as the five most significant duties performed by domestic workers.

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Research completed in Langenhovenpark (Bloemfontein) in 2001 and 2006 agreed with CASE; it was recorded that cleaning, washing, ironing, cooking and care for children or elderly people were common duties performed by domestic workers (Matjeke, 2006). In 2001 twenty-nine percent of domestic workers in South Africa took care of their employers' children; this formed part of their daily duties regardless of their education or level of training (Kola *et al.*, 2001). Unfortunately, more recent statistics could not be found.

Caregiving values are profoundly shaped by education, occupation, class status, and culture. Wrigley (1999) found that parents and domestic workers from different socio-economic backgrounds often hold "different definitions of quality childcare". This means that employers need to be aware that a domestic worker's childcare style may differ from their own and they should state their expectations clearly to the domestic worker.

### **2.3.3. The rationale behind domestic workers as childcare-providers**

The need for employment of domestic help has become greater with many women entering the labour market to pursue careers; it is increasingly difficult to find the balance between household tasks and career responsibilities (Cox & Watt, 2002; Du Toit, 2012). Families of working mothers are finding it difficult to balance the, often competing, priorities of home, work and family and therefore often require domestic help (Macdonald, 2009). According to Burnam and Theodore (2012) domestic workers became the cornerstone of the solution to the problem. The labour provided by domestic workers is the kingpin that connects the economics of the home and the economics of the workplace (Burnam & Theodore, 2012).

Employers benefit by having someone taking care of their household and domestic duties as well as looking after their children while they can be employed and earn a better income for themselves and for their families (Mangqalaza, 2012). Since domestic workers complete domestic chores and help with childcare, they also allow more leisure time for employers (George, 2007; Du Toit, 2012). Not only have employers become reliant on the labour provided by domestic workers, but domestic workers also depend on the kind-heartedness of their employer (Marais, 2014).

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By exploring the diverse ways in which parent-employers relate to childcare-providers, Macdonald (2010:170) identified three distinct “management strategies” or styles, namely; “*puppeteer*,” “*paranormal*,” and “*partnership*.” Macdonald (2010:170) stated that these strategies are characterized by “*the degree of trust between nanny and employer, the direction of communication in the relationship, the nanny’s level of autonomy, and whether employers make decisions unilaterally or jointly*”. While “*puppeteer*” parents micromanage their employees, “*paranormal*” parents cede much of their autonomy to the nanny. Macdonald’s research showed that only those parent-employers who approach childcare as a “*partnership*” with a shared balance of power can sustain a mutually satisfactory relationship. She found that the process of forming an equal partnership between nanny and employer “*resulted in less anxious mothers and more satisfied workers*” (Macdonald, 2010:170).

Taylor (2011) stated that to understand the impact of socio-economic factors on the domestic worker as child-carer-employer dyad, it is useful to explore how race and class intersect with commodified caring work. Taylor (2011) pointed out that women considered by mainstream American society to be 'unfit' mothers (such as immigrants, women of colour, and low-income women) are nevertheless hired by class-privileged parents to act as “genetic or gestational surrogates”. Taylor (2011) further saw this contradiction replicated in childcare work and argued that it is a form of exploitation for class-privileged parents to pay socially marginalized women to perform intensive mothering labour in their stead. According to Tolla (2013) this is similar to the situation found in South Africa where there has been a drastic increase in the demand for domestic services since more middle-class people are looking for domestic help. Middle and upper-class populations benefit from using domestic workers to run their households to live more comfortable lives themselves; they assist to raise their employers’ children, while their own children are often not cared for (Tolla, 2013).

It is also believed that some parents may prefer the individual attention that home-based care (e.g. by domestic workers) offers during the infant and toddler years (Morrissey, 2008). Bornstein *et al.* (2016) agreed with Morrissey (2008) by stating that infants and young children can get more attention and that their exposure to illness is also restricted compared to centre based care. Another advantage to employers is that domestic workers providing childcare can look after more than one child without

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any extra expenses and that children of all ages can be looked after by the domestic worker (Hein & Cassirer, 2010). However, financial implications influence parents' choices in childcare. Bornstein *et al.* (2016) agreed by stating that the cost of home-based care may be lower compared to centre-based care which with the added benefit of completing domestic duties, domestic workers remain a popular choice.

According to Morrissey (2008) evidence had been found that home-based care during the infant and toddler years, followed by centre-based care during the preschool years may promote both social-emotional and cognitive development as well as provide higher quality care. However, MacDonald (1998, 2009, 2010) explored the ways in which “race, class, age, education, and immigration status impact the nanny-employer relationship”. The researcher reveals the “deep-seated differences in class-based beliefs about parenting” (MacDonald, 2010:4) that arise when a lower-class woman is paid to care for a wealthy family’s children. MacDonald’s (2010) research demonstrated further how the dynamics of the nanny-employer relationship are rooted in socioeconomic disparity, in the societal devaluation of caregiving work, and in employers' insecurity about their own identities as parents. In conclusion, domestic workers remain a popular choice as childcare-providers, even without prior training or proof of experience.

#### **2.3.4. Domestic workers as child-carers in South Africa**

Tolla (2013) states that South African domestic work issues in general has not contracted much attention. There is very little data available on domestic workers as child-carers in South Africa (as stated in 1.1). It appears that the gap in the research is not only limited to South Africa. As mentioned in section 1.1 information about individual child-carers in general, even in the United Kingdom, is very limited (Campbell-Barr & Garnham, 2010).

Domestic workers as child-carers spend a lot of time with the preschool children in their care and therefore play a significant role in the daily stimulation of the preschool child. At this stage, it is known that domestic workers often take care of children during these formative years, but it is unclear whether they are knowledgeable of their contribution to help the child develop optimally.

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According to Cox (2011) a distinctive feature of the relationships between domestic workers and parent-employers is that they are nearly always cross-class dyads. The reality is that the employer can afford to pay for childcare, while the domestic worker is supporting herself by providing it. It is well known that nannies, housekeepers, maids, and other domestic workers fall into one of the lowest income brackets in South Africa. Furthermore, this socioeconomic inequality may be compounded by disparity in race or ethnicity with profound implications for the domestic worker-employer relationship (Cox, 2011). Although the domestic worker-employer relationship is an intimate one (Nare, 2012) research indicated that proximity does not necessarily breed tolerance. Even daily contact between domestic workers and employers “does not alleviate prejudices in societies that offer little possibility of social advancement” (Nare, 2012).

### **2.3.5. Education and training of domestic workers**

Most domestic workers have little or no training in child-rearing and yet working with children they have a major impact on their early development and learning (Matangi *et al.*, 2013). Du Toit (2013) agreed with Matangi *et al.* (2013) by stating that South African domestic workers are amid those who have had the least access to education which is enhanced by their isolated working conditions. Furthermore, the training and education of domestic workers providing childcare, is hence very important; however, the education and training of domestic workers in South Africa varies considerably. Per the Community Agency for Social Enquiry (Kola *et al.*, 2001) only 45% of domestic workers in South Africa have some level of secondary education and only 6% have passed grade twelve; furthermore 25% of domestic workers have no formal education beyond Grade 4. It is important to note that it was also pointed out that 56% of domestic workers indicated that they would like to receive training in child-caring skills (Kola *et al.*, 2001).

According to the California Department of Education (2010) every person that interacts with a young child is a teacher to a certain extent. To conclude, for a domestic worker to take advantage of teachable moments she needs to know how children grow and learn.

## **2.4. The development of the preschool child**

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According to Porter (2014) rapid growth and development takes place within the first 3 to 5 years of a child's life, this includes brain growth and the foundation of social-emotional development. However, early views of motor development were mostly based on the achievement of "development milestones" largely centred on the research of Gesell (1925). These factors including interaction with parents, peers, families, societies and even cultures (Gill, 2014). Domestic workers with a different culture than the parents may have a considerable influence on a child's development. Smith and Thelen (2003) agreed by stating that even minor differences in experience or environment, or another component of the dynamic system at a young age can result in significant or dramatic differences in later behaviour. Therefore, the development of the child is a course of changes where the child learns to master more complex levels of physical activity, feeling, thinking, communicating and interactions with objects and people. These changes are often referred to as physical, cognitive, emotional and social development (Jones *et al.*, 2011). However, during the first four years of a child's life rapid physical, mental, emotional, social and moral growth and development takes place (Venetsanou *et al.*, 2015). This rapid neuro development and physical growth takes place in a predictable sequence that is intrinsically determined (Gerber *et al.*, 2010). The next part focuses on the physical growth and motor development of the child.

#### **2.4.1. Motor development of the child**

Blaise Pascal stated beautifully, "*Our nature lies in movement. Complete calm is death.*" (In Adolph & Robinson, 2015:113). Children participate in important motor activities from birth (and possibly even before) that will influence their development at a later stage (Trawick-Smith, 2014). As new-borns get older they attain locomotor skills (while playing). Such as sitting, crawling, standing and finally walking. Every movement whether a kick or a wiggle of the body is an unusually complex action which requires the use of not only obvious, but also understated physical skills, perceptual and intellectual processes, neurological organisation and the internal motivation to develop and grow (Trawick-Smith, 2014).

According to Haywood and Getchell (2009) development is not only related to changes in a functional capacity, but also to age and involves sequential changes. However, the rate of development can be different for individuals of the same age. Therefore,

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the term motor development refers to the development of an individual's movement abilities. The study of motor development relates to the exploration of changes in developmental movement abilities and the factors that influence these changes (Haywood & Getchell, 2009).

Motor development is traditionally assessed based on the Neuro Maturational Theory (NMT), which assumes that the order and pace of motor development is involuntary based on a reaction to the current circumstances and is an exhibition of the maturation of the central nervous system. This model states that the first year of development of the child is genetically determined (Gajewska *et al.*, 2013). According to Heineman (2010), the NMT explained further that all programs involved in motor development are present at birth. According to this theory, motor development is the result of the gradual unfolding of these programs due to the maturation of the central nervous system. The parts of the central nervous system do not mature at the same time and therefore motor development takes place from a proximal to distal and from cranial to a caudal direction. According to the NMT the environmental factors do not influence motor development and the influence of exercise is limited (Heineman, 2010).

The Dynamic Systems Theory (DST) stated that motor development is viewed as a self-organising process where all components are equally involved. This theory believes that there are many interplaying sub-systems that determine motor behaviour e.g. muscle force, muscle tone, body weight, the nervous system, context variables, task characteristics and the state and motivation of the infant (Heineman, 2010). Within the DST there are many elements involved of which the central nervous system is only one. This is in contrast with the NMT in which the nervous system plays the principal role during motor development (Heineman, 2010).

According to the Neuronal Group Selection Theory (NGST) on motor development not only genetic, inborn factors play a role, but also environmental effects. The NGST states that generally motor development is characterised by two stages of changeability. The first stage is not influenced by external factors and is related to the central nervous system and correlating motor behaviour already present at birth. The observation of the so-called general movements is an example of this. These general movements are the movement patterns that the foetus and young infant (until about



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four months after birth) use most often. These movements are ample in variation and the complexity is not altered to the environment nor goal-orientated (Heineman, 2010). With time the general movements are replaced by more goal-orientated mobility for example reaching movements. Initially there remains plenty of variation in movements with regards to movement speed and reaching trajectories which gradually decreases, and second stage of motor development takes over (Heineman, 2010). According to the NGST during the second stage of motor development the child develops the ability to choose the preferred motor strategy best suited to a specific situation, from an extensive motor repertoire. This means that the child develops the ability to adjust motor behaviour to environmental limitations. Children develop this skill to choose adaptive motor strategies from their extensive motor repertoire at function specific ages (Heineman, 2010).

Palethorpe (2014) and Venetsanou *et al.* (2015) stated that through growth, children develop strength and motor skills which make them more capable at using gross – and fine motor skills which allows them to participate more physically active in the environment around them. According to Heineman (2010) remarkable development of motor skills takes place within the first two years of a child's life with regards to reaching, grasping, sitting, crawling, standing and walking. The once supine infants develop rapidly into walking toddlers that can explore the environment around them. Brotherson (2006) explained further that motor development is the process by which a child attains movement patterns and skills. It is during these years that children spend the most time in the care of the domestic worker, since South African children start their “formal” school career at the age of five. Brotherson (2006) also stated that motor development refers to the physical growth of the child as well as progress in the ability of the child to use his body or physical skills.

Hardy *et al.* (2010) (in Pienaar & Kemp, 2014:169) stated that “*the early childhood years are regarded as the golden years for motor development*” therefore it is important that children are given sufficient opportunities to practise and improve their motor skills during this time. Early motor development is vital as it can be linked to cognitive abilities in the primary years (Piek *et al.*, 2008). Giagazoglou *et al.* (2007) agreed with Piek *et al.* (2008) that motor skills form a very important part of the developmental process, particularly during the preschool years. Pienaar and Kemp,



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2014) concluded that poor motor skills during early childhood years can hinder various aspects of the young child's development. However, motor development is divided into two categories, gross motor development and fine motor development. Evidence has been found that that gross motor development during early childhood predict cognitive achievement later in life which highlights its importance during early childhood years (Trawick-Smith *et al.*, 2010).

#### **2.4.1.1. Gross motor development**

Gross motor development refers to the development of the large-muscle groups found in the arms, legs and upper body (Brotherson, 2006 and Folio & Fewell, 2000). The Peabody Motor Development Chart includes locomotion skills, stationary skills and reflexes or object manipulation in gross motor development (Folio & Fewell, 2000).

Gross motor development at an early age has been linked with several cognitive processes that are crucial for academic learning, which includes memory and processing speed (Trawick-Smith, 2014). Gross motor activities also assist to develop new connections among brain cells which in turn assist with general organisation in the brain (Trawick-Smith, 2014). The contrary is then also true, meaning that there are long-term negative consequences for the child's optimal development when there is poor development of motor and social skills during early childhood (Giagazoglou *et al.*, 2007).

To summarize, gross motor skills involve activities such as learning to crawl, walk and run, walking on tiptoes, standing or jumping on one foot, walking up and down stairs, riding a bicycle, jumping up or forward, throwing a ball to name but a few (Folio & Fewell, 2002).

#### **2.4.1.2. Fine motor development**

Fine motor development refers to the use of small-muscles of a child (Brotherson, 2006). Fine motor skills include the small-muscles in the fingers, hand and arm to be able to use and control tools and materials. Infants develop their reaching and grasping skills over time. Reaching and grasping develops into object manipulation. To reach and grasp an object a combination of perceptual discrimination of the object in space and an intentional action toward the object is required. Object manipulation

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uses a combination of sensorimotor skills which includes visual, proprioceptive and auditory stimuli, it further requires motor control and motor planning skills which continue to develop as the infant matures (Focaroli & Iverson, 2017).

Another key component of fine motor skills is hand-eye-coordination, where a person's vision is used to control the actions and movements of their small-muscles (Owen, 2008). According to Sanghavi and Kelkar (2005) the ability of the hands and eyes to work simultaneously in smooth, effective patterns is known as visual-motor integration. Visual-motor integration plays a significant role in a child's handwriting skills especially when work needs to be copied for example from the board onto the child's book (Sanghavi & Kelkar, 2005).

The development of fine motor skills is very important as a building block for the attainment of future skills such as writing, drawing and self-help (Owen, 2008). Fine motor skills involve activities such as snipping/cutting with scissors, holding a crayon in the correct pencil grip, drawing scribbles, straight lines or basic shapes, building blocks or puzzles, feeding themselves and dressing themselves to mention but a few (Folio & Fewell, 2000).

To summarize, realising the importance of stimulating the different motor skills, Kinderkineticists play a key role in educating parents and child-carers in stimulating children of all ages, but especially during the "golden" preschool years.

#### **2.4.2. Motor developmental milestones**

Babies' proficiency progress from cephalic to caudal (from the Latin for "head to tail."); from proximal to distal (from "near to far"); and from generalised, stimulus-based reflexes to specific, goal-orientated reactions that becomes more precise with time. This sequence of development is referred to as developmental milestones, which provide a guide for monitoring a child over time (Gerber *et al.*, 2010). These cited milestones are, on average, those at the 50<sup>th</sup> percentile for age. The understanding of "normal" makes it easier to identify abnormalities or delays in development (Gerber *et al.*, 2010).

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Developmental milestones can be roughly defined as child development indicators and approaches designed for adults to support the development and growth of children from birth until the start of preschool (Virginia's Early Childhood Development Alignment Project, 2013). These milestones are ordered into different areas of development e.g., emotional development, social development and motor development. Milestones are represented by age perimeters with gradual progression, in which infants or toddlers should typically be able to master a set skill. The age ranges are purposefully broad to allow variation in development. Milestones offer a wide-ranging reference to unite our understanding of the development of young children as well as what adults can contribute to encourage as well as reduce disproportions of development (Virginia's Early Childhood Development Alignment Project, 2013).

Gerber *et al.* (2010) explained that a clinician that thoroughly understands the typical sequence of development in all areas, (gross motor, fine motor, problem-solving, language, and socio-emotional) will be able to put together a correct overall impression of a child's exact developmental position. Adolph and Berger (2005) agreed by stating that motor development milestones are easily observable signs of "normal" development. The key determinants of motor development include:

- Age of holding head up;
- Age of sitting without support;
- Age of standing unaided;
- Age of crawling; and
- Age of walking unaided (Pigou, 2013).

However, the fact that mainly white children were used as milestone samples and that research around this had not been revised for at 10 years was highlighted by researchers (Black & Matula, 2000; Pigou, 2013).

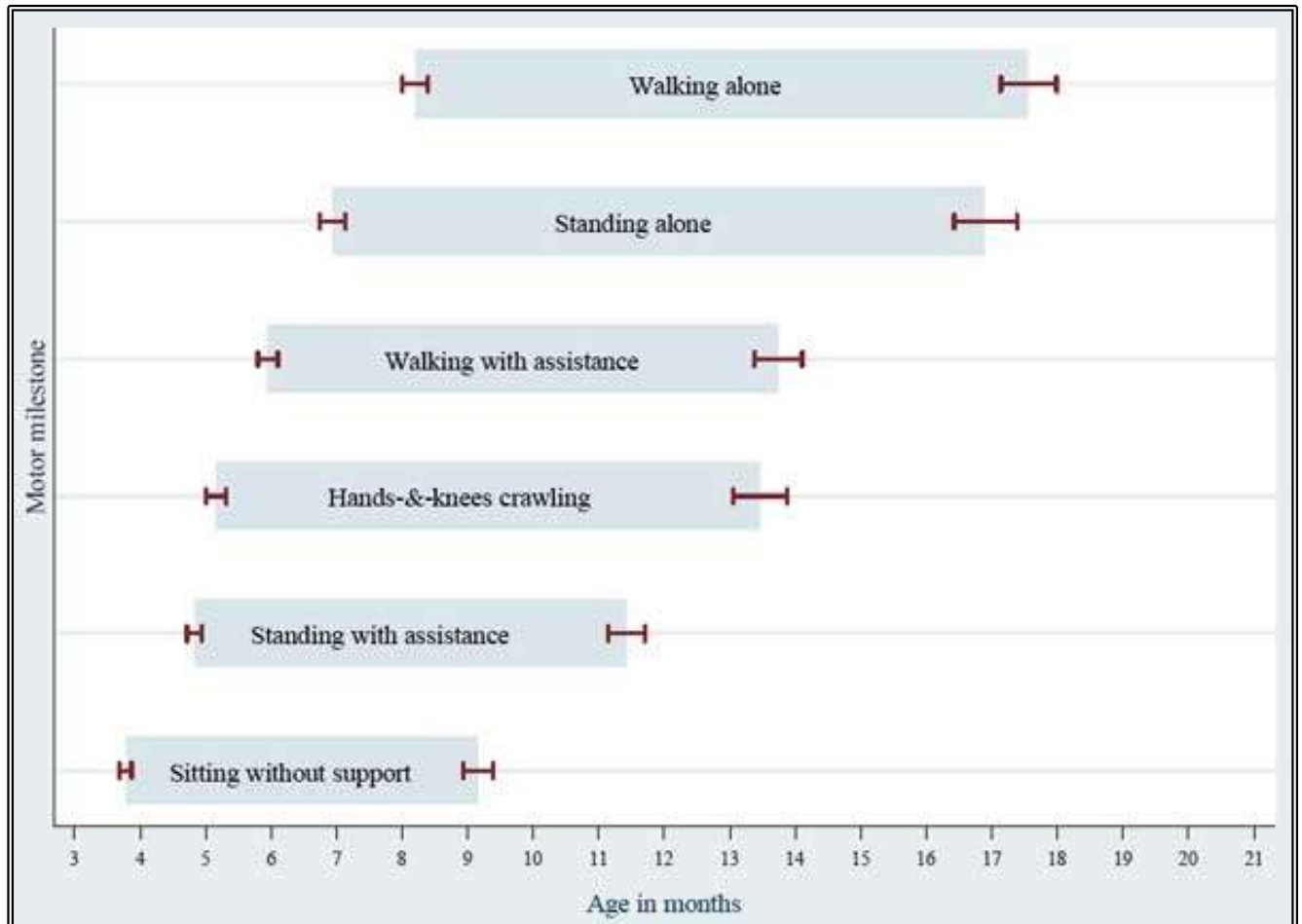
Brierley (1993, In Pigou 2013:13) set the following as typical milestones of motor development for children.

**Table 2.1: Typical milestones of motor development according to Brierley (1993, In Pigou 2013:13)**

| Age       | Milestones                                                                                                                                                                                                                       |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 months  | Lifts head, kicks vigorously, waves arms, hands loosely open.                                                                                                                                                                    |
| 6 months  | Sits, stands with support only, turns head from side to side to look round, hold arms to be lifted, kicks strongly, can roll over.<br>Whole hand grasp.                                                                          |
| 12 months | Walks when hand is held, crawls on feet and hands, sits on floor, may stand alone for few moments, may walk alone. Picks up small objects with precise pincer grasp. Drinks from cups, chews, takes objects to mouth less.       |
| 18 months | Walks unaided, sits on chair, pushes and pulls large toys, can carry teddy bear while walking, walks upstairs with help.<br>Drinks without spilling, holds spoon and gets food to mouth.                                         |
| 2 years   | Runs, walks up and down stairs two feet to a step holding on to rail or wall. Climbs on furniture to look out window or to open doors.<br>Lifts and drinks from cup and replaces on table; chews completely; turns door handles. |

Figure 2.1 below, as published by the WHO (2006:92), explains the windows of milestone achievement expressed in months to understand what is “normal” in terms of reaching developmental milestones. This is useful information for screening children who appear to have delayed development so that appropriate measures can be taken. Research indicate that milestone development consists of five key elements: *“gross motor control (head control, sitting, crawling, standing and walking); fine motor control (reaching, grasping and picking up objects); language (sounds, words, receptive and expressive language, verbal interaction); cognitive skills (thinking skills including learning, understanding, problem solving, reasoning, and remembering); and social skills (interacting with others, having relationships with family, friends and teachers,*

cooperating, and responding to the feelings of others)” (Angulo-Barroso, 2011; Gil, 2014:8-11).



**Figure 2.1: Windows of milestone achievement expressed in months. (WHO, 2006:92)**

**2.4.2.1. Motor developmental milestones: 0 – 12 Months**

Table 2.2. below lists the most important gross- and fine motor developmental milestones of infants between 0 and 12 months.

**Table 2.2: Gross- and fine motor developmental milestone of infants between 0 and 12 months as adapted from Scharf *et al.* (2016)**

| Age     | Gross motor                                                                                                        | Fine motor                                                                |
|---------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 1 month | <ul style="list-style-type: none"> <li>Chin up in prone position</li> <li>Turns head in supine position</li> </ul> | <ul style="list-style-type: none"> <li>Hands fistled near face</li> </ul> |

| <b>Age</b>      | <b>Gross motor</b>                                                                                                                                                                                 | <b>Fine motor</b>                                                                                                                                                                   |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2 months</b> | <ul style="list-style-type: none"> <li>• Chest up in prone position</li> <li>• Head bobs when held in sitting position</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• Hands un-fisted 50% of the time</li> <li>• Retains rattle if placed in hand</li> <li>• Holds hands together</li> </ul>                     |
| <b>3 months</b> | <ul style="list-style-type: none"> <li>• Props on forearms in prone position</li> <li>• Rolls to side</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>• Hands un-fisted 50% of the time</li> <li>• Inspects fingers</li> <li>• Bats at objects</li> </ul>                                          |
| <b>4 months</b> | <ul style="list-style-type: none"> <li>• Sits with trunk support</li> <li>• No head lag when pulled to sit</li> <li>• Props on wrists</li> <li>• Rolls front to back</li> </ul>                    | <ul style="list-style-type: none"> <li>• Hands held predominately open</li> <li>• Clutches at clothes</li> <li>• Reaches persistently</li> <li>• Plays with rattle</li> </ul>       |
| <b>5 months</b> | <ul style="list-style-type: none"> <li>• Sits with pelvic support</li> <li>• Rolls back to front</li> <li>• Puts arms out front when falling</li> <li>• Sits with arms supporting trunk</li> </ul> | <ul style="list-style-type: none"> <li>• Palmar grasps cube</li> <li>• Transfers objects: hand-mouth-hand</li> <li>• Reaches/grasps dangling ring</li> </ul>                        |
| <b>6 months</b> | <ul style="list-style-type: none"> <li>• Sits momentarily propped on hands</li> <li>• Pivots in prone</li> <li>• In prone position, bears weight on one hand</li> </ul>                            | <ul style="list-style-type: none"> <li>• Transfers hand-hand</li> <li>• Rakes pellet</li> <li>• Takes second cube and holds on to first</li> <li>• Reaches with one hand</li> </ul> |
| <b>7 months</b> | <ul style="list-style-type: none"> <li>• Bounces when held</li> <li>• Sits without support steadily</li> <li>• Lateral protection</li> <li>• Puts arms out to sides for balance</li> </ul>         | <ul style="list-style-type: none"> <li>• Radial-palmar grasp</li> </ul>                                                                                                             |
| <b>8 months</b> | <ul style="list-style-type: none"> <li>• Gets into sitting position</li> <li>• Commando crawls</li> <li>• Pulls to sitting/kneeling position</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Bangs spoon after demonstration</li> <li>• Scissor grasp of cube</li> </ul>                                                                |

| Age              | Gross motor                                                                                                                                                                                        | Fine motor                                                                                                                                                                              |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Takes cube out of cup</li> <li>• Pulls out large peg</li> </ul>                                                                                |
| <b>9 months</b>  | <ul style="list-style-type: none"> <li>• 'Stands' on feet and hands. Begins creeping</li> <li>• Pulls to stand</li> <li>• Bear walks (all four limbs straight)</li> </ul>                          | <ul style="list-style-type: none"> <li>• Radial-digital grasp of cube</li> <li>• Bangs two cubes together</li> </ul>                                                                    |
| <b>10 months</b> | <ul style="list-style-type: none"> <li>• Creeps well</li> <li>• Cruises around furniture using two hands</li> <li>• Stands with one hand held</li> <li>• Walks with two hands held</li> </ul>      | <ul style="list-style-type: none"> <li>• Clumsy release of cube</li> <li>• Inferior pincer grasp of pellet</li> <li>• Isolates index finger and pokes</li> </ul>                        |
| <b>11 months</b> | <ul style="list-style-type: none"> <li>• Pivots in sitting position</li> <li>• Cruises furniture using one hand</li> <li>• Stands for a few seconds</li> <li>• Walks with one hand held</li> </ul> | <ul style="list-style-type: none"> <li>• Throws objects</li> <li>• Stirs with spoon</li> </ul>                                                                                          |
| <b>12 months</b> | <ul style="list-style-type: none"> <li>• Stands well with arms high, legs splayed</li> <li>• Posterior protection</li> <li>• Independent steps</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Scribbles after demonstration</li> <li>• Fine pincer grasp of pellet</li> <li>• Holds crayon</li> <li>• Attempts tower of two cubes</li> </ul> |

Angulo-Barroso *et al.* (2011) indicated that vast changes in activity levels and responses take place in infants when reaching three months. Body control becomes more voluntary and some new-born reflexes start to disappear. Angulo-Barroso *et al.* (2011) further explained that infants also develop the ability to raise their heads and chest when placed on their stomachs. According to Palethorpe (2014) it is important for babies to learn head alignment to care for the brain which is the most vital organ.

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At seven months infants reach a significant phase which not only includes learning to organise the senses such as vision, touch and hearing, but also increased motor abilities and the development of specific skills such as rolling over, crawling and sitting (Angulo-Barroso *et al.*, 2011). According to De Jager (2012) crawling is an important milestone in the motor development of the child. She highlights to aid the fact that not reaching this milestone may not automatically cause problems later in the child's life, but reaching every milestone is important since it is also a brain development milestone. De Jager (2012) encouraged parents to assist infants in reaching this milestone by not using walking rings or other supporting equipment to allow infants enough time on their tummies and back in aid of natural sequential development.

Crawling is the infant's first experience of locomotion (moving forward) and while they move forward they also become aware of the left and right sides of the body. Crossing the midline means to cross the line between the left and the right side of the body and the brain which the infant does automatically while crawling. Crossing the midline is a vital part of the infant's development since it plays a role in writing and reading skills when they start their formal school career (De Jager, 2012). De Jager (2012) also mentioned that creeping or crawling also activates both hemispheres and all four lobes of the brain in a balanced way since both ears, both eyes, both hands, both feet and core muscles on each side of the body are all equally involved. Using the brain in this way is a significant milestone in terms of brain development. Tactile (touch) stimulation is practiced while the infant crawls over different surfaces such as carpets, tiles, grass and sand. The stimulation of the tactile senses enables the body to map awareness of the position of the body parts in space without looking at it which is an important skill for coordination that will take place later. Clearly crawling as a milestone is an essential part of development as it leads to synchronising the eyes and assists the infant to sustain balance, posture, movement, tactile sense, muscle tone and crossing the midline not only for locomotion, but also in preparation for fine motor skills, reading and spelling (De Jager, 2012).

Researchers have found that infants that spend adequate time on their tummies (in the prone position) show advanced motor abilities (Trawick-Smith *et al.*, 2010). These advancements were typically related to milestones in the prone-position such as creeping, crawling or rolling as well as sitting (Trawick-Smith *et al.*, 2010). Childcare-



providers should expose infants to highly engaging floor spaces, especially during the first 12 months (Trawick-Smith *et al.*, 2010) to enable infants to reach their developmental milestones within the set perimeters.

Infants can usually grasp objects and stand up (against furniture) at nine months, they may also be able to creep or crawl and pull themselves from a sitting to a standing position. By approximately 12 months, infants may be walking without support leading to changes in emotional- and social skills. Changes may also occur in the interaction between the childcare provider and the child (Bertenthal *et al.*, 1984; Bril, 1986). Essentially, most of the basic gross motor milestones have been attained or developed between four and twelve months.

#### 2.4.2.2. Motor developmental milestones: 12 Months and older

Table 2.3. below lists the most important gross- and fine motor developmental milestones of toddlers and pre-schoolers between the ages of 13 months and 4 years according to Scharf *et al.* (2016).

**Table 2.3: Gross- and fine motor developmental milestones of toddlers and pre-schoolers between the ages of 13 months and 4 years. Adapted from Scharf *et al.* (2016)**

| Age              | Gross motor                                                                                                                                                                                     | Fine motor                                                                                                                                                           |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>13 months</b> | <ul style="list-style-type: none"> <li>• Walks with arms high and out (high guard)</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>• Attempts to release pellet in bottle</li> </ul>                                                                             |
| <b>14 months</b> | <ul style="list-style-type: none"> <li>• Stands without pulling up</li> <li>• Falls by collapse</li> <li>• Walks well</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• Imitates back and forth scribble</li> <li>• Adds third cube to a two-cube tower</li> <li>• Puts round peg in and</li> </ul> |
| <b>15 months</b> | <ul style="list-style-type: none"> <li>• Stoops to pick up toy</li> <li>• Creeps up stairs</li> <li>• Runs stiff-legged</li> <li>• Walks carrying toy</li> <li>• Climbs on furniture</li> </ul> | <ul style="list-style-type: none"> <li>• Builds three-to four-cube tower</li> <li>• Places 10 cubes in cup</li> <li>• Releases pellet into bottle</li> </ul>         |
| <b>16 months</b> | <ul style="list-style-type: none"> <li>• Stands on one foot with slight support</li> <li>• Walks backwards</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• Puts several round pegs in board with urging</li> <li>• Scribbles spontaneously</li> </ul>                                  |

| Age              | Gross motor                                                                                                                                                                                                               | Fine motor                                                                                                                                                                  |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | <ul style="list-style-type: none"> <li>• Walks upstairs with one hand held</li> </ul>                                                                                                                                     |                                                                                                                                                                             |
| <b>18 months</b> | <ul style="list-style-type: none"> <li>• Creeps down stairs</li> <li>• Runs well</li> <li>• Seats self in small chair</li> <li>• Throws ball while standing</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Makes four-cube tower</li> <li>• Crudely imitates vertical stroke</li> </ul>                                                       |
| <b>20 months</b> | <ul style="list-style-type: none"> <li>• Squats in play</li> <li>• Carries large object</li> <li>• Walks downstairs with one hand held</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• Completes round peg board without urging</li> <li>• Makes five- to six cube tower</li> <li>• Completes square peg board</li> </ul> |
| <b>22 months</b> | <ul style="list-style-type: none"> <li>• Walks up stairs holding rail, putting both feet on each step</li> <li>• Kicks ball with demonstration</li> <li>• Walks with one foot on walking board</li> </ul>                 | <ul style="list-style-type: none"> <li>• Closes box with lid</li> <li>• Imitates vertical line</li> <li>• Imitates circular scribble</li> </ul>                             |
| <b>24 months</b> | <ul style="list-style-type: none"> <li>• Walks down stairs holding rail, both feet on each step</li> <li>• Kicks ball without demonstration</li> <li>• Throws overhand</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Makes a single line "train" of cubes</li> <li>• Imitates circle</li> <li>• Imitates horizontal line</li> </ul>                     |
| <b>28 months</b> | <ul style="list-style-type: none"> <li>• Jumps from bottom step with one foot leading</li> <li>• Walks on toes after demonstration</li> <li>• Walks backward 10 steps</li> </ul>                                          | <ul style="list-style-type: none"> <li>• Strings large beads awkwardly</li> <li>• Unscrews jar lid</li> <li>• Turns paper pages (often several at once)</li> </ul>          |
| <b>30 months</b> | <ul style="list-style-type: none"> <li>• Walks up stairs with rail, alternating feet</li> <li>• Jumps in place</li> <li>• Stands with both feet on balance beam</li> <li>• Walks with one foot on balance beam</li> </ul> | <ul style="list-style-type: none"> <li>• Makes eight-cube tower</li> <li>• Makes a "train" of cubes and includes a stack</li> </ul>                                         |
| <b>33 months</b> | <ul style="list-style-type: none"> <li>• Walks swinging arms opposite of legs (synchronous gait)</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• Makes 9- to 10-cube tower</li> </ul>                                                                                               |

|                |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                        |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Puts six square pegs in pegboard</li> <li>• Imitates cross</li> </ul>                                                                                                                         |
| <b>3 years</b> | <ul style="list-style-type: none"> <li>• Balances on one foot for 3 seconds</li> <li>• Goes up stairs, alternating feet, no rail</li> <li>• Pedals tricycle</li> <li>• Walks heel-to-toe</li> <li>• Catches ball with stiff arms</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Copies circle</li> <li>• Cuts with scissors: side-to-side (awkwardly)</li> <li>• Strings small beads well</li> <li>• Imitates bridge of cubes</li> </ul>                                      |
| <b>4 years</b> | <ul style="list-style-type: none"> <li>• Balances on one foot 4 to 8 seconds</li> <li>• Hops on one foot two to three times</li> <li>• Standing broad jump: 1 to 2 feet</li> <li>• Gallops</li> <li>• Throws ball overhand 10 feet</li> <li>• Catches bounced ball (4½ yrs)</li> </ul> | <ul style="list-style-type: none"> <li>• Copies square</li> <li>• Ties single knot</li> <li>• Cuts 5-inch circle</li> <li>• Uses tongs to transfer</li> <li>• Writes part of first name</li> <li>• Imitates gate with cubes</li> </ul> |

It is important to understand that although the order of development is sequential and predictable there is individual variation in the appearance of developmental milestones due to intrinsic and extrinsic factors. The method of care given to a child is one of the extrinsic factors that influence the development of the child (Gerber *et al.*, 2010). In conclusion it is important to understand that although the child will develop basic motor skills on their own, the rate and precision of motor skills are influenced by extrinsic factors such as childcare. As explained below in section 2.4.3 the environment in which the child grows up plays a significant role on the development of the child.

### **2.4.3. Environmental influences on development**

Bronfenbrenner's bio-ecological theory explained that a child's development is influenced and shaped by the interactions that occur between the many environments in which the child lives and the individuals interacting in each of those environments (Jeffries, 2012). This statement is supported by the WHO (2004) that stated that children's health and development is influenced by the quality of care giving

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relationships. Bernard (2004:1 in Statistics South Africa, 2012:11) explained this impeccably by stating: “Children are our future. What happens to children in their first days, months and years of life affects their development, the development of our society, and the development of our world”. Jones *et al.* (2011:3) summarised perfectly by saying: “The environment in which a child grows up literally sculpts the brain.” Gender and age differences in motor performance were also followed up in boys and girls in Nigeria (Toriola & Igbokwe, 1986, in Parizkova, 2010:150). Interestingly, it was stated that children in Third World countries generally seem to be more advanced in motor development at the beginning of life than children in industrially developed countries.

Trawick-Smith (2014) explained further that according to new research, motor coordination and play do not merely materialize in all children as part of maturation; healthy physical development cannot be taken for granted. The environment and people therein play a vital role in the acquisition and maintenance of physical health. It appears that the stages of psychomotor development are similar for children worldwide, but that there are noteworthy differences in the rate of development that is influenced by specific characteristics in the environment in which every child is growing (Barros *et al.*, 2003 in Giagazoglou *et al.*, 2007:481). According to Jones *et al.* (2011) insufficient stimulation and the lack of caring relationship experienced by the child in this critical period of life, will stunt their emotional, social, physical and cognitive development.

To conclude, it is clear that the domestic worker as childcare-provider and the environment she helps to create, plays a vital role in the development of the child, which could influence the child for many years to come.

## **2.5. Summary**

Childcare-providers (which include domestic workers) need to engage children in active and social play right through the day to promote motor development (Trawick-Smith, 2014). It appeared that domestic workers are currently performing so many duties that investigation is needed to determine whether they are in a position to perform very necessary childcare duties to ensure the children in their care develop fully.

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As previously stated it is vital to understand that although the order of development is sequential and predictable there is individual variation in the appearance of developmental milestones due to intrinsic and extrinsic factors. This means that one must understand that although the child will develop basic motor skills on their own, the rate and precision of motor skills are influenced by extrinsic factors such as childcare.

As mentioned, domestic workers are in many cases not well educated or formally qualified in childcare, therefore they may require training to enable them to aid to the development of motor skills as part of their daily duties. Better training may result in meeting the expectations of employers and enable the domestic worker to cope with the responsibilities that come along with childcare. Further research into training of domestic workers as childcare-providers will be based upon the findings of this study.

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## CHAPTER 3

### RESEARCH METHODOLOGY

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#### **3.1. Introduction**

As indicated in Chapter 1, the main aim of this research project was to describe the role of domestic workers as childcare-providers in the stimulation of motor development of preschool children in Bloemfontein.

The research design and methodology used will be discussed. The theoretical background of the research method used will also be presented. Literature was collected from the electronic databases of the UFS, including Kovsiekat, Pubmed, EbscoHost (Academic Search Elite), and Academic journals.

#### **3.2. Study Design**

It is generally agreed that an appropriate research design is of utmost importance for any research process. Brink *et al.* (2012) stated that research design forms the “blueprint” of the study and determines the methodology used to obtain sources of information, such as participants, elements and units of analysis, to collect and analyse the data, and interpret the results. According to Maholtra (2010) a research design is the plan followed to execute the research project. Zikmund *et al.* (2013) described a research design as “a *masterplan*” where this “*masterplan*” explains and specifies the methods and procedures for collecting and analysing all the needed information for the research project. Bothma & Campher (2003) postulated that conducting structured or semi-structured interviews with employers (parents) and employees (domestic workers as child-carers) in various residential areas could provide a reliable and simple way of establishing what role domestic workers play in the stimulation of motor development of preschool children in middle class, urban suburbs of Bloemfontein. It could also assist to ascertain whether domestic workers are aware of the expectations of their employers regarding domestic duties and childcare, and to describe which domestic duties the domestic worker completes in and around the house. Based on research completed in Langenhovenpark (Bloemfontein) in 2001 and 2006 in the same residential area by Matjeke (2006), a similar approach was followed in this study. A survey that consisted of semi-structured

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interviews with employers of domestic workers (parents) and the employee (domestic workers as child-carers) were followed, to obtain the necessary data. Therefore, the present study adopted a quantitative approach.

A cross-sectional research design was used in this study. Thomas *et al.* (2015: 285) described a survey as “*a technique of descriptive research that seeks to determine present practices or opinions of the population; it can take the form of a questionnaire, interview, or normative survey*”. According to Cohen and Crabtree, (2006), semi-structured interviews provides a clear set of instructions for interviewers and generate reliable and comparable quantitative data.

### **3.3. Population**

Thomas *et al.* (2015: 101) defined a population as a “*larger group from which a sample is taken, or population also refers to the entire group of people, events, or things of interest that the researcher wishes to investigate*”. Cooper & Schindler (2003) stated that when the researcher has defined his/her target population, the next step is to compile a list of all eligible sampling units. The authors furthermore defined a sampling frame as “*a list of elements from which the sample is actually drawn*”. Zikmond (2013) concluded that the sampling frame is also called the working population (in this case the domestic workers) as these units eventually provide elements involved in analysis. Therefore, the identified population in this study is domestic workers who work as childcare-providers in the urban suburbs of Bloemfontein. Unfortunately, no data on the number of domestic workers in Bloemfontein could be found. The researcher made various phone calls to Statistics SA; without success. They referred the researcher to the labour office. They responded to e-mails but were unable to assist.

This study was aimed at domestic workers, which also provide childcare, and their employers in middle class, urban suburbs of Bloemfontein. Ferreira & Visser (2015) indicated that the following residential areas in Bloemfontein have been identified as middle-class suburbs: Spitskop, Langenhovenpark, Park-West, Universitas, Gardeniapark, Willows, Wilgehof, Oranjesig, Fauna, Hospitaalpark, Fleurdal, Fichardtpark, Uitsig, Pellissier, Lourierpark and Erlich Park. Therefore, employers and their domestic workers, which also provided childcare, that reside in these areas were invited to participate in this research. Demographic variables like home language, age,

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education, time of employment, previous experience and the number of children that are taken care of, was noted.

### **3.4. Sampling**

Convenience sampling was used in this study. A group of 30 domestic workers and their employers were recruited from middle class suburbs in Bloemfontein. Snowball sampling was used to increase the number of volunteers in the study. Thomas *et al.* (2015), explains snowball sampling as when existing participants recruit further participants from among their acquaintances to increase the number of volunteers. Advertisements, in English and Afrikaans, (Addendum A1 & A2) to recruit volunteers were placed on the researcher's own Facebook page, "Moms with Tiny Tots" as well as on her private Facebook page to be shared. The advertisement was also placed in the reception room of Bloemfontein Baby Clinic (Addendum A3) as well as in the office of the paediatrician, Dr G Reyneke (Addendum A4). These advertisements were aimed at mothers who would in turn ask their domestic workers to participate.

#### **3.4.1. Inclusion criteria:**

Study participants had to meet the following inclusion criteria to be considered eligible for the study:

- The domestic worker must have been employed by their current employer for at least two months to allow adequate time for them to get to learn their duties and settle in to the routine of the household.
- The domestic worker had to take care of at least one child between the ages of naught and four years old.
- The child/children had to be primarily in the care of the domestic worker for at least 20 hours per week while the domestic worker was also responsible for other domestic duties.
- The domestic worker must have been able to read, comprehend and speak either English or Afrikaans as a second language to understand and communicate with the researcher.
- The employer must have resided in one of the middle-class suburbs identified.



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### 3.4.2. Exclusion criteria:

- The child in the care of the domestic worker had special needs which required specialised care.
- The domestic worker provided childcare in a day care centre or crèche and not within a private residence.

### 3.5. Measurement

To reach the aim and objectives of this study, the following steps were taken after obtaining ethics approval from the Health Sciences Research Ethics Committee of the Faculty of Health Sciences, University of the Free State (UFS-HSD2017/0421) (Addendum B).

Step 1: The researcher provided the domestic worker (Addendum C1 & C2) and employer (Addendum C3 & C4) with information sheets to ensure they understood what the study was about. The researcher then continued and obtained informed consent (Addendum D1, D2 & D3) from domestic workers as well as from the employers (Addendum D4 & D5) within the home of the employer at a suitable time for all parties involved. Unique numbers were given to the domestic workers and employers to match them during data analysis.

Step 2: The researcher explained the value of the research to the domestic worker and her employer. It was carefully explained that all data captured would always remain strictly confidential and that answers would not be discussed with the employer at any time. It was important that the domestic worker understood that it was not a test and that there were no wrong or right answers, as well as that the answers would not be discussed with the employer at any time. Lastly, the researcher informed the employer and the domestic worker that they could withdraw from this study at any given moment during the completion of the questionnaire and or the interview without any consequences.

#### Step 3:

A self-designed, closed, structured questionnaire (Addendum E) was given to the employer enquiring about their expectations regarding their domestic worker in terms of childcare and domestic duties. Demographic information was also captured to find

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similarities, differences and draw comparisons with the employee. The employer completed the questionnaire by themselves.

A second set of data was captured when the domestic worker and the researcher then commenced with the structured interview in a quiet room in the house, behind closed doors. The interviews were conducted by the researcher only. Firstly, the researcher used a structured questionnaire to gain demographic information from the domestic worker as well as certain information regarding the duties that she was responsible for within the home of the employer (Addendum F1). Secondly, the researcher used a structured questionnaire regarding motor development which was divided into age groups that relate to developmental milestones to gain information about the role of the domestic worker regarding the stimulation of motor development of the child or children in her care (Addendum F2).

The collected data was captured and stored electronically by making use of Microsoft Office Excel 2007, and at no stage during the research project were the participants' names documented.

### **3.6. Methodological and measurement errors**

Errors in any research study should be avoided as far as possible.

- Poor communication between the researcher and domestic worker due to language barriers could have influenced the study, therefore the inclusion criteria stated that the domestic worker had to be able to speak and understand either Afrikaans or English well enough to express themselves clearly. The researcher relied on the employer's perceived ability of the domestic worker's ability to communicate in either Afrikaans or English.
- In fear of answering wrongly or losing their jobs, the domestic workers might have answered what she thought the researcher wanted her to answer, therefore, it was important that the interviews were conducted in private. It was also important that the researcher emphasised in the beginning of the session that answers would remain confidential and that no information would be shared with the employer.

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- The relevant questionnaire had not been used as a research tool before which could have proven to be problematic, therefore to enhance the reliability, the researcher returned to 10% of the participants (domestic workers and employers) after six weeks and repeated the questionnaire. However, this comparison was done in the study and none of the questions was found to be unreliable. No question deviated more than 20%.
  - The researcher was experienced in the field of practice as she had provided “nanny” training to domestic workers performing childcare for over two years. This means that the researcher had a thorough understanding of working with domestic workers from her own experience.

### **3.7. Reliability**

#### **3.7.1. Reliability of data collection**

In this section the reliability of data collection is discussed. According to Mehrens and Lehmann (1987), reliability refers to the degree of similarity between measures. Bless *et al.* (2013:222) agreed and defined reliability as “*the degree to which the instrument produces equivalent results for repeated trials*”. As mentioned to improve reliability, the inclusion criteria stated they must be able to speak Afrikaans or English. Furthermore, the reliability is improved by formulating the questions in easy understandable language. The questionnaires were also based on an in-depth literature review as well as questionnaires used in previous, similar studies (Kola *et al.*, 2001; Matjeke, 2006; Matangi *et al.*, 2013).

As stated, the relevant questionnaires had not been used as research tools before, which could have proven to be problematic, however to make it more reliable the researcher returned to 10% of the domestic workers after 6 weeks and repeated Step 3 of the measurement process. For each question, the answer obtained in the main study and the reliability survey was compared by means of k x k tables and if the percentages that give conflicting answers **were** more than 20%, the variables would be considered as unreliable and excluded from the analysis and results. However, after this comparison was done in the study, none of the questions was found to be unreliable and they did not deviate more than 20%. For continuous variables, the differences were reported.

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### **3.7.2. Validity**

The questionnaires (demographic and motor development) were compiled from questions that derived from a thorough literature study. To further improve the validity a pilot study was also completed.

### **3.8. Pilot study**

Five domestic workers and their employers partook in the pilot study to determine whether the questionnaire would deliver measurable results and if data could be analysed. The same procedure mentioned in the measurement (3.5) was followed. The questionnaire did not require any changes and no problems were experienced. The data captured was therefore included in the results.

### **3.9. Analysis of the data**

Statistical analysis was performed by the Department of Biostatistics of the Faculty of Health Sciences, University of the Free State using SAS software (SAS; version 9.4 for Windows; Cary, NC). Descriptive statistics, namely frequencies and percentages for categorical data and means and standard deviations or medians and percentiles for categorical data, were used. Comparisons between employer and employee was done by means of 95% confidence intervals.

### **3.10. Implementation of the findings**

Findings of this study will be implemented as baseline research for further studies regarding a childcare training programme to improve the knowledge of domestic workers, as childcare-providers, especially with regards to the motor development of the children they look after.

### **3.11. Ethical considerations**

Ethics approval for the study was obtained from the Health Research Ethics Committee (HSREC) of the Faculty of Health Sciences, University of the Free State (UFS-HSD2017/0421).

- There was minimal possibility of harm or any risk when participating in this study.
- The researcher remained honest and always acted with integrity during the planning and execution of this study.

- 
- Participants provided informed consent before completing any research material.
  - Questionnaires were identified with numbers and not with names to ensure that participants' information remained confidential.
  - No names or personal details about the participants will be published. All results were discussed in a group format and no reference was made to individual cases.
  - Domestic workers were interviewed in private and data gathered from domestic workers was not shared with the relevant employers at any given time.
  - Feedback and reporting about the study were honest and sensitive.
  - When all data was captured, the researcher presented a short childcare workshop to all available participating domestic workers, free of charge. Attendance was voluntary. Topics included: general baby care, hygiene, feeding, safety, basic first aid and motor development.

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## CHAPTER 4

### RESULTS

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#### **4.1. Introduction**

This chapter will present the results from the study. The main aim of this study was to describe the role of domestic workers as child-carers in the stimulation of motor development of preschool children in Bloemfontein. The Department of Biostatistics at the Faculty of Health Science (UFS) performed the statistical analysis. Descriptive statistics, namely frequencies and percentages for categorical data and means and standard deviations or medians and percentiles for categorical data, were used. Comparisons between employer and employee were done by means of 95% confidence intervals. The interpretation and the discussion of the findings will follow in Chapter 5.

#### **4.2. Socio-demographic information**

##### **4.2.1. General socio-demographic information**

Socio-demographic information for domestic workers (Addendum F) and employers (Addendum E) included the race, gender, and marital status, home language of participants, education training and experience as well as the occupations of the participating employers. The closed, structured questionnaire's results reveal the relevant expectations that employer had regarding their domestic worker in terms of childcare and domestic duties. Information regarding the duties for which the domestic worker is responsible for, within the home of the employer, (Addendum F) is also presented. Lastly, the response of the structured questionnaire regarding motor development of the childcare duties into the age groups, that relate to developmental milestones, to gain information about the role of the domestic worker regarding the stimulation of motor development of the child or children in her care (Addendum F) were reported. The results are displayed in the sections and tables below:

##### **4.2.1.1. Domestic workers**

The study sample included 30 female, domestic workers working in the middle-class suburbs of Bloemfontein, with a median age of 48 years. The youngest was 27 years

and the oldest was 74 years old. Ninety three percent (93%) of all the domestic workers that are responsible for childcare have one or more children of their own.

Seventy seven percent (77%) of domestic workers do not live on the property of their employer and therefore travel to work daily; compared to 23% that live in.

#### 4.2.1.2. Employers

The study sample included 30 employers (n=30) of domestic workers, living in the middle-class suburbs of Bloemfontein. Twenty-eight (n=28) of the employers were female and two (n=2) were male. The employers had a median age of 32 years. The youngest employer was 27 years and the oldest was 42 years old. All participating employers were married.

#### 4.2.2. Home language of participants

Table 4.1 indicates that the majority (73.3%) of the domestic workers' home language is Sotho followed by Tswana (13.3%) and Xhosa (6.7%) with Shona and Afrikaans 3.3% respectively, the lowest. Table 4.1 also illustrates that most of the employers (77%) were Afrikaans speaking, followed by English (23%). None of the employers spoke an African language as home language.

**Table 4.1: Home language of participants**

| Spoken by:       | Domestic workers |               | Employers      |               |
|------------------|------------------|---------------|----------------|---------------|
|                  | Language (n=30)  | Frequency (n) | Percentage (%) | Frequency (n) |
| Sotho            | 22               | 73.3          | 0              | 0             |
| Tswana           | 4                | 13.3          | 0              | 0             |
| Xhosa            | 2                | 6.7           | 0              | 0             |
| Shona (Zimbabwe) | 1                | 3.3           | 0              | 0             |
| Afrikaans        | 1                | 3.3           | 23             | 77            |
| English          | 0                | 0             | 7              | 23            |

#### 4.2.3. Education, training, experience and occupation

##### 4.2.3.1. Domestic worker

Table 4.2 shows that 56.7% of the domestic workers highest grade passed was Grade 10 (16.7%), Grade 11 (26.75%) and Grade 12 (13.3%), where the other 43.3%

domestic workers passed Grade 9 and lower. None of the domestic workers obtained any formal tertiary qualifications.

**Table 4.2: Highest grade passed by domestic workers**

| Grade (n=30) | Frequency (n) | Percentage (%) |
|--------------|---------------|----------------|
| 5            | 3             | 10             |
| 6            | 1             | 3.3            |
| 7            | 4             | 13.3           |
| 8            | 3             | 10             |
| 9            | 2             | 6.7            |
| 10           | 5             | 16.7           |
| 11           | 8             | 26.7           |
| 12           | 4             | 13.3           |

Table 4.3 indicates that fifty percent (50%) of all domestic workers have completed a short course; however, the course is not necessarily related to childcare or domestic duties. Of the 50% that have completed a short course, 33.3% completed a childcare course. It is however important to note that when looking at the bigger picture, only 16% of all participating domestic workers have completed a childcare short course.

**Table 4.3: Courses completed by domestic workers**

| Type of course                 | Frequency (n=15) | Percentage (%) |
|--------------------------------|------------------|----------------|
| Computer course                | 1                | 6.7            |
| Cooking course                 | 4                | 26.7           |
| Child-care course              | 5                | 33.3           |
| Needlework course              | 2                | 13.3           |
| Health and safety course       | 1                | 6.7            |
| Domestic worker course         | 1                | 6.7            |
| Working with disabled children | 1                | 6.7            |

Table 4.4 illustrates that the domestic workers experience ranges between the most inexperienced domestic workers 0.6 years to the most experienced 55 years and a median of 12.5 years. Concerning childcare experience, the range is between the least



experienced 0.2 years to the most experienced 44 years with a median of 6 years' experience. The range working for the current employer stretches between 0.2 years to 8 years with a median of 2.4 years.

**Table 4.4: Experience of domestic worker**

| <b>Type of experience</b>               | <b>Minimum (years)</b> | <b>Median (years)</b> | <b>Maximum (years)</b> |
|-----------------------------------------|------------------------|-----------------------|------------------------|
| Experience as domestic worker           | 0.6                    | 12.5                  | 55                     |
| Experience in taking care of children   | 0.2                    | 6                     | 44                     |
| Experience working for current employer | 0.2                    | 2.4                   | 8                      |

Table 4.5 shows that 81% of the domestic workers have more than 6 years of experience, while only 20% have less than 5 years' experience. Interesting to note that 34% (10) of the domestic workers had more than 20 years' experience in the field of domestic work.

**Table 4.5: Years' experience as domestic worker**

| <b>Number of years</b> | <b>Frequency (n=30)</b> | <b>Percentage (%)</b> |
|------------------------|-------------------------|-----------------------|
| Less than 1 year       | 3                       | 10                    |
| 1 - 5 Years            | 3                       | 10                    |
| 6 - 11 Years           | 8                       | 26.7                  |
| 12 - 19 Years          | 6                       | 20                    |
| 20 – 30 Years          | 5                       | 16.7                  |
| 30 Years or more       | 5                       | 16.7                  |

#### **4.2.3.2. Employer**

Table 4.6 illustrates that 60% of the employers have obtained an honours degree, with 3.3 % (1) obtaining a PhD degree, while 23.3 % of the employers have obtained a diploma or certificate. The remaining 6.6 % have passed Grade 12 (3.3%) and have done short courses (3.3%).

**Table 4.6: Highest level of education of employers**

| Qualification       | Frequency (n=30) | Percentage (%) |
|---------------------|------------------|----------------|
| Grade 12            | 1                | 3.3            |
| Short courses       | 1                | 3.3            |
| Diploma/Certificate | 7                | 23.3           |
| Degree              | 9                | 30             |
| Honours degree      | 9                | 30             |
| Master's degree     | 2                | 6.6            |
| PhD                 | 1                | 3.3            |

Median = Degree

Table 4.7 shows that 97% of the employers was full-time employed.

**Table 4.7: Employment of employers**

| Employment           | Frequency (n=30) | Percentage (%) |
|----------------------|------------------|----------------|
| Unemployed           | 0                | 0              |
| Employed – Part time | 1                | 3              |
| Employed – Full time | 29               | 97             |

Table 4.8 indicates the occupations of the employers, however only 18 of the employers specified their occupation. The table shows that, of the 18 employers that indicated their occupation, most (28%) were teachers, followed by medical doctors (17%), auditors CA (SA) (11%) and an average distribution of 5.5% between the rests of occupations.

**Table 4.8: Occupations of employers**

| Occupation               | Frequency (n=18) | Percentage (%) |
|--------------------------|------------------|----------------|
| Medical doctor           | 3                | 17             |
| Teacher                  | 5                | 28             |
| Admin related            | 2                | 11             |
| Auditor CA(SA)           | 2                | 11             |
| Recruiter/representative | 1                | 5.5            |

| Occupation                | Frequency (n=18) | Percentage (%) |
|---------------------------|------------------|----------------|
| Nurse                     | 1                | 5.5            |
| Occupational therapist    | 1                | 5.5            |
| Self-employed hairdresser | 1                | 5.5            |
| Auditor                   | 1                | 5.5            |
| Quantity surveyor         | 1                | 5.5            |

#### 4.2.4. Contractual agreement between employer and employee

Table 4.9 shows that 60% of the domestic worker have indicated that they have a signed contract with their employer, while 53% of employers indicated that they have a signed contract with their domestic worker.

**Table 4.9: Signed contract between employer and domestic worker**

| According to:<br>(n=30) | Domestic worker  |                   | Employer         |                   |
|-------------------------|------------------|-------------------|------------------|-------------------|
|                         | Frequency<br>(n) | Percentage<br>(%) | Frequency<br>(n) | Percentage<br>(%) |
| Yes                     | 18               | 60                | 16               | 53                |
| No                      | 12               | 40                | 14               | 47                |

Table 4.10 indicates that 50% of the domestic workers indicated that they received a copy of the contract while 81% of employers stated that they provided the domestic workers with a copy of the contract.

**Table 4.10: Domestic worker provided with a copy of the contract**

| According to: | Domestic worker     |                   | Employer            |                   |
|---------------|---------------------|-------------------|---------------------|-------------------|
|               | Frequency<br>(n=18) | Percentage<br>(%) | Frequency<br>(n=16) | Percentage<br>(%) |
| Yes           | 9                   | 50                | 13                  | 81                |
| No            | 9                   | 50                | 3                   | 19                |

#### 4.2.5. Working hours

Table 4.11 illustrates the daily working hours as expected by the employer and daily working hours as indicated by the domestic worker. In most cases the employer and

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domestic workers were in agreement regarding the days of the week and the number of hours that domestic workers were expected to work. More than 90% of domestic workers were employed from Monday to Friday with only 0.1% working on Saturdays. None of the domestic workers were expected to work on Sundays.

**Table 4.11: Working hours (includes domestic and childcare duties.)**

| Indicated<br>by: | Employer                     |                  |                 |                    |                   | Domestic worker    |                  |                 |                    |                   |
|------------------|------------------------------|------------------|-----------------|--------------------|-------------------|--------------------|------------------|-----------------|--------------------|-------------------|
|                  | Day of the<br>week<br>(n=30) | Frequency<br>(n) | Percentage<br>% | Minimum<br>(hours) | Median<br>(hours) | Maximum<br>(hours) | Frequency<br>(n) | Percentage<br>% | Minimum<br>(hours) | Median<br>(hours) |
| Monday           | 30                           | 100              | 7.5             | 9                  | 10.5              | 30                 | 100              | 7.5             | 8.8                | 10.3              |
| Tuesday          | 27                           | 90               | 7.5             | 9                  | 10.5              | 27                 | 90               | 7.5             | 8.5                | 10.3              |
| Wednesday        | 29                           | 96.7             | 6               | 9                  | 10.5              | 30                 | 100              | 5.5             | 8.8                | 10.3              |
| Thursday         | 29                           | 96.7             | 7.5             | 9                  | 10.5              | 27                 | 90               | 7.5             | 8.5                | 10.3              |
| Friday           | 26                           | 96.7             | 5               | 8.5                | 10.5              | 28                 | 93.3             | 6               | 8.5                | 10.3              |
| Saturday         | 2                            | 0.1              | 5               | 6.5                | 8                 | 2                  | 0.1              | 5               | 7                  | 9                 |

Table 4.12 indicates the number or hours per day that the domestic worker is responsible for childcare. According to the employers, 65.5% of domestic workers are responsible for between 7 - 9.5 hours of childcare per day, similarly the domestic workers indicated 63%. Twenty-seven-point six percent (27.6%) of employers versus 23% of domestic workers indicated that domestic workers perform childcare for 4-6 hours per day. Only 6.9% of employers versus 13% of domestic workers stated that childcare is provided for more than 10 hours per day.

**Table 4.12: Number of hours the domestic worker is responsible for childcare per day**

| According to:      | Employer             |                   | Domestic worker     |                   |
|--------------------|----------------------|-------------------|---------------------|-------------------|
|                    | Frequency<br>*(n=30) | Percentage<br>(%) | Frequency<br>(n=30) | Percentage<br>(%) |
| 4 – 6 hours        | 8                    | 27.6              | 7                   | 23                |
| 7 – 9.5 hours      | 19                   | 65.5              | 19                  | 63                |
| More than 10 hours | 2                    | 6.9               | 4                   | 13                |

\*Frequency missing = 1

#### 4.2.6. Childcare performed by domestic workers

##### 4.2.6.1. Children cared for by domestic workers

Table 4.13 shows the minimum age of the children in full time childcare of the domestic worker as 5 months, the maximum age 54 months and the median age 18.5 months.

**Table 4.13: Minimum, maximum and median ages of children, cared for by domestic worker.**

| Minimum age<br>(months) | Median age<br>(months) | Maximum age<br>(months) |
|-------------------------|------------------------|-------------------------|
| 5                       | 18.5                   | 54                      |

Table 4.14 illustrates the number of children that the domestic worker is responsible for according to the domestic worker and the employer. Seventy-seven percent (77%) of domestic workers compared to 67% of employers indicated that domestic workers

were only responsible for looking after one child. Similarly, 20% of domestic workers and 23% of employers stated that domestic workers were responsible for two children. Only a small percentage of domestic workers indicated that they were responsible for looking after three children. Although, motor development questionnaires were completed for only 33 children, domestic workers were in some cases responsible for looking after children older than 4 years.

**Table 4.14: Number of children in care of domestic worker**

| According to:<br>Number of children in<br>care of domestic worker | Domestic worker     |                   | Employer            |                   |
|-------------------------------------------------------------------|---------------------|-------------------|---------------------|-------------------|
|                                                                   | Frequency<br>(n=30) | Percentage<br>(%) | Frequency<br>(n=30) | Percentage<br>(%) |
| 1                                                                 | 23                  | 77                | 20                  | 67                |
| 2                                                                 | 6                   | 20                | 7                   | 23                |
| 3                                                                 | 1                   | 3                 | 3                   | 10                |

**4.2.6.2. The expectations of employers regarding childcare vs. childcare duties performed by domestic workers**

Table 4.15 illustrates whether there is clarity regarding the expectations of employers with regards to childcare duties and compared to the awareness of domestic workers of these expectations. Eighty percent (80%) of employers indicated that domestic workers were clearly aware of the expectations of employers regarding childcare duties, while 77% of domestic workers indicated that they were clearly aware of the childcare duties expected of them. None (0%) of employers stated that the domestic workers were not clearly informed about childcare expectations while 10% of domestic workers indicated that they were not clear about the expectations of employers with regards to childcare duties. Twenty percent (20%) of employers stated that they were not sure whether the domestic worker was clear about childcare expectations, while 13% of domestic workers indicated that they were not sure about what was expected of them regarding childcare duties.

**Table 4.15: Clarity with regards to the expectations of childcare duties.**

| According to: | Employer            |                   | Domestic worker     |                   |
|---------------|---------------------|-------------------|---------------------|-------------------|
|               | Frequency<br>(n=30) | Percentage<br>(%) | Frequency<br>(n=30) | Percentage<br>(%) |
| Yes           | 24                  | 80                | 23                  | 77                |
| No            | 0                   | 0                 | 3                   | 10                |
| Not sure      | 6                   | 20                | 4                   | 13                |

Forty-one percent (41%) of the domestic workers that stated they were clear about the employers' expectations regarding childcare duties, indicated that the employer frequently informs them about childcare duties. Twenty three percent (23%) pointed out that the baby has a set routine which they follow and therefore they know what is expected of them. Fourteen percent (14%) said that they have daily discussions with their employer where they exchange childcare information, while 9% indicated that their childcare duties were stipulated in their contract. The remaining 13% indicated various reasons as to why they know what is expected of them. Ten percent (10%) of the domestic workers indicated that they are not clearly aware of what their employer expects of them in terms of childcare duties. However, 67% pointed out that they do what they think they should be doing. The remaining 33% indicated that the employer sometimes gives instructions, but that they also mostly do what they think they should be doing in terms of childcare.

Thirteen percent (13%) of the domestic workers indicated that they were not sure about their employers' expectations in terms of childcare. Seventy five percent (75%), of the 13%, explained that they do what they think they should be doing in terms of childcare. Twenty five percent (25%), of the 13%, pointed out that they are guided by the child and his/her needs in terms of childcare.

Table 4.16 illustrates the childcare duties that employers expect domestic workers to complete versus the childcare duties that the domestic workers are currently completing. Hundred percent (100%) of employers expected domestic workers to feed the child in their care and 100% of domestic workers complied. Fifty percent (50%) of employers expected domestic workers to cook food for the child or prepare a bottle



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while 40% of domestic workers indicated that they fulfilled the expectations. Ninety-seven percent (97%) of employers expect domestic workers to change diapers and 90% of domestic workers stated that they change the baby's diaper. Twenty percent (20%) of employers wanted the domestic worker to bathe the child and 20% of domestic workers complied. Ninety-three percent (93%) of employers indicated that they expected the domestic worker to put the child down for a nap, while 90% of domestic workers stated that they put the child down for a nap. All employers expected the domestic workers to ensure the safety of the child while they were away, and all the domestic workers complied. Ninety-seven percent of employers expected domestic workers to play with the child in their care and 97% of domestic workers stated that they were playing with the child in their care. Although none of the employers expected any childcare duties not stipulated here to be performed by the domestic workers, 10% of the domestic workers indicated that they were completing other childcare duties. This included taking regular walks with the baby in the stroller as well giving medication to the child when parents request it.

**Table 4.16: Childcare duties expected to be performed by employers vs. childcare duties performed by domestic workers.**

| According to:<br>Domestic duties                             | Employer      |     | Domestic worker |     | Employer     |     | Domestic worker |    | Employer            |   | Domestic worker     |    |
|--------------------------------------------------------------|---------------|-----|-----------------|-----|--------------|-----|-----------------|----|---------------------|---|---------------------|----|
|                                                              | Yes<br>(n=30) | %   | Yes<br>(n=30)   | %   | No<br>(n=30) | %   | No<br>(n=30)    | %  | Sometimes<br>(n=30) | % | Sometimes<br>(n=30) | %  |
| Feeding the child.                                           | 30            | 100 | 30              | 100 | 0            | 0   | 0               | 0  | 0                   | 0 | 0                   | 0  |
| Cooking/preparing food/bottles for the child.                | 15            | 50  | 12              | 40  | 15           | 50  | 17              | 57 | 0                   | 0 | 1                   | 3  |
| Changing diapers.                                            | 29            | 97  | 27              | 90  | 1            | 3   | 3               | 10 | 0                   | 0 | 0                   | 0  |
| Bathing.                                                     | 6             | 20  | 6               | 20  | 24           | 80  | 21              | 70 | 0                   | 0 | 3                   | 10 |
| Putting baby/toddler down for a nap.                         | 27            | 90  | 28              | 93  | 3            | 10  | 2               | 7  | 0                   | 0 | 0                   | 0  |
| Ensuring the safety of the baby/child when parents are away. | 30            | 100 | 30              | 100 | 0            | 0   | 0               | 0  | 0                   | 0 | 0                   | 0  |
| Playing with the child/baby (stimulation).                   | 29            | 97  | 29              | 97  | 1            | 3   | 1               | 3  | 0                   | 0 | 0                   | 0  |
| Performs other childcare duties not specified here.          | 0             | 0   | 3               | 10  | 30           | 100 | 27              | 90 | 0                   | 0 | 0                   | 0  |

#### 4.2.6.3. Expectations and compliance of play and stimulation

Table 4.17 indicates that 53% of employers' state that they provide domestic workers with specific instructions regarding what they should play with the child. Thirteen percent (13%) of domestic workers indicated that their employers gave them specific instructions on what they should play with the child or children in their care, however 40% of employers indicated that they did not give specific instructions regarding play-time while 60% of domestic workers specified that employers did not provide them with specific instructions.

Only one employer put specific toys out for the domestic worker and child to play with, and the toys were rotated on a weekly basis. The remainder gave some instructions on playtime, but nothing specific. Sixty four percent (64%) of the domestic workers that stated that employers did not provide specific instructions regarding play times, pointed out that they use their own initiative when it comes to playtime. Twenty seven percent (27%) mostly play what the child or children in their care want to play. The remaining 9% reported that they just play.

Twenty seven percent (27%) of the domestic workers indicated that their employers would sometimes give them instructions on what to play. However, 57% of domestic workers indicated that the employer does not give instructions on what or how to play on a regular basis. The remainder noted that the employer would sometimes tell them to take the baby for a walk or that the employer would give specific instructions when the baby reached certain milestones.

**Table 4.17: Specific instructions provided by employer on what the domestic worker should play with the child**

| According to: | Employer            |                   | Domestic worker     |                   |
|---------------|---------------------|-------------------|---------------------|-------------------|
|               | Frequency<br>(n=30) | Percentage<br>(%) | Frequency<br>(n=30) | Percentage<br>(%) |
| Yes           | 16                  | 53                | 4                   | 13                |
| No            | 12                  | 40                | 18                  | 60                |
| Sometimes     | 2                   | 7                 | 8                   | 27                |

Table 4.18 illustrates the time that the employer expects the domestic worker to actively stimulate the child or children in her care versus the time that the domestic worker is spending on active stimulation. Seventy percent (70%) of employers expect domestic workers to actively stimulate the child or children in her care for between 1-2 hours while 57% of domestic workers are complying.

**Table 4.18: Expected time of active stimulation versus actual time spent on active stimulation**

| According to:             | Employer            |                   | Domestic worker     |                   |
|---------------------------|---------------------|-------------------|---------------------|-------------------|
|                           | Frequency<br>(n=30) | Percentage<br>(%) | Frequency<br>(n=30) | Percentage<br>(%) |
| Less than 1 hour per day  | 2                   | 7                 | 9                   | 30                |
| 1 – 2 hours               | 21                  | 70                | 17                  | 57                |
| 2.5 – 3 hours             | 1                   | 3                 | 3                   | 10                |
| More than 3 hours per day | 6                   | 20                | 1                   | 3                 |

#### 4.2.6.4. Future training

Table 4.19 shows that 80% of employers would like their domestic worker to receive further training in childcare, while 83% of domestic workers indicated that they would like to attend further training in terms of childcare.

Thirty eight percent (38%) of these domestic workers pointed out that they would like to learn about childcare in general, while 19% want to be trained in first aid and 9.5% want to learn to cook. Interesting to note that only 9.5% pointed out that they are always willing to learn more. The remainder had various individual reasons for wanting to receive further training.

Seventy-five percent (75%), of domestic workers that indicated they do not want to receive further training in childcare, pointed out that they were already old and wanted to retire soon. Only one domestic worker indicated that she manages on her own. The domestic worker that was not sure whether she wanted to attend training pointed out that she thinks that she already knows a lot about caring for children.

**Table 4.19: The employers and domestic workers' opinions on possible childcare training for domestic workers**

| According to:                                              | Employer            |                   | Domestic worker     |                   |
|------------------------------------------------------------|---------------------|-------------------|---------------------|-------------------|
|                                                            | Frequency<br>(n=30) | Percentage<br>(%) | Frequency<br>(n=30) | Percentage<br>(%) |
| Are you in favor of further training for domestic workers? |                     |                   |                     |                   |
| Yes                                                        | 24                  | 80                | 25                  | 83.3              |
| No                                                         | 5                   | 17                | 4                   | 13.3              |
| Maybe                                                      | 1                   | 3                 | 1                   | 3.3               |

#### 4.2.7. Domestic duties

##### 4.2.7.1 Domestic duties performed by domestic workers

Table 4.20 illustrates that 97% of employers specified that domestic workers were clear about the employers' expectations regarding domestic duties while only 57% of domestic workers agreed. None of the employers stated that the domestic workers were not clear about expectations although 20% of domestic workers pointed out that they were not clear about the employers' expectations related to domestic duties.

**Table 4.20: Clarity of expected domestic duties**

| According to: | Employer            |                   | Domestic worker     |                   |
|---------------|---------------------|-------------------|---------------------|-------------------|
|               | Frequency<br>(n=30) | Percentage<br>(%) | Frequency<br>(n=30) | Percentage<br>(%) |
| Yes           | 29                  | 97                | 17                  | 57                |
| No            | 0                   | 0                 | 6                   | 20                |
| Not sure      | 1                   | 3                 | 7                   | 23                |

Table 4.21 shows the domestic duties expected by the employer versus the domestic duties completed by the domestic worker. Thirty percent (30%) of the employers indicated that they expect the domestic worker to cook for the child and 40% of domestic workers stated they were cooking for the child. Seventeen percent (17%) of employers expected domestic workers to cook for the family and 17% of domestic workers complied. Ninety-seven percent (97%) of employers want domestic workers to perform all general cleaning and all domestic workers stated that they were doing

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general cleaning in the house. Eighty-seven percent (87%) of employers expect domestic workers to organize the home and all domestic workers mentioned that they organised the home. Ninety percent (90%) of employers expect the domestic worker to do the washing and 93% of domestic workers listed washing clothes as one of their duties. Eighty-seven percent (87%) of employers noted that the domestic worker had to iron the clothes and 90% of domestic workers stated that they were doing ironing. None of the employers stated that the domestic workers were responsible for any other domestic duties not listed here while 27% of domestic workers mentioned that they were performing domestic duties not listed on the table such as feeding the dogs or polishing shoes.

**Table 4.21: Expected domestic duties versus performed domestic duties**

| Domestic duties                                                  | Yes           | %         | Yes           | %         | No            | %         | No            | %         | Sometimes     | %        | Sometimes     | %        |
|------------------------------------------------------------------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|----------|---------------|----------|
| <b>Cooking for the child</b>                                     | <b>(n=30)</b> | <b>30</b> | <b>(n=30)</b> | <b>40</b> | <b>(n=30)</b> | <b>70</b> | <b>(n=30)</b> | <b>57</b> | <b>(n=30)</b> | <b>0</b> | <b>(n=30)</b> | <b>3</b> |
| Cooking for the family                                           | 5             | 17        | 5             | 17        | 25            | 83        | 22            | 73        | 0             | 0        | 3             | 10       |
| Cleaning (Includes all general cleaning)                         | 29            | 97        | 30            | 100       | 1             | 3         | 0             | 0         | 0             | 0        | 0             | 0        |
| Organising (Includes packing away things that are laying around) | 26            | 87        | 30            | 100       | 4             | 13        | 0             | 0         | 0             | 0        | 0             | 0        |
| Washing clothes                                                  | 27            | 90        | 28            | 93        | 3             | 10        | 2             | 7         | 0             | 0        | 0             | 0        |
| Ironing                                                          | 26            | 87        | 27            | 90        | 4             | 13        | 1             | 3         | 0             | 0        | 2             | 7        |
| Other                                                            | 0             | 0         | 8             | 27        | 2             | 100       | 22            | 73        | 0             | 0        | 0             | 0        |

Table 4.22 illustrate if domestic workers feel that they have enough time to complete all required domestic duties. Fifty percent (50%) of domestic workers stated that they easily complete all required domestic duties, while 47% indicated that they sometimes find it difficult to complete tasks. Only 3% of domestic workers mentioned that it was often difficult to complete all domestic duties.

**Table 4.22: Completion of expected domestic duties**

| <b>Response of domestic worker:</b>                                 | <b>Frequency (n=30)</b> | <b>Percentage (%)</b> |
|---------------------------------------------------------------------|-------------------------|-----------------------|
| Yes, I easily complete all tasks expected of me                     | 15                      | 50                    |
| I sometimes find it difficult to complete all tasks                 | 14                      | 47                    |
| No, I often find it difficult to complete all tasks expected of me. | 1                       | 3                     |

Table 4.23 explains the employers' experience regarding whether the domestic worker has enough time to complete domestic duties and perform childcare. Seventy-three-point three percent (73.3%) of employers stated that domestic workers do have enough time to complete domestic duties, 3.3% indicated that domestic workers did not have enough time to complete domestic duties and 23.3% mentioned that they were not sure whether domestic workers had enough time to complete domestic duties and perform childcare.

**Table 4.23: Employers' response on whether the domestic worker has enough time in between her other duties to stimulate the motor development of the child or children in her care.**

|          | <b>Frequency (n=30)</b> | <b>Percentage (%)</b> |
|----------|-------------------------|-----------------------|
| Yes      | 22                      | 73.3                  |
| No       | 1                       | 3.3                   |
| Not sure | 7                       | 23.3                  |



#### 4.2.8. Satisfaction of employers

Table 4.24 clarifies the employers' satisfaction with the performance of the domestic worker they employ. Sixty-three-point three percent (63.3%) of employers are satisfied with the current domestic worker, while 33.3% of employers are not currently satisfied with the performance of the current domestic worker, only 3.3% of employers were not sure.

**Table 4.24: Satisfaction of the employer with the overall performance of the domestic worker.**

|          | Frequency<br>(n=30) | Percentage<br>(%) |
|----------|---------------------|-------------------|
| Yes      | 19                  | 63.3              |
| No       | 10                  | 33.3              |
| Not sure | 1                   | 3.3               |

#### 4.2.9. Motor development

Table 4.25 to Table 4.29 illustrates the motor components addressed by domestic workers by exposing infants (0-12 months), toddlers (12-36 months) or pre-schoolers (3-4 years) to specific activities either intentionally or unintentionally. In total the thirty domestic workers were responsible for the care of thirty-three children between the ages of 0 – 54 months. Motor development was divided into specific age categories according to developmental milestones.

Table 4.25 shows that in the 1-3-month category, there was only one (1) infant. The mother was still on maternity leave thus the domestic worker did not perform any of the gross-or fine motor stimulation activities to assist with motor development.

**Table 4.25: Motor development of infants aged 1-3 months**

| <b>MOTOR DEVELOPMENT</b>  |                             |                              |       |
|---------------------------|-----------------------------|------------------------------|-------|
| <b>1-3 Months (n=1)</b>   |                             |                              |       |
|                           | <b>Frequency</b>            |                              |       |
|                           | Often:<br>3-5<br>times/week | Seldom:<br>1-2<br>times/week | Never |
| <b>GROSS MOTOR SKILLS</b> |                             |                              |       |

|                                                                                                                                                                                                               | Frequency                   |                              |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------|----------|
|                                                                                                                                                                                                               | Often:<br>3-5<br>times/week | Seldom:<br>1-2<br>times/week | Never    |
| <b>GROSS MOTOR SKILLS</b>                                                                                                                                                                                     |                             |                              |          |
| <b>LOCOMOTION</b>                                                                                                                                                                                             |                             |                              |          |
| Playtime on back with free movement (e.g. on play mat)                                                                                                                                                        | 0                           | 0                            | 1        |
| Tummy time with free movement                                                                                                                                                                                 | 0                           | 0                            | 1        |
| Holds infant around waist with feet bearing some weight in standing position                                                                                                                                  | 0                           | 0                            | 1        |
| Start practising rolling over                                                                                                                                                                                 | 0                           | 0                            | 1        |
| <b>TOTAL</b>                                                                                                                                                                                                  | <b>0</b>                    | <b>0</b>                     | <b>4</b> |
| <b>STATIONARY</b>                                                                                                                                                                                             |                             |                              |          |
| Practise head alignment by holding infant in various positions                                                                                                                                                | 0                           | 0                            | 1        |
| <b>TOTAL</b>                                                                                                                                                                                                  | <b>0</b>                    | <b>0</b>                     | <b>1</b> |
| <b>REFLEXES/OBJECT MANIPULATION</b>                                                                                                                                                                           |                             |                              |          |
| Holds infant around waist so that feet push down on a firm surface                                                                                                                                            | 0                           | 0                            | 1        |
| <b>TOTAL</b>                                                                                                                                                                                                  | <b>0</b>                    | <b>0</b>                     | <b>1</b> |
| <b>FINE MOTOR SKILLS</b>                                                                                                                                                                                      |                             |                              |          |
| <b>VISUAL MOTOR</b>                                                                                                                                                                                           |                             |                              |          |
| Practises visual tracking (Holding a toy and slowly passes it before infant's eyes)                                                                                                                           | 0                           | 0                            | 1        |
| <b>TOTAL</b>                                                                                                                                                                                                  | <b>0</b>                    | <b>0</b>                     | <b>1</b> |
| <b>GRASPING</b>                                                                                                                                                                                               |                             |                              |          |
| Offers infant suitable objects to hold                                                                                                                                                                        | 0                           | 0                            | 1        |
| <b>TOTAL</b>                                                                                                                                                                                                  | <b>0</b>                    | <b>0</b>                     | <b>1</b> |
| <b>GENERAL COMMENTS:</b>                                                                                                                                                                                      |                             |                              |          |
| <ul style="list-style-type: none"> <li>The mother of this infant was still at home on maternity leave and therefore the domestic worker was not looking after the infant for extended periods yet.</li> </ul> |                             |                              |          |

Table 4.26 illustrates the role of domestic workers in the motor development of five (5) infants in the 4-7-month category (n=5).

**Gross motor skills:**

**Locomotion:** Infants often spent time on their backs allowing for free movements. Only 20% of them practiced tummy time, while 80% seldom spent time on their tummies. Forty percent (40%) of the infants were often encouraged to roll over from their backs to their tummies, while 40% were seldom encouraged to roll over and 20% were never encouraged to practice rolling over.

**Stationary:** None of the infants (0%) were ever gently pulled, by the arms, from their backs, into a sitting position to practice head alignment. Eighty percent (80%) of the

infants often practiced sitting with support to play and 20% seldom practiced sitting with support to play with toys.

**Fine motor skills:**

**Visual motor:** Forty percent (40%) of the infants often get playtime on their backs under a “mobile”. Twenty percent (20%) of the five infants seldom get playtime under the “mobile” and 40% of the infants never get playtime on their backs under the “mobile”. However, 80% of the infants often sit with support and are encouraged to transfer objects from one hand to the other while the remaining 20% never get exposure to this exercise. Twenty percent (20%) may often bang a cup on a table or the floor, 60% of the infants are seldom allowed to bang with a cup and the remaining 20% infant is never allowed to bang with a cup on a table or the floor.

**Grasping:** All the infants (100%) often play with a “rattle”, however 80% of the infants never practice picking up small objects from a flat surface, while the remaining 20% seldom practices picking up small objects.

**Table 4.26: Motor development of infants aged 4 – 7 months**

| <b>MOTOR DEVELOPMENT</b>                                                                             |                             |                              |          |
|------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------|----------|
| <b>4 – 7 Months (n=5)</b>                                                                            |                             |                              |          |
|                                                                                                      | <b>Frequency</b>            |                              |          |
|                                                                                                      | Often:<br>3-5<br>times/week | Seldom:<br>1-2<br>times/week | Never    |
| <b>GROSS MOTOR SKILLS</b>                                                                            |                             |                              |          |
| <b>LOCOMOTION</b>                                                                                    |                             |                              |          |
| Playtime on back with free movement (e.g. on play mat)                                               | 4                           | 1                            | 0        |
| Tummy time encouraging pushing up on arms to get toys                                                | 1                           | 4                            | 0        |
| Places toys on the side of the infant (while on laying on back) to encourage the infant to roll over | 2                           | 2                            | 1        |
| <b>TOTAL: LOCOMOTION</b>                                                                             | <b>7</b>                    | <b>7</b>                     | <b>1</b> |
| <b>STATIONARY</b>                                                                                    |                             |                              |          |
| Pulls infant into a sitting position, by the arms, from back, to practise head alignment.            | 0                           | 0                            | 5        |
| Allows infant to sit with support and play with toys<br>(Sit unsupported from 6 months)              | 4                           | 1                            | 0        |
| <b>TOTAL: STATIONARY</b>                                                                             | <b>4</b>                    | <b>1</b>                     | <b>5</b> |
|                                                                                                      |                             |                              |          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Frequency                   |                              |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------|-----------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Often:<br>3-5<br>times/week | Seldom:<br>1-2<br>times/week | Never     |
| <b>REFLEXES/OBJECT MANIPULATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                             |                              |           |
| Not relevant for age group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | -                           | -                            | -         |
| <b>TOTAL: GROSS MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>11</b>                   | <b>8</b>                     | <b>6</b>  |
| <b>FINE MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |                              |           |
| <b>VISUAL MOTOR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                             |                              |           |
| Infants get playtime on back under a “mobile”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2                           | 1                            | 2         |
| Allows infant to sit and play - encourages infant to transfer object from one hand to the other.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4                           | 0                            | 1         |
| Infant may bang toys/cups on a table or the floor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1                           | 3                            | 1         |
| <b>TOTAL: VISUAL MOTOR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>7</b>                    | <b>4</b>                     | <b>4</b>  |
| <b>GRASPING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |                              |           |
| Encourages the infant to play with a “rattle”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5                           | 0                            | 0         |
| Encourages infant to pick up smaller objects from the floor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                           | 1                            | 4         |
| <b>TOTAL: GRASPING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>5</b>                    | <b>1</b>                     | <b>4</b>  |
| <b>TOTAL: FINE MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>12</b>                   | <b>5</b>                     | <b>8</b>  |
| <b>TOTAL: MOTOR DEVELOPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>23</b>                   | <b>13</b>                    | <b>10</b> |
| <b>GENERAL COMMENTS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |                              |           |
| <ul style="list-style-type: none"> <li>• The domestic workers mentioned that in their experience the infant does not enjoy “tummy time” and therefore they limit the time that infants spend in this position.</li> <li>• Some mentioned that they occasionally “tie” the infants to their bodies while performing domestic duties.</li> <li>• The domestic workers enjoyed sitting on the floor and spending time with the infants, letting them hold different objects.</li> <li>• They stated that mostly they don’t let the infant pick up small objects from the floor because they are scared that the infant would eat it and choke.</li> <li>• In some cases, the domestic worker was also looking after older brothers or sisters and mostly these siblings decide what will be played. The infant just “tags” along while the domestic worker tends to the older children.</li> </ul> |                             |                              |           |

Table 4.27 shows the role of domestic workers in the motor development of four (4) infants between 8 – 12 months (n=4).

**Gross motor skills:**

**Locomotion:** Seventy-five percent (75%) of infants were often given time and space to crawl or creep around, while 25% of the infants were seldom given time to crawl or creep around. Fifty percent (50%) of the infants were often allowed to pull themselves up onto the furniture to practice standing, while 25% was seldom allowed to practice and the remaining 25% never practiced standing up against furniture. Twenty-five

percent (25%) were seldom encouraged to “walk” between furniture while the remaining infants were still too young. None (0%) of the infants had reached the walking milestone yet.

**Stationary:** Seventy-percent (75%) of the infants were often encouraged and 25% were seldom encouraged, to sit without support and play with a variety of toys. None of the infants were encouraged to change position from lying down, to sitting, to standing.

**Fine motor skills:**

**Visual motor:** Fifty percent (50%) of infants often practiced clapping hands while 25% seldom practiced and the remaining 25% never practiced clapping hands. Twenty-five percent (25%) were seldom encouraged to remove their own socks and the remaining 75% never practiced this skill.

Twenty-five percent (25%) of infants were often asked to perform basic instructions like passing a block or ball while 75% were seldom asked to complete a basic instruction. However, none (0%) of the infants were practicing putting smaller objects into bigger object e.g. stacking cups.

**Grasping:** Fifty percent (50%) of infants seldom practiced picking up small objects from a flat surface and the remaining 50% never practiced picking up small objects from a flat surface. Only 25% of the infants were old enough to practice scribbling, but never spent time doing it.

**Table 4.27: Motor development of infants 8 - 12 months old**

| <b>Motor development</b>                                                             |                                      |                                       |              |
|--------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------|--------------|
| <b>8 – 12 Months (n=4)</b>                                                           |                                      |                                       |              |
|                                                                                      | <b>Frequency</b>                     |                                       |              |
|                                                                                      | <b>Often:<br/>3-5<br/>times/week</b> | <b>Seldom:<br/>1-2<br/>times/week</b> | <b>Never</b> |
| <b>GROSS MOTOR SKILLS</b>                                                            |                                      |                                       |              |
| <b>LOCOMOTION</b>                                                                    |                                      |                                       |              |
| Allows infant time and space to crawl/creep around (8-9 months)                      | 3                                    | 1                                     | 0            |
| Allows infant to pull him/herself up on furniture to practise standing (8-10 months) | 2                                    | 1                                     | 1            |
| Allows infant to “walk” holding onto or between furniture (10-13 months)             | -                                    | 1                                     | -            |
| Allows infant time to walk around (If baby has achieved this milestone)              | -                                    | -                                     | -            |
| <b>TOTAL: LOCOMOTION</b>                                                             | <b>5</b>                             | <b>3</b>                              | <b>1</b>     |

| <b>Motor development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                      |                                       |              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------|--------------|
| <b>8 – 12 Months (n=4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |                                       |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Frequency</b>                     |                                       |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Often:<br/>3-5<br/>times/week</b> | <b>Seldom:<br/>1-2<br/>times/week</b> | <b>Never</b> |
| <b>STATIONARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                      |                                       |              |
| Allows infant to sit without support and play with a variety of toys.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3                                    | 1                                     | 0            |
| Encourages infant to change position from lying down to sitting to standing up etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 0                                    | 0                                     | 4            |
| <b>TOTAL: STATIONARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>3</b>                             | <b>1</b>                              | <b>4</b>     |
| <b>REFLEXES/OBJECT MANIPULATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                      |                                       |              |
| Not relevant for age group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | -                                    | -                                     | -            |
| <b>TOTAL: GROSS MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>8</b>                             | <b>4</b>                              | <b>5</b>     |
| <b>FINE MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                      |                                       |              |
| <b>VISUAL MOTOR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                      |                                       |              |
| Teaches infant to clap hands.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                                    | 1                                     | 1            |
| Encourages the infant try to remove his/her own socks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 0                                    | 1                                     | 3            |
| Asks the infant to pass objects e.g. Hand me the block please.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1                                    | 3                                     | 0            |
| Practises putting smaller objects into bigger objects (10-12 months).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | -                                    | -                                     | -            |
| <b>TOTAL: VISUAL MOTOR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>3</b>                             | <b>5</b>                              | <b>4</b>     |
| <b>GRASPING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                      |                                       |              |
| Allows the infant to pick up smaller objects with the forefinger and thumb.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0                                    | 2                                     | 2            |
| Gives infant the opportunity to scribble (10-12 months).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 0                                    | 0                                     | 1            |
| <b>TOTAL: GRASPING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>0</b>                             | <b>2</b>                              | <b>3</b>     |
| <b>TOTAL: FINE MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>3</b>                             | <b>7</b>                              | <b>7</b>     |
| <b>TOTAL: MOTOR DEVELOPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>11</b>                            | <b>11</b>                             | <b>12</b>    |
| <b>GENERAL COMMENTS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                      |                                       |              |
| <ul style="list-style-type: none"> <li>• In some cases, the domestic worker allows the infant to crawl/creep around while she is busy with domestic duties which gives the infant plenty of time to practise.</li> <li>• The activities are not always relevant to the age group of the infants as some were only nine (9) months old at the time.</li> <li>• One domestic worker indicated that they sing and clap hands daily, this is also influenced by the personality of the domestic worker.</li> <li>• One domestic worker indicated that the infant is sometimes in the walking ring while she is busy working.</li> <li>• One of these domestic workers previously worked at a pharmacy and had no childcare experience.</li> </ul> |                                      |                                       |              |

Table 4.28 illustrates the role of the domestic worker in the motor development of twelve (12) toddlers between 13 – 24 months (n=12)

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**Motor development:****Gross motor skills:**

**Locomotion:** All toddlers were allowed time to walk around. With regards to practicing walking backwards by pulling a toy, 16.7% of the toddlers often practiced this, while 58.3% seldom practiced, and 25% never practiced. However, 66.7% of toddlers often climbed on the furniture unsupported and the remaining 33.3% never practiced this skill. Eight (8) of the 12 toddlers were between 12 – 15 months, while 87.5% of the toddlers often carried large or several toys at once while walking, and 12.5% seldom performed this task. Furthermore, 58.3% of the 12 toddlers practiced “running” stiffly although some of the toddlers were not yet 16 months old, while 57.1% of them often practiced “running” stiffly; while the remaining toddlers 42.9% seldom participated in this type of activity. Fifty-eight-point-three percent (58.3%) of the 12 toddlers were capable to attempt practicing kicking a ball. Fifty-seven-point-one percent (57.1%) often attempted to kick a ball, while the remaining 42.9% seldom attempted to kick a ball. Fifty-eight-point-three percent (58.3%) of the 12 toddlers were able to climb up and down stairs supported by an adult. Fifty-seven-point-one percent (57.1%) often climbed up and down stairs supported, while 14.3% seldom climbed stairs supported and the remaining 28.6% never practiced climbing supported up and down stairs. Forty-one-point-seven percent (41.7%) of the 12 toddlers attempted to jump forward with two feet together, while 20% often practiced jumping with two feet together. However, 60% seldom trained to jump forward with two feet together and the remaining 20% never attempted to jump forward with two feet together. Only 41.2% of the 12 toddlers were old enough to practice walking on a line, but none of them were encouraged to do so.

**Object manipulation:** Relating to throwing small balls overhand, 8.3% of the 12 toddlers in this group were encouraged practice often, while 58.3% seldom practiced throwing balls overhand, and the remaining 33.3% were never encouraged to practice throwing balls overhand. Sixteen-point-seven percent (16.7%) often practiced throwing small balls underhand. Another 16.7% seldom practiced throwing balls in this manner and the remaining 66.7% never threw small balls underhand. Forty-one-point-seven percent (41.7%) of the 12 toddlers were older than 18 months and practiced kicking ball; of these 40% often kicked balls while 60% seldom practiced kicking balls.

**Fine motor skills:**

**Visual motor:** Twenty-five percent (25%) toddlers often played with stacking toys e.g. cubes or stacking cups, while 33.3% seldom played with these types of toys, whereas 41.7% never played with any type of stacking toys. Thirty-three-point-three percent (33.3%) toddlers often played with knobbed wooden puzzles where the correct shape had to be placed in its right place, while 25% seldom played with these types of puzzles and 41.7% never played with knobbed wooden puzzles. Forty-one-point-seven percent (41.7%) of the 12 toddlers were older than 18 months and were encouraged to page the pages of a book themselves, while 40% of these toddlers often paged through books themselves whereas the remaining 60% seldom paged through books. To conclude, an equal 25% of toddlers often and seldom practiced drawing lines or scribbling, while the remaining 50% were never encouraged to draw lines or scribble at all.

**Table 4.28: Motor development of toddlers 13 - 24 months old**

| <b>Motor development</b>                                                                                   |                                      |                                       |              |
|------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------|--------------|
| <b>13 - 24 Months (n=12)</b>                                                                               |                                      |                                       |              |
|                                                                                                            | <b>Frequency</b>                     |                                       |              |
|                                                                                                            | <b>Often:<br/>3-5<br/>times/week</b> | <b>Seldom:<br/>1-2<br/>times/week</b> | <b>Never</b> |
| <b>GROSS MOTOR SKILLS</b>                                                                                  |                                      |                                       |              |
| <b>LOCOMOTION</b>                                                                                          |                                      |                                       |              |
| Allows toddler time to walk around.                                                                        | 12                                   | 0                                     | 0            |
| Gives toddler toys to pull around or practises walking backwards (If toddler has mastered this milestone). | 2                                    | 7                                     | 3            |
| Allows toddler to climb on and off furniture unsupported.                                                  | 8                                    | 0                                     | 4            |
| Allows toddler to carry large or several toys while walking (12-15 months)                                 | 7                                    | 1                                     | 0            |
| Practises "running" stiffly (16-18 months)                                                                 | 4                                    | 3                                     | 0            |
| Encourages toddler to attempt to "kick" a ball (From 18 months).                                           | 4                                    | 3                                     | 0            |
| Practises climbing (supported) up and down stairs (18-24 months).                                          | 4                                    | 1                                     | 2            |
| Practises jumping using two feet together (19-24 months).                                                  | 1                                    | 3                                     | 1            |
| Practises walking on a line (19-24 months).                                                                | 0                                    | 0                                     | 5            |
| <b>TOTAL: LOCOMOTION</b>                                                                                   | <b>42</b>                            | <b>18</b>                             | <b>15</b>    |
| <b>STATIONARY</b>                                                                                          |                                      |                                       |              |
| Not relevant for age group                                                                                 | -                                    | -                                     | -            |



| <b>Motor development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                              |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------|-----------|
| <b>13 - 24 Months (n=12)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |                              |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Frequency</b>            |                              |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Often:<br>3-5<br>times/week | Seldom:<br>1-2<br>times/week | Never     |
| <b>OBJECT MANIPULATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                             |                              |           |
| Practises throwing small balls overhand.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1                           | 7                            | 4         |
| Practises throwing small ball underhand.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2                           | 2                            | 8         |
| Practises kicking balls (19-24 months).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2                           | 3                            | 0         |
| <b>TOTAL: OBJECT MANIPULATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>5</b>                    | <b>12</b>                    | <b>12</b> |
| <b>TOTAL: GROSS MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>47</b>                   | <b>30</b>                    | <b>27</b> |
| <b>FINE MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                              |           |
| <b>VISUAL MOTOR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |                              |           |
| Practises stacking objects e.g. cubes/stacking cups etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3                           | 4                            | 5         |
| Plays with knobbed wooden puzzles (places correct shape in the matching space).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4                           | 3                            | 5         |
| Practises turning pages of a book (19-24 months).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                           | 3                            | 0         |
| Practises drawing lines/scribbles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3                           | 3                            | 6         |
| <b>TOTAL: VISUAL MOTOR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>12</b>                   | <b>13</b>                    | <b>16</b> |
| <b>GRASPING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |                              |           |
| Not relevant to age group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | -                           | -                            | -         |
| <b>TOTAL: FINE MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>12</b>                   | <b>13</b>                    | <b>16</b> |
| <b>TOTAL: MOTOR DEVELOPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>59</b>                   | <b>43</b>                    | <b>43</b> |
| <b>GENERAL COMMENTS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                              |           |
| <ul style="list-style-type: none"> <li>• In some cases, the toddlers were not old enough to do activities.</li> <li>• Most domestic workers indicated that they do not allow the toddlers to climb onto furniture unattended because they are scared that they would fall.</li> <li>• Most of the toddlers loved balls, but the domestic workers did not show them how to specifically play with them.</li> <li>• Some houses did not have any stairs where domestic workers could practise walking up and down with the toddler.</li> <li>• In most cases where toddlers practised jumping – it was on a trampoline that the family had in their backyard.</li> <li>• When it comes to drawing, there were some conflicting opinions as some domestic workers encouraged toddlers to draw and scribble, while others hid all crayons and markers because they were scared that the toddlers would draw on the walls.</li> </ul> |                             |                              |           |

Table 4.29 demonstrates the role of the domestic worker in the motor development of six (6) toddlers between 25 – 36 months (n=16)

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**Motor development:****Gross motor skills:**

**Locomotion:** Thirty-three-point-three percent (33.3%) of the toddlers often jumped forward with two feet, whereas the remaining 66.7% never practiced jumping forward with two feet. However, 50% seldom jumped from low objects without any support, while the remaining 50% never jumped from low objects without any support. None of these toddlers practiced walking on tiptoes while in the care of the domestic worker, but 83% played games where the toddlers were running around, while only 33.3% of the toddlers rode a bicycle with pedals.

**Object manipulation:** Fifty percent (50%) of the toddlers often threw balls overhand while being cared for by the domestic worker while, 33.3% seldom threw balls in this manner, and the remaining 16.7% never threw balls overhand. It is interesting to note, that none of the toddlers often practiced throwing balls underhand, while 16.7% of the toddlers seldom threw balls underhand, whereas 83.3% never threw small balls underhand. However, 16.7% of the toddlers was encouraged to often kick a ball, while, 33.3% seldom partook in this activity, and the remaining 50% toddlers never practiced kicking a ball.

**Fine motor skills:**

**Visual motor:** Fifty percent (50%) toddlers often played with stacking toys e.g. cubes or stacking cups and 33.3% seldom played with such toys, with the remaining 16.7% never playing with stacking toys. Removing lids of different containers was often practiced by 16.7% of toddlers, while 50% seldom spent time removing lids, and 33.3% never spent time removing lids of various containers. Alarmingly, 83.3% of the toddlers were never encouraged to cut paper, with only 16.7% often cutting paper, although 33.3% often practiced drawing straight lines, the remaining 66.7% never practiced this skill. Fifty percent (50%) of the toddlers often paged through books by themselves, while 33.3% seldom spent time on this activity and 16.7% never paged through books by themselves. To conclude, 83.3% of the toddlers never practiced their lacing skills while in the care of a domestic worker.

**Table 4.29: Motor development of toddlers 25 - 36 months old**

| <b>Motor development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |                              |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------|-----------|
| <b>25 - 36 Months (n=6)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                             |                              |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Frequency</b>            |                              |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Often:<br>3-5<br>times/week | Seldom:<br>1-2<br>times/week | Never     |
| <b>GROSS MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                              |           |
| <b>LOCOMOTION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |                              |           |
| Practises jumping up/forward using two feet.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2                           | 0                            | 4         |
| Practises jumping from low objects without support.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 0                           | 3                            | 3         |
| Practises walking on tip-toes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                           | 0                            | 6         |
| Plays games where toddler runs around.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5                           | 1                            | 0         |
| Toddler rides a bicycle or tricycle with pedals if available (30-36 months).                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1                           | 0                            | 1         |
| <b>TOTAL: LOCOMOTION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>8</b>                    | <b>4</b>                     | <b>14</b> |
| <b>STATIONARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |                              |           |
| Not relevant for age group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | -                           | -                            | -         |
| <b>OBJECT MANIPULATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |                              |           |
| Practises throwing small balls overhand.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3                           | 2                            | 1         |
| Practises throwing small balls underhand.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 0                           | 1                            | 5         |
| Practises kicking balls.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1                           | 2                            | 3         |
| <b>TOTAL: OBJECT MANIPULATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>4</b>                    | <b>5</b>                     | <b>9</b>  |
| <b>TOTAL: GROSS MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>12</b>                   | <b>9</b>                     | <b>23</b> |
| <b>FINE MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |                              |           |
| <b>VISUAL MOTOR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                             |                              |           |
| Practises stacking objects e.g. cubes/stacking cups etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3                           | 2                            | 1         |
| Practises removing lids on different containers such as Tupperware or screw on lids.                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1                           | 3                            | 2         |
| Practises cutting paper.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1                           | 0                            | 5         |
| Practises drawing straight lines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                           | 0                            | 4         |
| Practises paging through books.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3                           | 2                            | 1         |
| Practises lacing large beads/shapes (2-4 beads).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0                           | 1                            | 5         |
| <b>GRASPING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |                              |           |
| Not relevant to age group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | -                           | -                            | -         |
| <b>TOTAL: FINE MOTOR SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>10</b>                   | <b>8</b>                     | <b>18</b> |
| <b>TOTAL: MOTOR DEVELOPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>22</b>                   | <b>17</b>                    | <b>41</b> |
| <b>GENERAL COMMENTS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |                              |           |
| <ul style="list-style-type: none"> <li>• In some instances, toddlers were not old enough for certain activities.</li> <li>• Jumping up or forward mostly took place on the trampoline.</li> <li>• Most toddlers could only scribble and not draw straight lines.</li> <li>• In one case there were no beads available for the toddler to practise with.</li> <li>• One of the domestic workers does not allow the toddler to play outside because she is scared that he would fall into the pool. The pool is covered.</li> </ul> |                             |                              |           |

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- One of these domestic workers has plenty of childcare experience as she worked in a crèche previously. She is very creative in her stimulation activities.

Table 4.30 explains the role of the domestic worker in the motor development of five preschoolers between 3 – 4 years (n=5).

**Motor development:**

**Gross motor skills:**

**Locomotion:** Sixty percent (60%) of preschoolers never practiced jumping on one leg with the remaining 40% seldom participating in this activity, while none of the preschoolers ever practiced walking on a line. However, 20% often jumped up or forward, using two feet while the remaining 80% of preschoolers was equally distributed between seldom and never jumping up or forward with two feet. Forty percent (40%) seldom jumped from low objects without support whereas, 60% never jumped unsupported. An equal 40% often and seldom played games where preschooler could run around freely with the remaining 20% never playing running games. It is also interesting to note that 60% of preschoolers often rode “rideable” toys with pedals (with or without side-wheels); 20% seldom and another 20% never rode on “rideable” toys.

**Stationary:** None of the preschoolers ever practiced standing on tiptoes or standing on one leg for 3-5 seconds, while in the care of the domestic worker.

**Object manipulation:** Only (20%) of the preschoolers often trained to throw small balls overhand, while 60% seldom threw balls overhand and the remaining 20% preschoolers never threw balls in this manner. Twenty percent (20%) often threw small balls underhand, whereas the remaining 80% seldom threw balls this way. Also 80% preschoolers never practiced throwing balls at target, however, 40% often practiced catching a ball.

**Fine motor skills:**

**Visual motor:** Alarmingly, 80% of preschoolers had never practiced cutting paper while in the care of a domestic worker. Forty percent (40%) preschoolers often drew a basic person with another 40% doing it seldom and the remaining 20% never practiced drawing a person. However, 60% never practiced drawing basic shapes e.g. squares or circles, while 40% seldom practiced this skill. Sixty percent (60%) preschoolers never laced beads or shapes through a shoelace or string whereas 40% seldom practiced it.

**Grasping:** Sixty percent (60%) of preschoolers often buttoned or unbuttoned buttons, with the remaining 40% being equally shared between often and never completing this activity. It is interesting to note that none of the preschoolers practiced the correct pencil grip while in the care of the domestic worker.

**Table 4.30: Motor development of preschoolers 3 – 4 years old**

| <b>Motor development</b>                                                |                                      |                                       |              |
|-------------------------------------------------------------------------|--------------------------------------|---------------------------------------|--------------|
| <b>3 – 4 Years (n=5)</b>                                                |                                      |                                       |              |
|                                                                         | <b>Frequency</b>                     |                                       |              |
|                                                                         | <b>Often:<br/>3-5<br/>times/week</b> | <b>Seldom:<br/>1-2<br/>times/week</b> | <b>Never</b> |
| <b>GROSS MOTOR SKILLS</b>                                               |                                      |                                       |              |
| <b>LOCOMOTION</b>                                                       |                                      |                                       |              |
| Practises jumping on one leg.                                           | 0                                    | 2                                     | 3            |
| Practises walking on a line.                                            | 0                                    | 0                                     | 5            |
| Practises jumping up/forward using two feet.                            | 1                                    | 2                                     | 2            |
| Practises jumping from low objects without support.                     | 0                                    | 2                                     | 3            |
| Plays games where toddler runs around.                                  | 2                                    | 2                                     | 1            |
| Rides a bicycle or other “rideable” toys (with or without side-wheels). | 3                                    | 1                                     | 1            |
| <b>TOTAL: LOCOMOTION</b>                                                | <b>6</b>                             | <b>9</b>                              | <b>15</b>    |
| <b>STATIONARY</b>                                                       |                                      |                                       |              |
| Practises standing still on tiptoes.                                    | 0                                    | 0                                     | 5            |
| Practises standing still on one leg (3-5 seconds).                      | 0                                    | 0                                     | 5            |
| <b>TOTAL: STATIONARY</b>                                                | <b>0</b>                             | <b>0</b>                              | <b>10</b>    |
| <b>OBJECT MANIPULATION</b>                                              |                                      |                                       |              |
| Practises throwing small balls overhand.                                | 1                                    | 3                                     | 1            |
| Practises throwing small balls underhand.                               | 1                                    | 4                                     | 0            |
| Practises throwing balls at targets.                                    | 0                                    | 1                                     | 4            |
| Practises catching balls.                                               | 2                                    | 3                                     | 0            |
| Practises kicking balls.                                                | 0                                    | 4                                     | 1            |
| <b>TOTAL: OBJECT MANIPULATION</b>                                       | <b>4</b>                             | <b>15</b>                             | <b>6</b>     |
| <b>TOTAL: GROSS MOTOR SKILLS</b>                                        | <b>10</b>                            | <b>24</b>                             | <b>31</b>    |
| <b>FINE MOTOR SKILLS</b>                                                |                                      |                                       |              |
| <b>VISUAL MOTOR</b>                                                     |                                      |                                       |              |
| Practises cutting paper on a line.                                      | 0                                    | 1                                     | 4            |
| Practises drawing a basic person.                                       | 2                                    | 2                                     | 1            |
| Practises drawing different shapes e.g. squares/circles.                | 0                                    | 2                                     | 3            |
| Practises lacing beads/shapes with holes.                               | 0                                    | 2                                     | 3            |
| <b>TOTAL: VISUAL MOTOR</b>                                              | <b>2</b>                             | <b>7</b>                              | <b>11</b>    |
| <b>GRASPING</b>                                                         |                                      |                                       |              |
| Practises unbuttoning and buttoning buttons.                            | 3                                    | 1                                     | 1            |

| <b>Motor development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |                              |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------|-----------|
| <b>3 – 4 Years (n=5)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |                              |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Frequency</b>            |                              |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Often:<br>3-5<br>times/week | Seldom:<br>1-2<br>times/week | Never     |
| <b>GRASPING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |                              |           |
| Practises correct pencil grip.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 0                           | 0                            | 5         |
| <b>TOTAL: GRASPING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>3</b>                    | <b>1</b>                     | <b>6</b>  |
| <b>TOTAL: FINE MOTOR</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>5</b>                    | <b>8</b>                     | <b>17</b> |
| <b>TOTAL: MOTOR DEVELOPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>15</b>                   | <b>32</b>                    | <b>48</b> |
| <b>GENERAL COMMENTS:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |                              |           |
| <ul style="list-style-type: none"> <li>• Jumping mostly happened on the trampoline.</li> <li>• Since the preschoolers are older and decide for themselves what they want to play, the domestic workers often only supervise them.</li> <li>• Only one domestic worker indicated that an appropriate scissor was not available for the pre-schooler to cut with.</li> <li>• Most of the domestic workers noted that the pre-schoolers sometimes enjoy scribbling, but that they are not really drawing shapes or a basic person yet.</li> <li>• Almost all the domestic workers in this group indicated that the pre-schoolers could dress and undress themselves.</li> <li>• In one case, the domestic worker indicated that she was not sure if beads were available to practise lacing.</li> <li>• In more than one case, pre-schoolers went to school in the morning and the domestic worker was only responsible for their care in the afternoon after 12h00.</li> </ul> |                             |                              |           |

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## CHAPTER 5

### DISCUSSION OF RESULTS

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#### 5.1. Introduction

Budlender & Bosch (2002) explained that domestic work is a difficult sector to research due to its informal nature and the fact that it takes place within the home of the employers where it is not visible or open to public inspection. However, to describe what role domestic workers play in the stimulation of motor development of preschool children, the researcher had to consider South African conditions. The challenges of cultural diversity, poverty and uneven social development in the region had to be confronted. Therefore, the socio-demographic information is important to highlight the differences between contexts (rural/urban, language and cultural) between domestic workers and employers within urban suburbs of Bloemfontein (South Africa) to create a meaningful set of data. To accumulate the data, the researcher had to visit the participating domestic workers and employers within the home of the employer, which is also the place of work of the domestic workers.

#### 5.2. Socio-demographic information

##### 5.2.1. General socio-demographic information

A discussion follows that draw attention to some of the differences found in the socio-demographic information between domestic workers as child-carers and employers in middle-class suburbs of Bloemfontein, South Africa.

##### 5.2.1.1. Domestic workers

It is clear from the literature review, that there is very little data available on domestic workers as child-carers in South Africa. As mentioned in 1.1, it remains one of the least studied occupations in the country (Breitenbach & Peta, 2001). According to Wessels (2006:30), The Basic Conditions of Employment Act, No.137 of 1993 defines a domestic worker as “...an employee charged wholly or mainly with the performance of domestic work on dwelling premises.” This act further specified that domestic workers may also be defined as “*caretakers of children, the aged, sick and disabled*”. Since the Basic Conditions of Employment Act includes caretakers of children in the title “Domestic worker”, all 30 participants could be described as “*Domestic workers*”.

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As stated in the objectives of the study, it is important to describe which domestic duties the domestic worker completes in and around the house. However, existing research indicate that domestic workers perform a variety of tasks in the home of their employer. According to the Community Agency for Social Enquiry (CASE) (Kola *et al.*, 2001), domestic workers and employers identified cooking, washing, ironing, child-care and household management as the five most significant duties performed by domestic workers. Research completed in Langenhovenpark (Bloemfontein) in 2001 and 2006 agree with CASE; it was recorded that cleaning, washing, ironing, cooking and care for children or elderly people were common duties performed by domestic workers (Matjeke, 2006).

The study sample included 30 (female) domestic workers working in the middle-class suburbs of Bloemfontein, with a median age of 48 years. The youngest was 27 years and the oldest 74 years old. Due to having no pension fund, domestic workers cannot afford to retire at a specific age, but mostly carry on working until they become too frail or unhealthy to complete tasks. It is interesting to note that Blaauw and Bothma (2010 in Matjeke *et al.*, 2012:5) found a slightly lower average age of 43 years for domestic workers in Langenhovenpark (Bloemfontein) with a more significant difference for Orchards (Pretoria), where the average age for domestic workers is 35 years (Matjeke *et al.*, 2012). To conclude, the current study shows a higher average age (+5 years) for domestic workers as previously reported.

Domestic work is one of the few occupations where the employee (in some cases) live on the property of the employer. Interesting to note that most of the domestic workers involved in the study do not live on the property of their employer and therefore travel to work daily.

A lesser percentage of domestic workers were “live in” workers. These domestic workers had their own room and bathroom on the property of the employer. This arrangement could be beneficial for both parties involved. The domestic worker can save money on travel-and living costs, while the employer has the advantage of having the domestic worker on the premises to assist, possibly even after hours. However, since most domestic workers had children of their own, this also means that they would have to leave their own children behind to take care of the children of their employer.



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Many domestic workers, that had children of their own, felt that since they were able to raise their own children, they were “qualified” to assist with the care of the child or children of their employer.

#### **5.2.1.2. Employers**

It is important to note that the median age of the employers (32 years) is significantly lower as that of the domestic workers (48 years); the age difference could possibly contribute to gaps in communication or other difficulties between the two parties such as their views on childcare etc.

Although the age range of employers varies, they have many similarities. Statistics South Africa indicated that 52,4% of mothers with children between 0-5 years of age are either employed or looking for employment (Statistics South Africa, 2012). Many women in the labour market (especially mothers and wives) find it difficult to balance household tasks and career responsibilities, hence requiring domestic help (Cox & Watt, 2002; Du Toit, 2012). According to Goldman (2003), most women continue to work after getting pregnant and return to work soon after the birth of their babies. This means that working mothers need to find some form of childcare for their preschool children. The researcher found that all participating employers were employed (either full-or part-time) and therefore hired domestic workers as child-carers. These domestic workers not only assist with childcare, but also lighten the load of mothers by performing many domestic duties daily.

As stated in the objectives of this study, it is important to describe which domestic duties the employer expects the domestic worker to complete in and around the house. As well as to discuss the differences between the expectations of the employer regarding duties to be performed, and the domestic worker’s perceived ability to carry out these duties.

#### **5.2.2. Home language of participants**

Table 4.1 indicates that most domestic workers speak an African language as their home language. These results are supported by Du Preez *et al.* (2014) stating that domestic labour is one of the biggest sources of employment for black South African

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women. Most of the domestic workers' home language is Sotho followed by Tswana and Xhosa.

Table 4.1 also illustrates that most employers spoke Afrikaans and some English, as their mother tongue. There is a clear difference in the home languages of the domestic worker and the employer, where none of the employers spoke an African language as home language. This could result in a possible language barrier between the domestic worker and the employer. Communication may sometimes be difficult, and misunderstandings could take place especially, with regards to instructions given by the employer.

### **5.2.3. Education and training**

#### **5.2.3.1. Domestic worker**

Alarmingly, in South Africa, most domestic workers have little or no training in child-rearing and yet working with children they have a major impact on their early development and learning (Du Toit, 2013; Matangi *et al.*, 2013). Although it is agreed that the training and education of domestic workers providing childcare is very important, the education and training of domestic workers in South Africa varies considerably. As per the Community Agency for Social Enquiry (Kola *et al.*, 2001), only 45% of domestic workers in South Africa have some level of secondary education and only 6% have passed Grade 12. Furthermore 25% of domestic workers have no formal education beyond Grade 4. Mangqalaza (2012) stated that domestic employment is easily accessible to those that are not well-educated or -skilled as it does not require formal education and only needs low-level skills. The researcher found this to be true as indicated in Table 4.2. Only a small number of the participating domestic workers passed Grade 12; while almost half passed Grade 9 or lower. The lowest grade passed was Grade 5. None of the domestic workers obtained any formal tertiary qualifications. These findings correlate well with those revealed by Blaauw & Bothma (2007, in Matjeke, 2012:38) which mentioned that 53.8% of the respondent domestic workers in Langenhovenpark (Bloemfontein) had not obtained a secondary education level. Furthermore, the researcher found communication to be much easier and smoother with those domestic workers that had passed Grade 10 or higher as questions were more easily understood and they required little prompting to answer.

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Domestic workers with lower levels of education did sometimes require some prompting when answering questions by giving them examples etc.

Through this research (Table 4.3) it was found that half of the participating domestic workers had completed some form of short course; however, these were not all related to childcare or domestic labour. Due to their isolated working environments, domestic workers do not get a lot of exposure to training opportunities, therefore it is mostly employers that are responsible for informing domestic workers about related courses. It is interesting to note that since the employers mostly recommended domestic workers to attend a specific course, they were also responsible for paying. The researcher found domestic workers keen on being educated (see Table 4.19), since most domestic workers (83.3%) indicated that they would like to receive training in child-caring skills. Employers were equally keen (80%) on domestic workers being trained and most were willing to pay for such training.

To summarize, it is clear that although domestic labour is one of the biggest sources of employment for black South African women, especially those that are poor and uneducated (Du Preez *et al.*, 2010 in Odeku, 2014:680), and one of the oldest occupations in the country (Matjeke *et al.*, 2012), domestic workers are also viewed as one of the most vulnerable groups of workers due to gender inequalities, lack of education and their state of illiteracy (Wessels, 2006). It is also important to remember that domestic workers make the lives of their employers easier and more convenient and therefore also improve the quality of life and add social value to the household that employs them (Mangqalaza, 2012). The researcher would therefore recommend that it might be worth investing in training domestic workers.

#### **5.2.3.2. Employer**

Compared to the fairly, uneducated domestic workers, their employers are a harsh comparison. More than half (Table 4.6) of participating employers obtained a degree, honours degree, with PhD as the highest qualification. This disproportion in the education of the two parties involved could possibly lead to communication barriers (Macdonald, 2010). It is possible that a person exposed to higher levels of education may assume or even take for granted that another person has the same understanding as they do. Misunderstandings between employers and domestic workers could be

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avoided by signing a contract with the employers' expectations clearly indicated. However, the question arises if an uneducated domestic worker could comprehend and reach these expectations. Especially taken into consideration (as previously mentioned) the difference in home languages between the employer and domestic worker.

Almost all (Table 4.7) of the employers were employed full-time. The employers of domestic workers are in most cases very well educated and therefore, not only in need of domestic labour due to their own career paths, but also perhaps able to afford this commodity (Samman *et al.*, 2016). Employers of domestic workers (Table 4.8) are spread throughout various fields of occupations (Teachers, Medical doctors, Auditors) and not limited to specific professions.

#### **5.2.4. Experience of domestic workers**

In a 2010 survey by the Day Care Trust in Europe parents ranked criteria when choosing childcare and in first place, with a majority of was 'well qualified, trained or experienced staff' followed by 'warm and caring atmosphere' and 'Cost' (Campbell-Bar & Garnham, 2010). This indicated that parents believe 'trained', 'qualified' or 'experienced' carry equal weight and that the childcare provider just needed to be at least one of the three. However, it is well known that the South African context differ significantly.

Although domestic workers may not be well qualified or specifically trained as childcare-providers, many are experienced in this field of work as indicated in Table 4.4. It showed that the participating domestic workers' experience (within domestic labour) varies considerably. This median of over a decade indicates that the participants in this study were experienced in the field of domestic labour and in many cases, it was the only occupation they had ever tried; however, some had less than 12 months experience as domestic workers.

Parents may feel comfortable leaving their children in the care of the domestic worker despite her not being educated or trained, because in most cases domestic workers had several years' experience as childcare-providers which to parents carried equal weight as being trained or qualified (Mangalaza, 2012). However, it was found that

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with regards to childcare experience, the range also varies significantly (Table 4.4). Some domestic workers were performing childcare for only few months while one had been a childcare-provider for more than four decades. Therefore, it can be accepted that experience in childcare is not the only variable that parents consider when choosing a domestic worker as childcare-provider.

It is a well-known fact that not all domestic workers are responsible for childcare; however, it is thought-provoking that the median for experience in childcare is almost exactly half of the years' experience in domestic labour. It is interesting to note that the length of time, working for the current employer, stretched between a few months to 8 years with an average of two years. Although not proven, it is possible that this may also be due to the fact that many parents employ domestic workers when their baby is born and when the baby grows into the toddler or preschool years and starts attending play-or preschool the services of the domestic worker may not be required any more or could not be afforded with the added expense of school fees.

### **5.3. Employment terms and conditions**

To ascertain whether domestic workers are aware of the expectations of their employers regarding domestic duties and child-care, it is generally agreed that contractual arrangements must be in place.

#### **5.3.1. Contractual agreements**

Breitenbach & Peta (2001) explained that the few available studies, regarding domestic work, are mostly restricted to important labour issues, such as contractual agreements. Du Toit (2012) stated that a signed employment contract is helpful since it specifies the working hours and job description of the employee which could eliminate some misunderstandings. However, Table 4.9 showed that 60% of the domestic workers have indicated that they have a signed contract with their employer, while 53% of employers indicated that they have a signed contract with their domestic worker. It is possible that some domestic workers indicated yes, as they could think that this is the answer that the researcher was looking for, or they may possibly be trying to protect the employer, thinking that their employer could get into trouble for not having signed a contract with the employee.

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Interestingly, (Table 4.10) 50% of the domestic workers indicated that they received a copy of the contract while 81% of employers stated that they provided the domestic workers with a copy of the contract. There are no clear indications to what could have caused this discrepancy.

### **5.3.2. Working hours**

Mangqalaza (2012) highlighted the fact that domestic workers are more vulnerable to economic exploitation because they work in private households and their isolated working conditions make it difficult to become members of labour unions. Du Toit (2012) explained that domestic workers may not be employed for more than 45 hours per week (nine hours per day in a five-day cycle). When domestic workers are employed for more than five days per week they may only work a maximum of eight hours per day. However, participants mostly complied with these standards.

Table 4.11 indicates that the employer and domestic workers were mostly in agreement regarding the days of the week and the number of hours that domestic workers were expected to work. Most of the domestic workers were employed from Monday to Friday with only an insignificant percentage working on Saturdays. None of the domestic workers were expected to work on Sundays.

The employers and domestic workers were in agreement (Table 4.11) by indicating that domestic workers work an average of 8.5-9 hours per day. These hours are slightly more than those in the findings of Blaauw & Bothma (2010) which indicated that domestic workers in Langenhovenpark (Bloemfontein) work between 6-7 hours per day.

To conclude, Gorbán and Tizziani (2014) argued that the difficult working conditions, low salaries, and lack of legal protection reported by domestic workers reflected the profound disparities between their social and economic position and that of their employers. However, although domestic workers are vulnerable to economic exploitation (longer working hours) because they work in private households (Mangqalaza, 2012), it does not seem to be a general problem.

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### **5.3.3. Hours responsible for childcare**

According to Laughlin (2010, in Herbst, 2012:2) the typical child spends 32 hours per week in non-parental childcare arrangements. Table 4.12 indicates that most children in this study spent between 35 – 47 hours per week in the care of domestic workers which is slightly more than the number of hours that Laughlin (2010) indicated.

## **5.4. Childcare performed by domestic workers**

### **5.4.1. Children cared for by domestic workers**

According to the National Center for Education Statistics in America, 60% of children between the ages of one and five are in arranged weekly childcare with someone who is not the parent of the child (Mulligan *et al.*, 2005). These statistics were confirmed by Matangi *et al.* (2013), that stipulated that 60% of children (between birth and five years) in most countries spend time in some form of non-parental childcare. By their first birthday, 80 percent of children in the United States of America participate in regular non-parental childcare arrangements.

The situation in South Africa is similar. Statistics South Africa indicated that 52,4% of mothers with children between 0-5 years of age are either employed or looking for employment (Statistics South Africa, 2012:41) and would therefore require childcare for their small children. This statement is further supported by the Department of Labour of South Africa; Section 25, of the Basic Conditions of Employment Act stipulates that pregnant workers are entitled to at least 4 consecutive months of maternity leave ([www.labour.gov.za](http://www.labour.gov.za)). This means that in many cases working mothers often return to work when their babies are between 3 – 4 months old and they would require childcare. This statement correlates well with the NICHD Study of Early Childcare (1997, in Herbst 2012:2) which mentioned that the average child starts childcare rapidly after birth at approximately three months old. The results in Table 4.13 showed that this study agrees with the statistics above, since the minimum age of the children in full time care with the domestic worker was 5 months, the maximum age 54 months and the median age 18.5 months.

There are not many childcare-providers that look after children within such a big age bracket which make domestic workers an appealing choice for childcare, especially since they do not just look after the child, but also perform other domestic duties.



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Employers often prefer domestic workers to look after their children because they can look after more than one child without any extra expenses, as would be the case with school fees. Another advantage is that children of all ages can be looked after by the domestic worker (Hein & Cassirer, 2012).

In this study, evidence was found in agreement with the mentioned literature. As illustrated (Table 4.14) domestic workers were mostly responsible for the childcare of only one child; however, a smaller percentage were responsible for looking after two of the employers' children. There were cases where the domestic worker was responsible for the care of three of the employers' children (Hein & Cassirer, 2012), even if only for a part of the day. To conclude, the fact that the domestic worker can also look after more than one child (of different ages) makes domestic workers as childcare-providers a more affordable option for the employer.

#### **5.4.2. The expectations of employers regarding childcare vs. childcare duties performed by domestic workers**

Research indicates that employers expect domestic workers to perform a variety of tasks (Kola *et al.*, 2001; Matjeke, 2006). Table 4.15 illustrated expectations of employers with regards to childcare duties compared to the awareness of domestic workers regarding these expectations. It appears that employers made their expectations clear to the domestic worker since the majority of employers indicated that domestic workers were clearly aware of the expectations regarding childcare duties and roughly the same number of domestic workers agreed to this. Many employers and domestic workers indicated that they have frequent, often daily, discussions to ensure that domestic workers are clear about expectations (See Table 4.15). The fact that some parents provided the domestic worker with a clear-cut routine for the baby also assisted in their understanding. Since parents are typically very protective over their children, it makes sense that they would ensure that domestic workers understood exactly what was expected of them.

There was, however, a small percentage of domestic workers that stated that they were unclear about the employers' expectations regarding childcare; yet, none of the employers agreed with the statement. More than half of these domestic workers indicated that they generally do what they think they should be doing with regards to



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childcare. Some stated that the employers occasionally inform them about their expectations, but that they typically do what they think they should be doing. It is not clear what causes this gap in communication, but possible influences could be language barriers, poor communication and unequal levels of social-economic circumstances and education.

### **5.4.3. Childcare duties**

The five most important duties performed by domestic duties were listed by CASE as: cooking, washing, ironing, childcare and household management (Kola *et al.*, 2001:25). As stated in the literature review, research completed in Langenhovenpark (Bloemfontein) in 2001 and 2006 agrees with CASE; since it was recorded that cleaning, washing, ironing, cooking and care for children or elderly people were common duties performed by domestic workers (Matjeke, 2006). It is interesting to note that in 2001, 29% of domestic workers in South Africa took care of their employers' children; this formed part of their daily duties regardless of their education or level of training (Kola *et al.*, 2001). Unfortunately, statistics that are more recent could not be found.

Table 4.16 illustrated the childcare duties that employers expect domestic workers to complete versus the childcare duties that the domestic workers are currently completing. All employers expected domestic workers to feed the child in their care and all the domestic workers complied, yet half of employers expected domestic workers to cook food for the child or prepare a bottle while only 40% of domestic workers fulfilled the expectations. However, parents and domestic workers were in agreement in almost all other childcare duties such as changing diapers, bathing, putting the child down for a nap, ensuring the safety of the child and playing. Although none of the employers indicated that they expected any childcare duties not stipulated to be performed by the domestic workers, a small percentage of domestic workers indicated that they were completing other childcare duties. This included taking regular walks with the baby in the stroller as well giving medication to the child if parents requested it. It is possible that when completing the form parents did not think carefully about other duties, which are required.

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To summarize, it is thought-provoking that the researcher is in agreement with Kola *et al.* (2001) in stating that employers trusted domestic workers to take care of their children, as part of their daily duties regardless of their education or level of training.

#### **5.4.4. Expectations and compliance of play and stimulation**

“Play” (Goldstein, 2012:11) is essential for the growing child as this is the way in which they learn nearly everything, and “play” is responsible for building a solid learning foundation. A method known as ‘*scaffolding*’ refers to future levels of learning being built on existing ones (Goldstein, 2012:11). This means that “play” is very important for the growing child to enhance learning performances. “Play” allows children to produce a world, which they can master as it contributes to the emotional, social and cognitive development of the child (Goldstein, 2012).

As illustrated in the literature review many modern mothers are entering the labour market (Statistics South Africa, 2012:41). Therefore, with the often competing, priorities of home, work and family, mothers might also struggle to find time to stimulate their children by playing with them. Domestic workers become the cornerstone of the solution to the problem and must stand in for many of the responsibilities that typically belonged to mothers, including “playtime” with the child or children in their care.

It is noteworthy that although more than half of employers (Table 4.17) indicated that they provide domestic workers with specific instructions regarding what to play with the child, only a small percentage of them agreed. The researcher could not find enough evidence to support or oppose either group but could only draw the conclusion that if or when instructions were given, they were not clearly understood or irregular. Only one domestic worker reported that the employer provided her with different toys each week on a rotation basis which made play time slightly structured; however, she was free to choose how to apply these toys during the specific week. Generally, the domestic workers indicated that they mostly chose what and when to play. They also noted that when infants grow into toddlers or preschoolers they are mostly guided by what the children would like to play.

In conclusion, it is significant to take note that although discrepancies were found in the comparison between the answers of employers and domestic workers, almost all

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domestic workers made time in between their domestic duties to play with the children in their care.

#### **5.4.5. Employer`s expectations regarding time spent on active play versus the time spent by domestic worker on active stimulation**

Through decades of research it has been proven that “play” is an imperative conciliator in the social, physical, cognitive and language development of young children (Trawick-Smith *et al.*, 2010). Casby (2003) found evidence to prove how important play is during the early childhood years; therefore, teachers, childcare-providers and parents should wisely observe the types of play that children participate in at different ages to adjust activities towards meeting the developmental requirements of the child.

The State of North Carolina Department of Health and Human Services (SNCDHHS) indicated that all children between the ages of 0 – 6 years should participate in daily outdoor play on at least 2 – 3 occasions. They further explained that children in this age category should participate in two or more activities or games led by adults to get the child active and that children require plenty of opportunities to be active and practise gross motor skills (<http://www.nutritionnc.com>). Therefore, it is important for domestic workers to sometimes take the lead during “playtime”, yet many of them indicated that they are usually led by what the child wants to play.

The SNCDHHS provided the following guidelines regarding playtime from birth to six years. Infants (birth – 1 year) should be exposed to outdoor “play” which could include a ride in their stroller however, opportunities to experience gross motor play should also be provided. Interestingly some domestic workers indicated that they often took the children in their care for walks in the stroller as instructed by the employer. However, some employers may not feel comfortable having the domestic worker leave the perceived safety of the yard.

Furthermore, newborns should start with a minimum of 3 – 5 minutes of tummy time when awake and this amount needs to be increased as the infant grows. Toddlers and preschoolers need at least 60 – 90 minutes of outdoor play every day (<http://www.nutritionnc.com>). The provided guidelines correlate well with the expectations of employers, which was between 1 – 2 hours (60-120 minutes), however

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only about half of domestic workers were complying with these expectations (Table 4.18). Several domestic workers (30%) spent less than the prescribed 60 minutes on active stimulation through play. Only a few domestic workers (10%) indicated that they spent more than the prescribed time on play. The times indicated might not be the actual time spent on play, since domestic workers had to give a verbal indication and were not physically observed “playing” with the child or children in their care.

In conclusion, Palethorpe (2014) stated that it is vital for young children to have ample opportunity to be involved in quality play, not only outdoors, but also indoors. Therefore, it is very important that employers discuss their expectations with domestic workers and that domestic workers should in return discuss the availability of time to spend on active stimulation and play. This study found that more than half of domestic workers were not complying with the expectations of employers regarding “play” and only 13% of the domestic workers spent more than the prescribed time on “play”, which is concerning.

### **5.5. Future training**

Most domestic workers have little or no training in child-rearing and yet they have a major impact on the children`s early development and learning (Matangi *et al.*, 2013). Furthermore, domestic workers spend a lot of time (Table 4.12) with the children in their care and therefore play a significant role in the daily stimulation of the child.

As mentioned previously; since twenty-nine percent (29%) of domestic workers in South Africa took care of their employers` children in 2001 as part of their daily duties regardless of their education or level of training (Kola *et al.*, 2001), the training and education of domestic workers providing childcare has become very important. However, the education and training of domestic workers in South Africa varies considerably. According to the California Department of Education (2010) every person that interacts with a young child is a teacher to a certain extent. For a domestic worker to take advantage of teachable moments she needs to know how children grow and learn.

As per CASE (Kola *et al.*, 2001) only 45% of domestic workers in South Africa have some level of secondary education and only 6% have passed Grade 12; furthermore

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25% of domestic workers have no formal education beyond Grade 4. It is however important to note that it was also pointed out by CASE that 56% of domestic workers indicated that they would like to receive training in child-caring skills (Kola *et al*, 2001). The researcher agrees with Kola (2001), as the lowest Grade passed by domestic workers in the study was Grade 5 with the highest being Grade 12 and the median Grade 10. However, on a positive side, results (Table 4.19) indicated that most employers would like their domestic worker to receive further training in childcare and an almost equal number of domestic workers agreed by indicating that they would like to attend further training in terms of childcare. The domestic workers that did not want to receive further training had valid reasons for their answer for example that they were already too old and are retiring soon. Interestingly, domestic workers mostly wanted to be trained in general childcare and first aid, while employers were mostly concerned with domestic workers being trained in appropriate stimulation and play. However, employers also considered training in first aid important. Only one domestic worker indicated that she manages on her own and would not consider training. Another domestic worker was not sure whether she wanted to attend and pointed out that she already knows a lot about caring for children.

In conclusion, since many domestic workers are responsible for childcare and employers and domestic workers are positive towards training, it shows that there is a need and demand for the further training and education of domestic workers in South Africa.

## **5.6. Domestic duties**

### **5.6.1. Clarity of the expectations of employers regarding domestic duties**

Since domestic workers and employers identified cooking, washing, ironing, childcare and household management as the five most significant duties performed by domestic workers (Kola *et al.*, 2001) these were listed amongst the possible duties that employers expected domestic workers to perform.

It was interesting to find (Table 4.20) that nearly all employers indicated that domestic workers were clear about their expectations regarding domestic duties while just over half of domestic workers agreed. It appears that although employers clearly conveyed their expectations regarding childcare duties there were some misconceptions

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regarding domestic duties. This might be caused by employers viewing childcare as more important and therefore less attention is paid to instructions regarding domestic duties. Employers may also feel that most domestic workers are experienced in the field of domestic work and they do not need to express their expectations so clearly.

### **5.6.2. Domestic duties expected by employers versus the domestic duties completed by the domestic workers**

Existing research indicate that domestic workers perform a variety of tasks in the home of their employer (Kola *et al.*, 2001). In a similar study, Matjeke (2006) agrees also reported that cleaning, washing, ironing, cooking and care for children or elderly people were common duties performed by domestic workers.

Employers were asked to indicate (Table 4.21) which domestic duties they expect domestic workers to complete and in turn domestic workers were asked which domestic duties they were currently completing. Although domestic workers indicated that they were not always clearly aware of what was expected of them regarding domestic duties, they were meeting the employer's expectations in most domestic duties.

### **5.7. The opinion of domestic workers about whether they have enough time to complete domestic duties**

It was remarkable that even though domestic workers are expected to complete domestic duties and provide childcare, they were all positive about their jobs and genuinely grateful that they were employed. Not one complained about long working hours, salaries, heavy housework or busy schedules, in fact there were no complaints at all.

Half of domestic workers proudly indicated (Table 4.22) that they easily complete all required domestic duties. Nearly all the remaining workers stated that they sometimes find it difficult to complete all required domestic duties, mostly on days when the infant or toddler was ill, bothered or just having a difficult day. An insignificant number mentioned that it was often difficult to complete domestic duties mainly due to the domestic worker being responsible for more than one child. Interestingly, most domestic workers also mentioned that if they were not able to complete some domestic

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duties the employer would understand, since they were told by the employer that caring for the child was their main responsibility. This indicates a mutual understanding that childcare is the main priority of the participating domestic workers.

Table 4.23 showed that most employers also felt that domestic workers had enough time to complete all domestic duties in between childcare. However, some employers were not sure whether domestic workers had enough time to complete domestic duties as they had not really discussed this matter with the domestic worker.

### **5.8. Satisfaction of employers**

One third of employers (Table 4.24) are not currently satisfied with the overall performance of the domestic worker they employ. However, nearly two thirds of employers were satisfied with the current performance of the domestic worker they employed. Those that were not entirely satisfied with their current domestic worker mostly wanted them to be more involved with the stimulation of the children in their care. This correlates with the employers' answers regarding further training where most of them indicated that they would like the domestic workers to be trained further in stimulation and play.

### **5.9. Motor development**

Through growth, children develop strength and motor skills. This allows them to become more capable at using gross – and fine motor skills which allows them to more actively participate physically in the environment around them (Palethorpe, 2014; Venetsanou *et al.*, 2015). Evidence has been found that that gross motor development during early childhood predict cognitive achievement later in life, therefore it is important that childcare-providers provide experiences where specific motor skills can be acquired (Trawick-Smith *et al.*, 2010). Therefore, domestic workers as childcare-providers are also responsible to provide experiences where children can acquire specific motor skills.

Jones *et al.* (2011) stated that the development of the child is a course of changes where the child learns to master more complex levels of physical activity, feeling, thinking, communicating and interactions with objects and people. These changes are



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often referred to as physical, cognitive, emotional and social development. However, Trawick-Smith *et al.* (2010) highlight the importance to providing developmentally suitable equipment and space for children to be successful in their physical activities.

To conclude most homes that the researcher visited had an abundance of toys, space for physical activities and other developmentally suitable equipment available that is required for the general stimulation of the child. In limited cases, specific toys (e.g. toys for lacing), equipment or surface area e.g. stairs were not available for the domestic worker to use for very specific areas of stimulation.

### **5.9.1. Motor development: 1 – 3 Months**

It is important to note, that 'babies' proficiency progress from cephalic to caudal; from proximal to distal; and from generalised, stimulus-based reflexes to specific, goal-orientated reactions that becomes more precise with time. Gerber *et al.* (2010:267) explain that this sequence of development is referred to as “*developmental milestones*”, which provide an outline to monitor a child over time. The State of North Carolina Department of Health and Human Services states that it is important for infants to get time for outdoor “play”. When the newborn infant is awake, he or she should spend time on their tummy for at least 3 – 5 minutes at a time. This time needs to be increased as the infant grows (<http://www.nutritionnc.com>).

The participating domestic worker was not spending a lot of individual time with the infant in this category (Table 4.25), due to the mother still being on maternity leave. Therefore, the domestic worker did not play a role in the motor development at the time of the study.

### **5.9.2. Motor development: 4 – 7 Months**

#### **Gross motor skills:**

**Locomotion:** According to Gerber *et al.* (2010) the method of care given to a child, is one of the extrinsic factors that influence the development of the child. Heineman (2010) stated that remarkable development of motor skills takes place within the first two years of a child's life with regards to reaching, grasping, sitting, crawling, standing and walking. However, according to the Neuronal Group Selection Theory (NGST) on motor development not only genetic, inborn factors play a role, but also environmental



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effects. Hardy *et al.* (2010 in Pienaar & Kemp, 2014:169) stated that the early childhood years are regarded as the “**golden years for motor development**”, therefore it is important that children are given sufficient opportunities to practise and improve their motor skills during this time.

Researchers have found that infants that spend adequate time on their tummies (in the prone position) show advanced motor abilities (Trawick-Smith *et al.*, 2010). These advancements were typically related to milestones in the prone-position such as creeping, crawling or rolling as well as sitting (Trawick-Smith *et al.*, 2010). Although placing infants in the prone position is so important only a few domestic workers (Table 4.26) were practicing this. They mostly indicated that they avoided placing infants in this position as it appeared as if the infants did not enjoy it, however, they indicated that infants often enjoyed “free” playtime on their backs. The researcher also became aware that most infants were not often encouraged to roll over.

Childcare-providers, such as domestic workers, should expose infants to highly engaging floor spaces, especially during the first 12 months (Trawick-Smith *et al.*, 2010). This will keep infants more engaged and possibly allow more “tummy-time”.

Although it was not a direct question in the questionnaire it was mentioned by more than one domestic worker that they occasionally tied the infant to their body while completing domestic duties as it kept the infant content and freed up their hands to carry on with other tasks. In doing this the infant is restricted from “free” movements which are required for improved motor skills. However, this was not done for extended periods of time and mostly only when the infant was fussy, and the domestic worker felt the need to complete specific domestic duties.

In general, domestic workers were making a positive contribution towards the locomotion component of infants between 4-7 months.

**Stationary:** Sitting, first supported followed by unsupported is an important milestone for infants to reach; the researcher was pleased to find that infants were provided with the opportunity to practice this skill. According to Palethorpe (2014) it is important for babies to learn head alignment to care for the brain which is the most vital organ;

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however, it was found that domestic workers never purposefully practiced head alignment with the infants in their care (Table 4.26). This finding indicates that training for domestic workers as childcare-providers is important.

To conclude domestic workers typically played a positive role in the stimulation of stationary skills as well. This means that domestic workers participating in this study influenced the gross motor development of infants between 4-7 months positively.

**Fine motor skills:**

**Visual motor:** Most infants get to spend some time on their backs under a “mobile” (Table 4.26); however, there were some that never spent “free” time on their backs. It appeared as if domestic workers preferred placing infants in a seated position since most of them were often given time to sit with support and encouraged to transfer objects from one hand to the other. Most infants were also often or at least seldom allowed to bang with a cup on a table or the floor. The researcher found that domestic workers managed satisfactorily with regards to the visual motor stimulation of infants between 4 – 7 months.

**Grasping:** “Rattles” were available in all homes and all infants were encouraged by domestic workers to play with them (Table 4.26). Fine motor skills and hand-eye coordination are developed by physical abilities such as grasping, throwing, opening and closing hands and catching (Brotherson, 2006). Although picking up small objects with the forefinger and thumb is an important skill to learn, most domestic workers did not encourage infants to practise it because they were scared that the infant would swallow it and choke.

In general, domestic workers were often practicing fine motor skills that were specifically important for this age group. Therefore, domestic workers were, sometimes unintentionally, assisting the infant with fine motor development.

In conclusion domestic workers play a constructive role in the fine and gross motor development of infants between 4-7 months.

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### 5.9.3. Motor development: 8 – 12 Months

#### **Gross motor skills:**

**Locomotion:** Crawling is the infant's first experience of locomotion (moving forward) and while they move forward they also become aware of the left and right sides of the body. Crossing the midline means to cross the line between the left and the right side of the body and the brain which the infant does automatically while crawling. Crossing the midline is a vital part of the infant's development since it plays a role in writing and reading skills when they start their formal school career (De Jager, 2012). De Jager (2012) also mentions that creeping or crawling also activates both hemispheres and all four lobes of the brain in a balanced way since both ears, both eyes, both hands, both feet and core muscles on each side of the body are all equally involved. Using the brain in this way is a significant milestone in terms of brain development. Since De Jager (2012) highlighted the importance of crawling the researcher was pleased to find (Table 4.27) that most infants were often given time and space to crawl or creep around. Domestic workers mostly allowed the infants to crawl or creep around them while they were busy with domestic duties. According to De Jager (2012) not reaching this milestone may not automatically cause problems later in the child's life, however she explains that reaching every milestone is important since it is also a brain development milestone. De Jager (2012) furthermore encourages parents to assist infants in reaching this milestone by not using walking rings or other supporting equipment to allow infants enough time on their tummies and back in aid of natural sequential development. It was noted by the researcher that some domestic workers (with consent of parents) were using walking rings.

Tactile (touch) stimulation is practiced while the infant crawls over different surfaces such as carpets, tiles, grass and sand. The stimulation of the tactile senses enables the body to map awareness of the position of the body parts in space without looking at it which is an important skill for coordination that will take place later (De Jager, 2012). However, it was not indicated whether infants were crawling over a variety of surfaces to practice tactile stimulation.

Pulling up onto furniture in a standing position is an important skill to learn when the infant is starting to walk. With regards to pulling themselves up onto furniture to

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practise standing, most infants (Table 4.27) were often or least seldom encouraged or allowed to do this.

**Stationary:** Most infants (Table 4.27) were often encouraged to sit with (or without) support and play with toys, however infants were not really encouraged by domestic workers to specifically change position from lying down, to sitting, to standing.

In conclusion, domestic workers generally play a positive role in the gross motor development of infants between 8-12 months old

**Fine motor skills:**

**Visual motor:** Table 4.27 explains that domestic workers often encouraged infants to clap their hands, but in general did not encourage them to attempt taking off their socks, nor encourage the passing of objects. In conclusion, domestic workers typically seldom spent time on the specific visual motor skills in infants between 8-12 months.

**Grasping:** Domestic workers did not often or even seldom (Table 4.27) spend time on practising grasping skills with infants, they were also mostly frightened that infants would pick up small objects and choke on or swallow it. They act in, what they believe, is in the best interest of the child. Brotherson (2006) explained that grasping is one of the important physical abilities to develop fine motor skills. To conclude, domestic workers are not effectively stimulating the fine motor development of infants between 8-12 months.

In conclusion, it can be reasoned, that domestic workers play a constructive role in the gross motor development of infants between 8-12 months but require further training and guidance to contribute more positively towards the fine motor development of this age group.

**5.9.4. Motor development: 13 – 24 Months**

**Motor development:**

**Gross motor skills:**

**Locomotion:** In toddlers, locomotion in motor development is mainly characterised by the onset of walking, followed by running, jumping and hopping (Pigou, 2013). Most

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domestic workers (Table 4.28) often or least seldom practised most of the locomotion skills required to improve gross motor development in this age category. With regards to climbing on and off furniture unsupported, most allowed toddlers to do this, however there were some that felt it was unsafe and never allowed it. According to Palethorpe (2014) it is important to allow children to practice ‘considered risks’ to permit learning and development to happen. This concept, therefore, needs to be discussed with domestic workers for them to understand importance of the exploration of ‘considered risks’.

**Object manipulation:** Toddlers often (Table 4.28) kicked balls, however it was found that less time is spent on throwing balls, especially in the underhand position.

In conclusion, domestic workers adequately stimulated the locomotion component of gross motor development, but there is a gap in the stimulation of object manipulation skills. However, in consideration of the entirety of the gross motor development of toddlers between 13-24, domestic workers contribute positively.

**Fine motor skills:**

**Visual motor:** In the toddler period building blocks, writing and drawing are signs of fine motor development (Pigou, 2013). The only visual motor activity that was sufficiently addressed was paging pages of a book (Table 4.28), domestic workers “read” books with toddlers between 1 – 5 times per week allowing them to page the pages themselves. It appears that in general domestic workers are not spending adequate time on visual motor activities of toddlers between 13 – 24 months. With regards to scribbling or drawing lines some domestic workers indicated that they hid all crayons or writing materials because the toddlers have written on the walls before, however there were some toddlers that had a small blackboard and unlimited time to practice drawing.

To conclude, domestic workers generally played a positive role in the gross motor development of toddlers between 13-24 months, yet they require some guidance regarding object manipulation skills, especially with regards to assisting toddlers with throwing balls underhand and overhand. In contrast, domestic workers did not spend enough time on the stimulation of fine motor skills, especially visual motor skills. As

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mentioned previously domestic workers are often led by what toddlers want to play instead of what they “need” to play to improve specific motor skills.

### **5.9.5. Motor development: 25 - 36 Months**

#### **Gross motor skills:**

**Locomotion:** Berk (2012) explained that at the age of 24 months preschoolers’ locomotion becomes smooth and rhythmic and they usually feel safe enough for both feet to leave the ground, first by running followed by jumping. Running is therefore part of the natural development of the preschooler and they would not need a lot of encouragement to practise this skill.

Apart from allowing the toddler to run around, it is interesting to note that in this age category locomotion skills are not adequately addressed for the first time (Table 4.29). Jumping (forward) was only practiced on the trampoline and none of the toddlers were practising walking on tiptoes. Most of the toddlers were however not old enough to ride a bicycle with pedals yet.

It appears that toddlers mostly decide which locomotion activities they want to “practice” with the domestic worker just providing supervision. There is no structured plan to practice specific skills, which seemingly in earlier age groups (0-24 months) was not necessary to meet the required activities that needed practice.

**Object manipulation:** It appears that when toddlers reach this age they are less interested in playing with balls than in the earlier months or they are not encouraged to play with balls as much as in previous age categories (Table 4.29). Similarly, to earlier age categories toddlers mostly threw balls overhand while the majority never threw balls underhand. Half of toddlers did not practice kicking a ball. These results indicate that toddlers need encouragement to perform specific object manipulation skills, but it is understood domestic workers mostly act in a supervisory role and allow toddlers to play what they enjoy most.

In conclusion, domestic workers do not sufficiently stimulate the gross motor development of toddlers aged 13-24 months.

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**Fine motor skills:**

**Visual motor:** As in the previous age category toddlers were spending sufficient time paging through books (Table 4.29). Domestic workers indicated that this was a preferred activity to do before toddlers took a nap. Most domestic workers hid away scissors because they were frightened that the toddlers would cut things that they were not supposed to, therefore almost none of the toddlers practiced this skill. Equally lacing beads was mostly not practiced by toddlers either, yet only one domestic worker indicated that beads were not available which meant that practicing the skill was not possible. It appears that visual motor skills are not adequately addressed by domestic workers in toddlers between 25-36 months.

In conclusion, it is perceived that when toddlers are older than two years they require a more structured plan to efficiently stimulate the fine and gross motor development. It appears that domestic workers are currently acting in a more supervisory role allowing toddlers to do activities which they prefer or choose instead of encouraging them to do specific activities.

**5.9.6. Motor development: 3 – 4 years****Gross motor skills:**

**Locomotion:** As in the previous age category most preschoolers were spending sufficient time running around and by this age most were also spending time riding bicycles (Table 4.30). However, toddlers were seldom or never jumping on one leg or jumping from low objects with two feet and none practiced walking on a line. Typically, preschoolers were not spending enough time on specific locomotion activities to improve gross motor skills while in the care of domestic workers.

**Stationary:** Since standing on tiptoes or on one leg is not typically a “game” or activity that preschoolers just practice by themselves, but rather skills that requires practice. None of the preschoolers (Table 4.30) were encouraged to practice it while in the care of the domestic worker which means that stationary skills (balance) were not sufficiently addressed.

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**Object manipulation:** Most object manipulation skills were at least seldom (sometimes often) practiced by toddlers (Table 4.30), the only skill that was typically never practiced was throwing a ball at a target, once again this skill needs some encouragement and guidance from an adult and toddlers will generally not practice this skill, without being introduced to it by an adult. Although most skills were not “never” practiced, once or twice a week might not be sufficient practice for a skill to improve.

Table 4.30 clearly indicates that the gross motor development of the preschool child aged between 3-4 years is not sufficiently stimulated while in the care of domestic workers. Domestic workers as childcare-providers would need clear guidance and practical examples of specific skills that they should assist children in this age category with.

**Fine motor skills:** It was interesting to note that only one domestic worker (Table 4.30) indicated that an appropriate scissor was not available for the preschooler to cut with, yet most preschoolers were never practicing cutting let alone cutting paper on a straight line. This is an important skill for preschoolers to master. It was indicated that most preschoolers were often or at least seldom practicing drawing a basic person, but fewer were practicing basic shapes like squares and circles. There was also not adequate practice of lacing beads or shapes with many toddlers not practicing this skill at all. It is well known that fine motor skills (especially cutting, drawing and lacing) are important skills that preschoolers should master before starting their school career.

**Grasping:** Most preschoolers (Table 4.30) often practiced buttoning and unbuttoning buttons. This skill was mostly practiced while the preschooler was dressing or undressing. It was interesting to note that none of the domestic workers encouraged the preschoolers to hold their pencils/crayons in the correct pencil grip. Palethorpe (2014) stated that it is important to demonstrate the correct pencil grip to children so that they can hold their pencils comfortably. She also mentioned that since we are living in a time of technology where the index finger is mostly used for swiping and people are more often typing than writing, teaching the ‘correct’ pencil grip is not always receiving the attention it once did. It cannot be taken for granted that domestic workers are aware of the correct pencil grip due to their varied levels of education (as



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previously explained). In general, fine motor skills were not adequately addressed in preschoolers while in the care of domestic workers.

In conclusion, it was found that domestic workers do not play a supportive role in the motor development of preschoolers aged 3-4 years.

#### **5.10. Value of the research**

This study revealed valuable information regarding the duties of domestic workers that also provide childcare, especially regarding their contribution to the motor development of the child or children in their care. It also provided clarity about the expectations of parents for their domestic worker providing childcare, as well as whether the domestic workers were aware of these expectations and able to meet them. It may play a vital role in future research regarding the development and implementation of a training programme for domestic workers where they could learn to spend their time wisely and stimulate the children in their care effectively. This study could also assist parents in deciding whether a domestic worker as childcare-provider is suitable for their family's circumstances. Future research could possibly lead to more job opportunities and perhaps better salaries for domestic workers. It could also assist to improve the motor development of the children in their care.

#### **5.11. Conclusion**

Trawick-Smith (2014) suggested that "The foundation for a healthy, active life begins at birth (and likely before)" yet he continued by stating that "normal" physical development is not guaranteed, since play and motor coordination do not simply manifest in all children as part of maturation. Not only the environment, but also the people therein play a determining factor in whether children will gain important motor skills and sustain their physical health (Trawick-Smith, 2014). Therefore, domestic workers as childcare-providers play a significant role in the acquisition of motor skills in the children the look after.

Trawick-Smith (2014) also highlighted the fact that adults (caregivers, parents and teachers) can supplement "play" to enhance the effect thereof on the physical development of the child. He explained that one of the most effective ways to motivate

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the learning and practice of basic motor behaviour is through the child modelling the motor behaviour of reassuring and helpful adults.

Morrissey (2008) stated that although home-based childcare offers children a safe and unrestricted environment, the childcare-providers have a habit of taking on more managerial and supervisory functions instead of teaching roles. The findings in this study support Morrissey's statement as it was noticed that domestic workers were often only observers or acting as supervisors. However, Hohmann and Weikart (1995) stated that adults need to be conscious participant-observers which means that domestic workers should actively and consciously strive to improve motor skills by offering children support and sometimes challenges. Jean Piaget (1976) stated that adults should never stop finding new ways to stimulate childrens' activity and that they should always be prepared to change their approach as children raise questions or imagine innovative solutions (in Hohmann & Weikart, 1995:23). This means that domestic workers should play a more leading role in the stimulation of motor development and not only act as observers as was currently found.

In conclusion, it was discovered that domestic workers contribute positively towards the complete motor development of infants between 0-12 months. From 13-24 months gross motor skills were also sufficiently addressed, but with regards to fine motor skills, toddlers were not practicing the specific skills satisfactorily, yet in general their role in the general motor development of the toddler can still be viewed as supportive. On or after 25 months it was indicated that more structured, intentional and directed play was required to sufficiently address the complete motor development of the toddler or preschooler as both gross and fine motor skills were not sufficiently addressed while the child was in the care of the domestic worker. Therefore, the domestic worker did not play a supportive role in the motor development of toddlers and preschoolers older than two years.

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## CHAPTER 6

### PERSONAL REFLECTION, SUMMARY AND RECOMMENDATIONS

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#### **6.1. Personal motivation and reflection**

Being a working mother with two children; our, very capable and loving, domestic worker, Sellinah, helped to act as childcare-provider while my husband and I were at work. I saw the love, patience and compassion that Sellinah showered upon our children; but I soon realised that we came from completely diverse backgrounds and that I expected her to just fall into our “reality” and carry out all my expectation although her point of reference was worlds apart from my own. I became conscious that my children were often spending more time with Sellinah than with either parent and that pressed me to become more aware of her role not only as childcare-provider, but as “teacher”. Therefore, after the birth of my second child I compiled my own “Nanny” course using my Kinderkinetics training and personal experience and although I taught domestic workers what I thought they “should” know to provide “stimulating” childcare, I was still not sure what they knew already. Since “assumptions” did not rely on any proven facts, I wanted to investigate and learn more about the roles that domestic workers played currently. I believed that training domestic workers as childcare-providers would not only benefit them in terms of possibly better salaries or more job opportunities; but also benefit the development of the child in their care.

I was welcomed into many homes, met wonderful domestic workers and spent a lot of time talking to them. It humbled me to hear their stories of how they got up early every morning, sometimes even before 4:00am to travel on overcrowded buses to the home of their employer which stood in dark contrast of their own. I enjoyed seeing the smiles on their faces as they explained how much love they had for the children they looked after and how grateful they were towards their employer for being very kind-hearted towards them. In many cases they described themselves as part of the family and could not see themselves doing any other job. They sometimes made me feel guilty because not one of them complained or grumbled about their travel expenses, working hours or salaries. They were just genuinely grateful to have a job and loved the children they looked after above everything.

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When starting this project, I thought I would be busy for a maximum of two years, but being a full-time teacher, wife and mother of two small children posed many challenges. I often felt discouraged, tired and overwhelmed and on many occasions, I just wanted to quit. Fortunately, with the support of my Heavenly Father, my study leaders and family, I was able to carry on and complete the project. I learnt many lessons and have grown tremendously as a person. The biggest thereof being, never give up and follow your dreams, but also make time to enjoy life's journey with people you love. I will continue this path and use the information from this study to compile a comprehensive childcare-provider course designed especially for domestic workers as I cannot imagine my life without Sellinah, she has become part of the family and I am forever in her debt.

## **6.2. Summary of findings**

The main goal of this study was to describe the role that domestic workers play in the motor development of preschool children in the middle-class, urban areas of Bloemfontein.

In all cases the domestic workers were not only responsible for domestic duties, but also for caring for the employer's child or children. The most important goal for all parents and childcare-providers was caring for the child. Children need to feel secure, safe, healthy and happy always, to grow optimally. For successful learning and development to take place, children require consistent positive stimulation (Tadesse, 2016). Tadesse (2016) found that all participating domestic workers understood from parents' expectations that caring for the child was their first, and most important, responsibility. The researcher was led to believe that all children being cared for by the domestic workers (in this study) were happy and felt safe in the care of the domestic workers; however, there were some gaps identified in the consistent positive stimulation required from childcare providers. Yet, this is understandable as domestic workers were also responsible for domestic duties and often (as explained in literature review) were not well trained or educated.

Some childcare-providers are under the impression that they are only responsible to meet the basic needs of the children in their care and keep them safe (Tadesse, 2016) and this was also found to be somewhat true with regards to domestic workers that

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mostly act in a supervisory capacity. It was understood by the researcher that the domestic workers could ensure the safety and meet the basic needs of the children in their care since they met parents' expectations regarding childcare and most domestic workers were mothers themselves.

The study objectives and outcomes are summarised as follows:

❖ **To describe the role that domestic workers, play in the stimulation of motor development of preschool children in Bloemfontein.**

- Domestic workers contribute positively towards the complete motor development of infants between 0-12 months.
- In toddlers between 13-24 months gross motor skills were also sufficiently practiced, but fine motor skills lacked complete stimulation.
- Domestic workers did not play a supportive role in the motor development of toddlers and preschoolers older than two years which indicated that more structured, intentional and directed play was required to sufficiently address the complete motor development of the toddler or preschooler.

❖ **To ascertain the contractual agreement between employer and employee, and whether domestic workers are aware of the expectations of their employers regarding domestic duties and childcare duties.**

- It was found that almost half of the participants did not have a contractual agreement between the employer and domestic worker, however there was a slight difference in the responses between domestic workers and employers.
- Fifty percent (50%) of the domestic workers with contracts indicated that they received a copy of the contract while 81% of employers stated that they provided the domestic workers with a copy of the contract.

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❖ **To describe the expectations of employers with regards to the childcare duties of the domestic worker and compare it to childcare duties that are being performed.**

- It is interesting to note that parents and domestic workers agreed in almost all childcare duties expected, and those domestic workers completed.
- The most important childcare duties expected and completed were:
  - Feeding the child
  - Cooking (for the child) / prepare a bottle
  - Changing diapers
  - Putting child down for a nap
  - Ensuring the safety of the child
  - Playing with the child

❖ **To determine which domestic duties the employer expects the domestic worker to complete in and around the house and compare it to the domestic duties which are being completed by the domestic worker.**

- Domestic workers indicated that they were not always clearly aware of what was expected of them regarding domestic duties, yet they were meeting almost all the employer's expectations with regards to domestic duties.
- The most important domestic duties expected by employers and performed by domestic workers were:
  - Cooking for the child
  - Cooking for the family
  - All general cleaning duties
  - Organising (Includes packing away things that are lying around)
  - Washing clothes
  - Ironing

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❖ **To describe the expectations of the employer regarding the time available for domestic duties to be performed and the domestic worker's perceived ability to carry out these duties.**

- Half of domestic workers indicated that they had enough time to complete all required domestic duties while performing childcare. Most of the other domestic workers only sometimes found it difficult to complete the required domestic duties while performing childcare; usually when the child in their care was feeling irritable or ill.
- Most of employers indicated, that from their perspective, domestic workers had enough time to complete domestic duties and perform childcare; however, some stated that they were not sure. An insignificant number stated that domestic workers did not have enough time to complete all expected domestic duties while performing childcare.

❖ **To describe the motor components addressed by domestic workers by exposing infants (0-12 months), toddlers (12-36 months) or pre-schoolers (3-4 years) to specific activities either intentionally or unintentionally.**

- This study substantiated previous research when it was noticed that domestic workers were often only observers or acting as supervisors.
- In most cases domestic workers did not actively and consciously strive to improve motor skills by offering children support or challenges. Stimulation was often unintentional.
- The researcher agrees with Trawick-Smith (2014) that not only the environment, but also the people therein play a determining factor in whether children will gain important motor skills and sustain their physical health. Domestic workers as childcare-providers play a significant role in the acquisition of motor skills in the children they look after.

### **6.3. Limitations**

The findings are based on an oral discussion with each domestic worker and therefore all data is based on the answers of the domestic workers and employers, there is no observational proof to oppose or substantiate their answers. Although all participating domestic workers indicated that they clearly understood either English or Afrikaans, it

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is possible that some misunderstandings could have occurred since it is not their home language. The sample is relatively small due to the time constraints and the researcher being the only interviewer.

#### **6.4. Recommendations**

This study substantiated preceding research stating that parents employ domestic workers as childcare-providers regardless of their previous education or training. The following recommendations can assist parents and domestic workers to initiate a good relationship that is beneficial to both parties involved.

Firstly, a basic employment contract stipulating the domestic worker's duties (domestic and childcare) and the employer's responsibilities will start the employer-employee relationship off on the right foot. This contract should however be in laymen's terms or translated into the home language of the employee for clarification. A sample of a basic domestic worker employment contract can be downloaded, free of charge, from [www.labour.gov.za/DOL/documents/forms/basic-conditions-of-employment/sample-domestic-worker-employment-contract](http://www.labour.gov.za/DOL/documents/forms/basic-conditions-of-employment/sample-domestic-worker-employment-contract) . The domestic worker should receive a signed copy of the contract.

Communication is very important to sustain a wholesome relationship between employer and employee. Daily verbal or written instructions and frequent informal discussions will be beneficial to both parties involved. Domestic workers need to be clearly informed of the employers' expectations.

The researcher advises employers to assist domestic workers in setting up a work "timetable" which not only allocates sufficient time for expected domestic duties, but also earmarks time for "active stimulation" of the child or children in her care. It is also the employers' responsibility to assist the domestic workers in establishing a daily routine for childcare which should coordinate with the routine that parents generally follow.

To assist domestic workers with the stimulation of the child's motor development the researcher recommends that parents pack most toys away and take out specific toys each week on a rotational basis for the domestic worker to play with the child to



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address different areas of motor development. In doing this, the domestic worker will not be overwhelmed with many toys, and it will further assist to make play more intentional and children will not become bored with the same old toys.

Finally, valuable knowledge was gained through this study that will play an imperative role in future research regarding the design of a childcare training programme aimed at domestic workers, especially with regards to their role in the motor development of preschool children. The researcher recommends that domestic workers not only attend a basic childcare course, especially if they are not experienced, but also receive training in first-aid.

Domestic workers are perceived as a convenient and affordable option as childcare-providers and with appropriate training they could possibly not only play a more supportive role in the motor development of the children in their care but also possibly be subjected to more job opportunities and improved salaries.

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# ADDENDUMS

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# Does your domestic worker look after your child?

*Is your child between 0-4 years old?*

**You and your domestic worker are invited to participate  
in a research study if:**

- **Your domestic worker takes care of one or more of your children (0 – 4 years) for at least 20 hours per week.**
- **Your domestic worker has worked for you for at least 2 months and is able to communicate in either English or Afrikaans.**

*Research will be conducted by means of questionnaires and  
interviews.*

*All participating domestic workers will receive a free basic  
child care course after completion of the research!*

**If you are interested, please contact: Annemarie du  
Plessis**

**082 567 9146 or**

**[duplessisvlooi@gmail.com](mailto:duplessisvlooi@gmail.com)**

# Kyk jou huishulp bedags na jou kind?

*Is jou kind tussen 0 en 4 jaar oud?*

**Jy en jou huishulp word uitgenooi om deel te neem aan 'n  
navorsingsstudie indien:**

- Jou huishulp na een of meer van jou kinders (0 – 4 jaar) kyk vir ten minste 20 uur per week.
- Jou huishulp minstens 2 maande in jou diens is en in staat is om in Engels of Afrikaans te kommunikeer.

*Navorsing sal deur middel van vraeblyste en onderhoude  
geskied.*

*Alle deelnemende huishulpe sal 'n gratis basiese kindersorg  
kursus ontvang na afloop van die studie.*

**Indien jy belangstel, kontak asseblief: Annemarie du  
Plessis  
082 567 9146 of  
duplessisvlooi@gmail.com**

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## ADDENDUM A3

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Prac.no 088 000 0532851

Sr. A Landman

B.Soc.Sc Reg Midwife

annekesw@yahoo.co.uk

0829410059

Date: 23/03/2017

Wie dit mag aangaan:

Hiermee gee ek Anneke Landman toestemming aan Annemarie du Plessis, 2004022220, om by my privaat praktyk te adverteer vir belangstellendes vir haar navorsingstudie.

Baie dankie

Anneke Landman



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## ADDENDUM A4

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DR G. REYNEKE  
PEDIATRICIAN/KINDERARTS  
PR NO. 3205312  
VAT NO. 4670275256

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To whom it may concern

**Re: Permission to use medical practice to advertise.**

This letter serves to confirm that the practice of Dr G. Reyneke has given permission to A. Du Plessis to advertise in the practice with regards to her studies with the title:  
*The role of domestic workers as child carers in the motor development of preschool children in Bloemfontein, South Africa.*

I trust that you will find this in order.

Kind regards

  
Dr G. Reyneke  
2017-03-27

**CONFIDENTIALITY NOTICE**

The information contained herein is intended for use by the individual to whom it is addressed. It may contain information that is privileged, confidential and exempt from disclosure under applicable law. If you are NOT the intended recipient, you are hereby notified that any distribution, dissemination, copying or any use of this communication in any form is strictly prohibited. If you have received this communication in error, please notify the sender immediately and destroy the original, without retaining any copies.

Stellenbosch  
Stellenbosch Hospital  
Stellenbosch  
Stellenbosch  
Stellenbosch

PHONE: 021 822 6799  
FAX: 021 822 6799  
EMAIL: [info@st Stellenbosch Hospital](mailto:info@st Stellenbosch Hospital)

## ADDENDUM B



HS nr 0006240  
REC Reference nr 230408-011  
IDRG0005187  
FWA00012784

31 May 2017

MS ANNEMARIE DU PLESSIS  
DEPT OF EXERCISE AND SPORT SCIENCES  
FACULTY OF HEALTH SCIENCES  
UFS

Dear Ms Annemarie Du Plessis

HSREC 50/2017 (UFS-HSD2017/0421)  
PRINCIPAL INVESTIGATOR: MS ANNEMARIE DU PLESSIS  
SUPERVISOR: PROF F COETZEE  
PROJECT TITLE: THE ROLE OF DOMESTIC WORKERS, AS CHILD CARERS, IN THE STIMULATION OF MOTOR DEVELOPMENT OF PRE-SCHOOL CHILDREN IN BLOEMFONTEIN, SOUTH AFRICA

1. You are hereby kindly informed that, at the meeting held on 30 May 2017, the Health Sciences Research Ethics Committee (HSREC) approved this protocol after all conditions were met.
2. The Committee must be informed of any serious adverse event and/or termination of the study.
3. Any amendment, extension or other modifications to the protocol must be submitted to the HSREC for approval.
4. A progress report should be submitted within one year of approval and annually for long term studies.
5. A final report should be submitted at the completion of the study.
6. Kindly use the **HSREC NR** as reference in correspondence to the HSREC Secretariat.
7. The HSREC functions in compliance with, but not limited to, the following documents and guidelines: The SA National Health Act, No. 61 of 2003; Ethics in Health Research: Principles, Structures and Processes (2015); SA GCP(2006); Declaration of Helsinki; The Belmont Report; The US Office of Human Research Protections 45 CFR 461 (for non-exempt research with human participants conducted or supported by the US Department of Health and Human Services- (HHS), 21 CFR 30, 21 CFR 56; CDMS; ICH-GCP-E6 Sections 1-4; The International Conference on Harmonization and Technical Requirements for Registration of Pharmaceuticals for Human Use (ICH Tripartite), Guidelines of the SA Medicines Control Council as well as Laws and Regulations with regard to the Control of Medicines, Constitution of the HSREC of the Faculty of Health Sciences.

Yours faithfully

DR SM LE GRANGE  
CHAIR: HEALTH SCIENCES RESEARCH ETHICS COMMITTEE



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## ADDENDUM C1

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Skool vir Aanvullende Gesondheidsberoepse (SAGB)/School for Allied Health Professions (SAHP)  
Posbus/PO Box 339, Bloemfontein 9300, Republiek van Suid-Afrika/Republic of South Africa

### **INFORMATION SHEET FOR DOMESTIC WORKERS:**

#### **The role of domestic workers, as child carers, in the stimulation of motor development of pre-school children in Bloemfontein, South Africa**

As you are employed as a domestic worker that also looks after children you are asked to join in a research study led by Annemarie du Plessis, from the Exercise and Sports Science Department, University of the Free State, as part of a Master's Degree.

#### **1. WHY IS THIS STUDY BEING DONE?**

The goal of this study is to describe what role domestic workers play in the stimulation of motor development of the children that they care for. This means I want to find out what and how you play with the children you look after. I also want to find out what your employer expects you to do in their home and if you are in a position to fulfil these expectations. For example, are you getting enough time to do all your "jobs"?

The information gained in this study will be used to compile a training course for domestic workers that provide child care, therefore your input will be appreciated.

#### **2. HOW WILL IT WORK?**

As the researcher, I will visit you in the home of your employer. If you agree to participate you will be asked to complete an informed consent form. I will allocate a number to your name to make sure that everything you tell me remains confidential.

While your employer completes a questionnaire, you and I will move to a private room and have a discussion behind closed doors. Please remember that you do not need to answer all questions and that you may ask to withdraw from the study at any time without penalty. Also keep in mind that none of your answers will be discussed with your employer and that your nor your name or any other personal details will be mentioned anywhere in the study.

I will start with questions about demographics, this will include information about your age, home and what work you do in your employer's home etc. I will then continue to ask you some questions about how and when you play with the child/ren that you take care of.

I may possibly return to you within six weeks after I have finished all the interviews to repeat the questions just to make sure that the questionnaire works well.

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### **3. ARE THERE ANY POTENTIAL RISKS OR DISCOMFORTS TO YOU?**

There is minimal potential risk for taking part in this study. It will take some time from you to answer the questions. Remember that your answers will not be discussed with the employer and that your name will not be mentioned anywhere in the study.

### **4. WHAT IS IN IT FOR YOU?**

This study will help me to collect information that I will use in future to create a training programme for domestic workers that provide child care. This training will assist domestic workers and the child/ren in their care.

At the end of the study I will host a short training course for all participating domestic workers, on a date that suits most of the participants, free of charge.

I will teach you about basic baby care, feeding, hygiene, motor development and basic first aid. Domestic workers will receive a certificate for attendance and a light meal will be served.

### **5. WILL I RECEIVE PAYMENT?**

You will receive no payment for participation in this study, but you will be given an opportunity to attend a basic child care training course free of charge as explained above. If you want to a summary of the findings of the study can be given to you.

### **6. WHAT WILL BE DONE WITH THE INFORMATION YOU GIVE?**

Nothing that you tell me will be linked to you personally. I will make sure that your name is not mentioned by giving you a specific number. Only the researcher will read your information and I will keep it in a safe place.

### **7. DO I HAVE TO PARTICIPATE AND MAY I STOP MY PARTICIPATION?**

It is completely your choice to take part in this study and you may ask at any time to stop your participation. You may also choose not to answer some questions and still stay in the study. Your current job will not be influenced by whether you take part or not.

### **8. WHO CAN I PHONE FOR MORE INFORMATION?**

If you have any questions or you are worried about anything, please feel free to contact Annemarie du Plessis 082 567 9146 or Prof Derik Coetzee 051 401 2944 – Department Exercise and Sports Sciences, University of the Free State

### **9. WHAT ARE MY RIGHTS?**

You can choose to withdraw from the study at any time without any penalty. You are not waiving any legal claims or rights because you are taking part in this study. If you have any questions regarding your rights as a research subject, contact:

The Chair: Health Sciences Research Ethics Committee Dr SM Le Grange for attention: Mrs M Marais, Block D, Room 104, Francois Retief Building, Po Box 339 (G40), Nelson Mandela Drive, Faculty of Health Sciences University of the Free State, Bloemfontein, 9300. Mrs M Marais Head: Administration Mrs J du Plessis Administration 051 - 401 779; 051 – 401 7794.

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## ADDENDUM C2

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UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



Skool vir Aanvullende Gesondheidsberoep (SAGB)/School for Allied Health Professions (SAHP)

Posbus/PO Box 339, Bloemfontein 9300, Republiek van Suid-Afrika/Republic of South Africa

### INLIGTINGSTUK VIR HUISSHULPE:

Omdat jy as huishulp werk en ook na kinders kyk, word jy gevra om deel te neem aan 'n navorsingsstudie onder leiding van Annemarie du Plessis, van die Departement Oefening en Sportwetenskap, Universiteit van die Vrystaat, as deel van 'n magistergraad.

#### 1. WAAROM WORD HIERDIE STUDIE GEDOEN?

Die doel van hierdie studie is om te beskryf watter rol huishulpe speel in die stimulering van motoriese ontwikkeling van die kinders waarvoor hulle sorg. Dit beteken dat ek wil vra wat en hoe jy speel met die kinders waarna jy kyk. Ek wil ook kyk wat jou werkgewer van jou verwag om te doen en of jy in 'n posisie is om dit te kan doen. Byvoorbeeld, kry jy genoeg tyd om al jou werk te doen?

Aan die einde van die studie wil ek die inligting gebruik om 'n opleidings program saam te stel vir huishulpe wat na kinders kyk, dus sal jou bydrae waardeer word.

#### 2. HOE GAAN DIT WERK?

Ek (die navorser) gaan jou besoek by jou werkgewer se huis. As jy instem om deel te neem, sal jy gevra word om 'n ingeligte toestemmingsvorm te voltooi. Ek sal 'n nommer aan jou naam koppel om seker te maak dat alles wat ons bespreek vertroulik bly.

Terwyl jou werkgewer 'n vraelys voltooi, sal ons na 'n privaat kamer beweeg en 'n bespreking agter geslote deure hê. Onthou asseblief dat jy nie al die vrae hoef te beantwoord nie en dat jy enige tyd van die studie mag onttrek. Geen van jou antwoorde sal met jou werkgewer bespreek word nie en jou naam en persoonlike inligting sal aan niemand bekend gemaak word nie.

Ek sal begin met vrae oor demografie. Dit sal inligting bevat oor jou ouderdom, huis en watter werk jy in jou werkgewer se huis doen. Daarna sal ek vrae i.v.m motoriese stimulasie vra rondom hoe en wanneer jy met die kind/ers speel waarnee jy kyk ens.

Daar is 'n moontlikheid dat ek binne ses weke na jou sal terugkeer om die vrae te herhaal net om seker te maak dat die vraelys goed werk.

#### 3. IS DAAR ENIGE POTENSIËLE RISIKO'S OF ONGEMAK VIR JOU?

Daar is minimale potensiële risiko om aan hierdie studie deel te neem. Dit sal tyd neem om die vrae te beantwoord. Onthou dat u antwoorde nie met die werkgewer bespreek sal word nie en dat u naam nie enige plek in die studie genoem sal word nie.

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#### **4. WAT IS IN DIT VIR JOU?**

Hierdie studie sal my help om inligting te versamel wat ek in die toekoms sal gebruik om 'n opleidingsprogram vir huishulpe te ontwerp wat kindersorg verskaf. Hierdie opleiding sal huishulpe en die kind/ers in hul sorg bevoordeel.

Aan die einde van die studie sal ek 'n gratis, kort opleidingskursus aanbied, vir alle deelnemende huishulp, op 'n datum wat die meeste van die deelnemers pas.

Ek sal jou leer oor basiese babasorg, voeding, higiëne, motoriese ontwikkeling en basiese noodhulp. Huishulpe sal 'n sertifikaat vir bywoning ontvang en 'n ligte ete sal bedien word.

#### **5. SAL EK BETALING ONTVANG?**

Jy sal geen betaling ontvang vir deelname aan hierdie studie nie, maar jy sal die geleentheid kry om 'n basiese kindersorg kursus, gratis by te woon, soos hierbo verduidelik. As jy 'n opsomming van die bevindings van die studie wil hê, kan dit vir jou gegee word.

#### **6. WAT WORD VAN DIE INLIGTING WAT JY MET MY DEEL?**

Niks wat jy vir my sê nie, sal aan jou persoonlik gekoppel word nie. Jy sal 'n unieke nommer kry om te sorg dat jou naam nie iewers genoem word nie. Net die ek (die navorser) sal jou inligting lees en ek sal dit op 'n veilige plek hou.

#### **7. MOET EK DEELNEEM EN MAG EK MY DEELNAME STAAK?**

Dit is heeltemal jou keuse om aan hierdie studie deel te neem of nie. Jy kan enige tyd jou deelname stop. Jy kan ook kies om nie van die vrae te beantwoord nie en steeds in die studie te bly. Jou huidige werk sal nie beïnvloed word deur jou deelname/staking nie.

#### **8. WIE KAN EK VIR MEER INLIGTING SKAKEL?**

As jy enige vrae het of besorg is oor enige iets, kan jy gerus vir Annemarie du Plessis kontak by 082 567 9146 of prof Derik Coetzee 051 401 2944 - Departement Oefening en Sportwetenskappe, Universiteit van die Vrystaat.

#### **9. WAT IS MY REGTE?**

Jy kan enige tyd sonder enige boete van die studie onttrek. Jy oortree geen wette deur aan hierdie studie deel te neem nie. As jy enige vrae het oor jou regte as navorsingskandidaat kontak:

Die voorsitter: Gesondheidswetenskappe Navorsingsetiekkomitee Dr SM Le Grange vir aandag: Mev M Marais, Blok D, Kamer 104, Francois Retiefgebou, Po Box 339 (G40), Nelson Mandela Rylaan, Fakulteit Gesondheidswetenskappe Universiteit van die Vrystaat, Bloemfontein, 9300. Mev M Marais Hoof: Administrasie Mev J du Plessis Administrasie 051 - 401 779; 051 - 401 7794.



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## ADDENDUM C3

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Skool vir Aanvullende Gesondheidsberoep (SAGB)/School for Allied Health Professions (SAHP)  
Posbus/PO Box 339, Bloemfontein 9300, Republiek van Suid-Afrika/Republic of South Africa

### INFORMATION SHEET FOR EMPLOYERS:

#### **The role of domestic workers, as child carers, in the stimulation of motor development of pre-school children in Bloemfontein, South Africa**

You are asked to work together in a research study conducted by Annemarie du Plessis, from the Exercise and Sports Science Department, University of the Free State, as part of a Master's Degree. You were selected as a possible participant in this study because you employ a domestic worker that also cares for your child/ren and this study is based on domestic workers providing child care.

#### **1. PURPOSE OF THE STUDY**

The main aim of the study is to describe the role of domestic workers in the motor development of the children that they care for as well as to explore whether domestic workers are living up to the expectations of their employees in terms of child care as well as domestic duties.

#### **2. PROCEDURES**

An individual interview will be organised with you (interested participants) once ethical approval has been granted by the Ethics Committee of the UFS. When the researcher arrives, she will explain the purpose and procedure of the study to you and your employee. If both of you agree to continue with the research, you will be asked to complete an informed consent form. You and your employee will be given a number to make sure that your personal details remain confidential.

You will be asked to complete a questionnaire while the researcher and the domestic worker starts the interview in a separate room. You will be asked questions about demographics and what duties you expect your domestic worker to complete in terms of domestic and child care duties in your home. You do not have to answer any questions which you do not want to answer.

The researcher will return to 10% of the participants (domestic workers and employers), six weeks after the last interview, to make sure that the questionnaire gives reliable results.

#### **3. POTENTIAL RISKS AND DISCOMFORTS**

There is minimal potential risk for participating in this study. It will need time from you and the domestic worker to fill in the questionnaires. Remember that none of the answers provided by your domestic worker will be discussed with you and nor will your answers be discussed with her. Your name will not be mentioned anywhere in the study.

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#### **4. POTENTIAL BENEFITS TO SUBJECTS AND/OR SOCIETY**

This study will provide valuable baseline research that will be used in a PhD study to develop a specific training programme for domestic workers that provide child care. Such training will not only benefit the domestic worker, but also the child/ren in her care. When the study has been completed the researcher will host a short training course for all participating domestic workers, on a date that suits most of the participants, free of charge. This training will include valuable information regarding basic baby care, feeding, hygiene, motor development and basic first aid. Domestic workers will receive a certificate for attendance and refreshments will be served.

#### **5. PAYMENT FOR PARTICIPATION**

You will receive no payment for participation in this study, but your domestic worker will be given the opportunity to attend a basic child care training course free of charge as explained above. A report on the outcomes of the study will be given when asked for.

#### **6. CONFIDENTIALITY**

Demographic information collected will not be linked to you personally. Confidentiality will be maintained by allocating numbers to you and your employers. Information will be kept by the investigator only and raw data held under lock and key. All processing of data will be secured by a PC password protector. Only the findings will be published with the strictest of confidentiality to you as an individual. No reference will be made to individual cases.

#### **7. PARTICIPATION AND WITHDRAWAL**

Participation in this study is voluntary. You may withdraw at any time without any consequences. You may also refuse to answer any questions which you don't want to answer and remain in this study. Answering all the questions will be beneficial to yourself and the children you take care of. Your current employment will not be affected whether you choose to participate in this study or not.

#### **8. IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please feel free to contact Annemarie du Plessis 082 567 9146 or Prof Derik Coetzee 051 401 2944 – Department Exercise and Sports Sciences, University of the Free State

#### **9. RIGHTS OF RESEARCH SUBJECTS**

You may withdraw your consent at any time and end your participation without penalty. You are not waiving any legal claims or rights because of your participation in this research study. For questions regarding your rights as a research subject, contact:

The Chair: Health Sciences Research Ethics Committee Dr SM Le Grange for attention: Mrs M Marais, Block D, Room 104, Francois Retief Building, Po Box 339 (G40), Nelson Mandela Drive, Faculty of Health Sciences University of the Free State, Bloemfontein, 9300. Mrs M Marais Head: Administration Mrs J du Plessis Administration 051 - 401 7795; 051 – 401 7794.



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## ADDENDUM C3

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Skool vir Aanvullende Gesondheidsberoepes (SAGB)/School for Allied Health Professions (SAHP)  
Posbus/PO Box 339, Bloemfontein 9300, Republiek van Suid-Afrika/Republic of South Africa

### **INLIGTINGSTUK VIR WERKGEWERS:**

**Die rol van huishulpe as kinderversorgers in die motoriese ontwikkeling van voorskoolse kinders in Bloemfontein, Suid-Afrika.**

Jy word gevra om deel te neem aan 'n navorsingstudie deur Annemarie du Plessis, van die Oefening en Sportwetenskap Departement, Universiteit van die Vrystaat, as deel van 'n magistergraad. Jy is gekies as 'n moontlike deelnemer aan die studie, omdat jy as huishulp werk en ook kindersorg bied vir jou werkgewer se kind / ers en hierdie studie is gebaseer op huishulpe wat ook kinderversorging verskaf.

#### **1. DOEL VAN DIE STUDIE**

Die hoof doel van die studie is om duidelikheid te bied rakende die rol van huishulpe in die motoriese ontwikkeling van die kinders wat hulle versorg, asook om vas te stel of huishulpe voldoen aan die verwagtinge van hul werknemers in terme van kindersorg sowel as huishoudelike pligte.

#### **2. PROSEDURES**

Individuele onderhoude sal gereël word met belanghebbende deelnemers (huiswerkers asook werkgewers) sodra etiese goedkeuring deur die Etiekkomitee van die UV verleen is. Met aankoms sal die doel en prosedure van die studie aan die huishulp en haar werkgewer verduidelik word. As hulle instem om voort te gaan met die ondersoek, sal hulle gevra word om 'n ingeligte toestemmingsvorm te voltooi. 'n Nommer sal aan die werkgewer en huishulp toegeken word om te verseker dat hul persoonlike inligting vertroulik bly.

Die werkgewer sal versoek word om 'n vraelys te voltooi, terwyl die navorser 'n onderhoud, in 'n aparte kamer, met die huishulp voer. Die navorser sal aan die huishulp gestruktureerde demografiese vrae stel asook vrae rondom haar rol in die motoriese ontwikkeling van die kind / ers in haar sorg.

Die navorser sal na 10% van die deelnemers (huishulpe en werkgewers) terugkeer, 6 weke na die laaste onderhoud gevoer is en die vraelys herhaal om die betroubaarheid van die vraelys te verseker.

Hierdie inligting sal lig werp op die rol van die huishulp in die motoriese ontwikkeling van die kind/ers in hul sorg sowel as om te beskryf of huishulpe voldoen aan die verwagtinge van hul werknemers in terme van kindersorg asook huishoudelike pligte .

#### **3. POTENSIËLE RISIKOS EN ONGEMAK**

Daar is minimale potensiële risiko vir deelname aan hierdie studie, maar dit sal 'n paar minute van jou tyd nodig om 'n vraelys te voltooi.

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#### **4. POTENSIËLE VOORDELE VIR DEELNEMERS EN/OF DIE GEMEENSAP**

Hierdie studie dien as waardevolle basislyn navorsing wat in 'n PhD-studie gebruik sal word om 'n opleidingsprogram vir huishulpe wat kindersorg bied te ontwikkel. Hierdie opleiding sal nie net tot voordeel van die huishulp, maar ook tot voordeel van die kind / ers in haar sorg wees. Nadat die studie afgehandel is sal die navorser 'n gratis, eenmalige opleidings sessie aanbied vir alle deelnemende huishulpe. Die sessie deel inligting rondom basiese babasorg, voeding, higiëne, motoriese ontwikkeling en basiese noodhulp. Huishulpe sal 'n sertifikaat vir bywoning ontvang en verversings sal bedien word.

#### **5. BETALING VIR DEELNAME**

Geen betaling vir deelname aan hierdie studie, maar 'n eenmalige, gratis basiese kindersorg opleidingskursus sal aangebied word vir alle deelnemende huishulpe na voltooiing van die studie op 'n tyd wat gerieflik is vir die meeste van die deelnemers. 'n Verslag rakende die uitkomst van die studie sal op versoek uitgereik word.

#### **6. VERTROULIKHEID**

Demografiese inligting wat verkry word sal nie persoonlik gekoppel word aan jou nie. Vertroulikheid sal gehandhaaf word deur die toekenning van nommers aan huishulpe en hul werkgewers. Inligting sal slegs deur die navorser bewaar word en rou data sal agter slot en grendel gehou word. Alle verwerkings van data sal bewaar word deur 'n rekenaar wagwoord beskermer. Slegs die bevindings sal gepubliseer met die strengste vertroulikheid van die individuele huishulpe. Daar sal geen verwysing na individuele gevalle gemaak word nie.

#### **7. DEELNAME EN ONTTREKKING**

Deelname aan hierdie studie is vrywillig. Deelnemers kan enige tyd onttrek sonder nagevolge van enige aard. Deelnemers kan ook kies om enige van die vrae wat aan hulle gestel word nie te beantwoord nie en steeds deel vorm van hierdie studie. Beantwoording van al die vrae sal egter voordelig wees vir vir jouself en die kinders wees.

#### **8. IDENTIFISERING VAN NAVORSERS**

Indien u enige vrae of kommentaar oor die navorsing het, kontak gerus vir Annemarie du Plessis 082 567 9146 of Prof Derik Coetzee 051 401 2944 - Departement Oefening en Sport, Universiteit van die Vrystaat

#### **9. REGTE VAN PROEFPERSONE**

Navorsingskandidate mag enige tyd hulle toestemming terugtrek en hul deelname staak sonder enige boetes of nagevolge. Hulle doen nie afstand van enige wettige eise of regte tydens deelname aan hierdie studie nie. Vir enige vrae met betrekking tot die regte van 'n navorsings kandidaat, kontak:

Die Voorsitter: Gesondheidswetenskappe Navorsingsetiëkomitee Dr SM Le Grange vir aandag: Mev M Marais, Blok D, Kamer 104, Francois Retief-gebou, Posbus 339 (G40), Nelson Mandelarylaan, Fakulteit Gesondheidswetenskappe Universiteit van die Vrystaat, Bloemfontein, 9300. Mev M Marais Hoof: Aministrasion Mev J du Plessis Administrasie 051 - 401 7795; 051 – 401 7794.

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## ADDENDUM D 1

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Skool vir Aanvullende Gesondheidsberoepes (SAGB)/School for Allied Health Professions (SAHP)  
Posbus/PO Box 339, Bloemfontein 9300, Republiek van Suid-Afrika/Republic of South Africa

### **INFORMED CONSENT FOR DOMESTIC WORKER**

#### **The role of domestic workers as child carers in the motor development of preschool children in Bloemfontein. South Africa.**

You are asked to take part in a research study led by Annemarie du Plessis, from the Exercise and Sports Science Department, University of the Free State, as part of a Master's Degree. You are a possible participant in this study because you work as a domestic worker that looks after children as well.

Through this study, we would like to describe what role you as the domestic worker play in the stimulation of the child's motor abilities. Secondly, we want to find out what employers expect domestic workers to do and whether you are in a position to fulfil these expectations.

The findings of this study will be used to develop a training course for domestic workers that look after children. These courses will not only benefit domestic workers, but also the children that they take care of. When this study has been completed I will present a short training course for all participating domestic workers (which will include important information regarding basic baby care, feeding, hygiene, motor development and basic first aid) free of charge. Domestic workers will receive a certificate for attendance and a light meal will be served.

**It is your choice whether you participate in the study or not. You will not be penalized or lose benefits if you refuse to participate or decide to withdraw at any time. This is not a test and there are no wrong or right answers.**

The information collected may be used for presentations at national / international congresses and for articles published in health journals, but your personal details will not be revealed anywhere.

If you agree to take part, you will get a signed copy of this document as well as a copy of the information sheet. The information sheet is a short summary of what the study is about.

The research study and the information above has been verbally explained to me. I understand what my involvement in the study means, and I may contact the researchers at the University of the Free State at any time. I willingly agree to participate in this study.

I understand that I may refuse to participate or withdraw from the study at any time without prejudice.

---

**SIGNATURE OF RESEARCH SUBJECT**

The information above was explained to me, \_\_\_\_\_ by Annemarie du Plessis in *English/Afrikaans* and I understand this language. I was given a chance to ask questions and these questions were answered to my satisfaction.

I *hereby agree to voluntarily participate in this study*. I have been given a copy of this form.

\_\_\_\_\_  
Name of Subject/Participant

\_\_\_\_\_  
Signature of Subject/Participant

\_\_\_\_\_  
Date

**SIGNATURE OF RESEARCHER**

I declare that I explained the information given in this document to \_\_\_\_\_ and she was encouraged and given ample time to ask me any questions. This conversation was conducted in *English/Afrikaans* and *no translator* was used.

\_\_\_\_\_  
Signature of researcher

\_\_\_\_\_  
Date

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## ADDENDUM D 2

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UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



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Skool vir Aanvullende Gesondheidsberoep (SAGB)/School for Allied Health Professions (SAHP)  
Posbus/PO Box 339, Bloemfontein 9300, Republiek van Suid-Afrika/Republic of South Africa

### INGELIGTE TOESTEMMING VIR HUISHULPE

#### **Die rol van huishulpe as kinderversorgers in die motoriese ontwikkeling van voorskoolse kinders in Bloemfontein, Suid-Afrika.**

Jy word gevra om deel te neem aan 'n navorsingstudie deur Annemarie du Plessis, van die Departement Oefening en Sportwetenskap, Universiteit van die Vrystaat, as deel van 'n magistergraad. Jy is 'n moontlike deelnemer aan hierdie studie, want jy werk as 'n huishulp en kyk ook na kinders.

Ons wil beskryf watter rol huishulpe speel in die stimulering van die kind se motoriese vermoëns. Tweedens wil ons uitvind wat werkgewers verwag van huishulpe en of hulle in 'n posisie is om aan hierdie verwagtinge te voldoen.

Die inligting wat ons kry uit hierdie studie sal gebruik word om 'n opleidingskursus te ontwikkel vir huishulpe wat na kinders omsien. Hierdie kursusse sal nie net tot voordeel van huishulpe wees nie, maar ook vir die kinders waarvoor hulle sorg. Sodra hierdie studie voltooi is, sal ek gratis, 'n kort opleidingskursus vir alle deelnemende huishulpe (wat belangrike inligting oor basiese baba sorg, voeding, higiëne, motoriese ontwikkeling en basiese noodhulp insluit) aanbied. Deelnemende huishulpe sal 'n sertifikaat vir bywoning ontvang en 'n ligte ete sal bedien word.

**Dit is jou keuse of jy aan die wil deelneem of nie. Jy sal nie gepenaliseer word of voordele verloor indien jy weier om deel te neem of besluit om te onttrek nie. Dit is nie 'n toets nie en daar is geen verkeerde of regte antwoorde nie.**

Die inligting wat ingesamel word, kan gebruik word vir aanbiedings by nasionale / internasionale kongresse en vir artikels wat in gesondheidsjoernale gepubliseer word, maar jou persoonlike besonderhede sal nie glad nie bekend gemaak word nie.

As jy instem om deel te neem, kry jy 'n getekende afskrif van hierdie dokument en 'n afskrif van die inligtingsblad. Die inligtingsblad is 'n kort opsomming van waaroor die studie handel.

Die navorsingstudie en die inligting hierbo is verbaal aan my verduidelik. Ek verstaan wat my betrokkenheid in die studie beteken, en dat ek kan enige tyd die navorsers aan die Universiteit van die Vrystaat kan kontak. Ek stem vrywilliglik in om aan hierdie studie deel te neem.

---

Ek verstaan dat ek enige tyd sonder vooroordeel kan weier om deel te neem of onttrek van die studie.

**HANDTEKENING VAN NAVORSINGSKANDIDAAT**

Die inligting hierbo is aan my, \_\_\_\_\_verduidelik deur Annemarie du Plessis in *Engels/Afrikaans* en ek is hierdie taal magtig. Ek is kans gegee om vrae te vra en hierdie vrae is bevredigend beantwoord.

Ek stem hiermee in om vrywilliglik deel te neem aan die studie. `n Kopie van hierdie vorm is aan my gegee.

\_\_\_\_\_  
Naam van die deelnemer

\_\_\_\_\_  
Handtekening van die deelnemer  
Datum

**HANDTEKENING VAN NAVORSER**

Ek verklaar hiermee dat ek die inligting in hierdie dokument verduidelik het aan \_\_\_\_\_ en sy was aangemoedig om en genoeg tyd gegee om enige vrae te stel aan my. Die gesprek is in *English/Afrikaans* gevoer en geen vertaler is gebruik nie.

\_\_\_\_\_  
Handtekening van die navorser

\_\_\_\_\_  
Datum

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## ADDENDUM D 3

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Skool vir Aanvullende Gesondheidsberoepse (SAGB)/School for Allied Health Professions (SAHP)  
Posbus/PO Box 339, Bloemfontein 9300, Republiek van Suid-Afrika/Republic of South Africa

### **MOSEBETSI WA MOHLOKOMEDI WA BANA**

**Karolo e nkuwang ke basebeletsi ba malapeng e le bahlokamedi ba bana ba ba nyenyane dikolong tlabolong ya bona ho tsa dithuto mona Bloemfontein Afrika borwa.**

O kopiwa (Kotjwa) honka karolo thutong ya ho batlisisa, lefapheng la tsa dipapadi Univesity ya Foreisitata ke Mme Annemarie du Plessis. Onale monyetla wa honka karolo thutong tsena hobane ole mohlokamedi wa bana ebile ona le bokgoni ba ho thusa malapeng.

Dipatlisong tsena, otlo hlalose tswa karolo eo o ebapalang kgonong ya ngwana. Ntlheng ya bobedi, re batla ho tseba motho oo otlo mo sebeletsang hore o lebelletseng hotswa ho wena, le hore wena otlakgoni ho fitlhella bokgoni bo lebelletsweng hotswa ho wena.

Se fumanawang dithutong tsena, setlo sebedisetswa ho kwetlisa le hontjhafatsa tsebo bathong ba hlokomelang bana. Dithuto tsena ditlo tswela mosebeletsi hammoho le ngwana molemo. Pheletsong ya dipatlisiso tsena, hotlaba le boikwetliso ka tsa bana, ntle le tefello. Pheletsong ya letsatsi, mosebeletsi ka mong otlakgoni fumantshwa setifikeiti sa honka karolo tshebeletsong abe a fumane le dijo.

**Ke kgetho ya hao honka karolo tshebeletsong ena. Ha hona letho le tla o thibellang ha o se o sa hlola ona le khahleho. Ena ha se teko, ha hona ya phoso le ya nepileng.**

Ditaba tse fumanwang dipatlisong tsena di ka sebediswa mafapheng a hodima ao di amanang le ona, empa mabitso le tsohle tsahao tsa sephiri le boitsebo hadina sebediswa.

Ebang o dumela honka karolo dipatlisong tsena, otlakgoni fumana leqhepe la ditaba tsohle tse boletsweng, ebile le tekennwe.

---

Thuto ena ya dipatlisiso ke ehlaloseditswe ka botlalo, ebile ke utlwisisa karolo yaka tshebeleletso ena, ka hoo nka kgona ho buisana le University ya Foreisitata ebang kenna le dipelaelo. Ke ya dumela honka karolo dipatlisisong tsena.

Ke ya utlwisisa hore nka ikhula nako engwe le engwe ha ke se ke sa hlotse kena le kgahleh.

### **MOHLOKOMEDI WA BANA WA TEKENA**

Ditaba tsena ke di hlaloseditswe, \_\_\_\_\_ ke Mme Annemarie du Plessis ka puo ya English/Afrikaans ebile ke puo eo ke e utlwisisang. Ke fue monyetla wa ho botsa dipotso, mm ke kgotofetse ka dikarabo tseo ke di fueng. Keya dumela honka karolo dipatlisisong tsena. Ke fumane setshwantsho sa leqhepe lena

\_\_\_\_\_  
Lebitso

\_\_\_\_\_  
Tekena

\_\_\_\_\_  
Letsatsi

### **MOETELLEDI PELE WA DIPATLISISO**

Ke \_\_\_\_\_ lekile ka bokgoni baka kaofela ho hlaloesetsa

Ka ditaba tsa dipatlisiso tsena, ebile one a dikhothalletse, o filwe le nako e lekaneng ya hore a ka botsa dipotso dife kapa dife. Puisano ena e builwe ka English/Afrikaans ebile ho ne ho sena toloki.

\_\_\_\_\_  
Moetelledi pele wa  
dipatlisiso wa tekona

\_\_\_\_\_  
Letsatsi



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## ADDENDUM D 4

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Skool vir Aanvullende Gesondheidsberoepes (SAGB)/School for Allied Health Professions (SAHP)  
Posbus/PO Box 339, Bloemfontein 9300, Republiek van Suid-Afrika/Republic of South Africa

### **INFORMED CONSENT FOR EMPLOYER OF DOMESTIC WORKER**

#### **The role of domestic workers as child care providers in the motor development of preschool children in Bloemfontein, South Africa.**

You are asked to participate in a research study conducted by Annemarie du Plessis, from the Exercise and Sports Science Department, University of the Free State, as part of a Master's Degree. You were selected as a possible participant in this study because you are employing a domestic worker that also provides child-care for your child/ren and this study is based on domestic workers providing child care.

The primary aim of the study is to determine the involvement of domestic workers in the motor development of the children that they care for. This information gained will shed light on the role of the domestic worker in the motor development of the children in their care as well as to determine whether domestic workers are living up to the expectations of their employees in terms of child-care as well as domestic duties.

This study will provide valuable baseline research that will be used in a PhD study to develop a specific training programme for domestic workers that provide child-care. Such training will not only benefit the domestic worker, but also the child/ren in her care. Upon completion of the study the researcher will host a short training course for all participating domestic workers (which will include important information regarding basic baby care, feeding, hygiene, motor development and basic first aid) free of charge. Domestic workers will receive a certificate for attendance and refreshments will be served.

**Your participation in this research is voluntary, and you will not be penalized or lose benefits if you refuse to participate or decide to terminate participation**

The results of the research study will be used for presentations at national / international congresses and for articles published in health journals.

If you agree to participate, you will be given a signed copy of this document as well as an information document, which will be a written summary of the research. The research study, including the above information has been verbally described to me. I understand what my involvement in the study means, and I may contact the researchers at the University of the Free State at any time. I voluntarily agree to participate in this study.

I understand that I may refuse to participate or withdraw from the study at any time without prejudice.

---

**SIGNATURE OF RESEARCH SUBJECT**

The information above was described to me, \_\_\_\_\_ by Annemarie du Plessis in *English/Afrikaans* and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I *hereby consent to voluntarily participate in this study*. I have been given a copy of this form.

\_\_\_\_\_  
Name of Subject/Participant

\_\_\_\_\_  
Signature of Subject/Participant

\_\_\_\_\_  
Date

**SIGNATURE OF RESEARCHER**

I declare that I explained the information given in this document to \_\_\_\_\_ and she was encouraged and given ample time to ask me any questions. This conversation was conducted in *English/Afrikaans* and *no translator* was used.

\_\_\_\_\_  
Signature of researcher

\_\_\_\_\_  
Date

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## ADDENDUM D 5

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Skool vir Aanvullende Gesondheidsberoep (SAGB)/School for Allied Health Professions (SAHP)  
Posbus/PO Box 339, Bloemfontein 9300, Republiek van Suid-Afrika/Republic of South Africa

### **INGELIGTE TOESTEMMING VIR WERKGEWERS VAN DIE HUISHULPE**

#### **Die rol van huishulpe as kinderversorgers in die motoriese ontwikkeling van voorskoolse kinders in Bloemfontein, Suid-Afrika.**

U word uitgenooi om deel te neem aan 'n navorsingstudie, as deel van 'n magistergraad, deur Annemarie du Plessis, van die Oefening en Sportwetenskap Departement, Universiteit van die Vrystaat. U is genader as 'n moontlike deelnemer aan die studie, omdat u 'n huishulp in u diens het wat ook kindersorg verskaf vir u kind/ers en hierdie studie is gebaseer op huishulpe wat kindersorg verskaf.

Die primêre doel van die studie is om die rol van huishulpe in die motoriese ontwikkeling van die kinders wat hulle versorg te beskryf, asook om te ondersoek of huishulpe voldoen aan die verwagtinge van hul werknemers in terme van kindersorg en huishoudelike pligte.

Hierdie studie dien as waardevolle basislyn navorsing wat in 'n PhD-studie gebruik sal word om 'n opleidingsprogram vir huishulpe wat kindersorg bied te ontwikkel. Hierdie opleiding sal nie net tot voordeel van die huishulp, maar ook tot voordeel van die kind / ers in haar sorg wees. Nadat die studie afgehandel is sal die navorser 'n gratis, eenmalige opleidings sessie aanbied vir alle deelnemende huishulpe. Die sessie handel oor basiese babasorg, voeding, higiëne, motoriese ontwikkeling en basiese noodhulp. Huishulpe sal 'n sertifikaat vir bywoning ontvang en verversings sal bedien word.

U deelname aan hierdie navorsing is vrywillig, en u sal nie gepeenaliseer word of voordele te verloor as u weier om deel te neem of besluit om deelname te beëindig nie.

Die resultate van die navorsingstudie sal gebruik word vir aanbiedings op nasionale / internasionale kongresse en vir artikels wat gepubliseer sal word in gesondheidstydskrifte.

As jy instem om deel te neem, sal jy 'n getekende afskrif van hierdie dokument, asook 'n inligtingstuk wat 'n skriftelike opsomming van die navorsing bevat ontvang.

Die navorsingstudie, insluitend die bogenoemde inligting is mondelings aan my verduidelik. Ek verstaan wat my betrokkenheid by die studie sal behels, en dat ek die navorsers aan die Universiteit van die Vrystaat te enige tyd kan kontak. Ek stem vrywillig in om deel te neem aan die studie.

Ek verstaan dat ek kan weier om deel te neem of enige tyd kan onttrek van die studie sonder enige penalisering.

---

**HANDTEKENING VAN NAVORSINGSKANDIDAAT**

Die bogenoemde inligting is aan my, \_\_\_\_\_ verduidelik deur Annemarie du Plessis in *English/Afrikaans* en ek is hierdie taal magtig. Ek is die geleentheid gegee om vrae te vra en hierdie vrae is bevredigend beantwoord.

Ek stem hiermee in om vrywilliglik deel te neem aan die studie. `n Kopie van hierdie vorm is aan my gegee.

\_\_\_\_\_  
Naam van die deelnemer

\_\_\_\_\_  
Handtekening van die deelnemer

\_\_\_\_\_  
Datum

**HANDTEKENING VAN NAVORSER**

Ek verklaar hiermee dat ek die inligting in hierdie dokument verduidelik het aan \_\_\_\_\_ en sy was aangemoedig om en genoeg tyd gegee om enige vrae te stel aan my. Die gesprek is in *English/Afrikaans* gevoer en geen vertaler is gebruik nie.

\_\_\_\_\_  
Handtekening van die navorser

\_\_\_\_\_  
Datum

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## ADDENDUM E

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# Employer's Questionnaire

You have been asked to participate in a research study. Please note that by completing this questionnaire you are voluntarily agreeing to participate in this research study. Your data will be treated confidentially at all times. You may withdraw from this study at any given moment during the completion of the questionnaire. The results of the study may be published.

**Please complete all items unless advised differently**

**Answer each question with a X in the appropriate box**

**For official use only**

Participant number

**1. Gender:**

|        |
|--------|
| Male   |
| Female |

1

**2. Age:**

 Years

2

**3. Home language:**



3

**4. Marital Status:**

- Never Married
- Married
- Divorced
- Living together
- Other, please specify

|  |
|--|
|  |
|  |
|  |
|  |
|  |

5

6

**5. Highest level of education**

- Grade 12
- Short courses
- Diploma/ Certificate
- Degree
- Honours degree
- Masters degree
- PhD
- Other, please specify: \_\_\_\_\_

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

7

8

**6. Employment**

- Unemployed
- Employed - Part time
- Employed - Full time
- If employed, please specify your occupation: \_\_\_\_\_

|  |
|--|
|  |
|  |
|  |

9

10

**7.1. Do you have a signed contract with your employee that indicates her job description e.g. What duties you expect from her?**

|     |
|-----|
| Yes |
| No  |

11

**7.2. If yes, did you provide her with a copy of this contract?**

|     |
|-----|
| Yes |
| No  |

12

8.1. How many children do you have?

13

8.2. Please specify their ages (years and months)

Years      Months

|             |  |  |
|-------------|--|--|
| First born  |  |  |
| Second born |  |  |
| Third born  |  |  |
| Fourth born |  |  |

|  |  |       |
|--|--|-------|
|  |  | 14 15 |
|  |  | 16 17 |
|  |  | 18 19 |
|  |  | 20 21 |

8.3. Please specify which of your children are being cared for by the domestic worker

|             |  |
|-------------|--|
| First born  |  |
| Second born |  |
| Third born  |  |
| Fourth born |  |

|  |    |
|--|----|
|  | 22 |
|  | 23 |
|  | 24 |
|  | 25 |

9. How long has your domestic worker worked for the family?

|        |  |
|--------|--|
| Years  |  |
| Months |  |

|  |    |
|--|----|
|  | 26 |
|  | 27 |

10.1. How many hours per week does she work for you?

|  |  |       |
|--|--|-------|
|  |  | 28 29 |
|--|--|-------|

10.2. Please specify her regular working hours

Time in      Time out

|            |   |   |
|------------|---|---|
| Mondays    | : | : |
| Tuesdays   | : | : |
| Wednesdays | : | : |
| Thursdays  | : | : |
| Fridays    | : | : |
| Saturdays  | : | : |

|  |  |       |
|--|--|-------|
|  |  | 30 31 |
|  |  | 32 33 |
|  |  | 34 35 |
|  |  | 36 37 |
|  |  | 38 39 |
|  |  | 40 41 |

10.3. On average how many hours per day is she responsible for child care?

42

11. Where did you "find" your domestic worker?

|                                  |  |
|----------------------------------|--|
| From an agency                   |  |
| Referred by a friend             |  |
| From an advertisement she placed |  |
| Other, please specify:           |  |

43

12. Is she a live in or live out domestic worker?

|          |
|----------|
| Live in  |
| Live out |

45

13. Is your domestic worker clearly aware of what you expect of her in terms of her domestic duties?

|          |
|----------|
| Yes      |
| No       |
| Not sure |

46

Please explain your answer:

|  |  |  |          |
|--|--|--|----------|
|  |  |  | 47 48 49 |
|--|--|--|----------|

**14. Which domestic duties do you expect her to perform in and around the home?**

|                                                           |  |
|-----------------------------------------------------------|--|
| Cooking for the child                                     |  |
| Cooking for the family                                    |  |
| Cleaning (includes are general cleaning)                  |  |
| Organising (includes placing things back in their places) |  |
| Washing clothes                                           |  |
| Ironing                                                   |  |
| Other, please specify:                                    |  |

|  |  |  |          |
|--|--|--|----------|
|  |  |  | 50       |
|  |  |  | 51       |
|  |  |  | 52       |
|  |  |  | 53       |
|  |  |  | 54       |
|  |  |  | 55       |
|  |  |  | 56       |
|  |  |  | 57 58 59 |

**15. Is your domestic worker clearly aware of what you expect of her in terms of her child care duties?**

|          |
|----------|
| Yes      |
| No       |
| Not sure |

Please motivate your answer: \_\_\_\_\_

|  |  |  |          |
|--|--|--|----------|
|  |  |  | 60       |
|  |  |  | 61 62 63 |

**16. Which tasks are her resonsibility in terms of child care?**

|                                                                        |  |
|------------------------------------------------------------------------|--|
| Feeding                                                                |  |
| Cook/prepare food for the child/ren                                    |  |
| Changing                                                               |  |
| Bathing                                                                |  |
| Potty training                                                         |  |
| Social skills eg. language, manners, cleaning up ect.                  |  |
| Putting baby/todler down for a nap                                     |  |
| Watching the child/ren while you are not at home/busy with other tasks |  |
| "Playing" with (stimulating) the baby/toddler                          |  |
| Other tasks, please specify                                            |  |

|  |  |  |          |
|--|--|--|----------|
|  |  |  | 64       |
|  |  |  | 65       |
|  |  |  | 66       |
|  |  |  | 67       |
|  |  |  | 68       |
|  |  |  | 69       |
|  |  |  | 70       |
|  |  |  | 71       |
|  |  |  | 72       |
|  |  |  | 73       |
|  |  |  | 74 75 76 |

**17. Would you like her to receive further training in terms of child care?**

|     |
|-----|
| Yes |
| No  |

If yes, please indicate the type of training \_\_\_\_\_

If no, please provide reasons \_\_\_\_\_

|  |  |  |          |
|--|--|--|----------|
|  |  |  | 77       |
|  |  |  | 78 79 80 |
|  |  |  | 81 82 83 |

**18. Would you be willing to pay for such training?**

|       |
|-------|
| Yes   |
| No    |
| Maybe |

Please provide reasons for your answer \_\_\_\_\_

|  |  |  |          |
|--|--|--|----------|
|  |  |  | 84       |
|  |  |  | 85 86 87 |



19. Do you give your domestic worker specific instructions regarding on what she should "play" with

|     |
|-----|
| Yes |
| No  |

Please motivate: \_\_\_\_\_

88

89 90 91

20. How much time per day do you expect your domestic worker to actively stimulate the motor functioning of your child? (NOT while being busy with

hours

92

21. Does your domestic worker have enough time in between her other duties to stimulate the motor development of your child/ren?

|          |
|----------|
| Yes      |
| No       |
| Not sure |

Please motivate your answer: \_\_\_\_\_

93

94 95 96

22. Does the stimulation of your domestic worker add to your own stimulation?

|     |
|-----|
| Yes |
| No  |

Please motivate your answer: \_\_\_\_\_

97

98 99 100

23. Are you currently satisfied with the overall performance of your domestic worker?

|            |
|------------|
| Yes        |
| Mostly     |
| Not at all |

If you are not completely satisfied with her performance, where can she improve?

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

101

102 103 104 105

THANK YOU FOR YOUR COOPERATION

# Appendix F: Domestic Worker Questionnaire

## Section F1 - Demographic Information

You have been asked to participate in a research study. Please note that by completing this questionnaire you are voluntarily agreeing to participate in this research study. Your data will be treated confidentially at all times. You may withdraw from this study at any given moment during the completion of the questionnaire. The results of the study may be published.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | For official use only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---|------------|---|---|-----------|---|---|---------|---|---|-----------|---|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Please answer all questions asked as honestly as possible.<br/>If you do not feel comfortable answering a question you may indicate it at any time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span>Participant number</span> </div>                                                                                                                                                                                                                                                                                                            |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>1. Age: <input style="width: 80px;" type="text"/></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 20px;">1</span> </div>                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>2. Home language: <input style="width: 80px;" type="text"/></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 20px;">2</span> </div>                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>3. Highest grade passed: <input style="width: 80px;" type="text"/></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 20px;">3</span> </div>                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>4. Have you completed any short courses/training?</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">Yes</div> <div style="border: 1px solid black; padding: 2px 5px;">No</div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 20px;">4</span> </div>                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>If yes, please indicate which you have attended with dates: _____</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">5 6 7</span> </div>                                                                                                                                                                                                   |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>5. Have you received any diplomas?</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">Yes</div> <div style="border: 1px solid black; padding: 2px 5px;">No</div> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 20px;">8</span> </div>                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>If yes, please indicate which with dates: _____</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">9 10</span> </div>                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>6. How many years experience do you have as a domestic worker? <input style="width: 80px;" type="text"/></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">11 12</span> </div>                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>7. How many years experience do you have taking care of children? <input style="width: 80px;" type="text"/></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">13 14</span> </div>                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>8. How long have you worked for this family?</p> <p>Years <input style="width: 80px;" type="text"/></p> <p>Months <input style="width: 80px;" type="text"/></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">15 16</span> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">17 18</span> </div> |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>9. How many hours per week do you work for them? <input style="width: 80px;" type="text"/> Hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">19 20</span> </div>                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>10. Please specify your regular working hours from when you clock in to when you leave.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%; text-align: center;">Time in</th> <th style="width: 15%; text-align: center;">Time out</th> <th style="width: 30%;"></th> </tr> </thead> <tbody> <tr> <td>Mondays</td> <td style="border: 1px solid black; text-align: center;">:</td> <td style="border: 1px solid black; text-align: center;">:</td> <td rowspan="6" style="vertical-align: middle;"> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">21 22</span> </div> </td> </tr> <tr> <td>Tuesdays</td> <td style="border: 1px solid black; text-align: center;">:</td> <td style="border: 1px solid black; text-align: center;">:</td> </tr> <tr> <td>Wednesdays</td> <td style="border: 1px solid black; text-align: center;">:</td> <td style="border: 1px solid black; text-align: center;">:</td> </tr> <tr> <td>Thursdays</td> <td style="border: 1px solid black; text-align: center;">:</td> <td style="border: 1px solid black; text-align: center;">:</td> </tr> <tr> <td>Fridays</td> <td style="border: 1px solid black; text-align: center;">:</td> <td style="border: 1px solid black; text-align: center;">:</td> </tr> <tr> <td>Saturdays</td> <td style="border: 1px solid black; text-align: center;">:</td> <td style="border: 1px solid black; text-align: center;">:</td> </tr> </tbody> </table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Time in  | Time out                                                                                                                                                                                                                                                                                     |  | Mondays | : | : | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">21 22</span> </div> | Tuesdays | : | : | Wednesdays | : | : | Thursdays | : | : | Fridays | : | : | Saturdays | : | : | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">21 22</span> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">23 24</span> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">25 26</span> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">27 28</span> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">29 30</span> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">31 32</span> </div> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Time in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Time out |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Mondays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | :        | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 10px;">21 22</span> </div> |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Tuesdays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | :        |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Wednesdays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | :        |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Thursdays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | :        |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Fridays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | :        |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Saturdays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | :        |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>11. On average, how many hours per day do you perform child care? <input style="width: 80px;" type="text"/></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <span style="margin-left: 20px;">33</span> </div>                                                                                                                                                                                                                                                                                                                                                                                            |          |                                                                                                                                                                                                                                                                                              |  |         |   |   |                                                                                                                                                                                                                                                                                              |          |   |   |            |   |   |           |   |   |         |   |   |           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

12. How many children do you care for? (0-4 years)

| Age: |  |
|------|--|
| 1    |  |
| 2    |  |
| 3    |  |

|  |    |
|--|----|
|  | 34 |
|  | 35 |
|  | 36 |

13.1. Do you have any children of your own?

|     |
|-----|
| Yes |
| No  |

|  |    |
|--|----|
|  | 37 |
|--|----|

13.2. If yes, how many children and age?

| Number | Age |
|--------|-----|
| 1      |     |
| 2      |     |
| 3      |     |
| 4      |     |

|  |  |       |
|--|--|-------|
|  |  | 38 39 |
|  |  | 40 41 |
|  |  | 42 43 |
|  |  | 44 45 |

14. Are you a live in or live out domestic worker?

|          |
|----------|
| Live in  |
| Live out |

|  |    |
|--|----|
|  | 46 |
|--|----|

15.1. Do you have a signed contract with your employer that indicates your job description e.g. What your employer expects you to do?

|            |
|------------|
| Yes        |
| No         |
| don't know |

|  |    |
|--|----|
|  | 47 |
|--|----|

15.2. If yes, do you have a copy of this contract?

|     |
|-----|
| Yes |
| No  |

|  |    |
|--|----|
|  | 48 |
|--|----|

16. Are you clear about what your employer expects you to do in terms of domestic duties?

|          |
|----------|
| Yes      |
| No       |
| Not sure |

|  |    |
|--|----|
|  | 49 |
|--|----|

Please motivate your answer: \_\_\_\_\_

|  |  |  |          |
|--|--|--|----------|
|  |  |  | 50 51 52 |
|--|--|--|----------|

17. Which domestic duties are you expected to complete in and around the home of your employer?

|                                                           |  |
|-----------------------------------------------------------|--|
| Cooking for the child                                     |  |
| Cooking for the family                                    |  |
| Cleaning (includes all general cleaning)                  |  |
| Organising (includes placing things back in their places) |  |
| Washing clothes                                           |  |
| Ironing                                                   |  |
| Other, please specify:                                    |  |

|  |  |  |  |             |
|--|--|--|--|-------------|
|  |  |  |  | 53          |
|  |  |  |  | 54          |
|  |  |  |  | 55          |
|  |  |  |  | 56          |
|  |  |  |  | 57          |
|  |  |  |  | 58          |
|  |  |  |  | 59          |
|  |  |  |  | 60 61 62 63 |

18. Are you completing all domestic duties expected of you? (Choose the most suitable answer)

|                                                      |  |
|------------------------------------------------------|--|
| Yes, I easily complete all tasks expected of me.     |  |
| I sometimes find it difficult to complete all tasks. |  |

|  |    |
|--|----|
|  | 64 |
|--|----|

No, I often find it difficult to complete all tasks expected of me.

If you are not completing all tasks, please provide possible reasons why you are not completing these tasks:  
\_\_\_\_\_  
\_\_\_\_\_

19. Are you clear about what your employer expects you to do in terms of child care duties?

|          |
|----------|
| Yes      |
| No       |
| Not sure |

Please explain your answer: \_\_\_\_\_  
\_\_\_\_\_

20. Which tasks are you expected to complete in terms of child care?

|                                                        |                      |
|--------------------------------------------------------|----------------------|
| Feeding the child in your care                         | <input type="text"/> |
| Cooking for the child                                  | <input type="text"/> |
| Changing                                               | <input type="text"/> |
| Bathing                                                | <input type="text"/> |
| Putting baby/todler down for a nap                     | <input type="text"/> |
| Ensuring the safety of the baby while parents are away | <input type="text"/> |
| "Playing" (stimulating) the baby/todler                | <input type="text"/> |
| Other tasks, please specify                            | <input type="text"/> |

21. Does your employer provide instructions on what you must "play" with the child/ren in your care?

|           |
|-----------|
| Yes       |
| Sometimes |
| No        |

Please explain: \_\_\_\_\_  
\_\_\_\_\_

22. On average how much time per day do you spend actively stimulating the child/ren in your care? (Without being busy with domestic duties)

Hours

23. Would you like to receive further training in terms of child-care?

|     |
|-----|
| Yes |
| No  |

Please motivate your answer \_\_\_\_\_  
\_\_\_\_\_

If no, give reasons \_\_\_\_\_  
\_\_\_\_\_

|                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|

 65 66 67 68

69

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

 70 71 72

|                      |    |
|----------------------|----|
| <input type="text"/> | 73 |
| <input type="text"/> | 74 |
| <input type="text"/> | 75 |
| <input type="text"/> | 76 |
| <input type="text"/> | 77 |
| <input type="text"/> | 78 |
| <input type="text"/> | 79 |
| <input type="text"/> | 80 |

|                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|

 81 82 83 84

85

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

 86 87 88

89

90

|                      |                      |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|

 91 92

|                      |                      |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|

 93 94

## Appendix F2: Domestic worker questionnaire

I am going to ask you questions about the children that you take care of. I will ask questions regarding activities that you do with the child/ren and you have to answer whether you do it "often", "seldom" or "never". "Often" means you do this activity 3-5 times per week. "Seldom" means that you do this activity 1-2 times per week and "never" means you do this activity less than once a week or not at all.

### Motor Development

#### Glossary of Terms:

Gross motor skills: Refers to movements of the large muscles in the arms, legs and torso (Folio et al., 200:3).

Fine motor skills: Refers to the small muscle system (Folio et al., 200:3).

Reflexes: The ability of a child to automatically react to environmental events, these become integrated by 12 months (Folio et al., 200:3)

Stationary: The ability of the child to sustain control of his or her body within its center of gravity en retain balance (Folio et al., 200:3).

Locomotion: The child's ability to move from one place to another (Folio et al., 200:3).

Object manipulation: The ability of children 12 months and older to manipulate balls (Folio et al., 200:3).

Grasping: The child's ability to use his or her hands (Folio et al., 200:3).

Visual-motor integration: The child's ability to use visual perceptual skills to perform difficult eye-hand coordination tasks (Folio et al., 200:3).

*This part of the questionnaire was designed and adapted with components from the Peabody Motor Development Chart (Folio and Fewell, 2000) and a developmental checklist for children from birth to five years old by the early childhood direction centre, adapted in 2012 (Shelov & Hannemann,1994).*

### 1-3 MONTHS

#### GROSS MOTOR SKILLS

|  | Often<br>(3-5 times<br>p/week) | Seldom<br>(1-2 times<br>p/week) | Never | Comments |
|--|--------------------------------|---------------------------------|-------|----------|
|--|--------------------------------|---------------------------------|-------|----------|

#### LOCOMOTION

|                                                       |  |  |  |  |
|-------------------------------------------------------|--|--|--|--|
| Playtime on back with free movement (e.g. On playmat) |  |  |  |  |
| Tummy time with free movement                         |  |  |  |  |
| Holds baby with feet bearing some weight              |  |  |  |  |
| Start practising rolling over                         |  |  |  |  |

#### STATIONARY

|                                                               |  |  |  |  |
|---------------------------------------------------------------|--|--|--|--|
| Practise head allignment by holding baby in various positions |  |  |  |  |
|---------------------------------------------------------------|--|--|--|--|

#### REFLEXES/OBJECT MANIPULATION

|                                                     |  |  |  |  |
|-----------------------------------------------------|--|--|--|--|
| Holds baby so that feet push down on a firm surface |  |  |  |  |
|-----------------------------------------------------|--|--|--|--|

#### FINE MOTOR SKILLS

#### VISUAL MOTOR

|                                                                                   |  |  |  |  |
|-----------------------------------------------------------------------------------|--|--|--|--|
| Practises visual tracking (Holding a toy and slowly passes it before baby's eyes) |  |  |  |  |
|-----------------------------------------------------------------------------------|--|--|--|--|

#### GRASPING

|                                      |  |  |  |  |
|--------------------------------------|--|--|--|--|
| Offers baby suitable objects to hold |  |  |  |  |
|--------------------------------------|--|--|--|--|

## 4-7 MONTHS

### GROSS MOTOR SKILLS

|  | Often<br>(3-5 times<br>p/week) | Seldom<br>(1-2 times<br>p/week) | Never | Comments |
|--|--------------------------------|---------------------------------|-------|----------|
|--|--------------------------------|---------------------------------|-------|----------|

#### LOCOMOTION

|                                                                         |  |  |  |  |
|-------------------------------------------------------------------------|--|--|--|--|
| Playtime on back with free movement with/without toys (e.g. On playmat) |  |  |  |  |
| Tummy time encouraging pushing up on arms to get toys                   |  |  |  |  |
| Places toys on the side of baby while on back to encourage rolling over |  |  |  |  |

#### STATIONARY

|                                                                                    |  |  |  |  |
|------------------------------------------------------------------------------------|--|--|--|--|
| Pulls baby into a sitting position from back to practise head alignment.           |  |  |  |  |
| Allows baby to sit with support and play with toys (Sit unsupported from 6 months) |  |  |  |  |

#### REFLEXES/OBJECT MANIPULATION

|                            |  |  |  |  |
|----------------------------|--|--|--|--|
| Not relevant for age group |  |  |  |  |
|----------------------------|--|--|--|--|

### FINE MOTOR SKILLS

#### VISUAL MOTOR

|                                                                                              |  |  |  |  |
|----------------------------------------------------------------------------------------------|--|--|--|--|
| Baby get playtime on back under a "mobile"                                                   |  |  |  |  |
| Allows baby to sit and play - encourages baby to transfer object from one hand to the other. |  |  |  |  |
| Baby is allowed to bang toys/cups on a table or the floor                                    |  |  |  |  |

#### GRASPING

|                                                           |  |  |  |  |
|-----------------------------------------------------------|--|--|--|--|
| Lets baby play with a "rattle"                            |  |  |  |  |
| Encourages baby to pick up smaller objects from the floor |  |  |  |  |

**8-12 MONTHS****GROSS MOTOR SKILLS**

|  | <b>Often</b><br>(3-5 times<br>p/week) | <b>Seldom</b><br>(1-2 times<br>p/week) | <b>Never</b> | <b>Comments</b> |
|--|---------------------------------------|----------------------------------------|--------------|-----------------|
|--|---------------------------------------|----------------------------------------|--------------|-----------------|

**LOCOMOTION**

|                                                                                    |  |  |  |  |
|------------------------------------------------------------------------------------|--|--|--|--|
| Allows baby time and space to crawl/creep around (8-9 months)                      |  |  |  |  |
| Allows baby to pull him/herself up on furniture to practise standing (8-10 months) |  |  |  |  |
| Allows baby to "walk" holding onto or between furniture (10-13 months)             |  |  |  |  |
| Allows baby time to walk around (If baby has achieved this milestone)              |  |  |  |  |

**STATIONARY**

|                                                                                   |  |  |  |  |
|-----------------------------------------------------------------------------------|--|--|--|--|
| Allows baby to sit without support and play with a variety of toys.               |  |  |  |  |
| Encourages baby to change position from lying down to sitting to standing up etc. |  |  |  |  |

**REFLEXES/OBJECT MANIPULATION**

|              |  |  |  |  |
|--------------|--|--|--|--|
| Not relevant |  |  |  |  |
|--------------|--|--|--|--|

**FINE MOTOR SKILLS****VISUAL MOTOR**

|                                                                      |  |  |  |  |
|----------------------------------------------------------------------|--|--|--|--|
| Teaches the baby to clap hands.                                      |  |  |  |  |
| Let's the baby try to remove his/her own socks                       |  |  |  |  |
| Asks the baby to pass objects e.g. Hand me the block please          |  |  |  |  |
| Practises putting smaller objects into bigger objects (10-12 months) |  |  |  |  |

**GRASPING**

|                                                                      |  |  |  |  |
|----------------------------------------------------------------------|--|--|--|--|
| Let's the baby pick up smaller objects with the forefinger and thumb |  |  |  |  |
| Gives baby the opportunity to scribble (10-12 months)                |  |  |  |  |

**13 - 24 MONTHS****GROSS MOTOR SKILLS**

|  | <b>Often</b><br>(3-5 times<br>p/week) | <b>Seldom</b><br>(1-2 times<br>p/week) | <b>Never</b> | <b>Comments</b> |
|--|---------------------------------------|----------------------------------------|--------------|-----------------|
|--|---------------------------------------|----------------------------------------|--------------|-----------------|

**LOCOMOTION**

|                                                                                               |  |  |  |  |
|-----------------------------------------------------------------------------------------------|--|--|--|--|
| Allows baby time to walk around                                                               |  |  |  |  |
| Gives baby toys to pull around or practises walking backwards (If baby can walk well already) |  |  |  |  |
| Allows baby to climb on and off furniture unsupported                                         |  |  |  |  |
| Lets baby carry large or several toys while walking (12 - 15 months)                          |  |  |  |  |
| Practises "running" stiffly (16-18 months)                                                    |  |  |  |  |
| Lets baby attempt to "kick" a ball (From 18 months)                                           |  |  |  |  |
| Practises climbing up and down stairs (supported) (18-24 months)                              |  |  |  |  |
| Practises jumping using two feet together (19-24 months)                                      |  |  |  |  |
| Practises walking on a line (19-24 months)                                                    |  |  |  |  |

**STATIONARY**

|                            |  |  |  |  |
|----------------------------|--|--|--|--|
| Not relevant for age group |  |  |  |  |
|----------------------------|--|--|--|--|

**REFLEXES/OBJECT MANIPULATION**

|                                          |  |  |  |  |
|------------------------------------------|--|--|--|--|
| Practises throwing small balls overhand  |  |  |  |  |
| Practises throwing small balls underhand |  |  |  |  |
| Practises kicking balls (19-24 months)   |  |  |  |  |

**FINE MOTOR SKILLS****VISUAL MOTOR**

|                                                                                                                                       |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Practises stacking objects e.g. Cubes/stacking cups etc.                                                                              |  |  |  |  |
| Plays with knobbed wooden puzzles (places correct shape in the matching space) <i>Note whether these puzzles are available or not</i> |  |  |  |  |
| Practises turning pages of a book (19-24 months)                                                                                      |  |  |  |  |
| Practises drawing lines/scribbles ( <i>Note whether crayons/pencils are available</i> )                                               |  |  |  |  |

**GRASPING**

|                           |  |  |  |  |
|---------------------------|--|--|--|--|
| Not relevant to age group |  |  |  |  |
|---------------------------|--|--|--|--|



## 25 - 36 MONTHS

### GROSS MOTOR SKILLS

|                                                                                                             | Often<br>(3-5 times<br>p/week) | Seldom<br>(1-2 times<br>p/week) | Never | Comments |
|-------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------|-------|----------|
| Practises jumping up/forward using two feet                                                                 |                                |                                 |       |          |
| Practises jumping from low objects without support                                                          |                                |                                 |       |          |
| Practises walking on tip-toes                                                                               |                                |                                 |       |          |
| Plays games wear toddler runs around                                                                        |                                |                                 |       |          |
| Todler rides a pedals a tricycle (30-36 months) <i>Indicate whether a tricycle is available in comments</i> |                                |                                 |       |          |

#### STATIONARY

|                            |  |  |  |  |
|----------------------------|--|--|--|--|
| Not relevant for age group |  |  |  |  |
|----------------------------|--|--|--|--|

#### OBJECT MANIPULATION

|                                          |  |  |  |  |
|------------------------------------------|--|--|--|--|
| Practises throwing small balls overhand  |  |  |  |  |
| Practises throwing small balls underhand |  |  |  |  |
| Practises kicking balls                  |  |  |  |  |

### FINE MOTOR SKILLS

#### VISUAL MOTOR

|                                                                                             |  |  |  |  |
|---------------------------------------------------------------------------------------------|--|--|--|--|
| Practises stacking objects e.g. Cubes/stacking cups etc.                                    |  |  |  |  |
| Practises removing lids on different containers such as tupperware or screw on lids         |  |  |  |  |
| Practises cutting paper                                                                     |  |  |  |  |
| Practises drawing straight lines                                                            |  |  |  |  |
| Practises paging through books                                                              |  |  |  |  |
| Practises lacing large beads/shapes (2-4 beads) <i>indicate whether beads are available</i> |  |  |  |  |

#### GRASPING

|                           |  |  |  |  |
|---------------------------|--|--|--|--|
| Not relevant to age group |  |  |  |  |
|---------------------------|--|--|--|--|

**3 - 4 YEARS****GROSS MOTOR SKILLS**

|                                                                                                                                           | Often<br>(3-5 times<br>p/week) | Seldom<br>(1-2 times<br>p/week) | Never | Comments |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------|-------|----------|
| <b>LOCOMOTION</b>                                                                                                                         |                                |                                 |       |          |
| Practises jumping on one leg                                                                                                              |                                |                                 |       |          |
| Practises walking on a line                                                                                                               |                                |                                 |       |          |
| Practises jumping up/forward using two feet                                                                                               |                                |                                 |       |          |
| Practises jumping from low objects without support                                                                                        |                                |                                 |       |          |
| Plays games wear toddler runs around                                                                                                      | 1                              |                                 |       |          |
| Rides a bicycle or other "rideable" toys (with or without side-wheels)<br><i>Indicate whether a bicycle and enough space is available</i> |                                |                                 |       |          |
| <b>STATIONARY</b>                                                                                                                         |                                |                                 |       |          |
| Practises standing still on tiptoes                                                                                                       |                                |                                 |       |          |
| Practises standing still on one leg (3-5 seconds)                                                                                         |                                |                                 |       |          |
| <b>OBJECT MANIPULATION</b>                                                                                                                |                                |                                 |       |          |
| Practises throwing small balls overhand                                                                                                   |                                |                                 |       |          |
| Practises throwing small balls underhand                                                                                                  |                                |                                 |       |          |
| Practises throwing balls at targets                                                                                                       |                                |                                 |       |          |
| Practises catching balls                                                                                                                  |                                |                                 |       |          |
| Practises kicking balls                                                                                                                   |                                |                                 |       |          |
| <b>FINE MOTOR</b>                                                                                                                         |                                |                                 |       |          |
| <b>VISUAL MOTOR</b>                                                                                                                       |                                |                                 |       |          |
| Practises cutting paper on a line                                                                                                         |                                |                                 |       |          |
| Practises drawing a basic person                                                                                                          |                                |                                 |       |          |
| Practises drawing different shapes (squares/circles)                                                                                      |                                |                                 |       |          |
| Practises lacing beads/shapes with holes ( <i>Indicate whether these are available</i> )                                                  |                                |                                 |       |          |
| <b>GRASPING</b>                                                                                                                           |                                |                                 |       |          |
| Practises unbuttoning and buttoning buttons                                                                                               |                                |                                 |       |          |
| Practises correct pencil grip                                                                                                             |                                |                                 |       |          |

**Thank you for your cooperation!**