

**THE INFLUENCE OF THE FAMILY AND SCHOOL IN THE
DEVELOPMENT OF THE BOY CHILD'S BEHAVIOURAL CONDUCT**

by

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LIST OF ABBREVIATIONS

AIDS:	Acquired Immune Deficiency Syndrome
DSD:	Department of Social Development
SAPS:	South African Police Services

ABSTRACT

Family and school contexts have always been pivotal for shaping children's behavioural conduct. They are associated with a laboratory where children are expected to learn about freedom, safety, socialisation and good behaviour. A family context lacking the provision of safety, security, love and happiness is tantamount to encouraging negative behaviour to children.

The researcher utilized a qualitative research approach and gathered data by conducting face to face interviews with participants likely to inform the study. The researcher also utilized the purposive sampling technique to assemble a sample. Eight steps for qualitative data analysis as proposed by Tesch in Creswell (2009:186) were utilized for data analysis. Criteria for developing the trustworthiness of a qualitative inquiry as outlined by Lincoln and Guba (in Polit & Beck, 2008:539) were also used.

The findings reveal that teacher-learner relationships in schools seem to play an important role in the development of behavioural conduct among learners. Learners who have close relationship with teachers appear to demonstrate social and academic competence at school in comparison with learners with distant relationship with teachers. Furthermore, strong family relationships were found to protect children from poor behavioural outcomes, whereas conflictual parent-child relationships and sibling rivalry interfered with children's social relationships.

Keywords: **Influence; Families; School; Behavioural conduct; Boy child**

CHAPTER 1 GENERAL ORIENTATION TO THE STUDY

1.1 General introduction, problem statement and rationale for the study

This chapter consists of a general introduction, problem statement and the rationale for undertaking the study.

1.1.1 General introduction

Family contexts serve as the impetus for the development of children's behavioural conduct. Family contexts relate to family environments in relation to structure, flexibility, cohesion, communication patterns and parenting practices. Family environments comprise the primary and dynamic social systems that are usually the most powerful and constant influence of a child's development and socialisation (Burns, Dunn, Brady, Starr & Blosser, 2013:319). As primary and dynamic systems, family contexts influence children to develop attitudes and skills for socialisation by providing emotional connections, behaviour constraints, and modelling that affect the child's development of self-regulation, emotional expression, and expectation regarding behaviours and relationships (Fourie, 2008:39; Becvar & Becvar, 2008:180; Walsh, 2012:5; White, Hayes & Livesey, 2013:426; Rashad, 2013:126; Tramonte, Gauthier & Willms, 2013:2; Siegel & Welsh, 2018:289). Socialisation is a process by which people learn attitudes, values and skills for performing social roles (Clinard & Meier, 2011:50).

Children are expected to behave according to desired habits (Grusec & Hastings, 2015:4). Arguably, desired behavioural habits are fundamentally dependent on the context of family interaction (De Witt, 2009:240). Desired behavioural habits entail socially acceptable behaviour in relation to self-respect, respecting others, self-discipline, compassion, honesty, fairness, courage, responsibility and self-regulation (Antia & Kreimeyer, 2015:14).

A family context with a provision of safety is essential for shaping behaviour of children (Ward, 2007:29; Songca, Sibanda, Basdeo, Luft, Hesselink, Dastile, Matetoa, Mooki & Karels, 2016:1; Siegel, 2017:196; Kosteinik, Soderman, Whiren & Rupiper,

2018:12). Such a family context has a high degree of empathy, respect, caring, responsibility and trustworthiness and is a sound basis for the development of desired behavioural conduct in children (Centre for Social Justice, 2010:6; Tramonte et al., 2013:2).

A family context marked with love and happiness, good interpersonal relations, a sense of adjustment after a crisis also serves as the basis for children's development of desired behavioural conduct and is regarded as a requirement for a functional family (Melvin, 2013:47; Becvar & Becvar, 2008:275; Centre for Social Justice, 2010:6; Lamanna & Riedman, 2010:318; Segrin & Flora, 2011:212; Goldstein & Brooks, 2013:150; Marotz & Kupzyk, 2018:30). Family processes in functional family contexts are successful in meeting normal, abnormal development and unexpected stressors experienced by most families (Capuzzi, Stauffer & Erber in Capuzzi & Stauffer, 2015:5).

Unfortunately, not all families have the capacity necessary for encouraging good behavioural conduct amongst children (De Witt, 2009:240). In a dysfunctional family context, the coping mechanisms are usually impeded enabling the family to engage in patterns that are not beneficial and successful (Capuzzi et al., in Capuzzi & Stauffer, 2015:5). In such families, aggression and violence are rife and development of children's behavioural conduct is negatively influenced (Morgan, 2013:xxi). While there is no perfect family, families experiencing excessive conflict, a lack of structure or routine and a lack of emotional support may often have problems such as family members feeling unloved or rejected (Melvin, 2013:19). How the family conducts personal relationships has a powerful influence on the psychosocial development of the children of the family. It is within the family context that a child is most likely to be exposed to aggression, violence, love and happiness (Train, 2008:48).

Contemporary studies regarding families confirm that children from families characterised by discord or violence later exhibit behaviour problems (Siegel & Welsh, 2018:295). Moreover, such children are more likely to become involved in bullying or victimisation problems (Rigby, 2007:260). Unfortunately, such children are also more likely to have dysfunctional families themselves (Parrillo, 2008:356).

Globally as well as in South Africa, a dysfunctional family context where there is excessive occurrence of conflict, misbehaviour, abuse or neglect, impacts negatively on a child's conduct development. Family cohesion and adaptability in such families are threatened and thwarted with negative communication patterns (Burns, *et al.*, 2013:320). As such, family members live independently and do not sufficiently meet each other's wishes and needs. Maladaptive patterns of interaction among family members can place a child at risk for negative outcomes such as maladaptive behaviours (Burns *et al.*, 2013:320).

Poor parental practices such as lack of emotional support, love, compassion, empathy, occurrence of conflict, misbehaviour, abuse or neglect provide inadequate frames of reference for socially acceptable behaviour (Bezuidenhout & Joubert, 2008:119; Becvar & Becvar, 2008:199). Train (2008:47) concurs that violent parents may not only create distressing emotional conditions such as low self-esteem to children, but may also hurt them physically, leading children to believe that it is okay to be rude to others. Due to poor parental practices, children may grow up with a feeling of powerlessness as they may be unable to change the status quo of their family dysfunctional system (Bloom & Bloom, 2016:17). As such, they will strive to seek self-assurance and power elsewhere to ensure a sense of belonging and security (Noddings, 2003:222). Hence, in order for children to experience safety, they may bond with a peer group or a gang if they cannot find it in the family (Donald, Lazarus & Lolwana, 2010:199). Unfortunately, sometimes the gangs that these children join can be antisocial in nature, where antisocial behaviour and attitudes are viewed as normal within the gang (Harris, 2009:299).

Furthermore, social cognitive learning theory (which was developed by a cognitive psychologist, Bandura, 1977;1986) posits that children learn aggressive behaviour from watching adult aggressive behaviour (Plotnik & Kouyoumdjian, 2014:224). For instance, if parents discipline children harshly and aggressively, the children may learn to express their anger aggressively in return. Conversely, if parents do not maintain their authority at home and leave children to do as they please or neglect them, children may not have respect for others (Hullquist, Hullquist & Prowant, 2013:88).

Ordinarily the abilities required for progressive development are found in parents with whom a child can form a positive, warm, trusting and meaningful bond and long-term

relationship (Songca *et al.*, 2016:1). On the other hand, lack of support may have negative effects on the development of behavioural conduct of a child leading to poor social adjustment, deviant and anti-social behaviour (Gouws, Kruger & Burger, 2008:82). The absence of a sense of belonging and safety experience has a negative impact on the child such as poor development of the child's behavioural conduct (Centre for Social Justice, 2010:6). In the event that such an important role is absent, the strength and success of the community and eventually the entire society is also compromised (Landsberg, Kruger & Swart, 2016:58).

Closely linked to the family is the school environment, which has become a main concern and a fundamental risk factor in respect of childhood misbehaviour (Bezuidenhout & Joubert, 2008:119). Schools have been the pillar of the family due to its ability to reinforce positive and socially acceptable behaviour among children. Unfortunately, when the family fails to provide safe environments for promoting positive and socially acceptable behaviour for children, the school becomes negatively affected. Parental practices such as harsh and inconsistent punishment, too little or overprotection, being overly responsive and permissiveness for aggression at home, are connected to bullying and victimization experiences at school (Mason, 2013:4).

South African schools are also not immune from child misbehaviour such as gangsterism, violence, bullying, disruptive behaviour and crime which result in unsafe and unfavourable conditions for learning and teaching (Nconstsa & Shumba, 2013: 2). Zuze, Reddy, Juan, Hannan, Visser and Wannaar (2016:1) indicate that not only are children exposed to unsafe conditions at school, but also at home, and this might have devastating impact on their ability to learn and to live healthy and positive lives. Reports on media platforms such as television, radio, internet and print media highlight the escalation of school violence (Nconstsa & Shumba, 2013: 2). Recently, there has been a gradual increase of misconduct by children at schools, where children attacked or killed a teacher. In this regard, some of the incidents which were reported on mainstream media are as follows:

- Gadimang Mokolobate, the 24-year-old Mathematics teacher at Ramotshere Secondary School outside Zeerust, was stabbed to death by a 17-year-old pupil (*Sunday Times*, 2018:5).

- On the 11th of September 2018, an 18-year-old pupil assaulted a Grade 12 teacher at a Limpopo school and poured water over her face and body, after she confiscated the pupil's cell phone (*Sunday Times*, 2018:5).
- In another incident, a 15-year-old boy from Eldorado Park Secondary School in Gauteng, was arrested for pointing a gun at a teacher (*Sunday Times*, 2018:5).
- Garankuwa learner from Modiri Secondary School was arrested for bullying another learner (Shange, 2020). A viral video has been posted on various social media platforms.
- The Department of Education in KwaZulu-Natal had summarily suspended two learners who attacked a fellow learner as shown in the gruesome video clip that was being circulated on social media networks (South Africa, 2020).

Ward (2007:29) ascribes children's aggressive behaviour to exposure to violence in the family and to poor family management. Similarly, Vasagar (2011:1) argues that child misbehaviour at schools is influenced by the lack of role models in the home. Children's aggressive behaviour could also be attributed to the inconsistent application of rules within families and at schools (Jacobsen, 2013:41). Unfortunately, poor behaviour negatively affects children's academic achievement and advancement since there seems to be a strong relationship between unruly behaviour and academic complications (Vogel, 2008:17).

One of the challenges facing South Africa from the beginning of democracy in 1994, is the high prevalence of children involved in misbehaviour (Bezuidenhout, 2013:271). Violence towards children has become a normal everyday occurrence for many within the family context, in schools and in society in general (Bezuidenhout, 2013:271). The Centre for Justice and Crime Prevention (2009) reports that almost 48.9% of South African children live in families where violent behaviour is used as a strategy to resolve differences. Moreover, the report shows that these children witness family members arguing with and hitting each other when angry and using corporal punishment to discipline children.

Due to the prevalence of families characterised by conflict, misbehaviour, neglect or abuse as well as a high prevalence of child misbehaviour at schools, it is necessary to create and spread knowledge about the influence of the family and school in the development of the boy child's behavioural conduct.

1.1.2 Problem statement

The purpose of a research problem in qualitative research is to provide a justification for the study (Creswell, 2013:130). A problem statement is a statement describing the issue to be studied and situates it in a broader educational or social context (Bloomberg & Volpe, 2012:6). Such a statement marks a discrepancy between what we already know and what we want to know (Bloomberg & Volpe, 2008:34).

The socialisation of children is dependent on communication and interaction patterns between parents and children within families and this provides an opportunity for acquiring behaviour patterns (Becvar & Becvar, 2008:275; Harris, 2009:11; Goldstein & Brooks, 2013:150; Siegel, 2017:196; Siegel & Welsh, 2018:321).

The family context, although expected to provide security for the adequate development of children, is affected by various stressors such as conflict, misbehaviour, neglect and abuse amongst its members, which may render it dysfunctional (De Witt, 2009:240; Centre for Social Justice, 2010:6; Landsberg, Kruger & Swart, 2016:58). Regrettably, the effect of these family stressors can significantly impact on children's behaviour (Siegel & Welsh, 2018:289).

Family dysfunction is a global issue which usually subjects children to conflict, misbehaviour, abuse or neglect. Family dysfunction appears to be the breeding ground for children who do not display good and acceptable behaviour. Children who have witnessed discord or violence, later frequently exhibit emotional disturbance and behavioural problems, which is regrettable (Siegel & Welsh, 2017:186). Children from dysfunctional families are more at risk than those whose parents are supportive, they are disadvantaged, they can become involved in bullying or victimisation problems and are likely to have dysfunctional families themselves (Siegel & Welsh, 2018:321).

Some researchers contend that there is a link between child misbehaviour in schools and dysfunctional family contexts (Danforth & Smith, 2005:203). Studies found a direct link between childhood abuse, family setting, parental roles and characteristics, the immediate environment, school setting and a child's involvement in anti-social behaviour (Songca *et al.*, 2016:1). On the other hand, some authors argue that there are children who are cherished and cared for by loving parents who sometimes are swayed to use drugs (Gouws, 2015:199). However, efforts for understanding the family

functioning focused on the structure, rather than the process where the topics of concern for researchers consist of structural dimensions such as an absent father and a divorced or single parent (Becvar & Becvar, 2008:103). In researching **the influence of the family and school in the development of the boy child's behavioural conduct**, the researcher learned that in over fifty articles perused, most research and literature in this regard focused on the structure of the family. There seems to be limited information on the influence of the family and school in the development of the boy child's behavioural conduct is often overlooked and or ignored. For instance, more information about functional families and dysfunctional families is presented as comparisons, but there seems to be a dearth of information pertaining to the present study's topic (see Table 1.1).

Table 1.1 Journal articles related to the topic researched

Area of focus	Articles
The family, its functionality, dysfunctionality and the influence of culture in its social construction	<p><i>U.S Immigration law and the Traditional Nuclear Conception of Family: Towards a functional Definition of Family that Protects Children's Fundamental Human Rights</i>, by King (2009), <i>Deprivatization and the Construction of Domestic Life</i>, by Holstein & Gubrium (1995), <i>Revisiting the social construction of family in the context of work</i>, by Beauregard, Ozbilgin & Bell (2009), <i>What is family? Further Thoughts on a Constructionist Approach</i>, by Holstein (1999), <i>Ethics codes and codes of conduct as tools for promoting an ethical and professional public service: Comparative Successes and Lessons</i>, by Gilman (2005), <i>Attachment Relationships Among Children With Aggressive Behavior Problems: The Role of Disorganized Early Attachment Patterns</i>, by Lyons-Ruth (1996), <i>Family and Intimate Relationships: A Review of the Sociological Research</i>, by Gillies (2003).</p>
The nature of social relationship between the child and the father	<p><i>The cross-legged relationship between father absence and child problem behaviour in the early years</i>, by Flouri, Naranyanan & Midouhas (2015), <i>"Father's whereabouts and children's welfare in Malawi"</i>, by Carling and Tennesen (2013), <i>"Where have all the Good Men Gone?: A Psychoanalytic Reading of the Absent Fathers and damaged Dads on ABC's lost (The journal of popular culture, vol.47, No.3, 2014)"</i>, <i>Does Investment in the Sexes Differ When fathers Are Absent?</i>, by Gibson (2008), <i>The differential influence of absent and harsh fathers on juvenile delinquency</i>, by Simmons, Steinberg, Frick & Cauffman (2017), <i>Baby Elmo Leads Dads Back to the Nursery : How a Relationship-Based Intervention for Fathers Enhances father and child Outcomes</i>, by Smith, Perkins, Simmons, Cowan, Cowan, Rodriguez, Shauffer & Barr (2015), <i>Absent Breadwinners': Father-child connections and Paternal support in Rural South Africa</i>, by Madhavan, Townsend & Garey (2008), <i>"Not all men are fathers": Experiences of African women from families with absent fathers</i>, by Makofane (2015), <i>The plight of absent fathers caused by migrant work: Its traumatic impact on adolescent male children in Zimbabwe</i>, by Nyanjaya & Masengo (2012), <i>Moral development and the phenomenon of absent fathers</i>, by Wilson & Henricksen (2013,), <i>Engaging Absent Fathers in the Treatment of children</i>, by Sleber (2008), <i>Imprisoned fathers and their Children: A Reflection on Two Decades of Research, Child Care in practice</i>, by Boswell (2018), <i>' Enhancing Father Involvement in Low-income Families: A Couples Group Approach to Preventive Intervention</i>, by Pruett (2017), <i>"It is like he just goes off, BOOM": mothers and grandmothers make sense of child-to-parent violence</i>, by</p>

	<i>Williams, Tuffin & Niland (2015), Lost boys: Why our sons turn violent and how we save them, by Garbarino (2001), Theoretical and methodological issues in relationship research: Considering the common fate model, by Galovan, Holmes & Proulx (2015).</i>
Policy Framework	<i>Towards the development of a family policy for South Africa, by Makiwane & Berry (2013).</i>
Trends affecting families	<i>Major trends affecting families in Sub-Saharan Africa”, by Bingombe and Khadigala (1996), “Effects of urbanization on child safety”, by Kazemein, Alizemeini, Mo ghisi, Amanolah, Berekati and Gadami (2015), Adolescent Boys Talk about Absent Fathers, by Langa (2010), ‘Children, families and the conundrum about men’: Exploring factors contributing to father absence in South Africa and its implications for social and care policies, by Patel & Mavungu (2016), Debt, shame and violence: Reactions to the absent father in the film Bullet Boy, by Campbell (2014).</i>
Children circumstances	<i>Situation Analysis of Children in South Africa”, by UNISEF (2009), Children’s behaviour at school deteriorating, say teachers: Boys more likely to be violent while girls call one another names, Association of Teachers and Lecturers finds, by Vasagar (2011), Behavior is a national problem in schools in England, review finds: Head teachers have ‘perverse incentives’ to hold back on poor conduct in the schools for better Ofsted ratings, government adviser says in his report, by Grierson (2017), Direct and relational bullying among primary school children and academic achievement, by Woodsa & Wolkeb (2003), Bullying involvement in primary school and common health problems, by Wolke, Woods, Bloomfield & Karstadt (2001), Disruptive behaviour in the Foundation Phase of schooling, by Marais & Meier (2010), , A Developmental Perspective on Bullying, by Pepler, Craig, Connolly, Yuile, McMaster & Jiang (2006), The Association between Direct and Relational Bullying and Behaviour Problems among Primary School Children, by Wolke, Woods, Bloomreld & Karstadt (2000), Predicting violence from school Misbehavior: Promises and Perils, by Morrison (2001), No Fear Growing up in a risk averse society, by Gill (2007), The Contributions of Ineffective Discipline and Parental Hostile: Attributions of Child Misbehavior to the Development of Conduct Problems at Home and School, by Snyder, Cramer, Afrank, Patterson (2005).</i>

In examining the articles listed in Table 1.1, only six were conducted using a qualitative approach, whereas the rest were conducted using a quantitative approach. In view of this dearth of information, the problem statement for this study was framed as follows: Although a number of in-depth studies about families have been conducted, there seems to be a dearth of information in the literature about the influence of the family and school on the development of the boy child’s behavioural conduct.

1.1.3 Rationale for the research

There are two important issues that captivated the researcher’s professional curiosity in this area, namely, personal and work experience as well as experiencing a dearth of literature on the phenomenon of the influence of the family and school on the

development of the boy child's behavioural conduct. The two issues respectively entail the following:

Firstly, as a social worker the researcher is employed as a primary school counsellor and engaged in counselling young boys in a primary school on a daily basis. Most of the learners are referred to the social worker's office for bullying other learners, for violent and aggressive conduct towards other school children and teachers, for emotional behaviour such as withdrawal or isolation, for self-mutilation or self-hurt, for self-blaming and for matters relating to their self-esteem. Moreover, in working with children and their parents, the social worker was intrigued by the concerns of children about their brothers' behavioural conduct in Birchleigh and Norkem High schools. Furthermore, the parents also wanted to know from the social workers, what could be the causes of their High Secondary school children's misbehaviours in Birchleigh and Norkem park areas. Adding to this, was a high prevalence of bullying and media reports about children misbehaving in High Secondary schools in general.

Secondly, as the researcher's professional interest about the matter was stimulated, an extensive literature search was conducted on the subject. It was established from the literature studied that most of the existing studies focused on single parenthood, child-headed families, alcoholic families, divorce and absent fatherhood. In addition, most of the literature focused on the effects, causes, experiences, challenges and coping strategies of children from such families. The influence of the family and school in the development of the boy child's behavioural conduct and social work's task and responsibility in this regard are poorly emphasised in the existing body of literature on the subject, thereby indicating a need for research in this regard. Therefore, the researcher resolved to address this need by means of this research.

1.2 Theoretical framework

Throughout the research process, a key element is theory as it guides the researcher on what to look for and where to look for it (Imenda, 2014:189). A theoretical framework is the application of a theory drawn from either one or the same theory to offer a description of a circumstance or shed some light necessary for understanding a phenomenon (Imenda, 2014:189). Mensah, Agyemang, Acquah, Babah and Dontoh (2020:56) elucidate that a theoretical framework serves as a foundation upon which

researchers build their research inquiry. In this section, a brief explanation of the place and role of theory in a qualitative study is provided. The two theories which guided this study are also briefly discussed.

This study was conducted as a qualitative paradigm which uses inductive analysis as the main technique. In an inductive analysis “the patterns, themes, and categories of analysis come from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis” (Bowen, 2006:13). The data therefore guide where to find suitable literature (Giske & Artinian, 2007:70). Authors further assert that when the study adopt the qualitative approach “there is a need not to review any of the literature in the substantive area under study for fear of contaminating, constraining, inhibiting, stifling, or impeding the researcher’s analysis of codes emergent from the data” (Mills, Bonner & Francis, 2006:30).

Although the review of literature prior to conducting the study may inform a new study, it may also inadvertently hinder the emergence of phenomena by creating an unwanted lens, which may lessen the value of conducting a qualitative study (Yin, 2011:61). Any review of literature prior to conducting the study may “contaminate, constrain, inhibit, stifle, or impede the researcher’s analysis of codes emergent from the data” (Mills, Bonner & Francis, 2006:30). The aim is to enter the field of research with no preconceived ideas (Bainbridge, Whiteside & McCalman, 2013:276). Hence, authors caution that qualitative researchers should avoid reading pertinent or comprehensive literature about the phenomenon being researched until data collection for the research has been completed (Yin, 2011:62).

However, the researcher does not dismiss the importance of reviewing literature. Hence, the researcher engaged in an extensive literature review during the proposal stage to provide an introduction and a general overview of the phenomenon. Most importantly, this literature review enabled the researcher to identify gaps in relevant knowledge and to frame the research problem.

Based on the discussion above, a separate chapter on literature review was not included. Instead, literature was used to confirm or contrast the findings in Chapter 3 in the form of a literature control.

The study was conducted by using the **system and ecosystem theories** where secondary school boys were seen as interacting in the family and school contexts system. System and ecosystem frameworks were selected in order to describe the influence of the family and school in the development of the boy child's behavioural conduct. The system theory entails that systems consist of smaller constituents which are also part of the larger supra-systems (Meyer, Moore & Viljoen, 2008:470). System theory views individual and family functioning as an interactional dynamic process where a person is seen as existing within the family as well as within larger and more complex systems (Effgen, 2013:154)

The ecosystem framework assumes a way of looking at human functioning through the ecological and cybernetic systems (Meyer *et al.*, 2008:468). Ecological systems see individual family members operating within the family and the school contexts as related to and interacting with one another. The ecological system perspective focuses on the interrelationship between family, school, neighbourhood and peer network (Paat, 2013). It shows a connection between the social environment, human behaviour and social functioning. Ecology refers to the relationship between an organism and its environment (Carter & Slack, 2010:13). It is the fundamental belief that all things are interrelated to one another in a complex but systematic way (Meyer *et al.*, 2008:468). The ecosystem framework was utilised in order to describe the way in which the behaviour of the boy child within family and school contexts is interdependent on such environments where they interact. In addition, the ecosystem framework was utilised to describe how the action of an individual family member could have an impact on the entire system and *vice versa*.

1.3 Research question, goal and objectives

In this section the research question, goal and objectives of the study are formulated.

1.3.1 Research question

Based on the research problem, the research question to be answered is formulated. A research question refers to a statement of an explicit question that the study wants answered (Johnson & Christensen, 2008:78; Terre Blanche, Durrheim & Painter, 2006:540). Such a statement of an explicit question stems from the research topic (Loubser, 2014:203). It guides the project which the research is intended to answer

and describes the general relationships between and among variables that are to be tested (Babbie, 2007:112; Bloomberg & Volpe, 2008:34). Framing a research question involves asserting openly what the researcher wants to find out (David & Sutton, 2011:216; Cowan, 2009:55). As a research question is an inquisitive statement emphasizing and making a formal statement about the goal of the study of the phenomenon to be studied (Brink, Van Der Walt & Van Rensburg, 2006:80), it summarizes what is known and requires further exploration (Savin-Baden & Major, 2013:99).

A research question directs the research process and serves as a supervisory star enabling the researcher to navigate throughout the research process (David & Sutton, 2011:12). Aurini, Heath and Howells (2016:39) concede that researchers must strike a balance between crafting a research question that focuses the project on a specific phenomenon while allowing for a more inductive inquiry at the same time. Such a question focusing the project on a specific phenomenon and allowing for a more inductive inquiry must be relevant to the subject being studied (White, 2017:60).

Therefore, the research question emanating from the research topic and serving as a guiding star in this study was formulated as follows:

What is the influence of the family and school in the development of the boy child's behavioural conduct?

1.3.2 Research goal and research objectives

A goal entails the outcome towards which the activities are aimed. A research goal is a general declarative statement, entailing the purpose of the preferred area of research (Collins, 2010:76). Goals refer to what a researcher seeks to achieve through the research process (Hennink, Hutter & Bailey, 2011:34). It is a general statement, reflecting the intention of the chosen area of research (Collins, 2010:77). It states clearly, what the study entails and what it aims to attain.

The goal of this research study was formulated to **develop an in-depth understanding of the influence of the family and school in the development of the boy child's behavioural conduct.**

Research objectives are the steps that a researcher has to take in order to accomplish a set purpose (McQuillan, Makic & Whalen, 2009:84). Little steps as they may be, objectives pinpoint the explicit issues the researcher intends to scrutinise (Gilbert, 2008:53). The research objectives are precise description of what needs to be done to achieve the defined goal of the research (Collins, 2010:76). They are measurable, attainable steps that are taken to achieve the goal and are linked to a time frame (Fouché & Delpont, 2011:94). Ultimately, objectives of the study should be specific and must be stated clearly (Kumar in Fouché & Delpont, 2011:108).

The following research objectives constituted the steps according to which the above goal was achieved:

- To explore and describe the influence of the family and school in the development of the boy child's behavioural conduct.
- To draw conclusions and make recommendations regarding the influence of the family and school in the development of the boy child's behavioural conduct to parents in families and teachers at schools as they appear to be influential in the development of the boy child's behavioural conduct.

1.4 Research approach

A qualitative study was undertaken using the explorative, descriptive, contextual and phenomenological research design as a strategy to accomplish the research goal. According to Maxwell (2013:26), the justification for choosing a qualitative study should be compatible with the research goal and research question as well as the research design. A detailed explanation of the application of the research method and justification of its selection are presented in Chapter 2 of this report.

1.5 Ethical considerations

Researchers are expected to act ethically correct when conducting research. Ethical considerations are principles which guide the researcher to protect participants from possible harm and to preserve their rights (David & Sutton, 2011:30). Ethics is concerned with moral ways of life. In research, it reflects the norms and rules for tolerable behaviour, flows from a system of moral principles which is widely accepted, and which offers rules and behavioural expectations about the most correct conduct

towards research participants (Rule & John, 2011:111). Ethics is a professional researcher's conduct guide which clarifies what is morally right and morally wrong (Guthrie, 2011:15; Neuman, 2014:78). The purpose of ethics is to control the relation between the research, human beings and faculty studied (Flick, 2006:45).

Research ethical requirements flow from three standard principles, namely; autonomy which is self-determination of the research participants, non-maleficence or to do no harm, and beneficence which relates to public good (Rule & John, 2011:112). The central rule of social research is that it must cause no harm to befall the participants (Babbie, 2007:64). For that reason, researchers are ethically indebted to ensure that they are competent, honest and adequately skilled to undertake the proposed investigation (Walliman, 2006:148).

In this study, the researcher obtained approval to conduct the research from the Unisa's Departmental Research and Ethics Committee (See Addendums H & G). To adhere to an ethical code of conduct and to remain competent in his conduct, the researcher took the following ethical principles into account whilst conducting the research: informed consent, confidentiality, anonymity, beneficence, management of information and the debriefing of participants, while respecting the human dignity of the participants. These ethical principles respectively entail the following:

1.5.1 Informed consent

It is customary in qualitative research to obtain the informed consent of participants before the researcher can interview them. In doing so, the researcher explains the goal of the study and the shortfalls as well as indicates to prospective participants that participation is not coerced but voluntary. Informed consent means that the participants have the ability to decide for themselves whether to partake in the study or not (Green & Thorogood, 2009:68). Gravetter and Forzano (2012:84) concede that informed consent must help the participants to understand the aim and the procedure of the research before deciding to participate in the research. In social sciences research, no participant should be part of research without their knowledge and consent (Flick, 2007:49). In this research, the researcher ensured that all the participants are satisfactorily and fully informed about the goal of the research, what their participation will involve, their rights to withdraw from the study at any given time

and what will happen with the information shared. Such information was provided verbally and in writing (see Addendum A). The researcher informed all the participants who took part in the research that this research report will be submitted in the form of an article for publication. This aspect was included in the informed consent letter. After being satisfactorily and fully informed, and upon agreeing to participate in the study, the participants were requested to give their consent in writing by signing the assent form. Obtaining informed consent implies that all necessary information about the goal of the research is well explained to the research participants. Participants need to be informed about the expected duration of their involvement, procedures which will be followed during the study, advantages and possible disadvantages, dangers to which they might be exposed to (if any) and the credibility of the researcher (Schneider, Whitehead, LoBiondo-Wood & Haber, 2013:88). An informed consent form should be signed by participants before they engage in the research (Creswell, 2009:89).

Researchers must provide potential participants with clear, detailed, and factual information about the study, its methods, its risks and benefits (Terre Blanche *et al.*, 2006:78). Ultimately, this gives the participants an opportunity to choose what shall or shall not happen (Grinnell & Unrau, 2008:37). The principles of voluntary participation and no harm to the participants have become formalised in the general understanding of the concept of informed consent (Babbie, 2007:64).

In this study, informed consent was obtained from the Gauteng Department of Education through the school principals and from parents of learners (See Addenda K, J, I, B and A). The researcher received a list of potential research participants from the participants' teachers. The researcher arranged for a meeting with individual potential participants which was held at school after school hours. The researcher explained the topic, goals and objectives of the intended research. The researcher went through the contents in Addendum A and emphasised that participation was voluntary. The researcher also told the potential participants about the child assent form (Addendum C) which they were requested to sign had they decided to be part of the research. The researcher asked if he could clarify any question and asked if they were interested to partake in the research. In order to obtain the informed consent from the parents of learners, a letter containing the following information was sent to the participants' parents (See Addendums B and A):

- The researcher clarified the goals and objectives of the study with participants' parents.
- Participants had the right not to be involved at any time of the study.
- The relationship between the researcher and the participants was that of trust, fairness, respect, dignity and honesty where the researcher explained the participants' right to terminate or withdraw from the study at any point.
- Participants' confidentiality and personal privacy were recognized during the period of conducting this study.
- Participants had the right to be informed about what will be done with the information they provide.
- Participants were afforded the right not to disclose their names during this study.

1.5.2 Confidentiality, privacy and anonymity

Confidentiality means not sharing what the participants said (King & Horrocks, 2010:117, Surmiak, 2018:2). Confidentiality is the maintenance of privacy, entailing the nature of agreements between persons that limit others' access to the private information they conveyed (Afifi & Afifi, 2009:365). De Vos, *et al.* (2011:119) argue that confidentiality is an agreement between people that limits others having access to confidential information whereas Padgett (2008:67) grants that confidentiality is assured by respecting and keeping participants' privacy. Confidentiality is pled to obtain anonymity (Christensen *et al.*, 2015: 135). Anonymity of participants in a research project, on the other hand, entails that no one, including the researcher, should be able to identify any subject afterwards (Fouché & Delpont, 2011:120). King and Horrocks (2010:117) emphasise that the anonymity and privacy of the research participants should be highly respected.

In this research, the researcher used the alphabetical letters A to M as substitutes for the identities of the participants.

In conducting this research, the researcher did not repeat the information obtained from the participants to anyone and did not give access of the information to anybody except the supervisor who guided him in conducting this research. To provide anonymity the researcher made sure that every participant's identity is withheld.

Alphabetical letters were attached to audio recordings and transcripts and only the researcher knew who was linked to which alphabetical letter. The supervisor, the independent coder and the editor were unable to identify the participants. The researcher conducted interviews in private venues of the participants' choice.

In order to ensure anonymity and confidentiality, Holloway and Wheeler's (2010: 61) contention was pursued by the researcher who -

- changed minor details about the participants so that they could not be identified;
- used pseudonyms and he was the only person who was able to link participants with their real names and identities;
- did not write the names of the participants on tapes, notes, and transcripts;
- was honest and ethical by informing participants that other people such as supervisors might have access to the tapes for peer reviews and verification of analysis if necessary.

1.5.3 Beneficence

Researchers are obliged to do no harm and to maximise possible benefits and minimise possible harm for the research participants (Terre Blanche, *et al.*, 2006:67; Faiver, 2017:91). Beneficence is an obligation on the part of researchers to maximize possible benefits and minimize harm (Murphy, 2013:48). In this study, the participants were protected from harm by not forcing them to partake or to disclose anything which might bring harm to them. The researcher ensured that risks were minimized and possible benefits for research participants were maximized.

In answering the questions relating to the research topic, participants' past experiences could be aroused. The benefits of this could be twofold, namely firstly allowing them to express their experiences and behaviour in relation to the family and the school environment where they interact and for the researcher to offer or arrange for support for them when needed (see section 1.4.5 on debriefing of participants below). Secondly by giving insight to boys as to what could be done to improve the nature of the influence of the family and the school environments for the boy child. Qualitative research tends to generate more indirect benefits to participants than direct benefits, including contributions to knowledge and the advancement of science (Guest & Macqueen, 2007:28).

In this study, the researcher was also honest and open with participants by not promising them any payment, gifts or favours in turn for their participation in the study. The researcher did not force participants to partake or to disclose anything which might bring harm to them.

1.5.4 Management of information

Management of information involves how data are kept for security purposes and how the participants' identities are recorded (Flick, 2011:220). Such a process begins with the initial data collection and includes the transcription of interviews up to the data analysis phase (Curtis & Curtis, 2011:41).

The researcher did as Holloway and Wheeler (2010:61) suggested in relation to managing the information provided by participants, by -

- keeping tapes, notes and transcripts of recordings secured at all times by locking them away in a cabinet to which only he had access;
- not writing the names of the participants on the tapes, notes and transcripts and using pseudonyms for them; and
- obtaining the participants' permission before their identities could be disclosed if required.

The researcher used password protection for data stored electronically to avoid access by unauthorised persons. The researcher did not write the names of the participants on the tapes, notes and transcripts and used pseudonyms in the form of alphabetical letters A to M as per the order in which they were interviewed to identify them. In qualitative research, it is a normal practice to retain anonymised data for a period of around five years after the publication of a study to give other academics the chance to scrutinise the data that published claims are based on (Sheehy, Nind, Rix & Simmons, 2005:244). The researcher plans to delete recordings and data stored five years after the publication of this research.

1.5.5 Debriefing of participants

Researchers are expected to make sure that the research participants are not harmed or affected negatively during or after the study in qualitative studies (David & Sutton, 2011:49). Fouché and Delport (2011:122) argue that the easiest way to debrief the participants is to discuss their feelings about the project with them straightaway after the session or to send a newsletter telling them the basic intent or results of the study. It is also imperative that, after the completion of the project, the researcher has to rectify any misperceptions that may have risen in the minds of participants (Fouché & Delport, 2011:122). In social sciences research, participants should be given the opportunity to be part of debriefing sessions if necessary (Babbie, 2005:69). Picardi and Masick (2014:35) concede that the researcher must not leave participants with negative feelings and he or she must receive feedback from the participants on their experience of the data collection process. The researcher pursued a summary of the process of the things the researcher could do as outlined in Fouché & Delport (2011:122) by -

- ensuring that debriefing sessions were conducted with the participants after the study thereby minimising the possible harm which might have been aroused in spite of all deterrents against it;
- rectifying any misconstructions that might have arisen in the minds of participants after completion of the project; and
- handling termination and withdrawal of the therapy with the utmost sensitivity in cases where the participants benefited from the therapeutic aspect of research.

However, during the interviews and throughout the research process the participants did not require counselling. After the interviews, the participants shared that they were thankful as they gained knowledge about the family and school influence on a boy child's behavioural conduct development and reported that there is no emotional problems evoked by the research. No debriefing session was necessary. The researcher informed the research participants that should they feel overwhelmed or traumatised as a result of the study they should contact the independent debriefer who is situated in Benoni, and also has her office at Norkem Park, or the researcher who

will be able to facilitate the process of counselling with the debriefer (see Addendums E and D).

1.6 Clarification of key concepts

Under the subheadings discussed below, the key concepts central to this study are clarified, and the context in which the terms were applied in the study is provided

- **Influence** - means the capacity or power of a person or things to be a compelling force or produce effects on the actions, behaviour, and opinions of others (Pereyra, 2009:10). This definition shall be adopted for the purpose of this study.
- **Families** - are socially and accepted relationships between two people who share a home and financial responsibilities, in which children are conceived or adopted (De Witt, 2009:241). Families are societal groups that are connected by blood, marriage, adoption, or affiliation with close emotional attachments to each other that endure over time and go beyond a particular physical residence (Amoateng & Richter, 2007:4). For the purpose of this research, a family means a home where children are born and raised, where they interact with their siblings, parents or guardians and sometimes with cousins, grandparents, uncles and aunts.
- **Schools** - are institutions for teaching skills and values necessary for social functioning (Christie, 2008:15). Moreover, schools enable children to develop social behaviour in addition to learning academic skills (Franklin, Harris & Allen-Meares, 2006:595; Berns, 2012:384). According to the South African schools Act No.84 of 1996, school means a public or an independent school which enrolls learners in one or more grades from grade R to grade twelve. For the purpose of this research, the definition from the South African School Act (Act 84 of 1996) was adopted.
- **Behavioural conduct** - involves directed action towards others or a particular need. Behaviour is a goal directed process (Bicard & Bicard, 2012:3). For the purpose of this study, behavioural conduct is how individuals orientate themselves and act towards events and others.

- **Boy child** - The children's Act No.38 of 2005 defines a child as any person under the age of 18 years. A child is an individual who is cared for, taught and receives guidance and protection because of his or her lack of maturity to understand rules and responsibilities (Berns, 2007:15). A boy child is a young male who experiments daily with different possible identities because he is learning who he is and how he relates to other people (Ashley, 2009:5). A boy is a male child (Higginbothan, 2013:33). In the context of this research, a boy child refers to a male learner attending a secondary school, between the ages of fourteen to eighteen years old.

1.7 Structure of the report

The research report is divided into four chapters as follows:

- **Chapter 1** presents an introduction and general orientation to the research report and focuses on the introduction and problem formulation, problem statement, rationale for the study, research question, goal and objectives, research approach and design, ethical considerations, limitations of the research, clarification of the key concepts used and the content plan of the research report.
- **Chapter 2** provides a presentation of the researcher's application of the qualitative research process.
- **Chapter 3** presents the research findings and subjects them to a literature control
- **Chapter 4** summarises the research report with an outline of the overall conclusions and recommendations.

1.8 Dissemination of research results

The findings of the research will be disseminated by means of this dissertation and in the form of a report to all the schools whose learners participated in the bodies. An article will be prepared and submitted for review and publication in a peer reviewed journal.

CHAPTER 2 APPLICATION OF THE QUALITATIVE RESEARCH PROCESS

2.1 Introduction

This chapter introduces the research methodology employed and provides a detailed description of the application of the research methodology and the justification thereof.

2.2 Research methodology

Research methodology involves a portrayal of specific procedures to be employed in the research (Jha, 2014:181). It represents the research method, research design, a method of data gathering, and type of data analysis employed by the researcher (Silverman, 2005:99). Furthermore, it is a method for exploring with understanding, the meaning individuals or groups assign to the social human problem (Creswell, 2009:4). In this chapter the research methodology is discussed in terms of the research approach, research design and search methods applied in the research.

In the next section, the research approach used in the study is described.

2.2.1 Research approach

A qualitative research approach was preferred because it requires people to share their experience and views about their own realities on a first-hand basis. This approach enables the participants to describe their life-world and experiences of specific phenomena. Qualitative research extracts the participant's interpretations of reality (Silverman, 2011:7).

The researcher wanted to gather rich descriptive data in respect of the participant's phenomenon with a purpose of developing a perspective of what is being observed or studied (Merriam, 2009:13; Maree, 2010:50; Maruster & Gijzenberg, 2013:7). The researcher also intended to see the world of experiences through the eyes of the participants (Litchman, 2010:5). A qualitative research approach was deemed appropriate to achieve the goal of this study, namely, to develop an in-depth understanding of the influence of the family and school in the development of the boy child's behavioural conduct.

According to Creswell (2009:175) qualitative research holds the following characteristics:

- It takes place in a natural setting where the participants experience the issue under study. Researchers gather information close up by actually talking directly to participants and observing them in their natural environment.
- In qualitative research, researchers are key instruments in the process of data collection and they collect data by examining documents, observing behaviour and interviewing the participants and gathering information.
- In qualitative research, numerous sources of data such as interviews, observations and documents are used for the purpose of data collection rather than only trusting on a single data source.
- When analysing data, qualitative researchers engage in an inductive process working back and forth building patterns, categories, and themes from the bottom up to ensure that the emerging themes are a true reflection of the collective perspective of the participants.
- Participants' meanings are central in qualitative research and researchers keep a focus on studying the meaning that the participants hold about the issue under study, not the meaning of the researchers or that of authors about it as expressed in the literature.
- In qualitative research, an emergent design is desired where the initial plan for research cannot be firmly prescribed and the process and its phases may change once the researcher begins to collect data.
- A theoretical lens is often used by researchers to view their studies by for instance, organising their research by identifying the social, political or historical context of the problem studied.
- Qualitative research is interpretive and researchers interpret what they see, hear and understand. Subsequent to the research report having been issued, the readers also interpret it, as well as the participants. It is therefore apparent that multiple views of the problem can emerge.
- It provides a comprehensive account of the phenomenon under study in the form of a holistic picture of the multiple perspectives and many factors involved in the situation being studied.

2.2.2 Research design

A research design is a strategy defining the elements of participants, their interrelationship and sampling methods that constitute the piece of research (Terre Blance *et al.*, 2006:361). It moves from the underlying philosophical assumptions to specifying the selection of participants, data gathering techniques to be used and data analysis to be done (Maree, 2010:70). It also details how the research will be conducted, where it will be conducted and when it will be conducted.

The research design is a plan that guides the researcher in collecting, analysing and interpreting observed and collected data (Fouché & Delport, 2011:64). Such a plan traces almost all aspects of research, from the miniature specifics of data collection to the unit of the techniques of data analysis and makes it possible for the researcher to answer any question that the researcher has posed (Flick, 2009:129). In qualitative research, such a plan may not be static as new developments or changes in other components may require reconsideration or modification of the design (Maxwell, 2013:2).

One of the fundamental characteristics of a good study design is that it simplifies the details in a way that, if someone else needed to follow the proposed procedure, he or she would be able to do accurately as the researcher (Flick, 2018:48). In order to answer the questions that the study posed to the research participants in this research, the researcher used phenomenological, exploratory, descriptive and contextual research designs, which are discussed below:

2.2.2.1 Phenomenological research design

A phenomenological research design is a design of inquiry in which the researcher describes the lived experiences of individuals about a specific phenomenon as described by the participants (Creswell, 2014:14). Furthermore, in terms of a phenomenological research design researchers need to focus on describing the common phenomenon as experienced and described by all the participants (Creswell, 2007:58). Therefore, phenomenology is central to qualitative research methods as it offers a lived perspective to guide the search for phenomena (Bhattacharya, 2017:98). Moreover, phenomenology deals with the description of such lived perspectives and not with construction or creation and aims at attaining a deeper understanding of the

meaning of everyday experiences (Thomson, Dykes & Downe, 2011:6, 10; Buzzetta, 2012:21). Due to the fact that the researcher intended to obtain a deeper understanding of the meaning of the everyday experiences of the participants as experienced by them, in their family and school (ecosystem), a phenomenological research design was used, as it is suitable for describing the lived experiences of people. This was also necessary for creating a connection between the social environment, human behaviour and social functioning (system theory).

2.2.2.2 Explorative research design

An explorative research design focuses on how the topic under exploration can be studied. Exploratory studies are used to make initial research into comparatively unfamiliar areas of research (Terre Blanche, *et al.*, 2006:44). Exploratory research enquires the contexts of a community, how people get along in their location, what significances they give to their actions and what distresses them (Lal Das, 2008:42; Engel & Schutt, 2010:9). In order to describe the way in which the behaviour of the boy child within family and school contexts is interdependent on such environments, where they interact, explorative research design was used.

2.2.2.3 Descriptive research design

A descriptive research design accurately describes a phenomenon (Terre Blanche *et al.*, 2006:44). In order to achieve an accurate description of a phenomenon, a descriptive design concentrates on an in-depth depiction of a specific individual, situation, group or organisation (Landikos, 2009:139).

Due to the fact that the researcher wanted to give a detailed description of the system in relation to the influence of the family and school in the development of the boy child's behavioural conduct, a descriptive research design was utilised.

2.2.3 Contextual research design

Contextual research designs study real life environments and focus on the lives of the participants and how they are influenced by their surrounding environment. Contextual research designs describe the phenomena being studied in the context in which it is experienced (Maruster & Gijsenberg, 2013:29). Similarly, Creswell (2013:81) posits that a contextual design seeks to understand the investigated phenomenon within its

natural context, namely; the ecosystem. Individuals have their own personal viewpoints which are influenced by their experiences, culture and other contextual environments (Thomas & Magilvy, 2011:152). Therefore, researchers must be familiar with the context in which the research takes place and must become engrossed in the participants' world of experience to gain a full understanding of the context of the study and to minimise misrepresentation (Holloway & Wheeler, 2010:5). Moreover, qualitative research is about immersing oneself in a scene and making sense of it, and as such, meaning cannot be divorced from thick contextual descriptions (Tracy, 2020:3).

The common reason for conducting qualitative research is to explore the context surrounding the research issue and give a thick description of the issue under investigation (Hennink, Hutter & Bailey, 2011:288; Tracy, 2020:3). Furthermore, contexts such as the community in which participants live, the socio-cultural context of the population and broader political and historical contexts shape research issues (Hennink *et al.*, 2011:288). However, these authors argue that reporting context can be overlooked when writing the study findings and that conveying context throughout the research report can be resolved through focusing on the subject context, political context, theoretical context, cultural context, physical context, context of issues and context of implications (Hennink *et al.*, 2011:288).

The issue of family is a controversial one. Theoretically, 'family' is perceived to be a social construction which invokes a variety of meanings. Ideally, it is the social context of family that makes it possible to presume a particular meaning of 'family' that is not relevant in other parts of the world (McCathy & Edwards, 2011:32). Contentious as it may be, the question of what a family is becomes a curious one seeking a courageous rational answer since the family is subjected to perpetual change (Corbett, 2004:1). In South Africa, family extends to other relatives and extended family members. This phenomenon of regarding extended family members as an individual's family may not be the same in other countries. As such, the concept family is subject to change due to a change in social life. However, in this study the researcher pursued a contemporary understanding of the concept family, namely; a group of people related by blood, marriage or adoption living together (De Wit, 2009:241; Amoateng & Richter, 2007:4).

The study was conducted with boy child learners at Norkem and Birchleigh High Schools in Norkem Park and Birchleigh, suburbs of Kempton Park, a city in the Ekurhuleni Metropolitan Municipality in Gauteng. The Kempton Park CBD precinct is approximately 365ha; it is located in the immediate vicinity Kempton Park city. The city of Kempton Park was founded on 24 August 1903 when Karl Friedrich Wolff subdivided his portion of farm called Zuurfontein into residential stands. It was named Kempten after Karl Friedrich's German town where he was born. The name was later anglicised into Kempton Park. Kempton Park is located on the western limits of Ekurhuleni and shares its administrative boundaries with Johannesburg. It is situated south of Tembisa which is one of the largest townships in South Africa. Kempton Park is surrounded by a low-density suburban area making up the rest of the broader Kempton Park area in the north and Bonaero Park in the south.

Economically, Kempton Park has a large coal power station named Kelvin power station which supplies power to the City of Johannesburg. The Emperor's Palace is also located in Kempton Park. The Oliver Tambo International Airport plays a dominant role in the local economy. Several airlines, including South African Airways (SAA) and other aviation related companies are headquartered in Kempton Park.

Birchleigh is a suburb which falls under Kempton Park (See Addendum N). It has standalone houses and residential flats which are mostly double storeys, referred to as physical context in the present study (Green & Haines, 2011:159). Housing prices and rent are very high, which prevent low incoming workers to qualify, making Birchleigh to be a high and middle-class workers' suburb. Haralambos and Holborn (2008:26) regard places such as Birchleigh as modern communities, where wealth and means of production are concentrated in the hands of private owners.

The schools are former model-C schools which use English and Afrikaans as the medium of communication. Ethnographically, most of the people in Birchleigh appear to live modern lives as opposed to traditional and cultural ways of life or township life (Angrosino, 2005:4).

2.3 Research methods

The research methods applied in this study are discussed in terms of the population concerned; sampling; sampling methods; data collection methods and procedure; pilot testing; method of data analysis; and data verification.

2.3.1 Population

A population is the complete set of individuals, objects, groups, or events in which the researcher is interested (Nachmias, 2012:16; Monette, Sullivan & De Jong, 2008:136). It is a group of people about whom the researcher intends to draw conclusions (Babbie, 2007:111).

In a research project like this, the sampling elements are selected from the research population concerned and the researcher generalizes the outcomes of the research about the research population (Terre Blanche *et al.*, 2006:133). The population for this study comprised of all secondary school boys in Norkem Park and Birchleigh. Permission to conduct the study was sought and obtained from the parents of the research participants and the Gauteng Department of Education through the school principal (See Addendum K, B and A).

2.3.2 Sampling and sampling methods

When a study is conducted, it is usually not possible to collect information from every single person in the research population, because the total target population might be too large (Brooker & Waugh, 2013:118). Therefore, use is made of a sample. Since the population concerned was too large, it would have been impossible to include every single person from the population in the study. Interviewing everyone in the population would also have required a very long time and it would have led to financial constraints. Therefore, a sample was drawn from the population of secondary school boys to obtain data from them.

A sample is a small quantity that is typical of the total number of the population that the researcher has aimed to study (Terre Blanche *et al.*, 2006:133). It is a subset of the population, selected through sampling techniques (Moule & Goodman, 2009:266). Sampling refers to the process used to choose a small number of the population which is representative of the study (Maree, 2010:79).

Purposive sampling is based exclusively on the decision of the researcher in that a sample is composed of elements that are representative of the typical features of the population that serves the purpose of the study finest (Grinnell & Unrau, 2008:153). It is targeted to sample a group of people or events with specific characteristics (Moule & Goodman, 2009:273). Purposive sampling refers to a process where participants are selected because they meet criteria that has been predetermined by the researcher as relevant to addressing the research question (Given, 2008:152; Rubin & Babbie, 2009:150).

The researcher focused on participants who met the following criteria for inclusion in this study's sample:

- Participants who were learners at Norkem High and Birchleigh High schools, who were boys, aged fourteen to twenty years old.
- Participants who were identified by the educators as having behaviour problems.
- Participants who were accessible and willing to partake in the study.
- Individuals who were proficient to communicate in English.
- Participants whose parents gave permission for their participation.

The following exclusion criteria were used to exclude any potential participants who could have otherwise qualified to participate.

- Participants who were not identified as having behaviour problems.
- Participants whose parents were not able or willing to give consent.
- Participants who were not willing to participate.

In qualitative research, researchers allow the principle of saturation of data to control the sample size to eliminate sample bias (Ramlal, 2010:103). Data saturation refers to a point when new data no longer express further insights in relation to the research question (Bryant & Charmaz, 2007:306). Bryant and Charmaz (2007:231) further assert that sampling ceases when saturation is achieved, but saturation is not an end point to the study but a stepwise decision before the researcher could move forward. In this study, the researcher interviewed participants until data saturation was reached, with the sample consisting of 13 participants.

2.4 Data collection

Data collection entails a systematic gathering of information relevant to the research question, purpose, or objectives from the research participants (Grove, Gray & Burns, 2015:63). In qualitative research, data can be collected using semi-structured interviews, observation of participants and conducting focus group discussions. In this study, the researcher collected data through conducting semi-structured face to face interviews with participants with the aid of open-ended questions contained in an interview guide.

In preparation for the data collection the researcher visited the participants once before collecting the data, to make the necessary arrangements for the interviews, make them feel at ease by explaining the purpose and procedure of their involvement in the research to them and to obtain the necessary permission for them to participate.

The researcher discussed aspects pertaining to the study with the research participants' parents and the participants before making the arrangements to interview participants. The researcher explained the purpose and value of the research study and indicated to the research participants' parents and to the participants that their participation was not compulsory and that they could volunteer to be part of the research or decline to participate. The researcher explained to the parents and the participants that the boys had the right to withdraw from the study at any time, should they want to. The researcher expounded the confidentiality aspect to the parents and participants. Arrangements were made with the parents and the participants about the specific time and place when and where the interview would take place. Each participant was orientated for the interview and the researcher explained to their parents the reasons why the participants were chosen to partake in the study as well as the questions to be discussed with the participants during the interview. The ethical issues of confidentiality, management of information and the research findings were explained to the participants' parents and to the participants. The participants' parents and the participants were asked for permission to record the interview. The parents were asked to sign the necessary consent form for their boy to be interviewed and participate in the research as well as informing the boys of their right to terminate the interview whenever they felt to do so (see Annexure B).

The contents of what the research participants shared were recorded as such without any alteration.

In collecting the necessary information for the research notice was taken that conducting interviews offers the researcher access to people's ideas, thoughts and memories in their own words rather than in the words of the researcher (Hesse-Biber & Leavy, 2011:98). In the entire qualitative research process, the researcher keeps a focus on learning and taking cognisance of the meaning that the participants hold about the issue at stake and move away from own assumptions (Creswell, 2009:175). The researcher also observed the research participants while intimately listening to their stories and noted their conduct, because in addition to semi-structured interviews data collection can also be carried out through social collaboration with participants, field studies and participant-observation (Maree, 2010:78).

The researcher conducted semi-structured face to face interviews with the participants by discussing open-ended questions with them, which were included in an interview guide (see Annexure A) to allow for more exploration. Semi-structured interviews are non-directive and allow the participants to explore more. They involve a set of pre-set questions which initiate the discussion followed by supplementary questions which arise from the discussion (Rule & John, 2011:65). Semi-structured interviews allow the researcher to explore the participants' views, opinions, attitudes and beliefs about certain events and phenomena (Greeff, 2011:43). Face to face interviews are a sort of guided conversation, which usually implies one-on-one talks between the researcher and the research participants (Rule & John, 2011:64). Open-ended questions give interviewees a sense of participation and control in the interview (Dixit & Kumar, 2007:110). Subsequently, open-ended questions take the form of conversation with the aim of exploring the participants' views, ideas, beliefs, attitudes and experiences about certain events or phenomena (Nieuwenhuis in Maree, 2007:87). Moreover, an open-ended question is fundamentally one in which the content or response is not specified (Du Plooy, 2009:54).

In conducting these interviews data collection requires certain skills where boundaries need to be set for the study to guide the interview and obtain the necessary information (Sensing, 2011:91). These skills relate to dealing with the questions posed in the interview guide. Apart from having to be able to skilfully deal with open-ended

questions that allow participants to respond as they wish, the researcher should also employ the following types of questions and techniques to generate all possible information from the participants:

- Follow-up questions, which are questions that are used to get more clarity on what the participant said.
- Probing questions, which are questions that are used to gain more information from the client.
- Silences and nodding of the head to give participants time to think about the question and their answer and to assist them in expanding their responses
- Empathy, that means understanding fully what the other person says by putting yourself in the other person's position (Van Deventer & Mojapelo-Batka, 2013:10).
- Active listening, that is an activity which gives value and meaning to situations in which in which people find themselves in and goes beyond hearing what the people say about their situations but involves taking note of their needs, emotions, silence, tears and smiles (Grobler, Schenck & Mbedzi, 2013:49).
- Paraphrasing, this is expressing the researcher's understanding of the information articulated by the participant.

The interview guide included the following biographical questions that were posed to the participants:

- How old are you? (Prompt: age in years).
- Which language do you speak? (Prompt: language used at home).
- In which grade are you?

The following questions posed, related to the **topic** of research:

- Kindly describe the family with whom you are staying. (Prompts: religious/cultural beliefs, experiences, likes/dislikes).
- How will you describe your relationship with your family members?
- How do you deal with the challenges you experience that come from family relationships? (Prompts: resiliency)

- How will you describe your behaviour at school? (Prompts: academic performance; leadership qualities; disciplinary issues; relationship with peers and authorities).
- What influence do you think your family background has on your behavioural conduct, both at home and at school? (Prompts: responsibilities)
- How do you deal with challenges that you experience which come from the school environment? (Prompts: support system)
- How do you think social workers can assist boys in both their (personal) families and school life?

2.4.1 Pilot testing

A pilot test is a smaller version of a proposed study which researchers usually conduct before conducting the major project in order to refine the methodology (Collins, 2010:164). De Vos, Delpont, Fouché and Strydom (2011:394) argue that the pilot test can be viewed as a small-scale execution of the planned research or “dress rehearsal” in an attempt to bring possible shortcomings to the fore timeously and to test the measuring instrument – in qualitative research, the interview guide. With pilot testing, researchers try out data collection on a small number of participants before the actual data collection commences (Greeff, 2011:349). Teddlie and Tashakkori (2009:203) concede that such a small-scale execution of the planned research involves collecting data on a limited number of participants who will not be included in the actual study. Although a pilot test is not to be included in the actual study, it is crucial for successful research as it allows researchers to take what is good and utilize it with the actual research participants (Janicak, 2007:120). This report of the pilot study addresses its purpose, the process followed and the envisaged outcome.

(1) Purpose of pilot testing

Pilot testing is essential in developing research questions and for a feasibility study in an emergent design (Teddlie & Tashakkori, 2009:203). Researchers usually conduct pilot testing or a pilot study before conducting the major project in order to refine the methodology (Collins, 2010:164). A pilot study or pilot testing is executed to ensure quality of future data collection procedures and to bring possible shortcomings to the fore timeously (Teddlie & Tashakkori, 2009:203; Fouché & Delpont, 2011:73). Although

the information gained in pilot testing and a pilot study is not to be included in the actual study, it is crucial for successful research as it allows researchers to take what is good and utilize it with the actual research participants (Janicak, 2007:120). In qualitative studies, pilot work is important for gaining experience in interacting with the sample, data collection, coding and analysis (Fitzpatrick & Wallace, 2006:470). Pilot testing and pilot study assists the researcher with insight into the problem being investigated and may lead to reconceptualization of the problem or refinement of the research questions (Fitzpatrick, 2018:580). It is therefore necessary for the researcher to first pre-test the interview guide in order to make necessary omissions, adjustments and additions (if any) in preparation for collecting the information for the study.

(2) Process of pilot testing

The pilot testing must be conducted with participants who are part of the target population who meet the requirements for participants forming the sample, although the information obtained from them will not be included in the study. In addition, as Miller, McIntire and Lovier (2011:341) point out that since the purpose of the pilot test is to study how well the process of data collecting performs, it is important that the pilot test takes place in a situation that matches as closely as possible the actual circumstances in which the data for the research will be collected. In obtaining the participants in the pilot study, the same procedures were followed as that followed to recruit the actual participants in the study.

In this study, the researcher interviewed two participants with similar characteristics sought as possible for the target population, but they were not included in the study. However, the researcher used pilot testing as a rehearsal in preparation of the major project in matters pertaining to methodology, time and interviewing skills and to test the interview guide and round it off by attending to the following:

After the completion of pilot testing, participants were requested to share their experiences on the appropriateness, relevance and clarity of the questions in the interview guide and the clarity of its wording to eliminate any uncertainty or ambiguity regarding it (Teddlie & Tashakkori, 2009:203). It was clear that the interview would last for sixty minutes and not ninety minutes as originally planned for. Participants were given an opportunity to suggest any necessary additions, omissions, as well as

changes they considered necessary (Given, 2008:624). Feedback from one participant, suggested that more clarity was needed in some of the research questions (Given, 2008:625; Hall, 2008:79). This is being dealt with in Table 2.1 below.

(3) Outcome of pilot testing

Conducting the pilot testing enabled the researcher to test and develop the required skills and adjust the interview guide, before the actual collection of data commenced. It was clear from the pilot testing that the interview guide should cover issues pertaining to responsibility, experiences, likes, dislikes and support systems in families and at schools to obtain the required information pertaining to the influence of the family and school in the development of the boy child's behavioural conduct (See addendum A).

One research participant in the pilot test indicated that the questions need to cover aspects pertaining to responsibilities, experiences, likes, dislikes and support for more clarity.

For instance, as indicated in Addendum A, bullet number –

- 4 lacked clarity as it did not cover aspects to do with 'goodness', 'badness' or 'idealness';
- 5 was thought to be unclear and vague as it lacks the verb 'feelings';
- 7 lacked 'responsibilities';
- 8 lacked 'responsibility' and 'support system';
- 9 lacked 'resiliency' and 'support system'.

Hall (2008:79) notes that feedback from a pilot study can be used to negotiate changes where necessary. Therefore, the following were added and included as prompts to the amended interview guide:

- **responsibilities** as a child at school and in your home or family. (Bullets 7 and 8).
- **experiences** of being a child both at home and at school. (Bullet number 2).
- **likes/dislikes** about family life. (Bullet number 4).
- **support system** that is offered. (Bullets 8 and 9).

2.4.2 Method of data analysis

Data analysis is the process of examining and interpreting data in order to give meaning to the outcome of the study. It is a process of meaning-making related to the data collected, which is an on-going process of analytical reflection on the assembled data (Creswell, 2009:183). According to Walliman (2011:60) data analysis is a quality control exercise that assists researchers to choose the best and most relevant pieces of information to be used. Qualitative data analysis is usually based on an interpretative viewpoint that is aimed at examining a meaningful and representative content of qualitative data (Maree, 2010:99).

In order to analyse data thoroughly by segmenting it into words of categories to subsequently form the basis for the emerging story about the influence of the family and school in the development of the boy child's behavioural conduct, the researcher used the well-known eight steps for qualitative data analysis as proposed by Tesch in Creswell (2009:186). In doing this, the researcher -

- transcribed all the audio-recorded interviews and once this had been completed, the researcher read through all the transcripts to get a sense of the whole and also made notes of some ideas as they came to mind;
- selected one interview (the most interesting one) and read through it, concentrating on its underlying meaning and wrote down his thought in the margin;
- listed topics and clustered similar topics together and listed those topics into columns that could be grouped as 'major topics', 'unique topics' and 'leftovers';
- found a fitting abbreviation for each identified topic, went back to the data and wrote the correct abbreviation next to each segment of data corresponding with a particular topic and then checked the preliminary organising scheme to see if new categories and codes emerged;
- found the most descriptive wording for the topics and turned them into themes and to reduce the total list of categories, he grouped topics that related to each other together;
- made a final decision on the abbreviation for each theme or category and alphabetized the codes;

- used the cut-and-paste method to assemble data material belonging to each theme in one place and did a preliminary analysis; and
- where necessary, recoded the existing data and started reporting the research findings.

2.4.3 Method of data verification

Data verification is a means of appraising the fullness, exactness and compliance within a specific data set against methodological, procedural or contractual requirements to ensure trustworthy and authenticity of data (Rich, 2002:191; DuBrin, 2016:42). In qualitative research, researchers are mandated to verify if the conclusions are true or accurate to ensure that the reported results reflect what was truly performed. In determining accuracy of the data collected, the researcher read through the transcribed data with the participants, which also allowed time for verification, correction and addition. Moreover, the audio recordings were also kept for verification purposes. Lincoln and Guba (in Polit & Beck, 2008:539) recommended four criteria for developing the trustworthiness of a qualitative inquiry, namely; credibility, dependability, confirmability and transferability.

(1) Credibility

Credibility refers to the sureness in the truth of the data and its interpretation (Thomas & Magilvy, 2011:152). Qualitative researchers must strive to establish the sureness in the truth of the findings for the particular participants and contexts in research (Polit & Beck, 2008:539). For Lincoln and Guba (in Polit, & Beck, 2008:539) credibility involves two aspects, namely carrying out the study in a way that increases the believability of the findings and taking steps to show credibility to external readers. To enhance believability of the findings, the researcher utilized semi-structured interviews where the influence of the family and school in the development of the boy child's behavioural conduct was explored. This enabled a description of the influence of the family and school in the development of the boy child's behavioural conduct.

The researcher observed and recorded observations during the interviews. The researcher also went back to the participants to clarify the analysed data. This form of member checking forms the footing for ensuring credibility (Roberts & Greene,

2002:783). The researcher also took cognisance of differing perspectives when discussing themes and was not restricted by data fitting the main themes only.

In addition, triangulation, which entails that researchers should utilise more than one method for data gathering and or analysis in order to ensure validity in their study's conclusions (Roberts & Greene, 2002:783), is used. Triangulation is the technique of double checking the collected and sometimes analysed data for mutual confirmation of data (Curtis & Curtis, 2011:70). It improves the trustworthiness and authenticity of the study (Holloway & Wheeler, 2010:115). In this study, through accounts from 13 participants (boys), the researcher also used triangulation where multiple perspectives emerged and themes attesting to credibility emerged.

The researcher applied the principle of triangulation by consulting with various sources such as supervisors and colleagues from the Education Department and organisations that are knowledgeable about learner's problematic behaviour within the schooling environment which some authors recommended as making research conclusions more credible (Pandey & Patnaik, 2014: 5748). The researcher interviewed participants from two High secondary schools and was able to observe if the participants were being congruent by attentively listening to what they said and observing their non-verbal behaviours.

(2) Dependability

Dependability refers to the firmness or trustworthiness of data over time and conditions (Polit & Beck, 2008:539) where the dependability question remains whether the findings of an inquiry would be repeated if it were replicated with the same participants in the same context (Polit & Beck, 2008:539; Thomas & Magilvy, 2011:153). In order to ensure that the findings presented were an accurate reflection of the participants' experiences, the researcher provided a rich and detailed description of the research methodology employed in the study. In addition, the researcher employed an independent coder to analyse the collected data independently. The researcher coded data with the assistance and guidance of the supervisor in order to establish themes and sub-themes that are presented in the research. The researcher also discussed the coded data with the independent coder and consequently reached an agreement on themes and sub-themes to be presented as research findings with the supervisor.

(3) Confirmability

Confirmability refers to an objectivity potential of similarity between two or more independent people about the data's accuracy, relevance, or meaning (Polit & Beck, 2008:539). The criteria for confirmability is concerned with establishing that the data represents the information participants provided, and that the interpretation of those data are not fabrications of the inquirer's imagination (Shenton, 2004:72). For the criteria to be achieved, the findings must reflect the participants' voice and the condition of the inquiry, and not the biases, motivations, or perspectives of the researcher (Polit & Beck, 2008:539). A qualitative researcher is expected to keep a journal through all stages of the study (Roberts & Greene, 2002:783). The researcher kept a journal with records of experiences, perspectives, feelings and assumptions which had a negative impact on the findings and consulted those with expertise and knowledge of the research study for confirmability.

(4) Transferability

Transferability refers to the applicability of findings and conclusions derived from one setting to another (Drisko, cited by Fortune, Reid & Miller, 2013:17). It is a generalizability of the data, where data in a specific study are applied in other contexts or participants (Given, 2008:886). The findings can have applicability in other settings such as larger populations, although a small sample was involved. Guba and Lincoln (in Polit & Beck, 2008:539) posit that researchers have the responsibility of providing sufficient descriptive data in the research report so that clients can evaluate the applicability of the data to other contexts. Researchers are also mandated to provide a thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether a transfer can be contemplated as a possibility (Polit & Beck, 2008:539). Although, multiple realities were honoured in this study, the researcher provided a thick description of data to enable others who might be interested in making a transfer to reach a conclusion in relation to such a possibility.

2.5 Conclusion

The research methodology pursued in responding to the research question of the study was presented in this chapter. This chapter also showed how the methodology was applied to achieve the research goal. How rigor was achieved was explained and

a detailed account of the application of qualitative research approach, research design, population and sampling, data collection and data analysis was provided.

CHAPTER 3 RESEARCH FINDINGS AND LITERATURE CONTROL

3.1 Introduction

This chapter presents research findings, discussions, comparing and contrasting the narratives of the 13 participants with literature. Data were analysed using Tesch's eight steps of data analysis (Creswell, 2009:186). The services of an independent coder were utilised during data analysis to assist in executing the strategy for ensuring the rigor and trustworthiness of the research findings (Anney, 2014:278).

3.2 Biographical profile of participants

In this section, biographical details of the participants are presented. Table 3.1 shows the biographical particulars of participants in terms of their ages, grades, population groups and languages, family set-ups and religious backgrounds.

Table 2.1 Biological data of participants

	Age	Grade	Population group and language	Family set-ups of participants	Religious background
A	17	11	African, Tshivenda	Father (48), mother (46), two siblings (sisters 25 and 13 years old).	Family members Christians. Father also believes in African traditional religion
B	18	11 repeated 7,8,10	African, IsiZulu	Father (56), mother (50) and cousin (22). Sister (25 years) fourth year student at a university and lives on campus. Policeman brother aged 30 years lives in Pretoria.	Christians. New life Church
C	18	10 repeated 6, 8	African, IsiZulu	Maternal grandmother (67), uncle (47) and brother aged 23 years old. Parents passed away	Sabatan Christian Church. (Plays drums and a piano)
D	17	11	African, French	Mother (54) and brother aged 26. Father (56) lives elsewhere and comes home daily. Participant visits him during school holidays.	Hope Church
E	17	10	African, Sesotho	Father (52), mother (50) and younger brother of 15 years.	Family Focus in God.
F	15	8 repeating	African, IsiZulu	Mother, (50) and elder brother (26).	Grace Baptist Church.
G	17	11	African, French	Father (57), mother (54), brother (23 years) in Cape Town. Sister (18 years) and paternal uncle (44).	Jehovah's Witness
H	17	9 repeated 1, 5	African, isiXhosa	Mother (56), elder sister aged 32 years old, brother of 27 years old and two of his sister's children (aged 7 and 9 years). Father deceased when he was two years old.	Participant not attending church. Says it is a business selling holly water and compact disc music.
I	17	11	African, IsiZulu	Mother (52), sister (23) and brother (21).	Assemblies of God.

				Father deceased.	
J	18	10 repeated 8	African, IsiZulu	Father (57), mother (54) and elder brother aged 25 years old employed	Charis Church
K	17	11	African, IsiZulu	Father (52), mother (47) and aunt (28). Younger sister (12) and brother (8). Have five other siblings - father's children living elsewhere (3 boys, aged, 16, 20, 28 and 2 girls aged 13 and 25).	Christian family Church
L	16	11	African, IsiZulu	Father (46), mother (43) and paternal uncle (34).	Does not go to church.
M	18	11	African, Sesotho	Mother (43) and brother (25). Parents separated, father is 46 years old.	Tembisa Christian Family. Mother is a Christian

The personal uniqueness of the participants appears to be associated with the families where they were raised because they are the products of such families (Roman, Davids, Moyo, Schilder, Lacante & Lens, 2015:1). As such, the biographical profile of the participants is included (see Table 2.1) to provide clarity on the personal distinctiveness of the participants and their parents in terms of their family set-ups according to the following aspects:

3.2.1 Participants' and their parents' age

Children's developmental stages are likely to have an influence on how they behave. For instance, during adolescence, children tend to push boundaries and cling to peers who may influence them to engage into anti-social behaviour (Goldstein, Davis-Kean & Eccles, 2005:401, 2008:450). As per the biographical details, the ages of the participants ranged from 15 to 18, which show that the participants are in their early to late adolescent stage (Erikson, 1956).

On the other hand, parents' age, experience and parenting style can influence their relationships with their children (McKinney, James, Murray, Nelson & Aswill, 2018:43). Young parents may not be as experienced as older parents and this may inhibit their chances of practising effective parenting styles (Train, 2008:48). The age of the parents as presented in the biographical table ranged from 46 to 57 years old, which assumes early adulthood period to late adulthood period (Erikson, 1956). However, only one family is comprised of a young couple and one with a grandmother.

3.2.2 Participants' grades

The South African Schools Act (Act No.84 of 1996) allows for children aged 6 years (before June that year) to begin with Grade 1. Therefore, a child who is 14 or 15 years

old is expected to be in Grade 9, 15 or 16 years in Grade 10, 16 or 17 years in Grade 11 and 17 or 18 years in Grade 12 unless the academic development and process of the learner were delayed. From the bibliographical data provided, five of the participants have repeated a grade, namely; one participant has repeated a grade three times, three of the participants have repeated grades twice and one has repeated a grade once. These findings fundamentally suggest that the five participants appear to be academically weak.

3.2.3 Participants' population groups and languages

All the participants are Black Africans. Seven of the participants speak, IsiZulu at home but are conversant in English as they go to former Model C schools. Two of the participants speak French, but are also conversant in English, two speak Sesotho, but are conversant in English, one speak Tshivenda, and another speak isiXhosa but both are conversant in English. Although, the participants identify themselves as speaking a particular vernacular language, English is the most spoken language in Birchleigh, with Afrikaans being the second most spoken language among the White Afrikaner and Coloured households. The vernacular languages are rarely spoken although some people resort to speaking Sesotho and isiZulu languages.

3.2.4 Family set-ups of participants

Parents play a major role in modelling children's socialization and assisting children to understand themselves (Roman, *et. al.*, 2015:1). Furthermore, the quality of parenting is associated with children's healthy self-esteem. Grandparents, aunts, uncles, siblings and cousins also play important roles in the lives of children (Ellingson & Sotorin, 2006:6; Guilamo-Ramos, Jaccard & Dittus, 2010:115; Smith, Cowie & Blade, 2015:139; Bornstein, 2019:252). Information on the biographical profile helped to ascertain the structure of the family which influenced the participants' behaviour. Seven of the participants live with both parents, six with their mother and one with his maternal grandmother as both his parents passed away. In the cases where the fathers were absent, four of the participants lost their fathers through death while two participants' fathers are still alive but were not part of the family set-ups where the participants concerned lived. The majority of the participants were aged 17 years old at the time, three 18 years old and another three were respectively aged 15, 16 and

18 years old. The majority of the participants were in Grade 11, whereas three of the participants were in Grade 10 and the other two in Grades 8 and 9.

3.2.5 Participants' religious backgrounds

Family religiousness plays an important role in children's conduct development. For instance, the presence of the family rituals promotes children's sense of identity, greater self-esteem, greater family cohesion and lower conduct disorder (Hair, Moore, Garrett, Ling & Cleveland, 2008:189). Looking at the biographical details, the majority of the participants, namely eleven, come from Christian families whereas two come from non-Christian families.

3.3 Presentation, discussion and literature control of the themes and sub-themes

The following is a narrative analysis of the themes and sub-themes that emerged from all the interviews conducted with thirteen participants who are learners from Birchleigh and Norkem High schools in Birchleigh and Norkem Park, Kempton Park. The narrative analysis deals with what participants said in describing their life-world and experiences of specific phenomena and the participants' interpretations of reality is extracted. This is subjected to a literature control, with the literature used to support, confirm and/or contrast the themes and their storylines, as pointed out by the researcher. The themes and sub-themes identified in the interviews with the participants are summarised in Table 3.2. This is followed by the discussion and literature control of the themes and sub-themes.

Table 2.2 Themes and sub-themes

Themes	Sub-themes
1: Participants' descriptions of their family set-ups in which they live	1.1: People with whom participants live 1.2: Participants' perceptions about their families 1.3: The participants' description of religious and cultural practices in their families
2: Participants' descriptions of their relationship with family members	2.1: Relationship with parents and extended family members 2.2: Participants' views of the self 2.3: Participants' relationship with siblings

3: Family influence on participants' behaviour	3.1: Participants' views on their family influence 3.2: Participants' handling of challenges within their own and extended families 3.3: Participants' home chores
4: Participants' perceptions of their responsibilities and motivation to stay in school	4.1: Participants' responsibility to learn 4.2: Participants' motivation to learn
5: Participants' relationship with educators	5.1: Participants' views on their academic performance 5.2: Reported misconduct of the participants and their rehabilitation 5.3: Participants' use of illicit drugs 5.4: Participants' leadership capabilities 5.5: Participants' means of generating income
6: Participants' relationship with peers	6.1: Healthy relationship with peers 6.2: Negative relationship 6.3: Participants' strategies of dealing with conflict at school
7: Suggestions on the role of social workers in supporting a boy child	7.1: Participants' perceptions about the role of the school social worker 7.2: Investigations of home circumstances 7.3: Suggested social work intervention

3.3.1 Theme 1: Participants' descriptions of their family set-ups in which they live

The researcher intended to find out the nature of the families with whom participants lived in terms of the family's composition, structure and religious bonds. In addition, the researcher also intended to find out how their family composition, structure and religion were perceived by participants in their families. Participants shared different perceptions about their families with whom they live in relation to the people they live with, as well as their religious or cultural beliefs and their likes or dislikes. This theme is divided into the following three sub-themes:

3.3.1.1 Sub-theme 1.1: People with whom participants live

Family influences are important and central to society and particularly to the children (Yardley-Nohr, 2007:3; De Witt, 2009:241). Furthermore, some authors contend that

family influences will always remain pivotal because the family is an irreplaceable anchor in the life of the child (De Witt, 2009:252; Kendall, 2010:359). Hence, families are influential in the development of a boy child's behavioural conduct. Furthermore, understanding a boy child's behavioural conduct sufficiently also requires recognition of those who stay with them, namely the family.

Family structure is determined by the number of people residing in a particular household (Erber, 2013:276). For instance, in an urban American society, the nuclear family which typically comprised only of a husband, wife and children used to be a common phenomenon (Lerner & Steinberg, 2009:577; Alexander, Tompson & Edless, 2012:233; Erber, 2013:276). However, currently the dominant family structure in the United States is the modified extended family consisting of parents, grandparents, grandchildren, siblings, nephews, nieces and other relatives by blood (Alexander *et al.*, 2012:233; Erber, 2013:276).

According to family tradition, the nuclear family system comprises of a conjugal couple and their children (Sooryamoorthy & Makhoba, 2016: 314). Two participants explained as follows that they were residing in a nuclear family, comprising mainly of the biological family and siblings:

"I stay with my mother, my father and my younger brother [15 years old]".
(Participant E)

"Being the last born, I stay with my mom, father and my brother of 25 years old".
(Participant A)

The participants' description of the people they are staying with is consistent with Harper and Seekings (2010:4) who concluded in their study that there is strong evidence that South African households have been shrinking over time due to separation, divorce and urbanization. However, the nuclear families are generally beneficially small because responsibility is only limited to co-resident partners and children (Kimani & Kombo, 2010:12). Moreover, nuclear families are the basis of positive value formation and stability in all communities (Landsberg *et al.*, 2016:58).

On the other hand, living in a nuclear family has also been associated with negative outcomes for children. In South Africa, the nuclear family is not considered as a norm as many households are not comprised of two parents and as such, a substantial

number of children do not live with both their biological parents (Budlender & Lund, 2011:926).

Nuclear families are usually isolated from their extended families and as such they do not have the support and encouragement that they need (De Witt, 2009:241; Barr, 2012:128). Although the isolation may render the family to become unstable, it may nonetheless not have dire consequences on the nuclear families in Western societies which for centuries acknowledged a nuclear family as a common family (Lerner & Steinberg, 2009:577). The view of the family from a Western perspective, which refers to the conjugal pair who maintain a household with their offspring and adopted children, is in contrast with the Black African family system, which includes extended family members (Sooryamoorthy & Makhoba, 2016: 314). In African context, however, the nuclear family may have detrimental consequences for children because descent rather than marriage is most important. Families who cut ties with their patriarchal lineages could face dire consequences, such as in the case of boys having to grow up without a father figure who is a disciplinarian, leading them to venture in dangerous activities such as drug abuse (Kimani & Kombo, 2010:14).

Apart from staying only with parents, some participants indicated that they are also staying with their parents and extended family members who in turn, play a pivotal role in their conduct development. An extended family is a family unit composed of relations in addition to parents and children who live in the same household (Kendall, 2010:359). Participants explained their situations in this regard as follows:

“Currently, I stay with my dad, and my cousin and my mom. My sister of 25 years old stays at the university but comes back home during school holidays. She is a fourth-year level student at a University”. (Participant B)

“I live with my grandmother [maternal], brother [aged 30 years old] and uncle [maternal]”. (Participant C)

“Here at home I am living with both my parents. I live with all my siblings – okay well, my brother, of 23 years old who just went to Cape Town yesterday [9th October 2019]. I have a sister who is 18 years old. I stay with my uncle [paternal]. (Participant G)

“I am staying with my two younger siblings, from my mom’s side, my mom, my father and my aunt. My brother is 8 years old and my sister is 12 years old. I

am the first born in my mom's side. I have seven siblings in total [same father] as the other five do not stay with us. However, they visit most of the times".
(Participant K)

"Sir, right now I live with my mom, my dad and my dad's brother [paternal uncle].
(Participant L)

"I live with my mom, my older sister [32 years old], my brother [23 years old] and two of my sister's children [aged 7 and 9 years old]. I am the last born".
(Participant H)

The participants' extracts seem to be a true reflection of many Black African families where family often includes the nuclear families and more blood relatives such as uncles, grandparents and aunts, nephews, nieces and parents-in laws as confirmed in the literature (Lantos, 2011:260; Erber, 2013:276). Accordingly, uncles, aunts and cousins act as additional support for children and parents in the family (Guilamo-Ramos *et al.*, 2010:115). Beneficially, children can confide in an uncle or an aunt whereas older cousins can assist children with their studies (Tompkins & Stenberg, 2004:204). Moreover, the extended family members may help children provide unique learning opportunities and avoid risk conditions such as school failure, violence and drug use (Clauss-Ehlers, 2010:441).

Participants also highlighted the absence of their fathers. Some participants expressed contrasting feelings of resentment and feeling in the extracts below. One participant expressed his feelings of resentment about his absent father as follows:

"I don't have a father. My father went away when I was still a baby. I have not communicated with him since then. I don't even think of talking to my father because I feel that he is dead. How can a father run away from his child? I grew up with my mom and she was always there for me. I really feel pity for her".
(Participant F)

The storyline above seems to suggest that children whose fathers have disappeared generally become curious and puzzled and is confirmed by Rosenthal (2010:136). Moreover, they tend to think there might be something lacking in them, for instance that if they had been lovable their parent would have remained in their lives. Subsequently, absent fatherhood may not only strain the relationship between sons

and their fathers, but it could also affect the whole family in that children may be steered towards transgressive actions and become rebellious towards society (East, Jackson & O'Brien, 2006:290; Smith, 2007:56). The finding corroborates Pruett, Pruett, Cowan and Cowan's (2017:398) assertion that the absence of fathers from the lives of their children, especially in low-income families, has been a concern since 1990s.

However, as pointed out by Holborn and Eddy (2011:8) physically absent fathers may still be emotionally present in their children's lives, as one participant explains below:

"Sometimes my dad comes here at night, sometimes I go to where he stays. Like during the past holidays, I was with him. The fact that my father does not stay with us does not affect me because I see him almost every day. I am happy with my family. (Participant D)

Significant changes in father-mother relationships such as separation, divorce or parental conflict are critical turning points in the involvement of men in their families (Makusha & Richter, 2015:2). Previous studies indicate that fathers' involvement in the lives of children have positive outcomes in health and development of children (Sheidow, Henry, Tolan & Strachan, 2014:1356). On the other hand, the absence of the father may have detrimental effects on the psycho-social development of the children (Chili & Maharaj, 2015:30). Children, whose fathers are psychologically present and accessible to them, develop a sense of trust, emotional closeness and a feeling of being accepted (Krampe, 2009:9). Conversely, studies indicate that with absent fathers, children show lower mental, emotional and behavioural problems which result in children's misbehaviour, low self-esteem, poor achievement and drug use (Mercer, 2008:14).

Another unique situation is that of the female-headed households where women are the main decision makers and economic providers for the household, irrespective of their marital status (Sekhampu, 2012:411). Some authors ascribe the increase of woman-headed families to the breakdown of the nuclear family (Kimani & Kombo, 2010:13). Three participants indicated as follows that they were part of female-headed families:

"I stay with my mom. I also stay with my elder brother". (Participant F)

“I live with my sister who is 23 years old, my mom and my brother who is 21 years old”. (Participant I)

“Currently I am living with my mom and my brother because my mom and my dad are separated”. (Participant M)

Female-headed families are associated with negative outcomes of the children. Studies show that single mothers are often taxed in having to work and parent single-handedly, which strains sibling relations (East & Khoo, 2005:572). Children from female-headed families are also reported as lacking motivation to succeed at school as they are more likely to drop out of school, to be expelled or suspended out of school and to repeat a grade (Harcourt, Adler-Baeder, Erath & Pettit, 2013:2).

However, in a study of children raised without the presence of a father since their first year of life, which was conducted in United Kingdom, mothers showed greater warmth towards their children and interacted more with them than did mothers in father-present families (MacCallum & Golombok, 2004:1409). Furthermore, children in female-headed families did not show raised levels of emotional and behavioural problems but they perceived themselves as less cognitively and physically abled. Therefore, negative outcomes in some studies of female-headed families cannot necessarily be generalized to those children who are reared by their mother without a male partner (MacCallum & Golombok, 2004:1407).

Locally, Mabelane (2016:43) found that out of twelve participants, five participants had bachelor's degrees, three had diplomas, one had a college certificate, two were students both in their final year of obtaining university degrees, and only one had not passed matric (Grade 12) despite the generally held belief that children in female-headed families perform poorly academically and are likely to drop out of school.

3.3.1.2 Sub-theme 1.2: Participants' perceptions about their families

Families are expected to provide the security that is essential for adequate development and growth (De Wit, 2009:240). Positive relationships with family members can translate into emotional security, psychological well-being, and good interpersonal skills (Booth *et al.*, in Degges-White & Colon, 2012:98). This sub-theme presents the participants accounts of how they perceive their families.

One participant emphasised the role of humour in his family as follows:

“I like my family because it has a sense of humour, better than the church because at church they are very serious and go according to the Bible. My family is a good family”. (Participant E)

The importance of a sense of humour in families is confirmed by Loizou and Recchia (2019: 63) stating that it is a valuable embodiment for freedom to happiness, safety and belonging and serves as an eloquent testimony for positive relationships within families. Walsh (2016:90) supports this by adding that humour may invigorate family spirits by making life manageable and worthwhile. However, it should also be borne in mind that humour can act as both a sword and a shield to defend people against life (Gini, 2017:xiii). Moreover, it reduces tensions and helps families to cope with difficult situations (Walsh, 2016:90). Walsh (2016:90) cautions that when humour is used to demean a family member or to express anger, cruelty or contempt through biting sarcasm, it can be destructive.

Loyalty is also a valuable positive embodiment within families. It goes hand in hand with friendship. Moreover, family relationship is forged around its distinctively valued intimacy and it becomes a natural site for the development of loyalty (Kleinig, 2014:180). One participant expressed himself as follows that loyalty is a positive embodiment within families:

“My family is loyal to me and that is what I like about it. Family is like everything to me. I like my family”. (Participant H)

In support of this view, Kleinig (2014:180) commented that a family relationship is forged around its distinctively valued intimacy and that it becomes a natural site for the development of loyalty.

Being listened to, is another important positive character within families. The family’s ability to listen is central to respect. Overton (2005:27) points out that listening is the first part of communicating respect for families. One participant expressed himself as follows about being listened to and fairness in his family as positive embodiments within families:

“I am very attached to my family and will always do what it takes for the best interest of my family. If I have an opinion, my family listens to me. There is also fairness in my family where my brother and I receive the same treatment from our parents”. (Participant J)

The extract above is confirmed by the fact that being listened to and experiencing fairness foster attachment within families and encourage children to always act in the best interest of their families as it reduces troubles, worries and tension (Gulla, 2010:232). Some participants emphasised the importance of a good and supportive family in the extracts below:

The storylines below emphasise the importance of a good and supportive family:

“I see my family as a good family because we like each other in our family. Especially from my mother’s side, people love each other. ... my family is modernized....my family is moving towards independence”. (Participant M)

“The thing I like with my family is that if there is a problem, the family can help with the situation. The thing I don’t like in my family is the shouting. Shouting does happen a lot in my family. I don’t like being shouted at. My mom likes to shout and when one of us makes her angry she shouts at everyone”. (Participant F)

“I really, like my family for this [Christian value system] as my parents are also fair on how they support or treat us. For instance, if they can buy something to one of us, they will find another time to buy for all of us. That is fairness. The treatment is very balanced”. (Participant K)

“When I ask for things I get what I want, that is the caring part. Let say eight out of ten, I get what I want”. (Participant G)

“I come from a very good family because what I am taught is respect and that I must always believe in myself in what I do”. (Participant L)

“I like my family as they support me. My grandmother and my uncle make sure that I get what I need for school. My brother is also supportive and that is why I feel that my family is more supportive. We are guided by the word of god”. (Participant C)

Songca *et al.* (2016:1) confirm this by stating that families that listen to each other also have a sense of goodness, compassion and values, whilst the participants’

descriptions of their families are consistent with Benson's (2018:244) assertion that children who are raised in caring, loving and supportive families often feel loved, cared for and protected. Such children are likely to act in non-deviant ways. Furthermore, such families have warmer relationships, problem-free children and parents are willing to have dialogue and partnership with children (Yablonska, 2013:1). On the other hand, children who are raised in conflictual families do not feel obligated to conform to their parents' expectations and will be more likely to engage in risky behaviours (Benson, 2018:244). Two participants described not being listened to in their families and how they understand and feel about it in the extract below as follows:

“What I don't like is that I feel left out. I feel like my opinions don't matter. I feel like when I am in an argument what I say is not taken seriously. They say I am always lying. What I say is not taken into account. They don't listen to me here at home. I see myself as this child who is not being listened to. Well, although that is the case I can say that I am still part of the family whether they listen to me or not. I actually blame myself for this [not being listened to]. It was not like this before as I used to do what the family wants, but then I started lying, over time I started lying, from one lie to another and my parents realized that something was not okay. They started not to trust and believe me. I started doing the wrong things. I used to mix with bad friends”. (Participant G)

“Sometimes I am not listened to and sometimes my brother gets more preference than me. However, I cannot say that my family is bad because of that as I understand that families are like that”. (Participant D)

That not being listened to in their family situations is likely to have an impact on the children emotionally, is validated by Moonie, Charloner, Pensley, Stretch and Webb (2000:47). It is also confirmed that children who are not listened to feel left out and may develop a low sense of self-worth (Moonie *et al.*, 2000:47). Kail and Cavanaugh's (2019:295) view that parents who do not listen to their children, are saying: “Your opinions don't matter to me” and this results in low self-esteem on children, is noted. On the other hand, these participants' experience of not being listened to and their feelings about it, contrast with that of children who live in caring families that tend to have high self-esteem and are more likely to view themselves positively when their parents are warm, listening to and involved with them (Kail & Cavanaugh, 2019:295).

Two participants described their families as follows as resilient, supportive and being able to bounce back after a crisis:

“We are a huge family. Not everything goes smooth in life. People get to fight sometimes. As a family, there will be time for fights, but we overcome that... Family is like everything to me”. (Participant H)

“We are all kind and help each other no matter what the problem is. We stand up and help each other and we don’t turn our back on each other no matter what the problem or situation is. If one needs someone to talk to, we are always there for each other”. (Participant J)

This is corroborated by Olson (2000:145) postulating that a family with high cohesion and adaptability will be able to overcome a crisis and bounce back to become normal and functional again, as the extracts below espoused. The participants’ descriptions of their families as adapting after a crisis and being united in times of need are supported by Becvar’s (2013:327) notion of a functional family, namely a family which provides comfort and allows each member to functionally partake in crisis intervention. As described by the participants, in such families members are loyal to one another, have faith and a strong sense of trust in one another (Becvar, 2013:327). Similarly, Olson’s view (in Becvar, 2013:327) that family togetherness allows family members to turn to one another for support in times of crisis, applies to the participants.

A family which is lacking comfort tends to have damaging influences on the development of children’s behavioural conduct (Arditti, 2015:75). According to Mash (2014:874) children faced with family shortcomings lack socialisation skills such as inhibiting impulses, regulating emotions and good behaviour. Moreover, family shortcomings can lead to children’s development of negative self-esteems (Mash & Barkley, 2014:874). One of the participants described how he experienced and reacted to a specific shortcoming in his family, namely that of his father’s drinking problem, as follows:

“I do like my family, but I don’t like the fact that my father comes a very long way. He just came out of ICU [Intensive Care Unit] in the past two months because of alcohol abuse. I am more worried about my father as he sometimes drinks although he was told not to by the doctors. I ask myself that if he continues to drink, what if he could pass out and I will be left with no father? I still want my father and do not want to lose him. With him drinking, his condition

can worsen, and he might die any time. This is just another way of indicating how the caring part has been instilled among every family member in my family". (Participant J)

The above extract demonstrates a description of the caring experience of the participant in relation to an alcoholic parent who has just come out from the Intensive Care Unit. The fact that parental alcoholism can badly influence the emotional, cognitive and social functions of caring children is validated by Suchman, Pajulo and Mayes (2013:131). It is also confirmed that children from families where one or both parents abuse alcohol are subjected to stress and low self-worth (Suchman *et al.*, 2013:131; Johnson, 2020:901) as is indicated by the participant. The boy's experience of the situation with his father is confirmed by Fearnley (2012:17) who found that living with parents who are ill, is a unique experience which can cause fear of losing the loved ones for children.

One participant described the problem that he has with his family putting him under pressure about his academic performance as follows:

"I don't like the fact that my family puts me under pressure by expecting me to do my best. This is not followed by the proper support ... they set a very high standard". (Participant L)

This experience is confirmed by Pickhardt (2008:209) stating that parents' high expectations of their children's academic performance and achievement may cause emotional pressure in children. It is noted that parents or families who expect their children to do well in everything they do, could make them feel that they are failures (Deiner, 2010:364). In addition, it is pointed out that when parents want their children to excel even in tasks that do not interest them, when they try and fail they feel that they are incapable of performing (Deiner, 2010:364).

Sometimes families may not meet often, and this might affect children in a negative way as indicated by a participant in the excerpt below:

"I don't like the fact that my family does not meet each other often. It is because of where we stay. It is because of the fact that my family is modernized. My family is moving towards independence". (Participant M)

It is confirmed by De Witt (2009:240) that modernization may lead to families not to assist each other in raising children. Moreover, with modernity, families may not assist each other because modernity also comes with the abandonment of traditional family patterns that has been occurring at different levels (Sooryamoorthy & Mwandile, 2016: 313).

3.3.1.3 Sub-theme 1.3: Participants' description of religious and cultural practices in their families

Family religious and cultural practices have a significant impact on child development. Substantial empirical evidence points out that the quality of a child's relationship with his or her parents predicts the effectiveness of parental religious socialisation (Trommsdorff & Chen, 2012:25). The adolescent life phase of the participants is a crucial period for their religious and spiritual development. On the other hand, culture, values and religion also have significant impacts on children's behavioural development because they set expectations that give meaning to life (Landsberg *et al.*, 2016:273). The storylines below provided by the participants, highlight the importance of their religious and spiritual development for most of the participants:

“As a result of the norm of praying, my father would constantly invite me to pray. Sometimes friction can arise when I could not hear him inviting me and not go to him. So, it is clear from this that I do not really have problems as such with my dad as well as my mom...My mom is a religious person. My dad is also a religious man, but he does not go to church and still believes in some of the cultural activities. He is unsure and in between. With my dad there seems to be discrepancies [he mixes African tradition with Christianity]. With my siblings we all go to Faith Hill Church and I can say that we are Christians”. (Participant A)

“We don't really practice any cultural belief system in my home...Everyone in my family goes to New life Church. We are a Christian family”. (Participant B)

“I go to church on Saturdays. The name of my church I go to is Sabatan Christian Church. I like my church and I play drums there. I am a musician there, I play piano as well. I like my family as they support me. ...As a church family, we do not wear animal skin or slaughter for religious purposes. Slaughtering is done during weddings but not for spiritual gain. We are guided by the word of God”. (Participant C)

“As a family we go to church. At church I learn respect and hard work. The church we go to as a family is called Hope church. It is just a normal Christian church and does not tell you not to drink or not to do anything”. (Participant D)

“As for spirituality, my family goes to church. It is called Family focus in God. I learn knowledge from the church”. (Participant E)

“We go to church [Grace Baptist church]. That’s all”. (Participant F)

“I go to Jehovah’s Witness church in Kempton Park. When it comes to Jehovah’s Witness Church, those who listened to the word of God will receive eternal life. My family lives according to what the Bible says”. (Participant G)

“We are a Christian family and my mom is very into God, Jesus and I have to follow the same religion [goes to Tembisa Christian Family Church]”. (Participant K)

“We go to church and we do not do traditional rituals or things. We believe in God and that’s it. We also go to a Christian Family Church- there is one in Tembisa and another one as you pass the OR Tambo airport, in Atlas road”. (Participant K)

The above storylines reflect participants’ description of their families as Christian families. Christian families play a pivotal role in forging the moral conscience of the children in truth and righteousness. By attending church, children learn not to drop out of school (Smith, 2003:7). Accordingly, there is a correlation between the family and the church in raising children. While the church searches for the sacred, a family searches for relationships and both institutions, namely; the family and the church promote unity within families (Mahoney, 2010:810). Certain research findings suggested that religion promotes the formation of traditional ties which are fundamentally required in raising children (Mahoney, 2010:810). As such, fostering religiousness among children is a key for facilitating closeness to parents (Mahoney, 2010:810).

Parental religiosity has been linked with good family relations such as a high level of parental involvement in the life of the children (Smith, 2003:18). Children’s religiosity is linked to greater satisfaction in different family contexts including nuclear families, step-families and single-parent families (Barry, Nelson, Davarya & Urry, 2010:311).

Some of the participants in this study described themselves as non-Christians or staunch believers in Christianity, as explained in the following excerpts:

“I don’t really go to church. I don’t think that I need to go to church if I need God. I understand that there is god, but the way others go about it is strange. One time I went to church and I did not see any church. I saw a business, I saw speed point. People are using the church for business purposes. I have learned that the church is being used as a business for holly water and for selling CD’s [Compact discs - music]”. (Participant H)

“As for the church [Assemblies of God], I go to church every Sunday, but my mom and sister go to church every day...I could say I believe in the existence of God, but at the same time I can say no, so I am in the middle. I am not fully into church stuff and I don’t go to church every day”. (Participant I)

“I have a problem with Christianity. My mom and father believe in Christianity [Charis church] and I don’t believe in such things and I believe in traditional things or African Religion. I go to church, but I don’t believe in what the people wrote in the Bible. I also do not think that Christianity is the only way to enable you to understand the issue of the Supreme Being or spiritual being”. (Participant J)

The above extracts indicate that children usually go to church for the sake of their families although they do not necessarily believe in Christianity. Similarly, some children go to church and hear that they will “burn in hell” and begin to doubt their own salvation and begin to question Christianity (Smith, 2005:4). Nonetheless, there has been a lack of clarity in the definitions of religiosity and spirituality and this can immensely confuse children (Barry *et al.*, 2010:311).

Prayer seems to be even more important to those who do not believe in Christ. One participant lives in a family with strong ritual or cultural practices but also prays although they are non-Christians. This was espoused in the extract below:

“Most of the time we don’t really go to church, but we only undertake cultural rituals in Kwazulu-Natal with the extended members of the family. Here at home we can pray any time we want, we don’t go to church. We are very religious and we believe in ancestral worship”. (Participant L)

The story line above shows how a cultural ritual puts people together. This is supported by authors who argue that the main purpose of any cultural ritual is to bind family

members together and influence ethical practices (Jackson, 2005:3; Olupona, 2014:1) and that cultural beliefs systems help in instilling coping strategies and fostering cultural identity within families (Giddens, 2017:35). A sense of cultural identity in the family helps to alleviate anxiety, symptoms of distress and loneliness among family members - children in particular (Yaden, Zhao, Peng & Newberg, 2020:20).

3.3.2 Theme 2: Participants' description of their relationship with family members

Family members do not only influence each other's behaviour, but the relationship between any two family members can affect the interactions and relationships of all other family members (Shaffer & Kipp, 2014:540). Nevertheless, the family is exposed to the onslaughts of modern society which makes it difficult for parents to remain certain about their task as parents in raising their children (De Witt, 2009:252).

In describing their relationship with family members, participants expressed different views on their families based on their experiences with them. While most views on participants' relationships with family members attuned to positivity, a few views shared by the participants on their relationship with family members ranged from strained relationships with mother to fathers' relationships marked with respect and fear. This theme is divided into the following three sub-themes:

3.3.2.1 Sub-theme 2.1: Participants' relationship with parents and extended family members

The role of the family is to provide a safe and conducive environment for relationship building. Such an environment will further enable children to establish a positive sense of their identity and accept an increased responsibility (Pretorius, Mbokazi, Hlaise & Kacklin, 2012:83). Family relationships therefore become the model by which other relationships evolve and as such, it is influential to the interpersonal relationship development process among children (Booth, Wagner & Liles in Degges-White & Colon, 2012:98). On the other hand, conflictual parent-child relationship can interfere with a child's social relationships, result in chronic stress, or contribute to maladaptive behaviours (Booth *et al.*, in Degges-White & Colon, 2012:98). Furthermore, a strong family relationship attribute can shield adolescents from risk taking by making risk taking less rewarding (Benson, 2018:244).

Parents are one of the biggest role models in a child's life and play a big role in their child's future (Yip, 2012:5). Rios (2009:27) states that parents have a major influence and control over their children's future, their relationships, self-esteem and happiness. Likewise, the quality of the father-child relationship is of paramount importance in understanding the father's influence on a child's well-being and outcome (Lamb, 2010:144), as it was stated by the participants in the extracts below:

"My dad and I have a good relationship. Our relationship has manifested itself into something good over the past two years. I am not going to tell a lie sir, there was a time when I felt that I hated my father. As I grew up I have learnt that he has been trying to show me the right way. I used to be angry at myself most of the time. I saw my dad as someone who wanted to do great things but never cared about my feelings. At times I felt like I could even end my life but I communicated with my uncle who showed me the way. At that time, I thought that was the answer but it was not as my uncle insisted". (Participant L)

"My dad is someone I feel comfortable with. He is a good person actually. I enjoy his company". (Participant G)

As confirmed by Krampe (2009:9) a warm, close and affectionate relationship between a boy child and his father is important for his self-esteem and happiness. Fundamentally, a boy child's experience of his father's presence makes him happy (Krampe, 2009:9) and can also provide him with a role model (East *et al.*, 2006:290).

The boys' relationships with their fathers can also be characterized by respect and fear. The following storylines presented by two participants show how different a range of factors can influence an adolescent's relationship with his father:

"It would be disrespectful to talk about any issue with my dad. It would make things easier if it was easy to do so. I don't usually discuss stuff with my father and I remember there was a time when I needed money to buy things that I needed to sell at school as I intended to raise money for myself. I spoke to my friends for help instead but they could not assist me. So, I was left with no option but to tell my dad. I needed R100 at the time and he wanted to know the reasons why I needed money. So, I had to explain that I needed to buy a chocolate box for selling at school". (Participant B)

"My father is normally at work and when he is at home he does not know what was happening. When my father comes back home from work it is usually a bit

late at night and obviously he does not see me high. My mom would see me high and obviously she will be sad. She knew that I am afraid of my father but she did not want to tell him. (Participant G)

The participant's views on relationships with their fathers are confirmed with Simpson's (2009:20) assertion that the father is a symbol of authority and the child is required to respect and fear him. Similarly, some authors argue that the parent-child relationship that seem to work best is characterized by respect, interest, caring, love and kindness (Sommers-Flanagan & Sommers-Flanagan, 2011:47).

One participant described his relationship with his father as follows as currently being strained although it initially was stronger:

"At first when I was in Grade 8, I was closer to my dad and not to my mom with an understanding that he is my dad and I am his son. But during puberty, there has been friction between I and my dad. I have always expected him to be there for me and at times that was not always the case. As I grew older now the relationship between my father and I is no longer the same. Although, I feel like I am receiving equal love from both my parents, I feel that it was much stronger when I was in Grade 8". (Participant A)

The participant's views in relation to his father are supported by Williams and Kelly's (2005:173) position that the involvement of fathers in parenting and childrearing activities is less, compared to that of mothers across families. It is noted in contrast that additional studies show that children with involved fathers tend to be well adjusted in most spheres of their developmental stages (Flouri & Buchanan, 2003:64). Conversely, researchers have found that problematic parent-child relational processes are related to anxiety disorders, aggressive behaviour, failure to complete school, depression and suicide (Williams & Kelly, 2005:169).

That some parents may not be reliable is stated as follows by one participant:

"I was still in primary school. This other time when I was ten years old my father came to us when we still living in Birch Acres and told me that he was arrested and he promised to start a new life and to be there for me. He [father] said that "Umamakho ungibophisile" [your mother got me arrested]. I feel that I am being listened to by mom but with my dad it is something which I cannot say as he normally says something and does the opposite of what he said. He does not fulfil his promises". (Participant H)

It is noted that unreliability of parents can have a detrimental effect on children in a variety of ways. For instance, the child can be vulnerable due to lack of attention, love and nurturing (De Witt, 2009:247). When parents are unreliable they frustrate children, leading their children to disrespect them (Rosenthal, 2010:136). This supports the extract above which suggests although not saying so in so many words, that the participant has lost absolute and total respect for his parent due to his father's unreliability (Rios, 2009:27).

Mothers are generally expected to offer close relationships within families (Villicana Garcia, Biernat, 2017:867). Secure attachments seem to serve as a protective factor within families (Williams & Kelly, 2005:169). Two participants elaborated as follows on their close relationships with their mothers:

“My mom and I are very close. We are best friends. However, there are times when we argue [over little things such as washing the dishes or cleaning the house] but we overcome that. I am a mother’s boy and I always look up to my mom for everything”. (Participant M)

“I have a very close relationship with my mom. I share my problems with my mom. For instance, when I had a situation at school, when I was caught with weed, my mom was there for me. My mom and I are always laughing, we always watch food channels together and discover new ways of cooking. It is the same with my dad. It is also the same with my brother as we would go to gym together...” (Participant J)

White (2004:64) confirms that a mother-son relationship is a source of identity formation where a boy child will be able to identify himself in relation to his mother This is also confirmed by some studies contending that a boy's mother is the most influential person when it comes to her son's decision making about alcohol, drugs and sex and that mothers are known to often nurture the emotional intelligence of their sons, teaching them to recognize and express their own feelings and to be more attuned to the feelings of others (Shields, 2013:xiv).

However, a strained relationship between children and their mothers can be a negative thing for children to contemplate (Bowe, 2005:85). The following excerpts describe strained and restored relationships between three participants and their mothers:

“I have a good relationship with everyone but mostly I differ with my mom because of her shouting”. (Participant F)

“With my mom, she is usually angry at me as I get into trouble at school most of the time. I don’t really have a good relationship with my mother. I feel like she supports me because some other day she was talking about getting me a mike and a laptop. A lot of parents [in other families] would have said you are not supposed to do music or you are wasting time, but my mom encourages me to do music. I find that she is very supportive. She just said that I need school as a backup plan”. (Participant H)

“My mom is just not what she is supposed to be, she is too strict, and it would be great if she can limit being serious. I cannot say that I have a close relationship with my mom. I avoid being close to her. With my sister, we often don’t get along. In fact, no one takes me seriously here at home. I cannot make any decision”. (Participant I)

It is noted that children with negative relationships with their mothers are reported to have higher levels of emotional distress than their peers with positive relationships with their mother and that a boy child’s conflict with his mother can make him feel the urge to rather cling to his peers (Newman, 2009:341).

One participant described his strained relationship with his mother as follows:

“I feel emotionally alienated at times. You know, as a boy child there will be things for boys that you may not necessarily discuss with your mom. In a way, I wished that my mother could be more approachable. I do not usually open up to her because I know how she reacts. She tends to be too strict. I do tell her easy stuff like when I have problems at school. I like my family because they are supportive”. (Participant I)

The literature confirms that parents may also lead to children feeling emotionally alienated (Van Doorn, Branje, Vander Valk, De Goede & Meeus, 2011:160). Children’s strained relationship with the mother can be caused by a range of circumstances. For instance, the loss of a child may result in grief that lasts longer than any other loss, which forces parents to question their belief and search for meaning in their experience (Reilly, Hastings, Vaughan & Huws, 2008:27), thereby negatively influencing their relationship with other siblings. This confirms the excerpt below that the loss of a baby strained the relationship between a participant and his mother:

“I do not know where it went wrong. When my mom was pregnant I was just close to her and when she lost a baby we just kept apart from each other and I feel that I am disconnected from her. This happened in July this year [2019]. Since this happened, my mom and I never agree on anything. What my mom experienced affected me badly because I was still saying I found someone I could protect and someone I could talk to, and the worse just happened. I went through a dark patch at that time [he suffered due to his mother’s loss of a baby] and felt that I should have died and not my sister. I am saying that I do not want it when my mom pulls away from me. I feel pity for her and for the loss of my sister. I think when I try to show sorrow be closer to my mom I just do it too much and that makes things even worse for my mom and could be the reason why she pushes me back”. (Participant L)

The participant’s views on his relationship with his mother are confirmed by the finding that bereaved parents are at risk of anger, social isolation and loneliness and have problems in marital and other relationships (Reilly *et al.*, 2008:27) including their relationship with other children.

The issue of drug use came under discussion. It is noted that the use of drugs can have a negative impact on a boy child and his mother (Dube, 2007:28). Boys using substances were reported to have a tendency to withdraw from familial relationships (Bezuidenhout, 2004:27). Studies show that boys’ high percentage of substance use is fuelled by a family breakdown, family conflict, violence and abuse (Mallett, Rosenthal & Keys, 2005:196; East & Khoo, 2005:572), Furthermore, where boys have reported using substances, they have expressed anger resentment, and loss of respect for one or both parents (Mallett *et al.*, 2005:196). The following storyline presented by a participant that used drugs, deals with the relationship between the participant and his mother.

“Now that I am clean [no longer using drugs], the relationship with my mom is getting better and better. My relationship with everyone was ruined due to my use of drugs. The issue of trust has been at the centre of my relationship with my mother. I am working towards improving my relationship with my parents”. (Participant G)

The ruination of the participant’s relationship with his mother due to his drug use, is confirmed by the references above. The extract seems to emphasize the importance of children’s relationships with their parents. This is borne out by parents being

expected to create an unconditional loving, stimulating environment for the child to help children to change their negative conduct such as the use of substances as supported by De Witt (2009:127).

Children's relationships with extended family members such as grandmothers, uncles and cousins are also valuable in their upbringing and an increasing number of grandparents are providing parental responsibilities for their grandchildren (Couchenour & Chrisman, 2013:111). Children with a close relationship with their grandparents have been shown to be better adjusted than children who lack a close grandparental bond (Milevsky, 2011:xxi). The following excerpt as stated by a participant attests to this assertion:

"My granny is a wonderful person. She always guides me, especially when I do wrong things. You know as a child you tend to do certain things which are not right, such as coming home late when you know that you should not be late as agreed with adults. My granny would be worried about that and she would come and talk to me nicely about that, indicating that I must not come home late".
(Participant C)

This is furthermore supported by the finding that grandparents may have a direct influence on their grandchild's emotional support in times when there is familial stress, as well as in their behaviour and development (Smith *et al.*, 2015:139; Bornstein, 2019:252). It is also in line with Dunifon and Bajracharya's (2012:1169) assertion that black African grandparents take on a stronger parental role in their interactions with their grandchildren than white grandparents.

Uncles can assume a role of a father figure for adolescent children. Two participants mentioned the role of an uncle in their lives as follows:

"My uncle also plays a role of being a father to me. He also teaches me to manufacture aluminium. My brother and I learn how to do the aluminium jobs from my uncle. Personally, from what I have learned from my uncle, I feel that I can also take the aluminium task when I grow up and use it to make an income. As for my brother he learns a lot as he spends more time with my uncle because he does not go to school. I only learn during the weekends and during school holidays". (Participant C)

“I have a wonderful relationship with him [uncle]. I can say that the relationship with him [uncle] is the best relationship that I ever had. I share a lot of things with my uncle” (Participant G).

The positive effect on the life of a child relating to academic achievement, physical and emotional health and cognitive development by the presence of a father figure in the life of a child is confirmed by Redpath, Morrell, Jewkes and Peacock (2008:33). The excerpts reflect a common practice among many Black African families, as it is common for these families to take communal care of children where children are disciplined and educated on values like caring for others not by the natural parents only, but also by all uncles and aunts of the extended family, as endorsed by Broodryk (2006:47). Makusha, Richter, Knight, van Rooyen and Bhana (2013:140) support the role of an uncle as a father figure by conceding that fatherhood goes beyond biological conception and extends to a network of other close relationships between parents who are not biologically their own parents.

However, the alternative may also apply and children may not always have close relationships with their uncles due to family dynamics and circumstances. As one participant explained:

“I am not that close to my uncles as I hardly spend time with them and when we have that one chance of being together, adults normally sit together, and I sit together with other children”. (Participant M)

De Witt (2009:241) and Barr (2012:128) support this by explaining that due to urbanisation, families may not meet often and as such, relationships with extended family members can be affected. Kimani and Kombo (2010:12) add to this by giving an example of a nuclear family, where it is a matter of an individual’s life, his house and his possessions and not the traditional usage of the farm, home, sharing happiness and woes and success as in extended families.

Similarly, an aunt could take over the responsibility of raising a child when parents died. One of the participants reflected as follows on how his aunt took care of him after the death of his mother:

“My granny said that I was two years old when my mom passed away. I was 13 years old when she told me about the death of my mother and I don’t have any

feelings towards my mother since I never saw her. I have an aunt who is very close to me and who always acted as my mother. I was raised by my father until he passed away when I was still in primary school". (Participant C)

The participant's narration about being raised by his aunt reflects the realities of a typical South African orphaned child, who is usually left on the hands of the grandmothers, aunts and uncles (Tompkins & Stemberg, 2004:204). The participant's circumstances after his mother's death with an aunt taking over his mother's role, is supported by Nyasani, Sterberg and Smith (2009:183) stating that in African culture, no child may stay alone even if their biological parents have died. In addition, aunts are regarded as resources for maintaining relationships within families (Ellingson & Sotorin, 2006:6).

3.3.2.2 Sub-theme 2.2: Participants' views of their 'self'

The family plays an important role in shaping children's self-perception. For instance, a family with favourable family situations such as stability, a positive emotional relationship of a father and a mother, helps in the development of positive self-perception of children (Yablonska, 2013:31). Researchers have found that high aggression personality traits are mostly common for children from families with an "emotional rejection" upbringing style where there is overprotection, unlike families with problem-free children where the families are "child-centred" (Yablonska, 2013:31).

Peers also play an important role in the development of self. Boys become reflective and anxious with what others think of them during early and middle adolescent stages (Demon, Lerner, Kuhn, Siegler & Eisenberg, 2008:241). Furthermore, they are likely to experience conflict and confusion in defining their true self which can lower their self-worth (Demon *et al.*, 2008:244). Conversely, boys who grow up securely attached to their parents are more likely to have higher self-esteem than their insecurely attached counterparts (Reynolds, 2011:107). This is in line with Bukatko and Dachler's (2012:167) assertion that children's high self-esteem is associated with low levels of emotional and behavioural problems in teenage years.

One participant illustrated his high self-esteem by stating as follows that he believes that he can conquer anything in life:

“I also have a conquering spirit. As an individual, I feel that one must not care about what others say. This helps me a lot in keeping me going. I also have a conquering spirit within me and as such I strive to conquer no matter what it takes. As someone who likes fashion, I also find it necessary not to compare myself with wealthy children. This helps me a lot because I would not drop out of school since many children in our school come from wealthier families”.
(Participant C)

This attitude of children feeling as conquerors, is in line with and supported by Bandura’s (1977) notion of self-efficacy which refers to the judgment people make concerning their ability to execute behaviour relevant to specific tasks and situations (Singh & Udainiya, 2009:227).

The following statement by a participant embodies the spirit of taking power, which shows an indication of change on the part of the participant:

“In the beginning when I was a child I was very quiet. I never said anything. Sometime when I was in primary school another boy was asked what he wanted to be and he said he wanted to be like me. Then I started to realize that I need to take power and start inspiring others”. (Participant H)

What took place here is supported by Singh and Udainiya (2009:227) when they point out that an individual’s taking his or her own power is tantamount to having confidence in one’s ability to behave in such a way or to produce a desirable outcome.

An introverted participant who keeps what he is feeling to himself as he feels that he should not bother other people with his problems, expressed himself as follows in this regard:

“I am a very shy person and I don’t like interacting about the things that I am going through as I think that those are the things I can fix on my own. I keep what I am feeling to myself as I feel that I should not bother other people with my problems. However, my uncle is someone who listens to me most of the times. At times we discuss about issues. Sometimes my father does see, but I don’t think they [father and uncle] understand that I am afraid to talk about how I feel. Keeping stuff within me has always been my thing since grade four”.
(Participant L)

The difficulty of introverted children to express themselves is supported by Olivas (2019:120) pointing out that introverted children have difficulty in expressing their unfair treatment by others as they have limited language abilities.

All the above findings seem to suggest that children present many selves depending on the role and relationships that they have to undertake at a particular time and place. According to Damon *et al.*, (2008:235) evidence on the developmental perspective shows that the self is differentiated and that a rise in presenting selves amongst children, occurs during late childhood stages. For instance, children's selves can develop as a function of social context which include, the self with father, mother, sibling, close friends, peers or the self in the role of the student. Therefore, children are capable of constructing multiple selves that varies across roles and relationships (Damon *et al.*, 2008:235).

3.3.2.3 Sub-theme 2.3: Participants' relationship with siblings

The most long-lasting and enduring relationship an individual develops during the life-span is the sibling relationship (Milevsky, Smoot, Lah & Ruppe, 2005:124). Although as far as could be established, limited research is devoted to this phenomenon, researchers are increasingly beginning to expand scientific resources in an effort to understand this relationship which is often neglected (Milevsky, 2011:ix). Furthermore, empirical studies have highlighted the importance of sibling relationships (Milevsky, 2011:xiii). However, some authors argue that it is surprising that the ways in which siblings influence each other's development have been neglected so far (Whiteman, Bernard & Jensen cited by Caspi, 2011:1).

Participants expressed two opposing views about their relationships with their siblings, by identifying good and negative relationships in this regard. The following excerpts from what participants said, show how relationships with siblings are of paramount importance.

“With my sister, who is 25 years old we have times when we don't get on well. Sometimes my sister acts like I am still a baby as she does things that she used to do when I was young. She likes to boss me around and I do not usually allow it now as I am no longer a baby. This then creates conflict, but we can address the conflicts from time to time. With my little sister, there have not been issues as she is still young”. (Participant A)

“My brother and I get on well with each other. We understand each other. I also have a good relationship with my sister. My sister always reminds me to set goals in life”. (Participant B)

“My brother is five years older than me. We have a good relationship with my brother. You know as siblings there will be time when we fight. Sometimes he takes my money... Although there is a five-year difference between me and my brother, I feel that I am more connected to my brother. We do not fight and as my mom has passed on, we treat each other like we were told to do so by my granny”. (Participant C)

“I have a good relationship with my brother ... Except for my younger brother, I do not take him seriously. My elder brother and I go to the same school. I do not know why he was not selected to be part of this. He is in grade eleven and I am in grade ten”. (Participant E)

“My brother helps me because he gives me good advice. I have that thing in me which tells me not to apologize when things go wrong. At one point my brother noticed my weakness in a way of not wanting to apologize to my sister when we had a ‘beef’ [problem] and encouraged me to apologize”. (Participant I)

“I can say that I have a good relationship with my brother although he has been doing badly for our family. My brother used to steal my parents’ car at night and he would go out to Tembisa or Kempton Park. Sometimes he would bump the car. We do not have many cars because of him. My brother is somehow by the look of things spoilt. He will still ask for a car as I speak now and my parents will give him and the same thing of bumping the car will happen again. Sometimes he would come back with an Uber and expect my parents to pay. Funny enough they will pay for him”. (Participant J)

The above storylines which are mostly of a positive bent confirm the notion that due to the fact that siblings are permanently in each other’s lives, their relationships serve as a context for their socio-cognitive development (Caspi, 2011:1). It also demonstrates and supports the view that sibling relationships are essential for the cognitive, emotional and social development of children (Milevsky, 2011:xiii).

Although the sibling relationship is regarded as the most long-lasting and enduring relationship an individual develops during his or her life time, strained relationships between siblings equally have a negative influence in an individual’s cognitive,

emotional and social abilities (Milevsky, 2011:xii, xix). The following extracts from what participants said, demonstrate that siblings' relationship can also be negative in nature:

“With my siblings, it was not until recently that I started getting along with them. It is an on and off thing and I can't say that we always get along. Before we never used to talk, we just lived in the same house but there was no communication at all. Again, with my sister it is only now that I stopped using drugs that we get along. With my two brothers, it is also the same thing...On many occasions I fought with my brothers both of them. It was for different reasons. I was always angry, and my anger got the best of me. I was angry that I was not being listened to. I am not angry now. Now, I feel more connected with the family. I feel more open to talk about things. I don't have any reason to lie now anymore. I don't come home late, I don't do anything wrong, I don't have to lie about anything”. (Participant G)

“I don't know how I can put this. My sister and I are not close as she acts somehow towards me and tends to do things which I don't understand. This has nothing to do with my mom's sudden change of behaviour towards me. With my sister it is that thing called sister and brotherhood relationship. We often fight with my sister and we are not getting along well. We just treat each other unfairly. It is a fight between siblings. It is that which happens in most families between siblings. My sister 'une nkani' [she is arrogant]”. (Participant I)

“My brother used to use drugs such as Cat and Crystal Meth but now he seems to be only drinking alcohol. During those days, I hated my brother and I felt like I could kill him. I just felt like I could take a knife and stab him but I never tried. I just wished him dead”. (Participant J)

The excerpts seem to support the assertion that sibling rivalry is a common occurrence throughout the life of children. Milevsky's (2005: 743-755) study of the sibling relationships in late adolescents revealed that the age of the participant was a significant predictor of sibling conflict as older participants were less likely to report conflict within their sibling relationships.

3.3.3 Theme 3: Family influence on participants' behaviour

Regardless of its size, the family should be a place for intimacy, warmth, support, uncertainty and risk (Hall, Richter, Mokomane & Lake, 2018:25). Therefore, the family

environment plays an important role in the development of children's behavioural conduct (Burns, *et al.*, 2013:319). A functional family context is associated with a positive influence on the children's behavioural conduct development (Becvar & Becvar, 2008:275; Centre for Social Justice, 2010:6; Segrin & Flora, 2011:212; Goldstein & Brooks, 2013:150; Marotz & Kupzyk, 2018:30). This theme is divided into the following three sub-themes:

3.3.3.1 Sub-theme 3.1: Participants' views on their family influence

Children who perceived their families as having high levels of bonding saw their families as providing more security for them (Tafa & Baiocco, 2009:394). Similarly, Nyarko (2011: 279) argues that an authoritative parenting style is associated with a high tendency of positive influence of boys' outcomes rather than disruptive behavioural practices. By contrast, in their study, Aunola and Nurmi (2005:1157) found that a combination of parenting styles is influential in child development, but not an authoritative parenting style alone.

The excerpt below shows how religion was influential in the participant's behavioural conduct development.

“Religion plays a big role in my family. For instance, the issue such as sex before marriage is a sin. Although there will be temptations at times, I live by the rules as set by my family.... Abstinence is what I am taught at home and I always remember to uphold this rule. The other issue is the issue of fighting which my family always condemns. In order to respect and protect my family's reputation, I always respect others. I don't fight with anyone and I walk away if someone is picking a fight with me. I was taught not to fight for minor things but for those that threatens my life. That is how I am being raised”. (Participant A)

The participant's narration of religion playing a role in abstinence and abiding by the rules of his family is confirmed by Mbotho, Cilliers and Akintola's (2011:209) assertion that religious practice and affiliation often discourages congregants to engage in premarital sex. It is also supported by Burchardt (2010:64) who argues that South Africans' responses to the acquired immune deficiency syndrome (AIDS) are often facilitated by personal faith and are taking place within religious settings.

Religious families support and foster religious teaching towards the learning of prosocial ways and a habit of praying among children which helps in children's

satisfaction and behavioural conduct development (Smith, 2003:20). As stated in the following extract, one participant apparently found his religious background quite supportive:

“Yaa, I come from a very supportive background. It is enough. My granny always tells me to pray before I go to school”. (Participant C)

This is supported by a longitudinal survey conducted in United States, which found that children, for whom religion becomes important during their teen years, later feel more satisfied and closer to their parents, which also reduces their degree of rebelliousness (Mahoney, 2010:816). The author’s additional remark is that promoting religious values in children is important for facilitating closeness to parents and guardians (Mahoney, 2010:816), further supports the participant’s comment about receiving enough support from his granny and always having to pray. Hence, higher levels of religiosity are associated with more pro-family attitudes and religious family values (Smith, 2003:18). Therefore, religion is not only a spiritual aspect, but a social force that can influence children’s behaviour.

In addition, children may learn many values from religious families, which can have a positive influence on their behavioural conduct development. Three of the participants expressed themselves as follows in this regard:

“My family teaches me respect, being a better person and hard work. When we go to church we also go together and this helps me to develop good relationships with others at school. So, in a way, I can say that my family helps me to develop good relationships with others”. (Participant D)

“My parents tell me to always respect others, so I carry that with me all the time. Even though I don’t usually get the respect that I reciprocate to others, it is fine with me”. (Participant L)

“My mom influences me to go to church and to be honest’ I take respect with me when I go to school or to any gatherings where I will be meeting other people”. (Participant E)

Salend’s (2004:68) assertion confirms that respect can be learned in families through teaching children to be attentive, considerate and caring for others. In this regard, respect refers to feelings of admiration, consideration, or attention towards another

person (Deutsch, 2008:671). Bjerke (2011:78) indicates that by treating children with respect and accepting them as being responsible, they will also learn to become responsible and respectful, which would help them to develop good interpersonal relationships with others. As such, this also suggests that children with respect are likely to be well rounded and likely to behave well.

Behavioural control is an important factor in promoting pro-social behaviour and preventing aggressiveness among children, as indicated in the excerpts below:

“I have enough support from home... I also cannot go out without telling my parents where I am going. My family always encourages me positively in whatever I do”. (Participant D)

“I was taught not to fight for minor things but for those that threatens my life. That is how I am being raised”. (Participant A)

The storylines seem to corroborate Aunola and Nurmi's (2005:1155) findings that behavioural control is a good strategy for preventing external problem behaviour among children. An effective parenting style requires behaviours such as showing affection, being responsive to children's needs, encouraging children to do well, giving everyday assistance, providing supervision, exercising non-coercive discipline and serving as a role model of positive behaviour (Bronte-Tinkew, Moore & Carrano, 2006:876).

Uncles also play an important role as social fathers in raising children whose fathers are absent. The role of the uncles was expressed in the following extract:

“My uncle is the only person who helps me to understand when there are problems. I have also learnt to accept myself although my family cannot offer me all the materials like what most children have such as nice sneakers. At times I can see that others are looking different, but I feel that I don't have to compete with anyone”. (Participant C)

Clowes, Ratele and Shefer's (2013:5) emphasis on the importance of extended families and the nurturing practices of men other than a child's biological father confirms the participants' perceptions in relation to the strength and support received from the uncle. Also confirming this, Makofane (2015:35) in a study on the experiences of African women from families with absent fathers, found that social fathers such as

maternal uncles acted as role models for and offered strength to young African boys as they helped influence their development. Similarly, in their study, Clowes *et al.* (2013:4) support this, as they found that grandfathers, uncles, neighbours and the school principal were identified by their participants as father figures and role models.

One participant raised the issue of a positive self-esteem illustrated as follows in the excerpt below:

“In my family, we like making lot of jokes, smile and stuff and I think I took this as one of my character as I always make jokes and influence others to laugh and smile and stuff. I feel like I learn to be fun and to always have positive energy from home and I use this to others at school. At my house [home], they always tell me to be myself and to always do what is best for me and I always do what is best for me”. (Participant H)

Tramonte and co-authors' assertion (Tramonte *et al.*, 2013:2) that intact families have high degrees of empathy, respect, caring, responsibility and trustworthiness and are the basis for development of desired behavioural conduct in children, confirms and corroborates the participant's narration of his family as influencing him to be himself and to always do what is in his best interest. This is further supported by numerous researchers agreeing that families are also expected to encourage children's positive self-esteems by developing their attitudes and skills for socialization (Becvar & Becvar, 2008:180; Walsh, 2012:5; White, Hayes & Livesey, 2013:426; Rashad, 2013:126; Tramonte *et al.*, 2013:2; Burns, *et al.*, 2013:319; Siegel & Welsh, 2018:289).

On the other hand, some families may lack structure and influence children in a negative way. This is borne out by one participant stating the following:

“... at home my brother drinks and everyone drinks [alcohol]. My mother supports me. She says there is no problem in doing these things. I can do this [drink alcohol] when I am older”. (Participant F)

This is also validated by Lieberman's (2000:11) findings that alcoholic families can negatively influence children to engage into alcohol consumption as children from alcoholic families are exposed to drinking alcohol as a result of having an alcoholic parent. Such children end up drinking alcohol and drop out of school.

Parents may have different value systems in raising their children and this can have conflicting impacts on a boy child. Mothers can be more empathetic, warm and kind, whereas fathers can be more authoritarian (McKinney & Renk, 2008:810). Sometimes, parents can be liars, unreliable and untrustworthy as indicated in the excerpt below:

“At first, I saw my dad as someone influencing me negatively because he would say something and does something different from what he said. I know he loves me but I don’t trust his words. My mom influences me positively and she teaches me not to rely on others. If I did not know the value of independence, I would worry a lot about my dad. My brother also influences me positively as he helps me with tips and pointers on how to do things”. (Participant M)

McKinney and Renk’s (2008:109) contention that sons view their fathers as being distant and lacking in warmth, and mothers as being warmer and open to communication than fathers, is consistent with and supports the participant’s narration. Furthermore, the involvement of the father has a significant protective role against maladjustment in boys from dysfunctional families (Flouri & Buchanan, 2003:75).

Childrens’ use of illegal substances may lead to other risk-taking behaviors such as antisocial behaviours and delinquency (Feldstein & Miller, 2006:634). Usually, when this happens children’s academic performance may be negatively affected leading to the family losing hope on the child. The excerpt below shows that a participant who previously used drugs stated as follows that he is of the view that his family has lost hope in him:

“With regard to family, as I said they never have high hope on me. I also don’t have high hopes for myself. I was not serious. I was using dagga, cat and crystal Meth, but I have since stopped”. (Participant G)

The participant’s feelings as a result of his family’s lack of hope in him is confirmed by a previous study which shows that children who used substances had conflicts and poor relationships with their parents (Alhyas, Ozaibi, Elarabi, El-kashef, Wanigaratne, Almarzouqi, Alhosani & Ghaferi’s, 2015:5). In addition, it is pointed out that children’s use of illegal substances may lead to other risk-taking behaviours such as antisocial behaviours and delinquency (Feldstein & Miller, 2006:634).

Children draw courage and strength to go through life from their family, as said as follows by a participant:

“The influence that keeps me going comes from home”. (Participant C)

The participant’s account of the influence from home as a motivation that keeps him going, is validated by studies on parents-child relationships which point out that children from families with trust, respect and support are characterized by achieved identity, which in the participant’s context, keeps him going (Yablonska, 2013:31). As a healthy family relationship is associated with higher levels of prosocial behaviours, children who are attached to their parents are less likely to become delinquent or seek out deviant friends.

One participant expressed himself as follows regarding the importance of collaboration between parents and teachers:

“I would say that my family does not have any influence on how I behave at school. Mostly, teachers would report any misbehaviour to my parents. As such, I have to conduct myself appropriately to avoid being reported to my parents”.
(Participant B)

The participant is aware that he has to conduct himself appropriately to avoid being reported to his parents. This is supported by the finding that an effective family-school partnership promotes shared responsibility for children’s attitudes, behaviours and academic success and is instrumental in addressing the needs of students (Semke & Sheridan, 2012:43). It is further confirmed by these authors’ research findings which have shown that corroboration between parents and school authorities can result in decreased disruptive behaviour by children and improvements in their adaptive and social skills (Semke & Sheridan, 2012).

3.3.3.2 Sub-theme 3.2: Participants’ handling of challenges within their own and extended families

Children learn by seeing and doing. As such, how they handle challenges will depend largely on how they were taught or how they learned through observing how others within their families and at school deal with challenges. Similarly, Allen cited in Springer, Parcel, Baumler and Ross (2006:1637) argues that children engage in

positive behaviour because of their interaction with influential support systems such as friends, peers, family, community and the school.

The foundation of religious beliefs from which children explore and adopt in adulthood is learned from the parents (Barry *et al.*, 2010:315). Some children use praying to handle challenges within their own and extended families. One participant remarked as follows in this regard:

“I just pray, however, I cannot remember of anything now. Here at home I also talk to my mom because I am closer to her than my father.” (Participant E)

The participant’s narration of praying as a means of addressing challenges he faces in his family, seems to be confirmed Wutnow’s (cited in Barry *et. al.*, 2010:515) findings that religious youth who regularly pray experienced prayers in their childhood. Hence, it is deduced that children who learn the practice of prayer are better equipped to meet challenges in family and life in general. As stated below by one participant, some children are able to confront the challenges the experience directly:

“I face my challenges, but I usually don’t tell my parents as I have learned to stand up for myself”. (Participant B)

It has been noted that some children choose not to do anything in times of challenges and that such children are condemned to a life of poor self-esteem (Everly & Brown, 2009:65). This confirms the following excerpts from what three research participants said in this regard:

“Usually when there are issues that appear to be challenges, I prefer to do nothing. Sometimes, I just keep quiet and I find it working. Patient as I am, I am able to wait for things to unfold rather than to be part of it. I know that sometimes it takes time, but it pays off as things usually sort themselves out”. (Participant C)

“Most of the time I will be shouted at because I did not do this or that. I don’t do anything and I just keep quiet until they finish. I don’t have any time for negativity”. (Participant H)

“With the challenges that I shared earlier on that has to do with my sister, I just keep quiet and leave it as such. Sometimes it is good to allow things to sort themselves out”. (Participant I)

The above mentioned views are corroborated by Klemens' (2011:6) assertion that the tendency of making excuses for lack of responsibility is the easiest way to remove their motivation to be responsible. The second narration from the participants is inconsistent with Von Salisch's (2001:312) view that children whose mothers were often angry with them were likely to become angry and defiant.

On the other hand, some children may choose to isolate themselves when they experience challenges as they may not know what to do. The following excerpt from what a participant said below attests to this:

"I isolate myself, I keep to myself. Another challenge is that I feel like my parents set up a very high standard for me. This affects me more because in my mind I just tell myself that do better, do better, but in actual fact I don't know how to do so". (Participant L)

The participant's description of his experiences and how he deals with challenges demonstrate that parents may also engage in coercive parenting without providing clear rules for regulating the child's behaviour and this can result in pressurising their children with feelings of guilt and inferiority (Soenens & Vansteenkiste, 2010:88). Furthermore, it is confirmed that parents who continually criticize their children seem to suggest to children that their best is not quite good enough which often lead to poor self-esteem (Everly & Brown, 2009:62).

Some children choose to sit down and talk about a problem experienced with their siblings, as is demonstrated in the excerpt below:

"There are just sometimes when I still feel angry and I still fight. When the fire has calmed down, like when there is no more fight, we [siblings] sit down and sort things out by talking. We don't involve our parents. We deal with it ourselves". (Participant G)

This ability to self-regulate oneself as an essential component of personality that enables individuals to exert control over their thoughts and impulses to enhance good outcomes is confirmed by Baumeister, Gailliot, De Wall and Oaten, (2006:1774).

As stated below, a participant whose family and extended family members are not getting along feels that he does not have to entertain problems that come with family

relations. However, in following the words of the participant, he takes responsibility and accepts if he is wrong:

“There are problems with the extended family members, but I don’t usually entertain problems that come with family relations. However, I do have a good relationship with other family members. You see, with me everything is transparent and if I am wrong I will always take such responsibility of accepting my wrong doing. This curbs a lot of problem especially with my siblings and cousins”. (Participant A)

The narration is corroborated by Ochs and Izquierdo’s (2009:392) contention that responsibility goes hand in hand with knowledge and that for individuals to be responsible, they must know what they are doing. In addition, studies revealed that children understand responsibilities such as obeying the law, contributing to society, helping the community, supporting the vulnerable and the environment as important responsibilities for citizenship (Bjerke, 2011:78).

3.3.3.3 Subtheme 3.3: Participants’ home chores

Children are expected to acquire responsibility, independence and cooperation by undertaking household chores (Drummond, Coster, Gomes & Mancini, 2018:1). Children’s ability to follow the instructions from their parents by performing given chores helps to improve their relationship with their parents (Kulik, 2004:381). However, if they do not follow the instructions from their parents, tensions may arise. The parents’ expectation is that children must be able to take care of themselves when they grow older. Therefore, children are expected to take on domestic tasks such as house chores that will prepare them for such responsibilities (Ochs & Izquierdo, 2009:396) and through being responsible for house chores, children develop self-sufficiency.

Although the family and community members use various strategies to ensure children’s contributions and participation in household tasks, fathers are sometimes inclined to enforce responsibilities onto their sons. A participant expressed himself as follows in this regard:

“Most of the time my dad tells me to clean the verandah and the table outside. I also clean the yard, the garden and also the pavement. My daily chore is to wash the dishes. Sometimes I also sweep the house whenever I can. This helps

me at school as sometimes the teacher can ask me to sweep the class. I also learn to work hard". (Participant L)

It is confirmed by Bronte-Tinkew and authors' finding (Bronte-Tinkew *et al.* 2006:876) that, although, fathers play an important role in the lives of both female and male children, their influence seems to be predominantly important for their sons.

Some participants did not associate their behaviour with the house chores that they undertake in their respective homes. Two participants expressed themselves as follows in this regard:

"Here, at home I vacuum the house. [However] This does not help me to be responsible in anyway". (Participant G)

"It is good to undertake responsibilities such as washing cars and the like but this does not seem to have any impact or whatsoever in how I behave". (Participant I)

A participant who has taken over the responsibility of cooking as his mother cannot cook because of her broken hand due to use of alcohol, expressed himself as follows in this regard:

"I am the one who is doing the cooking here at home as you can see my mom's hand is broken [as she fell when drunk]. I feel like it is unfair, I feel that I can do away with being a youth". (Participant F)

This is confirmed by a study that found that children from alcoholic families are more likely to do chores of the parents than children from non-alcoholic families (Castro, Jones & Mirsalimi, 2004:206). The participant's experience is corroborated by Castro *et al.* (2004:212) who found out that children taking care of their parents felt unqualified to perform adult chores, but were compelled to do the chores to maintain an emotional connection with their parents.

3.3.4 Theme 4: Participants' perceptions of their responsibilities and motivation to stay in school

Although children are expected to be responsible and to be motivated to go to school, participants in this research shared different perceptions regarding their responsibility and their motivation to stay at school. Various studies have shown that boys are less motivated in this regard than girls and have fewer positive attitudes towards school

(Van Houtte, 2004:160). This theme is divided into two sub-themes that outline the participants' perceptions of their responsibilities and motivation under the following two subthemes, namely participants' responsibility to learn and participants' motivation to stay in school.

3.3.4.1 Sub-theme 4.1: Participants' responsibility to learn

In South Africa, the right of children to receive a basic education is protected in the Constitution of the Republic of South Africa, (South Africa 1996: section 29 (1)). Schools are meant to provide children with an academic education and prosocial skills. As such, the school is expected to train children to behave properly, be responsible and learn to share with others (Berns, 2012:412). Similarly, Bjerke's (2011:76) study on children which explored children's views of responsibility and their positions as responsible beings, found that children and young people need experience and practice to become responsible. Such practice can take place at home, with the parents, siblings and with the teachers at school. Therefore, it is the child's responsibility to go to school, attend classes and learn as indicated as follows by three participants in their responses below:

"My responsibilities as a learner at school are to attend classes and to learn. I make sure that what I do is in line with that". (Participant C)

"My responsibility when I am at school is to learn". (Participant D)

"My responsibility is to learn and this year I am doing better than last year. However, the teachers say that I am a misbehaving child because I used to bunk classes". (Participant F)

The participants' narration of their responsibilities at schools is confirmed the finding that schools offer children an opportunity to choose a responsibility to learn social behaviour (Franklin *et al.*, 2006:595) which will help them to treat others well and to contribute to the betterment of society (Froiland, Oros, Smith & Hirchert, 2012:97). Children's academic success seem to give rise to their improved psychological well-being which reduces negative outcomes and risk-taking behaviour such as drug abuse, because a child who performs well in school is more likely to feel happier and motivated.

One participant remarked as follows regarding his inspiration from music in relation to his responsibility at school:

“I feel that my responsibility at school is to stay in class, do my work and pass. With the music that I am highly inspired with, I do not allow it to affect my studies. When I get in to class I take my headset off. Most of the time, I just sit and keep quiet because I am always thinking outside the box. When I see something, I might be reminded of something from the past or something that might happen in the future. (Participant H)

The narration is supported by Laughey’s (2006:1) contention that children have a special relationship with music which gives them freedom to develop their own culture. Musical experiences enable children to relate to the present and think critically about the future (McPherson, 2016:292).

Although participants may be aware of their responsibilities when they are at school, they can still be playful as indicated in the excerpt below:

“I know that my responsibilities when I am at school are to study and to complete my work. Although, I am playful I still find time to catch up”. (Participant J)

The participant’s description is supported by Van Houtte’s (2004:160) assertion that boys take it easy, tend to work less hard and are distracted more quickly than girls. In addition, in a study conducted by Lewis (2001: 315) on classroom discipline and student responsibility, boys were found to be less responsible than girls. Therefore, it is not surprising that the participant referred to himself as playful, but still finds time to catch up. The narration also shows that children know their responsibilities at school, but sometimes choose to be less responsible.

Some children can choose when to exercise their responsibility at school. The excerpt below attests to this:

“It is obvious that I go to school to learn. I must be in the class, I have to learn. I only do my responsibility with teachers and subjects I enjoy. I am not fully determined”. (Participant G)

The account is supported by Belton and Priyadhardshini’s (2007:579) assertion that children’s lack of intrinsic motivation can be influenced by boredom or disliking of

subjects and teachers who appear to be boring. It also is confirmed by the common phenomenon of children wanting to learn more about the subject of interest because they find enjoyment and deep purpose in learning about it (Froiland *et al.*, 2012:91). Furthermore, children seem to seek learning more about a subject when they are motivated from within (Froiland *et al.*, 2012:91) and if they find a subject more interesting (Littleton, Wood & Staarman, 2010:487). Therefore, children who see teachers as not making lessons more interesting and interactive are likely to dislike the subject and the subject teacher concerned (Littleton *et al.*, 2010:487). This suggests that teachers must encourage children to develop intrinsic motivation and offer them opportunities to freely partake in the teaching and learning process which could arouse children's interest in the subjects taught at school.

In South Africa, children's lack of interest in education is linked to a high rate of youth unemployment (Graham & Mlatshini in De Lannoy, Swartz, Lake & Smith, 2015:51). Alternatively, they engage in a range of informal strategies to generate livelihoods (Graham & Mlatshini, in De Lannoy, *et al.*, 2015:57). Hence, some participants held other ambitions not requiring formal education and see school as a waste of time, as indicated as follows by two participants:

"I want to start You-Tube. Yes, I can say that I am wasting my time by going to school. They say to do anything you need basic education. I am learning business, other than that I see no purpose of going to school...I receive a lot of support from the school. I go to school for the fun of it. I can say I go to school just to spend time with my friends. I can't say I go to school for myself. What I want to do actually does not require school. I don't need qualification or certificate. What I 'wanna' [want to] do is that I 'wanna' [want to] start blogging"
(Participant G)

The participant's description of seeing no point in going to school and stating that he does not need a qualification of a certificate, demonstrating a lack of motivation from the participant, is supported by Martin's (2002:14) study on improving the educational outcomes of boys, which found that some boys lacked self-determination and were more negative about school. It was also found that some boys are therefore not able to develop to their full capacity and they face negative consequences such as not having a good future (Franklin, Harris & Allen-Mearns, 2006:595). In contrast to this, children with a high future orientation are motivated and perform better at school, have

significantly higher grades than their less future oriented counterparts (Mazibuko & Tlale, 2014:70).

3.3.4.2 Sub-theme 4.2: Participants' motivation to stay in school

Motivation is a human psychological characteristic that contributes to a person's degree of commitment to something (Verma, 2014:117). Notwithstanding the negative findings that link boys to laziness and negative outcomes (Martin, 2002:14) mentioned above, in the present study some boys were found to be motivated to study to improve themselves, as expressed in the storyline below:

"I mean that the subjects that I am doing at school are related to music. Although I am still in Grade 9, I am doing Business studies as music is business. I also do Accounting, because I want to handle my money. I want to know where every cent is going. With IT, which comes in computers, producing, sound engineering and mastering, I will be able to produce more as I will learn how to master and effectively record sound. With Business studies, you know that there is marketing and you know how to promote yourself and get yourself out there. If you can do all those three, namely; managing, marketing and accounting at the same time, you basically have everything in the music industry besides the music". (Participant H)

The participant's narration of wanting to acquire formal education before pursuing his talents is affirmed by Wallace, Sisk and Senior's (2019:500) argument that the main goal of the high school years is to help children to discover their talents which they can further develop post-secondary school. Moreover, the participant's motivation to go to school demonstrates that children start to value the behaviour that they see reinforced by parents and the significant others such as families, in their social environments (Ryan, Connell & Deci, cited in Koca, 2016:2) as well as the motivation by society (Roman *et al.*, 2015:4). On the other hand, the participant's pursuit for music suggests how he values being self-employed rather than seeking for paying jobs as confirmed by Mahadea, Ramroop and Zewotir (2011:67). However, McNeill (2012:4) cautions that children's pursuit for following a music career in South Africa is unlikely to succeed because there are two parallel economies in the music industry, namely the informal and formal economy, which make it difficult for upcoming artists to succeed financially.

Motivation can also come from within a person. Hence, some authors describe motivation as the forces within a person that cause arousal, direction, and persistence

of goal-directed, voluntary effort (Ghazi, Ali, Shahzad & Khan, 2010:94), expressed as follows by one participant:

“I go to school because I want a life for myself. I really want education for myself”. (Participant M)

The participant's account shows an intrinsic motivation to learn, which enables an individual to meet psychological needs (Froiland *et al.*, 2012:91). Moreover, for children to be motivated, the three basic psychological needs of a human being which are innate and universal, must be met, namely the need for relatedness, autonomy and competency (Roman *et al.*, 2015:1) which every family and school should promote. Furthermore, with higher intrinsic motivation, children are less likely to drop out of school.

Studies have demonstrated that children from poor families tend to perform less well in school on average than those from more advantaged families (Ladd, 2012:204). However, some poor children are motivated to go to school in order to fight poverty through education, as said by one participant in the excerpt below:

“I keep going to school because I want to fight poverty. As you can see we are into poverty in a way, we can afford some of the things and not everything”. (Participant F)

The participant's description of self-motivation is contradicted by Floyd's (2007:187) argument that a poor family background places a child at risk of school failure and lack of motivation, as well as that of other researchers, including the following ones: Roman *et al.*, (2015:3) who also argued that poor social circumstances have a negative impact on their self-esteem and self-motivation; Bray, Gooskens, Kahn, Moses and Seekings (2010:233), who found that young people living in poor areas tend to experience failure in the- formal education sphere in their study on children who are growing up in the new South Africa; and Ladd's (2012:206) study in the United States of America, that found that children from poor families performed less well in school on average than those from more advantaged families, and that teachers with strong credentials were reluctant to teach in schools with many poor children.

3.3.5 Theme 5: Participants' relationship with educators

For learners to positively orient themselves into the learning process, it is necessary for teachers to develop a conducive and encouraging environment of providing warmth, acceptance and caring. In addition, teachers must help learners to develop their inner-most strength and desire to learn. Therefore, the relationship between learners and teachers should be one of putting learner's educational interest first because education is an important aspect of human development (Karante & Kulkarni, 2005:961).

The teacher-learner relationship plays an important role in the development of behavioural conduct among children (Koca, 2016:7). As such, it is the affective quality of teacher-child relationship which is associated with positive school outcomes (Barker, Grant & Morlock, 2008:4). The quality of young learners' relationships with teachers predicts social and academic performance at school (Rudasill, & Rimm-Kaufman, 2009:107), such as the quality of teacher-child relationship which is associated with positive school outcomes (Barker *et al.*, 2008:4).

A good relationship between learners and teachers is necessary for the positive psycho-social development of learners. Moreover, the degree to which children develop social and academic competencies at school is a good indicator of successful school adaptation and positive teacher and peer relationships (Koca, 2016:7). The following excerpts attest this:

"When it comes to addressing problems, I do not fight with others to get my point across. My teacher taught me that when one is angry, momentary madness creeps in and I know that if I can overreact due to anger I can create a lot of problems for myself. I normally walk away if there are problems". (Participant A)

"If anyone else has inspired me is my English teacher who told me something I always carry with me which is: 'You are on your own'". (Participant B)

"My accounting teacher helps me when I experience challenges." (Participant C)

"I have a good relationship with other teachers and with my peers. Other teachers also encourage me to study hard. My peers also encourage me to

focus because I can be talkative at times. Sometimes I don't even finish my work". (Participant J)

"I have a good relationship with teachers and peers. I talk to everyone". (Participant L)

The storylines seem to attest that teacher-child relationship can also regulate the development of social, emotional and academic skills within learners. The storylines are confirmed by Koca (2016:7) who found that learners who share close relationships with teachers appear to demonstrate social and academic competence at school and by Barker *et al.* (2008:3) asserting that positive teacher-child relationships are characterized by high degrees of warmth and trust and low negativity.

On the other hand, a negative teacher-learner relationship is characterized by high conflict and dependency, low closeness which appear to be risk factors for children's school success (Rudasill & Rimm-Kaufman, 2009:1077) as illustrated in the following excerpts from what five participants said in this regard:

"With teachers, there are some teachers who are fine with me and there are some teachers who do not like me. Some teachers heard things [bad] that I was doing last year and see me as a bad person. They hate me because of what I used to do. I used to smoke [cigarette] at school, I used to drink alcohol at school". (Participant F)

"I don't have a good relationship with most of the teachers. Teachers will do all sorts of things to provoke you, I just stare at them. I just do what is expected from me, like taking out my books and being respectful". (Participant I)

"Teachers think that I talk too much. Yes, I am talkative and would not regard myself as a naughty child. In the bigger scheme of things, I am just talkative. My dad always tells me not to argue with a teacher and I don't argue with teachers". (Participant A)

"I must say I am not a good child at school. My problem is that I talk too much in class. I like talking. My English and Mathematics teachers always tell me that I am talkative. Other teachers are not able to see this as I am always around other people. Sometimes they will see someone talking and not me. So, I usually hide myself behind others". (Participant B)

“I don’t get along with the teachers; there are one or two teachers that I get along with. They understand me, and I understand them. I have heard it a lot that I have a bad reputation. I do believe it; I know that I have been doing the wrong things”. (Participant G)

The narrations by the participants are supported by Rudasill and Rimm-Kaufman’s (2009:108) assertion that in negative relationships, there is friction between children and teachers where teachers see children as aggressive and argumentative. Furthermore, children with negative relationships with their teachers, attained lower levels of achievement than children with positive relationships with their teachers (O’Connor & McCartney, 2007:340). Teacher-learner relationships influence the learners’ achievement, which helps to reduce learners’ misbehaviour. Therefore, for children to achieve good academic and behavioural outcomes they need positive relationships of trust, warmth and dignity with their teachers (Cornelius-White, 2007:116).

Teachers are expected to develop a critical consciousness around issues of race, privilege, power and oppression for them to become successful with students from diverse settings (Picower, 2009:199). One participant shared how racial differences could create some misunderstandings between them and educators by stating that -

“Teachers sometimes forget that they were once children. They expect learners to be as mature as them. Teachers tend to misinterpret us when we are solving our conflicts as learners. Sometimes it can happen that unresolved conflicts will continue to be discussed in class. Teachers do not understand this and they pick on us [learners]. Usually, teachers would think that we are rude to them instead of being aware of the sad reality that comes with solving our situation. We have white teachers at our school and this creates misunderstanding as they don’t seem to understand our background as black learners”. (Participant M)

The description is corroborated by the findings of Finn and Servoss (2014:3) which seem to highlight the possibility that in some instances, punishment could be based on children’s race and not on the degree of their misbehaviour. Finn and Servoss (2014:3) labelled such subjective behaviours by teachers as being “disrespectful”. Therefore, Milner (2011:69) cautions that educators should create culturally relevant

learning contexts that see students' culture as an asset and not a determinant to their success.

This theme is divided into the following five sub-themes:

3.3.5.1 Sub-theme: 5.1: Participants' views on their academic performance

While some learners may perform well academically, others may find it difficult to do so. However, Eccles and Roeser (2009:407) argue that learners' academic performance is also influenced by the teacher-learner relationship. Therefore, learners who have a good relationship with their teachers are likely to perform well academically. As indicated below, some learners may somehow, not be aware of this and are satisfied to regard themselves as average learners.

"At school, if I am studying for a test I would do so and still do well. If I am working in groups, I don't usually do well academically. Although, I am not happy with my academic performance, other people might think that I am smart. So, my academic performance is not that bad". (Participant A)

"I won't say that I am a smart or weak learner at school. I don't get high or low marks. I will say that I am a moderate learner as in term two I received marks between 55% and 63% in most of my school subjects". (Participant C)

"I normally get 50% to 60% and I regard myself as an average child. Although, sometimes I forget my books in the locker, this does not affect my performance as I can deal with this by taking my books a day before". (Participant E)

"Academically, I would not call myself smart. I will say that I am an average student. I do work hard. I just feel lazy at times. I don't set goals. I feel I don't have anyone pushing me. I expect the push to come from my family. My brother is an electrical engineer and I have never looked up to anyone in the family. I feel that I am alone. When I say I am an average student I mean that I achieve between 40% and 60%. 60% is like the highest mark". (Participant G)

The participants' descriptions of their performance seem to demonstrate that learners who perceive themselves as smart may feel good about school, themselves and others and this will encourage them to have a good relationship with others. On the other hand, those who fail at school may become resentful, leading them to engage into spats of misconduct (Van Lier, Vitaro, Barker, Brendgen, Tremblay & Boivin, 2012:1776)

Poor academic achievement has also been linked with behavioural problems, school dropouts and delinquency among learners (Ong, Chandran, Lim, Chen & Poh, 2010:247) as illustrated in the excerpts below:

“It is not good that I broke the school law. I am currently in grade eight and I am repeating the grade. I think I am performing better than last year. My average is 45%”. (Participant F)

“I am not really focused in class and this affects my academic performance. I feel like I am an average learner but with lot of hard work I can go from 50% to 80%. I have never failed a grade. For instance, in my Mathematics where I usually get 50% I worked hard and I obtained 80%”. (Participant L)

These learners' experiences are supported by Karante and Kulkarni (2005:961) arguing that poor school performance could be a symptom reflecting learners' underlying problems. For instance, in South Africa, children's poor academic performance can also be attributed to a range of factors, such as chronic neglect, parents getting divorced or losing a sibling (Karante & Kulkarni, 2005:961). These factors can also lead to distress resulting in academic underachievement which may cause learners' low self-esteem and loss of motivation to study (Karante & Kulkarni, 2005:961). Furthermore, learners with behavioural problems are usually inhibited to build and maintain relationships with teachers and peers because such learners may in dire situations, disrupt lessons robbing their peers to benefit from the learning opportunities, which limit their ability to succeed in school (Reid, Gonzalez, Nordness, Trout & Epstein, 2004:138).

Evidently, in contrast with the above participants, one participant regarded himself as a hardworking student as is evident in the extract below:

“I am a hardworking learner. I achieve 70% in most of my subjects”. (Participant D)

This is confirmed by the finding that some children have a well-developed intrinsic motivation to learn and are more likely than others to demonstrate high achievement in school (Froiland *et al.*, 2012:92).

Some children are talented and the school is an environment where they can unleash and expand their innate talents. Some of the participants shared their talents in the following extracts:

“People enjoy listening to my stories, I am a story-teller and this comes from my family’s sense of humour issue that I indicated earlier on. I also feel appreciated and this enables me to appreciate others”. (Participant E)

“You see, I am an artist; a musician and I produce a lot of music. We are a group. I have lot of studios, one here in Birch Acres Mall which is Daglars studio, one next to Birch Acres primary school, one in Norkem Park, Caledon Street and one in Glen Marais. I make rap, dancehall, emotrap and amapiano¹. I sing about a lot of things, like basically life as a teenager, love, depression and so forth... Yes. In life you are told to go to school, do this, do that, this works like this, which is basically created to form a boundary for limiting one’s potential. In my world there is no wall, no boundaries – I am just like an open field. I don’t need any wall in my world of music; I break those boundaries and rules as I create new sounds. With music, I am able to think out of the box. Music helps me to see no walls, it helps me to be free and to be myself and, in this freedom, others learn from me to be themselves and to ignore boundaries”. (Participant H)

The narrations are supported by Brough’s (2007:8) assertion that children can see genuine purposes for the acquisition of particular skills. As such, teachers should attend to learners’ unique individual talents and needs in class. On the other hand, Reis, Colbert and Hèbert (2005:110) argue that talented learners fail because of a range of factors such as, excessive absences from school, disruptive behaviour and family problems. As such, teachers should be familiar with the factors holding learners back and should support such learners. It is also suggested by these authors, that regular practice seem to help talented learners to develop an achievement model whereas music dance, art, reading lessons and time for homework can be helpful in developing positive self-regulation among such learners (Reis, Colbert & Hèbert, 2005:110).

¹ Amapiano is a genre of house music that emerged in South Africa in 2016.

Some children may possess an entrepreneurial spirit which is ideal for giving people an income (Fatoki, 2014:157), indicated as follows by a participant:

“My drive for selling which I started when I was at primary school also pays off as I can afford to buy nice sneakers... selling sweets and sandwiches [at school]. I have never sold illegal stuff. I have never sold cigarette or ganja [marijuana] at school I have also started selling around here [Mtambeka]. I have also opened a carwash”. (Participant C)

The storyline is supported by the view that with entrepreneurship education, children could learn to be responsible enterprising individuals who can take risks, manage results and learn from the outcomes (Bbenkele & Ndedi, 2010:5). Similarly, in their study about enterprise education which was conducted in Australia, Peterman and Kennedy (2003:129) found that most young children intended to become entrepreneurs, which led to the implementation of enterprise education programmes in secondary school.

3.3.5.2 Sub-theme 5.2: Reported misconduct of the participants and their rehabilitation

Learners are expected to behave properly in class and at school. However, some learners may not be disciplined and engage into various forms of misconduct which affect their learning processes. Therefore, disciplinary matters become the main concerns for most of the schools. To respond to discipline, most schools have established disciplinary management strategies, entailing processes to be pursued when a child appears to be undisciplined. Such discipline enforcement aims to develop responsibility and self-control skills within children, thereby supporting their emotional, mental and social development (Sadik, 2017:31), as espoused below:

“I am not allowed to be elected in any of the positions because of my behaviour at school but I have more influence on others. I know what is right or wrong and I influence others in a positive way. I don't influence them to disrespect teachers or to grab a gun and shoot somebody”. (Participant H)

“My behaviour at school is not good. I am naughty but not disrespectful to teachers. I do not want someone who forces me to do something. I hate being obligated or compelled to do something. Some teachers are like that. They will force you to give an answer in class. Usually, when this happens, I just keep quiet and pretend like I do not know the answer”. (Participant I)

The participants' account is confirmed by Lewis' (2001:307) contention that there is a crisis in children's character which could result in youth violence, dishonesty, disrespect for authority figures and peers. Furthermore, major concerns exist about children's social behaviour where appropriate morals and values seem to be lacking. Studies have revealed conflicting attempts by educationalists to improve children's sense of responsibility, where some feel that teachers need to develop clear expectations for children's behaviour, apply a range of rewards and recognize positive behaviour, while others argue that the same aim can only be attained by emphasizing less student obedience and teachers coercion and more use of negotiating and discussing with children (Lewis, 2001: 308). In this regard, Sadik (2017:32) cautions that punishment is not a big deal, but a reaction to remove disruptive behaviour. Therefore, positive discipline may be instilled to address the problem and to set what to do to prevent its repetition.

Although sexual harassment is an unacceptable conduct, that may interfere with an individual's life and threaten one's rights to education (Wei & Chen, 2011:68), some learners tend to downplay the issue of sexual harassment, as it was evident in the excerpt below:

"There was an incident which happened when I tapped on the buttocks of another girl and she thought that it was deliberate. She cried about it and people thought I sexually harassed her but that was not true. She reported this to the teacher and when they investigated deeper, I was not guilty at all. My parents were also not summoned to school. There was no written warning, but I was warned not to do this in future and that I must be careful when interacting with others. You see, I am not a girlfriend person. Other boys have girlfriends and I don't do this kind of stuff. So, you can see that it would be pointless for me to touch a girl when I really do not do girlfriend stuff". (Participant A)

Despite the participant's claim of unintentionally tapping a girl on the buttocks, the findings could be linked to Ormerod, Collinsworth and Perry's (2008:122) study which showed that students reported a high rate of peer sexual harassment in high school. In their study Gruber and Fineran (2015:15) found that perpetrators of sexual harassment were mostly males, and girls were found to be mostly victims experiencing more harm than boys from sexual harassment. Similarly, Kaltiala-Heino and co-authors' study (Kaltiala-Heino *et al.*, 2016:7) found that girls experienced sexual

harassment differently than boys, as boys experienced it as more verbal than physical. However, Kaltiala-Heino, Savioja, Fröjd and Marttunen (2018:56) caution schools to implement policies to reduce sexual harassment of any kind.

Some participants were sent to disciplinary hearings for different misconducts and were also subjected to some form of discipline, as is related by participants in the excerpts below:

“Ehh...Sir, I have been in a disciplinary issue when I was in Grade nine. That was the last time I was in trouble at school. I was involved in a physical fight in class with another boy. The boy started me. He asked for money from me and when I told him that I do not have he pushed me on the chair and I fell. They had to check the cameras to see what transpired or if I was wrong or not... I did not hurt him. I kept quiet and gave him one punch and I started pushing him. The teacher came and I went for disciplinary hearing where I got suspended for three days. I think I also got a written warning of some sort”. (Participant D)

“This January [2019], I was suspended for five days [for drinking in the school premises]. Friends can make you do wrong things. I don't have personal problems but I used to drink because I wanted to experiment. My friends also wanted to do the same thing”. (Participant F)

“During the first day of school this year [2019], my two friends and I bullied a grade eight boy. We threatened him because we needed money. The boy gave us three rands. I did not intend to hurt him because I knew the consequences. I was sent for disciplinary hearing and I was suspended again for five days. My family was disappointed. I feel like they had given up on me. They did not have high hopes for me and I did not have high hope for myself...I tested positive for weed [marijuana/cannabis], cat [methcathinone] and crystal Meth when the deputy principal tested us at school. We were a maximum of twenty learners when tested. As a result of that I was suspended for five days”. (Participant G)

“I am very talkative. Each time I go to the office for wrong doing it is because I was talking in class. I am just energetic. My mom has been invited to school because of my talkativeness... but I was suspended from school because I tested positive for marijuana. At our school if they find that you are misbehaving they suspect that you might be misbehaving due to substance use”. (Participant M)

In this regard, it is noted that the school environment can either prevent or nurture development of antisocial behaviour in learners (Reinke & Herman, 2002:552). However, the effectiveness and success of efforts for instilling values and skills may depend on providing a positive school environment that support learners. In that regard, Finn and Servoss (2014:1) suggest a two-fold assertion, firstly that advocates for high security and strict disciplinary codes in schools are assumed to make schools safer and create orderly environment for learning. Secondly, high security and disciplinary codes in schools may make learners feel like they are in prison which can lead them to develop negative attitudes towards school and perceive teachers as unfriendly. However, Bracy (2011:388) argues that learners may inadvertently view the security measures as useless or designed for administrators to exercise their authority, which can worsen child misbehaviour at school.

The issue of bullying and violence as narrated in the above first and third extracts embodies a typical reflection of violence in South African schools, and corroborates Liang, Flisher and Lombard's (2007:170) study which confirmed that bullying is a common problem among South African adolescents and that involvement in bully and victim problems can act as indicators for other behavioural difficulties. Moreover, the findings are validated by Bezuidenhout and Joubert's (2008:119) assertion that the school has become a main concern and a fundamental risk factor in respect of childhood misbehaviour. That school bullying is a complex social phenomenon that impacts negatively on the psychological well-being is noted (Juan, Zuze, Hanna, Govender & Reddy, 2018:1).

Schools work in partnership with parents. This parent-teacher partnership helps to increase learners' engagement in school activities and encourages good behavioural conduct among learners (Sheridan, Ryoo, Garbacz, Kunz & Chumney, 2013:2), as espoused by a participant in the excerpt below:

"The school called my mom after I tested positive for weed. She became disappointed with me. Although, the school has been testing me and I tested negative, it does not change the fact that I disappointed my mom. The second incident was when I beat up another boy when I was in grade nine. This boy started swearing at me about my family and I lost it. However, I was not suspended during this incident, but my mom and that other boy's parents were called and I was given a verbal warning where they said that if it happens again,

I will be suspended from school. You see, the damage was not severe”.
(Participant I)

This is supported by findings suggesting that parent-teacher collaboration improves the communication between the school and the home, and parent competence in problem solving which are fundamentally relative to helping learners (Sheridan *et al.*, 2013:2). Therefore, family participation and parent competence in problem solving are commonly linked with important outcomes among learners (Semke & Sheridan, 2012:43).

Finn and Servoss (2014:21) caution educators against the use of out-of-school suspensions for learners as it can have harmful educational consequences for the children concerned. Hence, some participants were given written and verbal warnings for their misconduct and they were recommended to attend a rehabilitation programme by the school’s disciplinary committee, as stated in the following excerpts of what two participants said:

“I had two incidents that happened at school and one led to my suspension. Firstly, I tested positive for weed and I was suspended for five days. I started smoking when I was in grade nine for experimenting. I smoke because others are doing it. It would be funny to do things that one could have done when he was still a boy. I was forced to go for rehabilitation because I had to produce a letter stating that I had addressed my smoking problem. I went there on Thursday and I stayed for three days. I was out on Sunday. However, now I only smoke during holidays”. (Participant I)

“There was a time when I was caught with weed and they called my mom. I had a lot of money at the time because I made a loan. It was a time when there was a crisis at home, when my father was in the ICU. The principal searched me and found a pack of weed in my pocket. The result was that I was suspended for two weeks. I was nearly expelled from school. The principal thought that I was also doing heavy drugs and he tested me and I tested positive for weed and for alcohol. I was then suspended and the school suggested that I attend rehabilitation or counselling sessions before I can come back to school. So, I went through the counselling process for two weeks, received a report to go back to school. When I went back to school, the principal always searched and tested me time and again but could not find anything as I have stopped smoking. The only thing that I am still doing is drinking beer, but I don’t drink that much”. (Participant J)

The findings seem to be corroborated by Visser and Routledge's (2007:598) findings that South Africa experiences an increase in the availability of substances within the school premises, with alcohol, tobacco and cannabis being the commonly used substances. Subsequently, the high rate of substance abuse among learners leads to an increase in violence and a variety of misconduct within school premises (Maphosa & Mammen, 2011:185; Manu, Maluleke & Douglas, 2016:1).

In order to mitigate child misbehaviour, schools are likely to deal with the scourge of substance abuse firstly, because it is quite likely that when children misbehave, they are involved in illicit drug use. As such, it becomes necessary for some schools to establish if misbehaving children are involved in the use of illicit drugs through drug tests. Drug testing refers to a process where bodily samples of breath, urine, blood, saliva or hair are taken from an individual and then analysed to determine if it bears traces of illegal drugs (Coetzee, 2005:280). Learners, who test positive for drug use, are likely to be referred for rehabilitation, as indicated by two participants in the excerpts below:

"The school tested us and I tested positive for drugs. My parents were invited and were told to take me for rehabilitation. The school recommended that I go to rehab and my parents felt that it was too expensive and told me that they will help me by themselves. Things then got worse and they had no choice but to take me to rehabilitation". (Participant G)

"I have been into disciplinary hearing most of the times. I was suspended, when I was in grade eight when they tested me and I tested positive for THC [tetrahydrocannabinol] [marijuana]. I was suspended from school and I was sent to another place in Tembisa for rehabilitation. I went there for few times and this other time I could not go there because of transport money, so I did not go there that week and I just ended up forgetting about it. I went there for three weeks". (Participant H)

The findings demonstrate that unfortunately, cases of learner indiscipline impact negatively on the teaching and learning process (Maphosa & Shumba, 2010:388). Hence, the school must enforce discipline to the learners. However, the use of out of school suspension as a disciplinary measure have been found to impact negatively on children's academic achievement and leading to negative behavioural conduct (Skiba, Chung, Trachok, Baker, Sheya & Hughes, 2014:2). Moreover, suspending children

from school is directly related to subjects' failure and can lead to children dropping out of school, destroying their prospects of pursuing post-secondary school careers (Ali & Dufresne, 2008:4; Balfanz, Byrnes & Fox, 2014:1). While there are concerns about child misbehaviour, some children avoid misbehaving at school because their parents do not tolerate it, as evident in the following storyline related by a participant:

"I have never had serious issues that led me to being sent to the office. I had issues in class but usually I will be sent out of class. My parents are very strict, so it is necessary not to be involved into serious misbehaviour. You see, my parents have never been called to school. I have been sent outside of the classroom many times but usually it will be for talking in class". (Participant B)

The narration is confirmed by the finding that parents play an important role in encouraging and nurturing prosocial behaviours in children, which influence children's actions towards others (Carlo, Mestre, Samper, Tur & Armenta, 2010:117). Similarly, it is supported by the finding that the degree of parental strictness such as laying down rules and expectations, with parental support, influence children to create their self-confidence and responsibility with less problematic behaviours (Alizadeh, Talib, Abdullah, & Mansor, 2011:198). In contrast, Carlo and co-authors' findings (Carlo *et al.*, 2010:121) showed that parental strict control was negatively and weakly linked to parental warmth, sympathy and prosocial behaviours which suggest the likelihood of child misbehaviour and other negative psycho-social behaviour.

As confirmed by Pane's (2010:88) findings, teachers use detentions on the premises because the isolation gives the perpetrator time to reflect on what happened, realize the error of his or her ways, and to return to the same situation but with a change of behaviour and attitude, as illustrated as follows by one participant:

"I have also been sent outside the classroom several times. In fact, I can't remember how many times. It is mostly by one teacher only. Some teachers are not as strict as others and they create friendly environment than a hostile environment. The teacher used to get angry for weird things and she would stop teaching when she is angry. She would get angry over silly things. What bothered me was that she would make it a serious issue if I was talking unlike she did with others". (Participant M)

The account above supports Nakpodia's (2010:145) finding that although misbehaving learners can sometimes make teachers react emotionally to the extent of using

punishment, instead of curbing behaviour, punishment can aggravate it. Conversely, in order to prevent child misbehaviour, teachers are expected to support learners. As such, learners will feel at home and will be less likely to misbehave. In their study, Demanet and Van Houte (2012:8) found that the relationship between teach ability, culture and misconduct is mediated by learners' perceptions of their teachers' support. These findings suggest that supportive learner-teacher relationships are very important in schools to encourage good behavioural conduct among learners.

One participant seemed not to acknowledge his misconduct, thereby downplaying the severity of his conduct by stating it as follows:

“Yes, I used to cheat during class test but I have not yet been caught. I regard this as minor cheating in class test and it is not recorded anywhere”. (Participant A)

This attitude about cheating as a minor misconduct in contrasted and refuted by Bergin and Bergin's (2014:386) position that cheating is an assault on honest learners as it undermines fairness, equity and trust. The authors add that some learners may cheat because they lack morals which suggest that cheating misconduct may not be justified (Bergin & Bergin, 2014:357).

In some instances, learners can be incorrectly accused for a wrongdoing, as was the case with one participant in the excerpt below:

“There was a time where I was wrongly accused for misbehaving because of my name being similar to another boy's. My dad was called to come to school and the matter was resolved where they said it was a mistake. I have never been found guilty for any misbehaviour. I remember when I was in Grade 9 during Natural Sciences and I was kicked out of class once. However, all of my teachers see me as a good behaving child”. (Participant L)

False accusation may have devastating effects on innocent learners. For instance, sometimes if not addressed appropriately, a false accusation can lead to the learner's internalizing and externalizing outcomes such as depression and aggressive behaviour. Unfortunately, false accusation knowledge as presented in literature, seem to be complicated and unreliable because studies use measures of falsity that vary in terms of reliability (Rumney & McCartan, 2017:11).

3.3.5.3 Sub-theme 5.3: Participants' use of drugs

Substance abuse or the use of drugs by children is a major concern among parents and teachers. Studies conducted in other countries reported that children were involved in substance abuse as early as between 11 and 14 years of age (Alhyas *et al.*, 2015:1). Usually, the substance use among children may be influenced by a range of factors such as peer pressure, boredom and experimenting. Males are said to be at a high risk of misusing illicit drugs because most cultures give them freedom by assigning risk behaviour to male gender and not to females (Alhyas *et al.*, 2015:1). In the present study, some of the participants used marijuana, as indicated in the excerpts below:

“Sometimes after ‘chilling’ with my friends in the studio and feeling so amplified with so much energy, we have to relax, sit down and take a rest that is needed. Remember that the human body can only take so much, one needs to rest. From recording one song to the next, one needs more energy. As such, I smoke so that I can sleep and be ready for the next recording. I use marijuana as a sleeping tablet. If I look at the odds, sleeping pills are dangerous. Compared to marijuana, sleeping pills are highly addictive. They damage your kidneys and your liver which you really need... If I wasn’t doing music in general, then I wouldn’t smoke marijuana. Another thing is that when I look at my market in the music industry, the people who are producing music for the youth are in this type of s...on a daily basis [smoking marijuana].”* (Participant H)

The use of drugs by learners was found to be associated with poor personality and psychosocial status (Challier, Chau, Prédine, Choquet & Legras, 2000:40). In addition, family adverse circumstances are also believed to be the motivation for children’s engagement in substance use (Mallett *et al.*, 2005:186), as illustrated in the extract below:

“My dad was in critical condition in ICU [Intensive care Unit] and my behaviour and attitude towards life changed. I became very quiet and my friends noticed this sudden change. It bothered me a lot when they asked me questions about what was going on. I did not want to worry about explaining to my friends about my challenges. I started using weed to ease the pain and to be able to ignore them [friends]. The weed assisted me as I expected, and I was not bothered by who say what. I had confidence of keeping my worries to myself”. (Participant J)

The experience of this participant as described above, are confirmed by Beardslee, Gladstone and O'Connor's (2011:1104) assertion that children's vulnerability can lead to depression. Furthermore, depression can lead to a drastic change on a child's behaviour. In addition, Jiloha (2009:168) confirmed that children who are depressed may begin to use illicit substances, which envisage more negative school related outcomes such as low academic achievement and low motivation.

However, the use of illegal substances can be mitigated by functional family communication and effective family socialisation (Alhyas, *et al.*, 2015:1). O'Donnell, Richards, Pearce and Romero (2012:443) advise that if parents track their children through phone calls and other alternative means, delinquency and problem behaviour may be curbed. As such, children may be compelled to disclose information about their activities which may potentially lead to parental knowledge about what they are doing with peers as said by a participant in the storyline below:

"To be honest, there was also a time where I was smoking weed. I know people who smoke at school but I have never smoked at school. As I said that I am a quiet person, I wanted to ease the pain. It was an on and off thing and I smoked for a month or two and stopped and again I smoked, just like that. But I am no longer smoking now. My parents spoke to me and they said that it must come from within. Last year [2018] I did something bad which I still regret. I took my father's car and scratched it. One of my female friends told my father that I do drugs". (Participant L)

The findings are correlated by the assertion that children with a positive relationship with their parents are more likely to disclose information to them (Fletcher, Steinberg & Williams-Wheeler, 2004:782). Furthermore, children's relationship with parents depends on the nature of the attraction between the child and the parent, and the degree to which admiration, trust, intimacy and emotional closeness are present (Van Deventer, & Mojapelo-Batka, 2013:164). This suggests that the strongest predictor form of children's misbehaviour is the extent to which parents are aware of such actions. However, the findings are also contradicted by Gouws's (2015:199) argument that there are also children who are cherished and cared for by loving parents who sometimes become addicted to hard drugs.

3.3.5.4 Sub-theme 5.4: Participants' leadership capabilities

Leadership qualities are an indication of growth and maturity on the part of the child. Schools can serve as institutions where learners' leadership can be reinforced and developed. Dempster and Lizzio (2007:283) confirm that to improve leadership development and training in secondary schools, substantial theoretical knowledge base for explaining children leadership is needed. However, leadership qualities among children at schools can manifest in different ways, as stated by five participants in the excerpt below:

"Yes, I have been elected a class captain and that means that they saw something in me. I have leadership qualities as people listen to me". (Participant A)

"Yaa, in a way I have leadership qualities. I was once a class captain when I was repeating Grade 8". (Participant C)

"Last year I was elected as a class captain. Unfortunately, I was caught doing wrong things nonetheless". (Participant F)

"I see myself as a leader. I have been a class captain when I was in grade 5 in Benoni West primary school. I choose when to display my leadership qualities. The reason why I am not in leadership position in the school I am is because of my attitude as well". (Participant G)

"I was elected as a member of the Learner Representative Council [LRC] when I was in Grade ten. Now that I am in Grade eleven, I have learned that being a representative at school depends on popularity. Although, I have many friends who could have elected me for class captain, I just don't like [being a class captain]. One is voted into leadership positions because of his leadership qualities, sometimes one is voted because the teachers and peers like him". (Participant M)

The participants' sentiments are in line with Gewertz's (2006:2) assertion that developing improved understanding of an individual's emotions is the first step in becoming a leader. Moreover, that the diversity of leadership qualities manifesting in different ways of learning to lead, is about drawing on and integrating appropriate cognitive and emotional resources in context-sensitive and goal-relevant ways is supported by Robinson (2010:39).

Some learners can utilize their leadership capabilities strategically, as indicated in the excerpt below:

“As for leadership qualities, I think I have leadership qualities...I can say that many people come to me for help. They will come and ask me if I can help them produce their songs. They like listening to me when I talk. As such, I can say that I have that thing [leadership qualities]”. (Participant H)

The participant’s narration is confirmed by Rice’s (2011:28) observation that effective student leaders are eager to rise for the challenge and are not afraid to risk failure because they know that failure and disappointment are a normal part of growing up. Furthermore, such students are more likely to emphasize task-related competences as key determinants of leadership and have high levels of self-esteem (Ciulla, 2008:120). Consequently, children who are aware of their competencies may be able to regulate their emotions and behavioural conduct.

Differing experiences and roles are ascribed by two participants about their participation in sport activities. In one instance it is related to the participant’s feelings about leadership and in the other, it relates to the participant’s friendship and negligence in not pitching for an event. The two participants describe it in the storylines below:

“I have not been elected as a leader. I just play sports and that’s it. I want to lead others but, it has not happened”. (Participant D)

“I have lots of friends because I talk a lot. I also get on well with them. Yaa, there was one time I did not pitch for the final rugby event. The coach and other players were very crossed with me. Most of the times I do not have problems at school however, with the rugby event, the coach understood that it was the first time I missed a match. It was negligence on my part as I left my bag with kits in the bus. In terms of disciplinary hearing, nothing was done to me as the sports season was over. I only spoke to Mr Botha and the coach at the time when I missed rugby final match. There was no other disciplinary issue”. (Participant E)

That there are different opinions about learners and their sport activities are supported to some extent by Guest and Schneider (2013:103) finding that children who partake in sports are more likely to be perceived as good children at schools with low academic expectations and in poor communities, whereas children who do not partake in sports

are more likely to be seen as good students at schools with higher academic expectations and in wealthy communities.

The school environments provide platforms for children to learn and exercise leadership skills which are important scaffolding for future leaders (Scharf & Mayseles, 2009:2). As such, learners are likely to develop interpersonal skills such as caring for others and being able to contribute positively to the group. In their study, Scharf and Mayseles (2009:14) found that learners who exhibited social leadership qualities had a positive self-perception, were confident in social situations and had a more secure prosocial orientation towards peers than their counterparts. Moreover, learners with leadership qualities tend to be sociable, popular and stress enthusiasm more than those who are not leaders (Ciulla, 2008:120), as espoused in the excerpts below:

“I don’t have any leadership qualities”. (Participant B)

“I am not good at leading except for leading myself. I do a lot of questioning, but I can be led. (Participant J)

“I don’t have leadership qualities. I am also very playful, and I like making jokes. As such, I guess no one would consider me as a leader. I think I lack those qualities, but I am not a follower either as I hate being told what to do. (Participant I)

“I am not a leader. I have not been elected for positions as at our school there is no such thing as prefects. As for learners’ representatives they only elect you using favouritism. I don’t question rules from the authorities, but I can question rules from my peers. (Participant L)

Consistent with these accounts, Ciulla (2008:120) conceive that learners who see themselves as incapable of leading others are more likely to be incompetent and have a low level of self-esteem. As a result, such learners are likely to be afraid to take risks and sometimes struggle with regulating their emotions and behavioural conduct unlike their counterparts (Rice, 2011:28). Barton (2008:69) supports this by ascribing these learners’ lack of self-esteem to a high discrepancy between what they would like to be and what they think.

3.3.5.5 Sub-theme 5.5: Participants' means of generating income

Although it is against the school's regulations, to the researcher's knowledge and as is expressed below by three participants, many learners resort to selling stuff as a means of raising money for various purposes at school. This is because as is generally known, most of the children come from poor families where there is no sufficient income. Some of these children come from the townships where the schools are no fee-paying schools but deemed as dysfunctional and as such, they move to former model-C schools in pursuit of better education. This exacerbates their situation as they are mostly faced with competing with children from high income earning families. Unfortunately, children living in poverty are more likely than children from middle-class families to report high levels of anxiety and depression (Amatea & West-Olatunji, 2007:81). Such children have a greater incidence of behavioural problems and maintain a lower level of positive school engagement.

By gaining income through selling stuff, such children's self-esteem may be improved, and their sense of belonging can be improved. Therefore, it becomes a common phenomenon for some learners to sell eats, sweets, sandwiches and a variety of small items at school to raise money. On the other hand, some are compelled to be strategists and to devise plans to avoid being caught by the school authority. Others end up being caught for selling, since it is against the rules as espoused in the excerpts below:

"Although, we are not allowed to sell stuff at school it is something which most learners do to make money. However, I am no longer selling anything now".
[Sold chocolates previously] (Participant B)

"I think rationally when I am with my squad [friends]; I am the one who make decisions and device plans. Yes, at school I think I am the only one making decisions about hard choices. For instance, at school when my group and I had to sell chips to make money for studio times, [although we are not allowed to sell anything], they [the deputy principal and teachers] will call us to the office. The chips will be moving from each group member to the next, but not randomly. I come up with a plan so that no one gets caught. I have lots of friends who will also help in the movement of the chips so that we are hardly caught".
(Participant H)

“I can say that I am a well-behaved child, although I used to bunk classes, they have never caught me bunking classes. My disciplinary hearing was due to selling sweets and sandwiches... I was caught selling eats, and I can say that was the reason why I was called to the office. They gave me a warning and my grandmother was called to school”. (Participant C)

The participants’ description of their endeavours to earn the money that they needed and the possibility and results of being caught are supported by Smokowski, Reynolds and Bezruczko’s (2000:426) assertion that children are capable of overcoming unfavourable circumstances such as poverty or lack of money in order to establish competent functioning. Moreover, Boyden and Mann (2005:7) add that not all children are capable of overcoming adversity, but children who are hopeful are capable of overcoming adversity because they possess problem solving skills. Such children can actively assume control over their lives and are likely to be less vulnerable than those who passively accept the adversity they face.

3.3.6 Theme 6: Participants’ relationship with peers

Peer relationships play an important role on the behaviour of adolescent school children (Passetti, Godley & White, 2008:100). Some authors argue that most adolescents, particularly males, engage in delinquent activities with the influence of their peer groups (O’Donnell *et al.*, 2012:343). Therefore, this theme will outline the following subthemes, namely; participants’ healthy relationship with peers, participants’ negative relationship with peers and participants’ strategies of dealing with conflict at school. This theme is divided as follows into three sub-themes:

3.3.6.1 Sub-theme 6.1: Participants’ healthy relationship with peers

Authors contend that the establishment of relationships with peers constitute a major development task amongst children (Vannatta, Gartstein, Zeller & Noll, 2009:304). As such, children who may not be accepted by peers are likely to be affected negatively which can further impact negatively on their behavioural conduct.

Children’s healthy relationship with peers is important as it offers a sense of belonging, trustworthiness as related by five participants in the excerpts below:

“I have a good relationship with peers as I said. I don’t fight with others”.
(Participant A)

“I get well with my peers. I have not been involved in a fight at school. I get along well with people in my school”. (Participant G)

“I have a good relationship with my friends at school, because it is people I can get along with... With friends, we discuss about girls and a lot of things and this makes me feel that I belong”. (Participant F)

“So, you can see that I have a good relationship with most of my peers. However, I must say that I don’t have a good relationship with authorities. This is just because, normally in class I will be talking and making jokes. But some teachers understand what I do, but those are few”. (Participant H)

“I have a good relationship with my peers. I don’t want to lie to you. I am financially unstable and most of my friends are financially stable. This becomes a challenge. You see, I go to school with a lunch box, but my friends will be bringing R100 daily and I have to work for my income. I sell sweets at school and I avoid hanging with others if I do not have money. Sometimes I feel like I do not belong. I tend to isolate myself. I avoid being with my friends if they are going to buy something, or to do something which involves money. I hate asking from my peers as I can end up being tempted to ask them to buy me something”. (Participant I)

The findings demonstrated are confirmed by secondary school learners’ need for close friendship that becomes crucial and causing such children to seek support for their behaviour from friends (Gouws, 2015:93). Therefore, it becomes important for such learners to choose friends that are similar to them, which potentially, reduce fighting as they strive for acceptance (Brown & Larson, 2009:76).

A child’s expectations in a relationship may play a critical role regarding the child’s relationship functioning. Therefore, children who have unrealistic friendship expectations may be disappointed when their friends are unable to live up to their friendship expectations and this may negatively affect their relationship with peers. Hence, some boy learners prefer to develop friendship with girls rather than with boys as supported in the excerpt below:

“At school, my friends are girls. Girls are more trustworthy than boys. Boys go behind your back, they talk about you, and so I avoid this by staying away from them. However, there was one incident when I wanted to stop a fight between two boys and this other boy thought that I was fighting with him and I pushed him against the wall. I will say that mostly, I have a good relationship with my

girl peers than boys. However, I was never involved in a fight with boys although I feel that they are not trustworthy". (Participant C)

The participant's account seems to suggest that women are typically associated with personality traits such as giving warmth and being caring (Villicana *et al.*, 2017:867). Therefore, the participant's view that girls are more trustworthy than boys is supported by Poulin and Chan's (2010:264) assertion that girls prefer special relationships which are dependable in nature, helping in maintaining their relationships over time. However, this is contradicted in some extent by Gouws (2015:94) contending that children do not tend to replace relations between members of the same gender when forming new relationships, but they introduce a new feature into old friendships that continue to exist. Similarly, children also express expectations that their friends will help them, share secrets, accept them and be trustworthy (MacEvoy, Papadakis, Fedigan & Ash, 2016:75).

While some children appear to be influential and charismatic with a positive influence on peers, they may be perceived differently by their peers as indicated in the excerpts below:

"Some see me as a good behaving child whereas others say that this child is acting badly". (Participant M)

"Other people tell me, 'you are my role model', others tell me on many occasions, 'you inspired me', 'you just made my day as I had a bad day'. Some people just look at me and undermine me and think that I claim to be better than others". (Participant H)

The participant's narration is confirmed by Vannatta and co-author's contention (Vannatta, *et al.*, 2009:303) that children may be liked for possessing desirable attributes such as attractiveness, talents and academic competence. In the very same vein, it is contrasted by the finding that children with good character and desirable attributes such as attractiveness, talents and academic competence may be jealously despised by some of their peers (MacEvoy *et al.*, 2016:94).

3.3.6.2 Sub-theme 6.2 Participants' negative relationship with peers

Children's strained relationship with peers may aggravate negative self-perception because peers play an important role in how adolescents perceive themselves (Fite,

Rubens, Preddy, Raine & Pardini, 2014:75). Therefore, children with greater self-esteem can resist peer pressure and often chose to engage in prosocial behaviour (Voisin, Kim, Bassett & Marotta, 2020:8). However, some adolescents who are exposed to peers who engage in delinquent behaviour such as substance abuse, may engage in such behaviour to conform to peer norms (Marotta & Voisin, 2017:2), as it was illustrated in the following extracts from what two participants said:

“At school I have friends who call me if they have alcohol”. (Participant F)

“At the beginning of the year [2019], a new boy came into our school. It started when I was in Grade nine when a new boy came into our school. He took something out of his bag. That something street name is called cat [methcathinone]. That was the first time that I saw drugs. He offered me cat, I tried it and I started doing drugs and it happened in class. From that moment my life changed. I started using drugs. I even used the worse. After he offered me, later on I had to be fully involved. You don't have to smoke it you just snort it. It was worse as I used to snort in class. It became a daily thing in class but I used to go to church although I was doing drugs - I never stopped. I was not going to church willingly. I was going to church because it is a custom. My friend showed me where he buys from. When I started enjoying it I had to start getting it for myself. Where I stay is not far from the park where drugs are sold. I used to lie to my mom by telling her that I needed money for something else. I also started stealing money from my mother. Cat [methcathinone] is R100”. (Participant G)

The findings are validated by Ti Lee, Padilla-Walker and Memnott-Elison's (2017:1064) findings that peer influence is linked with adolescent outcomes such as substance use, school adjustments and prosocial behaviour. Some adolescents may engage in substance use initiations which may fundamentally impact negatively on their ability to remain abstinent from alcohol and drugs (Passetti *et al.*, 2009:100). Furthermore, peers' social norms concerning smoking are likely to have an impact on smoking cessation and decreased smoking frequency. Moreover, when peers reinforce prosocial or deviant behaviours, adolescents are likely to increase such behaviours (Engle, Macgowan, Wagner & Amrhein, 2010:275).

Parents play a role in supporting and modelling their children into the right direction. Some children who used to be involved in misbehaviour might change due to parental support, as it was espoused in the extract below:

“I am no longer continuing to be high [no longer using drugs]. Currently, I am clean. When my parents discovered that I was doing drugs, they send me to SANCA [South African National Council on Alcoholism] in Boksburg where I went for rehabilitation for twenty-nine days. It has been three months now. At SANCA, it was more theory. We had groups facilitated to support us. Narcotics Anonymous used to come [to the rehabilitation centre, South African National Council on Alcoholism at Boksburg] on Mondays to share their personal experiences with us. We used to get medication for the first ten days to help us remove the drugs in the system”. (Participant G)

The findings are firstly confirmed by the assertion that many children who use drugs tend to grow out of their addictive behaviour pattern through the rehabilitation process (Toumbourou, Stockwell, Marlatt, Sturge & Rehm, 2007:1396). Secondly, the findings are confirmed by the fact that parents’ support plays a major role in supporting their children in times of need such as when the child is involved in substance abuse (Van Deventer & Mojapelo-Batka, 2013:164).

in contrast with this, studies revealed that poor parental monitoring is also linked with adolescents’ higher rates of delinquency and substance use (Marotta & Voisin, 2017:2). As such, active involvement by parents may reduce adolescents’ exposure to antisocial problem behaviours such as delinquency and substance use. However, parental support is likely to be effective if children have a positive relationship with their parents (Fletcher *et al.*, 2004:782).

3.3.6.3 Sub-theme 6.3: Participants’ strategies of dealing with conflict at school

Learner’s strategies of dealing with conflict at school may differ considerably. Some authors argue that how the child was raised will determine how he leads his life (Carlo *et al.*, 2010:121). For instance, learners who were raised with harsh verbal and physical disciplining practices are likely to be aggressive and engage in anti-social behaviour.

In contrast with this, learners raised in warm supportive families may achieve positive outcomes when faced with challenges such as conflict and may stand up for themselves as espoused in the storyline below:

“I stand up for myself and I try not to be involved in a physical fight because of the consequences that fights come with. Usually, when a fight begins here at school it doesn’t end here. As such, one must be ready to fight after school because fights will still continue outside the school yard. That is what I am scared of”. (Participant B)

The positive aspect of telling an adult what happened is evident in the following storyline presented by a participant:

“One time the other boy wanted to fight with me I went to the deputy principal and he told him to leave me alone”. (Participant D)

This is confirmed by the finding that some children that may view a boy telling an adult what happened is regarded as a more effective response to peer aggression (Dirks, Cuttin, Henry & Mott, 2016:445).

Some learners may desist from fights at school for fear of the aftermath of fight, as related in the excerpt below:

“Yes, I can fight if people push me to the edge, but I rather prefer to talk about it. I used to fight when my friends were still at school. Now I am left alone and I have to be very careful. I must say, it has not been easy for me to fight recently as most of my friends left school. I was part of the gang and this helped in times of fights because when you fight with one person, the whole group would be involved in a fight. Since they are not at school anymore, I try to avoid a fight. This change started last year. When I was in grade 10, I fought a couple of times. Now I don’t fight anymore. I have learned that fighting is not that necessary”. (Participant B)

This is supported by findings confirming that some children perceive assertive behaviours as effective responses to peer aggression (Bettencourt & Farrel, 2013:295). However, in contrast some children were found to feel happier after responding aggressively to provocation which suggests a norm they have learned over time. Killen and Smetana (2014:196) ascribe such a lack of empathy to coercive family backgrounds where an adolescent was not taught how to deal effectively with emotions.

3.3.7 Theme 7: Suggestions on the role of social workers in supporting a boy child

Social workers play an important role in assisting children at schools (Alvarez, Bye, Bryant and Mumm, 2013:240). However, the effectiveness of social workers' roles depends on their ability to forge good interpersonal relationships based on professionalism (O'Leary, Tsui & Ruch, 2013:137). Some authors concede that there seems to be a consensus that children's positive and stable relationships with social workers promote good outcomes (McLeod, 2010:773). In this theme, the following subthemes are explored, namely; participants' perceptions about the role of the social worker, investigations of home circumstances and suggested social work intervention.

3.3.7.1 Sub-theme 7.1: Participants' perceptions about the role of the school social worker

School social workers work in a complex environment which investigates the vulnerable parts of the educational process (Constable, 2008:5) to make schools safe. However, two participants held various views about the role of the social worker, as conveyed in the following excerpts:

“Social workers should try to connect with learners. They should put a lot of effort by trying to communicate with learners because learners don't care nowadays. That the new coolness of the new generation: not caring... I can say that social workers must provide a good environment for enabling boys to feel comfortable. They must make them feel comfortable. No one will open up if they feel hostile. As such they will only feel forced to be part of the helping process if the environment is not safe and friendly for them. As such, learners will only pretend to be part of the process without being fully committed to such a process and they won't be helped”. (Participant M)

“I feel that social workers must start with less serious questions, like you did. Another issue is that you will find that I also don't know what the information is going to be used for. Social workers must build relationships first before any other thing...I actually have a social worker, not the one at school. I don't lie to her because it has been some time since she has been working with me. She listens and understands me. Whether is at home or at school, social workers must see to it that they build relationships before they can begin with the process of influencing change to their clients”. (Participant G)

The extracts are corroborated by McLeod's (2010:775) findings which regard good social workers as the ones who had good relationships with their clients. Such a social worker must be a good listener, accessible, trustworthy, and reliable like a friend who treats children as equals. Similarly, the findings validate O'Leary and co-authors' assertion (O'Leary *et al.*, 2013:136) that social work is a profession that involves relationships with individuals.

On the other hand, this is contrasted by one participant who may have had an experience with a social worker that may have caused him to have a different opinion about social workers' role at school. He expressed himself as follows in this regard:

"We do have a social worker at school who speak to children. There are times when the social worker speaks to the children who misbehave. However, most of the time learners don't listen". (Participant M)

The extract seems to illustrate that the effectiveness of social work efforts may not always work for all learners. Studies support the view that children value sustained support from people who champion their cause and make them feel they care about them (McLeod, 2010:773). Furthermore, it is deduced that children who experience constant support from adults do better than those who do not experience constant support, which suggest a positive behavioural influence by these adults and potentially, positive outcomes from their intervention.

3.3.7.2 Sub-theme 7.2: Investigations of home circumstances

In executing one of the main roles of the school social workers, the school social worker "promotes and enhances the overall academic mission by providing services that strengthen home, school, and community partnerships and address barriers to learning and achievement" (Higy, Haberkorn, Pope & Gilmore, 2012:9). Social workers possess the requisite skills to recognize individual, peer, family, and community risk factors and to provide individual and group counseling to meet mental health needs of children and facilitate peer and social support. The following excerpts show some of the challenges about learners which could be addressed by the school social worker:

"At school they think that I have things [I am rich] like others, they do not know that I do not have parents. At school they don't have a thing [counselling initiatives and support] where people without parents will go to get help. Some

learners go to school without food and they do not get any support. They are also afraid to talk. There was supposed to be a feeding scheme". (Participant C)

"There are issues to do with home circumstances which a boy child will not necessarily disclose to peers and teachers. As such, social workers are needed at school to offer a safe environment where a boy child will feel free to share about their own situations, challenges and experiences. Usually, when you have to share with teachers what you are going through, you are afraid that they will disclose the information to other people". (Participant B)

The extracts demonstrate that visits to the learners' homes may offer opportunities for social workers to get to know families and their circumstances (Saltied & Lakey, 2019:38). For instance, in a situation where the child has lost parents, social workers may be in a better position to offer and provide support to the child. Similarly, studies show that children become vulnerable and at risk of turning to deviance and drug use when they have lost close significant others (Shumba & Moyo, 2014:146). As such, schools and school social workers must be aware of these social consequences when dealing with bereaved children.

One participant indicated as follows that social workers need to explain what they do to them:

"... they [social workers] must make an awareness of what they do. In cases where this is not done [awareness], boys will not be able to go to the social workers for help. Awareness creation therefore, is necessary because even those learners who do not trust the teachers would be able to know of the services and support systems from someone like a social worker". (Participant B)

This is confirmed by Koprowska (2008:101) pointing out that learners do not always understand what social work is.

Boys who base their success on their own work and believe they control their own lives are less aggressive than those who attribute their success or failure to outside influences (Breet, Myburgh & Poggenpoel, 2010:522). For instance, boys who attribute their success or failure to outside influences may become aggressive towards a teacher when they fail a test, unlike boys who believe they control their lives, who may

find another way to prevent failing in future. Therefore, social workers must also encourage boys to undergo anger management counselling as indicated by two participants in the excerpts below:

“I feel that boys cannot be groomed by ignoring their emotional and spiritual aspects. Social workers must focus on these aspects of emotional and spiritual development of a boy child to assist him to develop positive ways of unleashing their anger. I feel that this is being neglected. We hear a lot about women empowerment but there is no empowerment for a boy child”. (Participant A)

“Social workers must assist in facilitating and creating a safe space for allowing boys to talk about their challenges. At school, social workers can help [boys] with challenges they go through. Some learners indulge in drugs and they need to be listened to”. (Participant C)

The narration by the participants is supported by Lopez, Perez, Ochoa and Ruiz’s (2008:445) findings that adolescents’ development of empathy is a protective factor for antisocial and aggressive behaviour. In addition, there seems to be a relationship between the family environment and adolescents’ involvement in aggressive behaviours at school. Therefore, interaction of emotional closeness and a supportive environment are necessary for encouraging caring among adolescents (Ackard, Neumark-Sztainer, Story & Perry, 2006:5).

One participant pointed out as follows that some boys may require the services of a social worker:

“Helping them with family issues and issues to do with depression. Issues to do with Matric results and also being raped are issues that social workers can assist boys with”. (Participant F)

This is supported by the finding that some boys usually find it difficult to seek treatment for sexual abuse due to socially-defined gender roles casting males as tough and strong (Alaggia & Millington, 2008:265).

The participants expressed different views regarding support rendered and non-support of educators and social workers. One participant remarked as follows that he felt supported:

“We have enough support at school from the teachers. We also receive support from social workers especially with bullying”. (Participant F)

That schools offer enough support is supported by Ogina’s (2010:2) assertion that teachers act as caregivers who deal with problems when they arise including dealing with the intellectual, emotional, and social aspects of a child’s development. The participant’s narration of receiving support from the social workers especially in bullying, is supported by Zastrow’s (2017:90) view that social workers are knowledgeable about evidence-based interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organisations, and communities. It is also noted that updating the knowledge base of social work practice is necessary (Mthethwa, 2016:49)

The school may offer support to learners who are using drugs, as commented on by one participant in the extract below:

“The school paid half of the amount [for the rehabilitation from drugs] and my parents paid the other half. There is enough support from the school”. (Participant G)

This is confirmed by Rahimi and Karkami’s (2015:59) assertion that teachers with caring attitudes usually help learners to develop positive attitudes towards learning and life in general. Moreover, such teachers can understand their students’ personal feelings and needs and react to such problems quickly.

Some schools may however not be supportive to the learners due to lack of knowledge and capacity. Such schools may also lack effective strategic management plans and as such they may be incapable of supporting a boy child as indicated by three participants in the extracts below:

“There is no support for a boy child here at school”. (Participant B)

“Yes, there is no support in our school. I don’t think I want to be in that school where I go but I cannot tell my parents this”. (Participant L)

“... but no one supports us and they [school authority] sides with teachers and say we [learners] are wrong”. (Participant M)

Wang and Eccless (2012:887) confirm that a lack of support from the school has a negative impact on children, which leads to poor academic achievement of learners. In such cases learners are also subjected to fewer opportunities for being helped to have strong positive relationships with teachers, which deter their interest in school. However, authors contend that schools are also expected to have counsellors who offer counselling support to boost children's positive development, because teachers may not necessarily have the capacity to do so (Shumba & Moyo, 2014:147). Conversely, in their study, Mwoma and Pillay (2015:1) found that school children's psychosocial needs were being neglected and that bereaved children were not offered counselling because of the negative attitudes towards counselling by the teachers.

One participant feeling that girls receive more support than boys, expressed himself as follows in this regard:

"I feel like it is not only the work for social workers. Communities must also come together to support a boy child. With the on-going women empowerment, a boy child is left behind. There is more support for a girl child but none for a boy child. This leads to frustration of a boy child". (Participant A)

This view is supported by Duflo (2012:1074) stating that girls are more empowered to progress in life than boys.

Social workers must be well prepared to deal with children who might not be willing to share their challenges with people they do not know. In the excerpts below, three participants are of the view that some boys may not be comfortable talking to a stranger.

"Eish! me, I do not know. I don't know because most boys do not want to talk to strangers about their problems, they rather talk to their friends. They can only talk to someone they trust. They don't know where the information is going. (Participant E)

"From the school, I only went to the social worker once. I just feel that it is a bit difficult to open up to strangers. I feel that social workers must build relationship first before they can see children. Just like me, I lied to my social worker as she did not create a relationship with me first. Now I am speaking the truth. I just feel that you made me feel comfortable before you can ask deep questions. So,

it was easy for me to open up. I feel that it is difficult to open up for strangers, don't come and ask me serious questions..." (Participant G)

"Boys usually talk to their best friends if they have problems. However, the best friends may not be able to solve the problem, but a social worker can. From friends, boys can get wrong advice and that is why boys usually misbehave. For instance, one particular friend can say something along this line if you say so and so "Uyangi dina" [he annoys me]. A friend can advise that: "Mo klapé" [slap him]. In that way that is how bad friends affect other people. However, social worker will also understand the boy's environment, friends and other factors surrounding him [a boy child] and this will make it easier to address the problem at hand". (Participant M)

The narrations are supported by Poulin and Chan's (2010:258) assertion that friends offer a unique socialisation context for the acquisition of essential social skills such as sharing and conflict resolution. Moreover, children value friendships because it is important to their well-being. It is also supported in a study conducted by Heather, Cohen and Warner (2009:30) on perspectives of young environmental leaders on their formative influences, where three quarter of the participants indicated that their friends and peers were pillars of support and people with whom they could share their experiences. This suggests that children feel free to talk to people they know and relate to rather than with strangers.

Sometimes, children may not feel the need for a social worker in their lives. The excerpt below indicates this:

"I feel that I am on the right path. I believe that I don't need a social worker as I am in the right direction. Other learners have temper problem, but I can control my temper with such a great ease. However, some learners have anger problem and they need a social worker to help them control their anger issues. Some children misbehave because of their families and other people don't understand that. This causes conflict with others as they don't understand the causes of misbehaviour among such children". (Participant M)

This finding is supported by Roman and co-authors' assertion (Roman *et al.*, 2015:1) that well-behaved children present with healthy self-esteems and are satisfied with life. Moreover, such children are likely to have been raised in families which enhance the basic psychological needs and well-being of children. Furthermore, positive parenting influences children's personal life goals and aspiration.

One participant emphasised that social workers should help when a need arises.

“Yoo... eeh!...social workers can assist boys in both their families and school by talking to them. You see, with me everything is fine and I do not see a need for social workers. I usually don’t go to social workers. The last time I went to a social worker was when I was in Grade 9 because of the incident I said earlier [he was involved in a physical fight with another boy in class]. However, social workers must assist if there is a problem. Social workers can only be required if there is a need, like when there is a problem”. (Participant D)

This is supported by Walsh’s (2012:3) opinion that although some children might not see the need for social workers in their lives, social workers need to engage with children within families to provide services and assistance that will improve their social and psychological well-being.

Children deserve to know when their parents are divorcing or separating. According to one participant, social workers should assist learners to have a better understanding during the separation of parents:

“I did speak to one social worker, but I was so young and the social worker did mention that I was young to understand the issue of my parents’ separation. I did not know what was going on but as I grew older I began to understand what was going on”. (Participant M)

Therefore, it is confirmed that parents should tell the children about the divorce before major changes occur in the family (Reynolds, 2011:14). The narration above is also supported by Animasahun’s (2011:81) assertion that changes in a family’s structure due to divorce negatively affect the academic progress of students. Moreover, studies confirm that divorce leads to adolescents’ substance use, anger and conduct problems Cassum (2018:56). Furthermore, children can be overwhelmed by their parents’ separation and this can have a negative impact on their behavioural conduct.

3.3.7.3 Sub-theme 7.3: Suggested social work intervention

The family and the school are the two primary factors in the child’s development and if they present a hostile environment to children, it may produce negative outcomes for children (Higy *et al.*, 2012:9). Children from dysfunctional families and school environments may suffer from internalising and externalising problems such as anger

and depression, which can negatively influence their behaviour and the social worker's role in this regard, are explained as follows by a participant:

“Some parents oppress children and social workers must step in to help such children. When such children, who are oppressed go to school, they start misbehaving as a result. With me, it is a case of: ‘this is how I am, I pull up a blade, they will shout at me’ [I do not care]. As per the question, I can say that children experience many challenges, but social workers are knowledgeable in finding solutions to those challenges. So, social workers can offer support as per any given challenge. (Participant H)

The participant's narration is confirmed by Higy and co-worker's assertion (Higy *et al.*, 2012:9) that social workers are trained to recognize children's challenges and to provide emotional and psychosocial support. Moreover, school social workers offer a direct service which helps to support children's learning and well-being in an academic setting (Franklin, Kim & Tripodi, 2009:667). This suggests that when there are problems within families and schools, social workers may potentially identify such problems and assist children to cope with life events.

Social workers are also expected to appreciate the uniqueness of the learners. They must always remain conscious of their professional role and put others first according to O'Leary and co-workers (O'Leary *et al.*, 2013:13). Furthermore, social workers must be able to treat clients individually, as postulated by a participant:

“At school, social workers must come with a different system for different children. Most of my peers who go for counselling share similar stories when I ask them about counselling. Children are different and as such they must be assisted differently”. (Participant I)

The excerpt is supported by the requirement that social workers must treat children uniquely and individually to realize their self-determination goal (O' Leary *et al.*, 2013:141). The premise of self-determination of children is fundamentally necessary as a starting point for creating good relationships between children and the social worker. For instance, a child who thought that nobody cared for him may likely change such perception if the social worker deals with self-determination in counselling with the child.

The social work profession involves interventions in relationships with individuals in groups which make it very appropriate to be at the forefront of facilitating support groups amongst children within families and schools (O’Leary et al., 2013:136). One participant expressed himself about the value of having meetings with his parents and the need for group work at school in the extract below:

“Talks like this [researcher’s interview] on a weekly basis could help in families. My parents try to organize meetings with me at home and I find this working. At school, social workers can focus on learners who are receiving help and allow them to share in group settings”. (Participant L)

These matters are corroborated by Ackard and co-workers’ findings (Ackard *et al.*, 2006:5) which pointed out that talks and caring between the child and parents were associated with adolescent’s well-being. Furthermore, talks have been associated with increased caring, lower substance abuse and could best be performed during family meals. Moreover, open communication, warmth and acceptance have been associated with good parent-child relationships, which, in turn, have been fundamentally linked to adolescents’ better psychological well-being and academic performance (Crockett, Brown, Russell & Shen, 2007:140).

3.4 Conclusion

In this chapter, a presentation of the research findings derived from the transcribed interviews with the thirteen research participants was made. The biographical profile of the participants was presented. Seven themes and twenty-two sub-themes which emanated from the transcribed interviews were presented and the transcribed interviews were subjected to literature control.

The first theme provided the participants’ descriptions of the family from where they live. The second theme provided the participants’ description of their relationship with family members whereas theme three focused on the family influence on participants’ behaviour. Subsequently, theme five focused on participants’ relationships with educators whereas theme six provided the participants’ relationship with peers. Theme seven provided suggestions about the role of a social worker in rendering support to a boy child.

Chapter Four consists of the summary, conclusions and recommendations from the research study.

CHAPTER 4 SUMMARY, CONCLUSIONS AND RECOMMEN- DATIONS

4.1 Introduction

The study's aim was to develop an in-depth understanding of the influence of the family and school in the development of the boy child's behavioural conduct.

In this final chapter of the research report, a summary of the previous chapters, namely; Chapters 1, 2 and 3 is presented. This includes an overview of the qualitative research process pursued. This is followed by providing the findings of the research. Conclusions and recommendations are also presented, based on the research process and findings.

4.2 Summary of the chapters

Chapter one presents an introduction and description of the background of the study on the influence of the family and school in the development of the boy child's behavioural conduct. A general introduction, problem statement and the rationale for undertaking the study are presented. This is followed by an explanation of the research question, research goal, and objectives, before attending to the qualitative research approach applied and the theoretical framework informing the study. The ethical considerations underlying to the research, namely informed consent, confidentiality, anonymity, beneficence, management of information and the debriefing of participants, while respecting the human dignity of the participants that steered the researcher in conducting the research, are exposed before clarifying the key concepts applied in the study.

Chapter Two proffers an exposition and a comprehensive description of how the qualitative research process was applied and utilised to gain an in-depth understanding of the influence of the family and school in the development of the boy child's behavioural conduct from a social work perspective. The chapter focuses on how the research approach and designs were applied, how the population was identified, how the sample was selected, how the research participants were equipped

for data collection, the method of data collection, pilot testing, data analysis, and the data verification.

Chapter Three presents the research findings through accounts from 13 research participants. The results of processing the data as analysed by the researcher and an independent coder, subjected to a literature control, are presented. Seven themes and twenty-two sub-themes emerged, and verbatim accounts from the excerpts are used to present the findings.

4.3 Conclusions based on the research process

The conclusions reached, based on the research process are provided below by attending to the research questions; research goal and objectives; research approach; research design; and ethical considerations.

4.3.1 Research question

A qualitative research approach was used to answer the research question of the study, namely -

What is the influence of the family and school in the development of the boy child's behavioural conduct?

The research question emanated from the topic and gave directions to the researcher to explore into the participants' personal accounts. The researcher explored the influence of the family and the school on a boy child's behavioural conduct by allowing the participants to express their personal encounters in this regard.

4.3.2 Research goals and objectives

The study's goal was formulated as follows:

To develop an in-depth understanding of the influence of the family and school in the development of the boy child's behavioural conduct.

The research goal was achieved in Chapter 3 of this report and the findings are comprehensively presented.

The research objectives of the study were achieved as follows to attain the research goal:

- The researcher was able to explore and describe the influence of the family and school in the development of the boy child's behavioural conduct.
- The researcher was able to draw conclusions and make recommendations regarding the influence of the family and school in the development of the boy child's behavioural conduct to parents in families and teachers at schools as they appear to be influential in the development of the boy child's behavioural conduct.

4.3.3 Research approach

A Qualitative research approach was utilised to gain participants' experiential accounts.

4.3.4 Research design

Exploratory, descriptive, contextual and phenomenology research designs were used in this study.

As the researcher intended to explore the influence of the family and school in the development of the boy child's behavioural conduct, an **exploratory design** was used. The **explorative research design** focused on exploring and learning more about the influence of the family and school in the development of the boy child's behavioural conduct.

In order to achieve an accurate and detailed description of the influence of the family and school in the development of the boy child's behavioural conduct, a **descriptive design** was employed.

To describe the phenomenon of the influence of the family and school in the development of the boy child's behavioural conduct, a **contextual research design** was utilised. The researcher investigated the phenomenon of the influence of the family and school in the development of the boy child's behavioural conduct in order to achieve detailed information of it in the context in which it appeared.

Due to the fact that the researcher intended to offer a lived perspective of the influence of the family and school in the development of the boy child's behavioural conduct by

gaining a deeper understanding of the meaning of their everyday experiences, a **phenomenological research design** was also employed.

4.3.5 Ethical considerations

To conduct this study, the researcher obtained the necessary approval from the Departmental Research and Ethics Committee of Unisa's Department of Social Work. In conducting the research, the researcher adhered to applying the required ethical considerations by considering the ethical principles that steered the researcher in conducting the research. This is exposed before clarifying the key concepts applied in the study.

4.4 Conclusions based on the research findings

The research findings provided the following information regarding the research participants' biographical profile:

- All the participants are Black Africans. The majority of six participants are aged 17 years old, four are aged 18 years old, and 2 respectively aged 15 and 16 years old. The majority of the participants are also in grade eleven, whereas three of the participants are in grade 10, and the other two in grade 8 and 9. Three of the participants have repeated a grade, one three times, a second repeated a grade twice, and the another, repeated a grade once.
- Seven of the participants live with both parents, six with their mother and one with his maternal grandmother as both of his parents passed away. In all the cases of absent fatherhood, four of the participants lost their fathers through death while the two participants' fathers are absent due to divorce and separation.
- The majority of the participants, namely eleven, come from Christian families whereas two come from non-Christian families.

4.4.1 Theme 1: Participants' descriptions of the family from where they live

The conclusions below were derived from the three sub-themes which were presented under this theme namely, (i) people with whom participants live, (ii) participants' perceptions about their families as well as (iii) the participants' description of religious and cultural practices in their families.

- It was established that the participants' families impacted on the development of the participants' behavioural conduct. Understanding a boy child's behavioural conduct sufficiently depended on recognising the people staying with the child in such a particular family.
- The participants perceived their family composition, structure and religion as playing a pivotal role in their conduct development. For instance, the decline of the extended family system in the life of some of the research participants, led to negative outcomes such as having to grow up without a father who would have served fundamentally as a disciplinarian and a role model. This led some participants to venture in dangerous activities such as drug and alcohol abuse. Some of the participants became curious, puzzled and doubted if they had been lovable, which resulted in low self-esteem and potentially, negative outcomes such as drug abuse. Female-headed families were found to strain sibling relations as children were fundamentally left on their own devices to do as they please, as their mothers were often taxed in having to work and provide single-handedly for the family.
- At the core of most of the participants' families, religion played a unifying and supportive role. Most of the participants lived in Christian families which impacted fundamentally on their behavioural choices. Family religion and cultural practices were found to be of significant importance for facilitating closeness of children to their parents which potentially assisted in positive outcomes for some participants, such as developing high self-esteems. Prayer seems to be an important factor in families including non-Christian families.
- From some of the participants' explanations, families in their different forms, play a supportive role in the socialization of a boy child. However, due to life demands, some families could not visit each other or assist each other which impacted negatively on the child's behavioural development.

4.4.2 Theme 2: Participants' description of their relationship with family members

The conclusions below were derived from the three sub-themes which were presented under this theme namely, (i) participants' relationship with parents and extended family members, (ii) participants' views on the self, and (iii) the participants' relationships with siblings

- In describing their relationship with family members, participants expressed different views on their families in relation to parents, siblings and extended families.
- Family influence appears to be a systematic process where interactions between any two family members are seen as affecting the interactions and relationships of all other family members. Most of the participants indicated that their mothers offer a warm environment which is suitable for good behavioural development for them. On the other hand, few participants perceived their fathers as uncaring and absent, which set a negative environment for the participants' conduct development. Mother-son relationships appeared to be a source for identity formation where a boy child was seen as identifying himself with his mother. The mothers' presence appeared to nurture the emotional intelligence of their sons, whereas a strained relationship between a boy and his mother influenced him to cling to his peers.
- Strong family relationships were found to protect children from poor behavioural outcomes, whereas conflictual parent-child relationships and sibling rivalry interfered with children's social relationships.
- Grounded on the participants' narrations, it became clear that good relationships with family members are fundamentally important for children's good behavioural development.
- Reports of drug use were prominent in most of the research participants' narratives. This supports the notion that drug use is associated with urbanization as the study was conducted in an urban area.
- Extended family members such as grandparents, aunts and uncles were found to have played a meaningful parental and supportive role in the lives of children, especially in the lives of the orphaned.

4.4.3 Theme 3: Family influence on participants' behaviour

The conclusions below were derived from the three sub-themes which were presented under this theme namely, (i) participants' views on their family influence, (ii) participants' handling of challenges within their own and extended families and (iii) the participants' home chores.

- A family practising an authoritative parenting style or perhaps a style mixed with other parenting styles has a strong bonding which is necessary for children's behavioural development.
- Religion is both a spiritual and social force for influencing children's behavioural conduct.
- Families also impact on children's behavioural conduct when they are at school due to parent-teacher collaboration.
- The findings reveal that some families have higher expectations for children and these expectations can impact negatively on the psychological development of the child resulting in negative behavioural outcomes.
- It was revealed that some participants learn responsibilities by doing home chores. However, participants' undertaking of home chores can be due to a dysfunctional family pattern, such as when the parent cannot or are not able to carry out such responsibilities due to use of intoxications or alcohol which may have a devastating impact on the psychosocial development of the child.
- Based on the participants' accounts, the family's provision of a stable, emotional relationship was found to be an ideal in the development of positive self-perception and behavioural outcomes of children.

4.4.4 Theme 4: Participants' responsibility and motivation to stay in school

The conclusions below were derived from the two sub-themes which were presented under this theme namely, (i) participants' responsibility to learn and (ii) participants' motivation to learn.

- The school environment was found to be an environment where participants learn academic and prosocial skills. For instance, they learn how to share with others, how to be responsible and to behave properly.
- The participants revealed that by achieving better academic results, participants gain an improved psychological well-being which reduces negative outcomes such as substance abuse.
- Based on the participants' account, it seems that the boys who appear to lack motivation, are more negative about school and may face negative consequences such as not having a bright future ahead of them.

- Therefore, intrinsic motivation is necessary for participants' behavioural outcomes.

4.4.5 Theme 5: Participants' relationship with educators

The conclusions below were derived from the five sub-themes which were presented under this theme namely, (i) participants' views on their academic performance, (ii) reported misconduct of the participants and their rehabilitation, (iii) participants' use of illicit drugs, (iv) participants' leadership capabilities, as well as (v) participants' means of generating income.

- All the participants' accounts reveal that teacher-learner relationships seem to play an important role in the development of behavioural conduct among learners. Learners who have close relationships with teachers appear to demonstrate social and academic competence at school in comparison with learners with distant relationship with teachers.
- Learner-centred education seems to give rise to a good teacher-relationship which is associated with children's positive school outcomes and psychosocial development.
- Support from school impacts positively on children's academic achievement whereas lack of support impact negatively on children's academic achievement.
- Schools appear to deal with serious child misbehaviour through out-of-school suspension discipline strategies, which have been found to impact negatively on children's academic outcomes.
- Alcohol and drug abuse were reported to impact negatively on teacher-learner relationships. However, schools use drug tests to mitigate substance abuse at school. Some schools use detention on the school premises to isolate those who transgressed in order to give them time to reflect on their behaviour. Most learners that use drugs tend to grow out of their addictive pattern through a rehabilitation process.
- The findings further reveal that teachers who are supportive towards their learners seem to prevent child misbehaviour at school.
- The use of drugs by learners was found to be associated with poor personality and psychological status.

- Children also learn leadership skills at schools.
- Some learners generate an income by engaging in prohibited activities like selling edibles such as sandwiches and sweets at school.

4.4.6 Theme 6: Participants' relationship with peers

The conclusions below were derived from the three sub-themes which were presented under this theme namely, (i) participants' healthy relationship with peers, (ii) participants' negative relationship as well as the (iii) participants' strategies of dealing with conflict at school:

- Participants expressed a greater need for close friendship. The participants appear to choose friends with similar attributes to theirs as they strive for acceptance.
- Some of the findings suggest that learners may hold unrealistic friendship expectations and may be disappointed when their friends fail to live up to their friendship expectations. This may negatively affect their relationship with peers.
- Learners may be liked or jealously despised by fellow peers for possessing desirable attributes such as talents, attractiveness and academic competence.
- Learners' strained relationship with peers may result in negative outcomes such as a low self-esteem.
- Low self-esteem can lead to acceding with peer pressure, which may result in child misbehaviour when the child conforms to peer's norms.
- Lack of parental monitoring seems to be linked with children's higher rates of delinquency and substance use, whilst active involvement of parents may reduce children's exposure to antisocial behaviours such as delinquency and substance use.
- The participants' accounts strongly indicate that the manner in which learners deal with conflict is influenced by how they were raised.
- Children who were raised with harsh verbal and physical disciplining practices are more likely to be aggressive and antisocial than those who were raised from warm supportive families.

4.4.7 Theme 7: Suggestions on the role of social workers in supporting a boy child

The conclusions below were derived from the three sub-themes which were presented under this theme namely, (i) participants' perceptions about the role of the social worker, (ii) investigations of home circumstances and (iii) suggested social work intervention.

- Social workers appear to play an important role in assisting children at schools.
- Good social workers appear to have good relationships with children. Such social workers are good listeners, accessible, trustworthy, reliable and treat children as equals
- The participants suggested that social workers should regularly conduct home visits so that they may be aware of children's circumstances in their homes.
- Some of the findings reveal that family adversities such as the death of a close significant other person, may lead to children's vulnerability, and social workers are expected to offer support during such times.
- However, educators, with the assistance from the social worker, may be aware of the social consequences such as that of bereaved children.
- Some children appear to have no knowledge of what the role of social workers is, which appear to prohibit them to seek help from social workers.
- Social workers appear to assist with intervention in incidents of bullying and situations of unfavourable family circumstances. This enhances the positive development of children and they also assist children with anger management techniques.

4.5 Recommendations based on the research

The following recommendations are made for social work practice, Social work policy, education and further future research, based on the findings.

4.5.1 Recommendations for social work practice

The following recommendations are based on conclusions which relate to social work practice:

- In view of the lack of motivation to study among boys and the occurrence of bunking of classes at school, it is recommended that school social workers, the school's Head of Department of Guidance and Life Skills (HOD), child welfare organizations and the Department of Social Development (DSD), should create awareness about the benefit of education and responsibilities amongst boys. Furthermore, in view of the scourge of bullying as a result of bad anger management by some participants, it is recommended that school social workers, life coaches and life orientation teachers should offer life skills lessons that motivate and encourage compassion and responsibilities amongst learners.
- In view of the fact that the use of drugs by learners is a serious concern, it is recommended that the South African Police Services (SAPS), nurses from the Department of Health, the Department of Social Development and child welfare organizations should collaborate and caution learners on the dangers of using drugs and the legal and health related consequences thereof.
- In view of the effectiveness of drug testing in schools and detoxification programmes in rehabilitation centres, it is recommended that the Department of Education should collaborate with the Department of Health and the Department of Social Development to provide mobile drug testing and counselling centres in schools. The Department of Health should collaborate with the Department of Social Development and establish more rehabilitation centres for children.
- In view of the fact that teacher-learner relationships have an influence on subject interest in school among most boys, school social workers should facilitate workshops with teachers on how to develop good teacher-child relationships, which will curb child misbehaviour and lack of interest in schools. School social workers from the Department of Social Development should also help teachers to deal with learners' challenges such as bereavement, by facilitating workshops with teachers on how to assist such learners.
- In view of the lack of support and empowerment of some boys by the school, school social workers and child welfare organizations should collaborate and facilitate boys-to-men programmes to empower boys. Social workers from the child welfare organisations and school social workers should regularly conduct

home visits to gain insight on children's circumstances at home and offer support when it is needed.

- In view of the lack of knowledge about the role of the school social workers, it is recommended that school social workers should collaborate with media institutions such as newspapers, radio, television and Internet platforms to create awareness about what their role entails regarding children at school to enable learners to know where to find help when they need it. This will also help learners to identify children in need for expediting referrals to social workers and help curb aggression caused by social and familial ills.

4.5.2 Policy recommendations

The following recommendations are made in relation to Social work policy:

- In view of the lack of good parental care, it is recommended that the child welfare organisation should compel parents to abide by the Children's Act (Act 38 of 2005) which governs the laws relating to the care, contact and the protection of children. All relevant persons (including teachers, police, Doctors nurses) dealing with the child should ensure that parental responsibilities and rights to children are encouraged and every parent should be obliged to take care, contact and protect their children. As such, policy makers should develop effective systems to enforce parents' presence in the life of their children.
- In view of children being neglected by people they live with, policy makers should relook the policies on parenting plans and strengthen the area on emotional negligence. Policy makers should also focus on child-centred policies based on children's personal experiences and needs, rather than on adults enforcing policies alien to their needs. Therefore, the Department of Social Development, social welfare organisations and schools should corroborate and enable policy makers to interact with children and listen to their needs which are due to be included in the education curriculum.
- In view of the effectiveness of social workers in schools with social workers, universities offering social work qualifications should collaborate with the Department of basic Education and seek to integrate social workers into the South African schools' Basic Education System and curriculum.

4.5.3 Recommendations for education

The following recommendations relate to education:

- In view of lack of moral values such as compassion, empathy, caring and love among most youths, the Department of Basic Education should strengthen the religious phenomenon by including religious education in the high school curriculum to instil values among learners which will fundamentally help to curb child misbehaviour at school.
- In response to lack of learners' interest in learning, the Department of Basic Education should include a learner-centered curriculum at schools to improve learners' interest in learning.

4.5.4 Recommendation for further and future research

Future research should focus on the following recommendations:

- In view of the participants' uncertainty about the role of social workers in schools, it is recommended that more studies should be undertaken that clarify, explore and describe the experiences, challenges and coping mechanisms and roles of social workers offering services at schools.
- Since most participants saw the church as playing a crucial role in their upbringing, it is recommended that more studies which investigate how religious education and practices should be incorporated into a high school curriculum should be conducted.
- Considering the challenging parenting systems within families, it is recommended that more studies be conducted on the experiences, challenges and copying mechanisms of parents in raising boy children.
- In view that most participants who misbehave at school, lack good relationships with their teachers, it is recommended that more studies should be conducted with teachers on how to improve teacher-child relationship at schools.

4.6 Conclusion

In this chapter, summaries and an outline of the qualitative research method presented in the first two chapters are provided. A summary of the major research findings according to the seven themes, conclusions and recommendations based on the

research findings, were provided. Recommendations are made for social work practice, policy development, education and further future research.

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ADDENDA

ADDENDUM (A): LETTER REQUESTING PERMISSION FROM THE PARENT

Dear prospective participant and parent / guardian

I, Nditsheni Patrick Munarini, the undersigned, am a full-time school counsellor (social worker) at Norkem Park Primary school. I am also a part-time master's student in the Department of Social Work at the University of South Africa. In fulfilment of the requirements for my master's degree, I have to undertake a research project and have consequently decided to focus on the following research topic:

The influence of the family and school in the development of the boy child's behavioral conduct.

Since your child is well informed concerning the topic as the school has identified him as such, I therefore request him to partake in the study. The following information is provided to help you with information to understand the study (i.e. What the aims of the study are and why there is a need for this particular study). You will also be informed about what your son's involvement in this study will entail (i.e. What he will be asked/or what he will be requested to do during the study, the risks and benefits involved by participating in this research, and what his rights as a participant in this study entail).

The family and the school are the most primary environments in developing and shaping a boy child. However, boys have not been given an opportunity to share about their own perspectives about this phenomenon. As a social worker, it came to my awareness that a better understanding of the influence of the family and the school on a boy child's behavioural conduct in boys' perspectives could assist in getting to understand the phenomenon better than from any other source. This is crucial for effective measures of addressing the challenges rather than enforcing solutions without listening to children.

Boys, especially those who are constantly in conflict with the school rules are usually shunned at. Parents and teachers tend to look for quick solutions to address children's behaviour without listening to children. As a researcher, this has been a motivation to me. Giving a boy child an opportunity to share his understanding of the phenomenon

of the influence of the family and the school contexts in his own perspective, is derived from such motivation.

Should your son agrees to participate in the study he would be requested to participate in a face-to-face interview that will be conducted at his venue of choice and at a time convenient to him. The research aims at developing an in-depth understanding of the influence of the family and school in the development of the boy child's behavioral conduct. This will in turn assist parents, teachers, social workers and policy makers to provide sufficient interventions for safeguarding the livelihood of children within families.

The interview will not take more than an hour and half and in such instances where more time could be needed, an arrangement for a follow-up session will be arranged with the child. If the child is willing to partake in the study, I would arrange with him the time and place that best suits him. During the interview, I would also ask for your permission to record the interview for safeguarding the correctness and credibility of the information to be collected. At times, I will also need to record my observations, feelings and perspectives in relation to the topic.

The following biographical questions will be posed to the participants:

- How old are you? (Prompt: age in years).
- Which language do you speak? (Prompt: language used at home).
- In which grade are you?

The following are questions according to the topic of research:

- Kindly describe the family with whom you are staying. (Prompts: who are you residing with; religious/cultural beliefs/likes/dislikes).
- How will you describe your relationship with your family members?
- How do you deal with the challenges you experience that come from family relationships? (Prompts: resiliency)
- How will you describe your behaviour at school? (Prompts: academic performance; leadership qualities; disciplinary issues; relationship with peers and authorities).
- What influence do you think your family background has on your behavioural conduct, both at home and at school? (Prompts: responsibilities)

- How do you deal with challenges that you experience which come from the school environment? (Prompts: support system)
- How do you think social workers can assist boys in both their (personal) families and school life?

Please, note that participation is voluntary and that even if the child has agreed to partake he may withdraw at any time if he wishes to do so without incurring any penalty. In the event that he wants clarity at any time or during the interview, he is allowed to ask questions.

If it happens that after the interview, he feels anxious or he is affected emotionally, I will refer him (through your permission) to a counsellor, who will offer counselling sessions with him.

Please, note that tapes, notes and transcripts of the recordings will be secured at all times by locking them away in a cabinet which only I will have access.

I will not write names of the participants on the tapes, notes and transcripts and as such pseudonyms will be used. I will also erase recordings and transcripts of the recordings on completion of the research but the findings of the research will be presented to the Departmental Research and Ethics Committee in a form of a report and will be published in a professional journal.

You have the right to ask questions on your son's behalf concerning the study at any time. Should you have any questions or concerns about the study, you can contact me on **061 417 9438**.

Please note that this study was approved by the Research and Ethics Committee of the Department of Social Work at Unisa. Without the approval of this committee, the study cannot be conducted. Should you have any questions and queries that I may not have sufficiently addressed, you are welcome to contact the Chairperson of the Research and Ethics Committee of the Department of Social Work at Unisa. His contact details are as follows: Prof AH Alpaslan, telephone number: **012 429 6739**, or e-mail: **alpasah@unisa.ac.za**.

If you are not satisfied with the answers, after you have consulted the researcher and the Research and Ethics Committee in the Department of Social Work at Unisa, you

may send your question/concerns/queries per mail to the Chairperson, Human Ethics Committee, College of Human Science, PO Box 392, Unisa, 0003.

Since your child is a minor, you are kindly requested to provide permission for your child to participate in this study if he has also agreed to. Grounded on the information provided to you above, you are asked to provide your full consent in writing should you want your son to participate in this study, by signing and dating the information and consent forms provided herewith and initialling each section to indicate that you understand and agree to the conditions contained herewith.

Should you want further clarity, please do not hesitate to also contact my supervisor on this number: 0124296515.

Thank you

.....

NP MUNARINI (Student no 3404-360-8)

Date:

ADDENDUM (B): PARENTAL CONSENT FORM

I, on behalf of the child voluntarily agree that he must partake in a research project entitled: The influence of the family and school in the development of the boy child’s behavioral conduct, conducted by, a student from UNISA.

I am aware that the study is for developing an in-depth understanding of the influence of the family and school in the development of the boy child’s behavioral conduct.

The researcher will not take more than an hour and half during the interview and in such instances where more time could be needed, an arrangement for a follow-up session will be arranged with the child. The researcher will arrange with the child the time and place that best suit the child for the interview. During the interview, the child will also be audio recorded. The researcher will also need to record observations, feelings and perspectives in relation to the topic during the interview. Ultimately, the child has the right to say no if he does not want the recording to be made.

The child may also withdraw at any time if he wishes to without incurring any penalty. He is also allowed to ask questions at any given time.

I am also aware that recordings and transcripts of the recordings will be erased on completion of the research and that the findings of the research will be presented to the Departmental Research and Ethics Committee in a form of a report and will be published in a professional journal.

I understand what the study is about as explained to me by the researcher, and, on behalf of the child, I fully give permission for him to partake in the study. I have also received a signed copy of the informed consent agreement.

Participant’s parent’s
signature.....Date.....

Researcher’s
signature.....Date.....

ADDENDUM (C): CHILD ASSENT FORM

I, _____, understand that my parents/guardian have given permission for me to participate in a study concerning the influence of the family and school in the development of the boy child's behavioural conduct under the direction of UNISA department of social work.

My involvement in this project is voluntary, and I have been told that I may withdraw from participation in this study at any time without penalty and loss of benefit to myself.

Signature

Date:

ADDENDUM (D): LETTER REQUESTING ASSISTANCE FROM THE DEBRIEFER

Dear Madam

I am a Masters student in social work at UNISA, conducting a study that explores the influence of the family and school in the development of the boy child's behavioural conduct. Since your learner is a minor, you are kindly requested to provide permission for your learner to participate in this study.

The research aims at developing an in-depth understanding of the influence of the family and school in the development of the boy child's behavioural conduct.

This will in turn assist parents, teachers, social workers and policy makers to provide sufficient interventions for safeguarding the livelihood of children within families and schools.

Due to the sensitivity of the questions, it can happen that the research participants can remember their sad past and their feelings of sadness and trauma may surface. In the event that participants' emotions are evoked, you are invited to assist with your counselling services and your offering of support with the research participants.

Your assistance will be highly appreciated.

Thank you

.....

NP MUNARINI (Student no 3404-360-8)

Date:

ADDENDUM (E): LETTER FROM THE INDEPENDENT DEBRIEFER

1 Elliot St
Rynfield,
Benoni.
9 January 2019

Enq:

Emmarentia Clark

072 353 4039

19minna48@gmail.com

Dear Mr Munarini Patrick

(Student Number: 34043608)

Re: REQUEST FOR PARTICIPANTS' DEBRIEFING SERVICES

This letter serves as a confirmation that I, Mrs Emmarentia Clark, with SACSSP registration 10-26365, have accepted your requisition to offer debriefing services to participants in your research programme for the degree of Masters, enrolled for at UNISA.

I am willing to debrief your research participants without any charge. Please, kindly remind me at least a week before data collection begins so that I may be ready to accept participants should the need arise.

Wishing you great success with your studies.

Sincerely,

Emmarentia Clark (Emmy)



ADDENDUM (F): STATEMENT AND DECLARATION

STATEMENT BY THE INVESTIGATOR

I, Nditsheni Patrick Munarini declare that I have clearly explained the information contained in this document to (name of the participant); he/she was given more time for clarifying any misunderstandings. Explanation was conveyed through English and no translator was utilised.

Signed at..... (place) on..... (date) 2019.....(month)

.....

Signature of investigator

.....

Signature of witness

ADDENDUM (G): ACKNOWLEDGEMENT FROM HUMAN SCIENCES

THE COLLEGE OF HUMAN SCIENCES

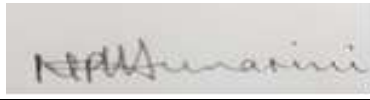
RESEARCHER ACKNOWLEDGEMENT

Hereby, I, Nditsheni Patrick Munarini, ID number (7303126421081), in my personal capacity as a researcher, acknowledge that I am aware of and familiar with the stipulations and contents of the -

- UNISA Research Policy
- UNISA Ethics Policy
- UNISA IP Policy

And that I shall conform to and abide by these policy requirements

SIGNED: _____



Date: 31 August 2020

ADDENDUM (H): ETHICAL CLEARANCE**SOCIAL WORK RESEARCH ETHICS COMMITTEE (SWREC)**

Date: 20 May 2019

Dear Mr NP Munarini

DECISION:
Ethics approval from 20 May 2019 to 20
May 2020

SWREC Reference #: 2019-SWREC-34043608
Name: Mr NP Munarini
Student #: 34043608
Staff #: NA

Researcher(s): Name: Mr NP Munarini
Contact details: 34043608@mylife.unisa.ac.za; 0725810453

Supervisor(s): Name: Dr NP Kgadima
Contact details: kgadinp@unisa.ac.za; (012) 429 6515

Title of research:

The influence of the family and school in the development of the boy child's behavioural conduct

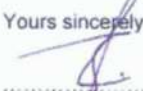
Qualification: Master of Social Work (MSW)

Thank you for the application for research ethics clearance by the Social Work Research Ethics Committee (SWREC) for the above mentioned research. Ethics approval has been granted effective from 01 April 2019.

The following are standards requirements attached to all approval of all studies:

1. Approval will be for a period of twelve months from of the date of issue of the certificate. At the end of this period, if the study has been completed, abandoned, discontinued or not completed for any reason you are required to submit a report on the project. If you complete the work earlier that you had planned, you must submit a report as soon as the work is completed. Reporting template can be requested from the SWREC administrator on raedeb@unisa.ac.za
2. However, at the end of 12 months' period if the study is still current, you should instead submit an application for renewal of the approval.
3. Please remember that you must notify the committee in writing regarding any amendments to the study.
4. You must notify the committee immediately in the event of any adverse effects on participants or any unforeseen event that might affect continued ethical acceptability of the study.
5. At all times you are responsible for the ethical conduct of your research in accordance with the SWREC standard operating procedures, terms of references, National Health Research Council (NHREC) and university guidelines.

Yours sincerely


.....
Dr KJ Malesa
Chairperson of SWREC
Email: maleskj@unisa.ac.za
Tel No.: (012) 429 4780

ADDENDUM (I): LETTER REQUESTING PERMISSION FROM THE SCHOOL PRINCIPALS TO UNDERTAKE RESEARCH

The Principals
Norkem and Birchleigh High
Kempton Park
1620

Dear Sir / Madam

APPLICATION FOR PERMISSION TO UNDERTAKE RESEARCH

I am a Masters student in Social Work at UNISA, conducting a study that explores the influence of the family and school in the development of the boy child's behavioural conduct, in the Norkem Park and Birchleigh, Kempton Park area. As I am planning to conduct my research at Norkem and Birchleigh High Schools I am, herewith applying to involve and interview boy children from Norkem and Birchleigh High Schools as participants in my research and your department is kindly requested to provide me with the necessary permission for this. The necessary permission will also be obtained from the head masters of the two schools and the parents concerned.

The research aims at developing an in-depth understanding of the influence of the family and school in the development of the boy child's behavioural conduct. It is trusted that this will in turn be of assistance to parents, teachers, social workers and policy makers to provide sufficient interventions for safeguarding the livelihood of children within families and schools.

An interview with a learner will not take more than an hour and half and when more time could be needed, an arrangement for a follow-up session will be made with the learner. The times and places for the interviews will be arranged with the learners. The learners' permission will be obtained to record interviews for safeguarding the correctness and credibility of the information to be collected.

The following biographical questions will be posed to the participants:

- How old are you? (Prompt: age in years).

- Which language do you speak? (Prompt: language used at home).
- In which grade are you?

The following are questions according to the topic of research:

- Kindly describe the family with who you are staying. (Prompts: who are you residing with; religious/cultural beliefs).
- How will you describe your relationship with your family members?
- How do you deal with the challenges you experience that come from family relationships?
- How will you describe your behaviour at school? (Prompts: academic performance; leadership qualities; disciplinary issues; relationship with peers and authorities).
- What influence do you think your family background has on your behavioural conduct, both at home and at school?
- How do you deal with challenges that you experience which come from the school environment?
- How do you think social workers can assist boys in both their (personal) families and school life?

Participation in the research project is voluntary and the learner may withdraw at any time if he wishes to do so. In the event that he wants clarity at any time or during the interview, he may ask questions.

I have made arrangements that I will refer any participant feeling anxious or affected emotionally, for professional counselling.

Participation in the research is anonymous and the information received from learners will be confidential. Tapes, notes and transcripts of the recordings will be secured at all times by locking them away in a cabinet to which only I will have access. The participants' names will not be written on the tapes, notes and transcripts and pseudonyms and codes will be used. All recordings and transcripts of the recordings will be erased on completion of the research. On completion of the research, the findings of the research will be presented to the Department of Social Work at the University of South Africa for examination, in the form of a dissertation and an article about it will be subsequently submitted to a professional journal for publication.

Should you want further clarity, please do not hesitate to contact my supervisor Dr Phuti Kgadima on this number: 012 429 6515.

Your acceptance of this request will be sincerely appreciated.

Yours sincerely

.....

NP MUNARINI (Student no 3404-360-8)

Date:

**ADDENDUM (J): LETTER REQUESTING PERMISSION FROM THE GAUTENG
DEPARTMENT OF EDUCATION TO UNDERTAKE RESEARCH**

The Director
Education Research and Knowledge Development
Gauteng Department of Education

Dear Sir / Madam

APPLICATION FOR PERMISSION TO UNDERTAKE RESEARCH

I am a Masters student in Social Work at UNISA, conducting a study that explores **the influence of the family and school in the development of the boy child's behavioural conduct**, in the Norkem Park and Birchleigh, Kempton Park area. As I am planning to conduct my research at Norkem and Birchleigh High Schools I am, herewith applying to involve and interview boy children from Norkem and Birchleigh High Schools as participants in my research and your department is kindly requested to provide me with the necessary permission for this. The necessary permission will also be obtained from the head masters of the two schools and the parents concerned.

The research aims at developing an in-depth understanding of **the influence of the family and school in the development of the boy child's behavioural conduct**. It is trusted that this will in turn be of assistance to parents, teachers, social workers and policy makers to provide sufficient interventions for safeguarding the livelihood of children within families and schools.

An interview with a learner will not take more than an hour and half and when more time could be needed, an arrangement for a follow-up session will be made with the learner. The times and places for the interviews will be arranged with the learners. The learners' permission will be obtained to record interviews for safeguarding the correctness and credibility of the information to be collected.

The following biographical questions will be posed to the participants:

- How old are you? (Prompt: age in years).
- Which language do you speak? (Prompt: language used at home).
- In which grade are you?

The following are questions according to the topic of research:

- Kindly describe the family with who you are staying. (Prompts: who are you residing with; religious/cultural beliefs).
- How will you describe your relationship with your family members?
- How do you deal with the challenges you experience that come from family relationships?
- How will you describe your behaviour at school? (Prompts: academic performance; leadership qualities; disciplinary issues; relationship with peers and authorities).
- What influence do you think your family background has on your behavioural conduct, both at home and at school?
- How do you deal with challenges that you experience which come from the school environment?
- How do you think social workers can assist boys in both their (personal) families and school life?

Participation in the research project is voluntary and the learner may withdraw at any time if he wishes to do so. In the event that he wants clarity at any time or during the interview, he may ask questions.

I have made arrangements that I will refer any participant feeling anxious or affected emotionally, for professional counselling.

Participation in the research is anonymous and the information received from learners will be confidential. Tapes, notes and transcripts of the recordings will be secured at all times by locking them away in a cabinet to which only I will have access. The participants' names will not be written on the tapes, notes and transcripts and pseudonyms and codes will be used. All recordings and transcripts of the recordings will be erased on completion of the research. On completion of the research, the findings of the research will be presented to the Department of Social Work at the University of South Africa for examination, in the form of a dissertation and an article about it will be subsequently submitted to a professional journal for publication.

Should you want further clarity, please do not hesitate to contact my supervisor Dr Phuti Kgadima on this number: 012 429 6515.

Your acceptance of this request will be sincerely appreciated.

Yours sincerely

.....

NP MUNARINI (Student no 3404-360-8)

Date:

**ADDENDUM (K): LETTER OF PERMISSION TO INTERVIEW LEARNERS FROM
GAUTENG DEPARTMENT OF EDUCATION**



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	12 August 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2019/197
Name of Researcher:	Munarini N.P
Address of Researcher:	15 Chris Kruger Avenue Norkem Park Kempton Park, 1621
Telephone Number:	061 417 9438
Email address:	nditsheni.munarini@gmail.com
Research Topic:	The influence of the family and school in the development of the boy child's behavioural conduct.
Type of qualification	Masters in Social Work
Number and type of schools:	Two Secondary Schools
District/s/HO	Ekurhuleni North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Franklin 12/08/2019

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards


.....

Mrs Faith Tshabalala
Acting Director: Education Research and Knowledge Management

DATE: 12/08/2019

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

ADDENDUM (L): CONSENT FORM REQUESTING PERMISSION TO PUBLISH INFORMATION

<p>Dear Participant</p> <p>PERMISSION TO PUBLISH INFORMATION</p> <p>As part of this research project and as per the audio-recording done, I would like you to indicate with a cross in the appropriate blocks next to each statement below, what uses of these records you are willing to consent to.</p>	<p>Please, place a cross [x] next to the use of the record you wish to consent to</p>
<p>The records can be studied by the research team and quotations from the transcripts made of the recordings, can be used in the research report.</p>	
<p>The quotations from the transcript made of the recordings can be used for publications and /or meetings.</p>	
<p>The written transcripts and /records can be used by other researchers.</p>	
<p>The records and quotations from the transcripts made of the recordings can be shown /used in public presentations to non-scientific groups.</p>	
<p>The records can also be used on television or radio</p>	
<p>.....</p> <p>Participant</p>	<p>.....</p> <p>Date</p>

Name:

ADDENDUM (M): STATEMENT BY THE RESEARCHER

STATEMENT BY THE RESEARCHER

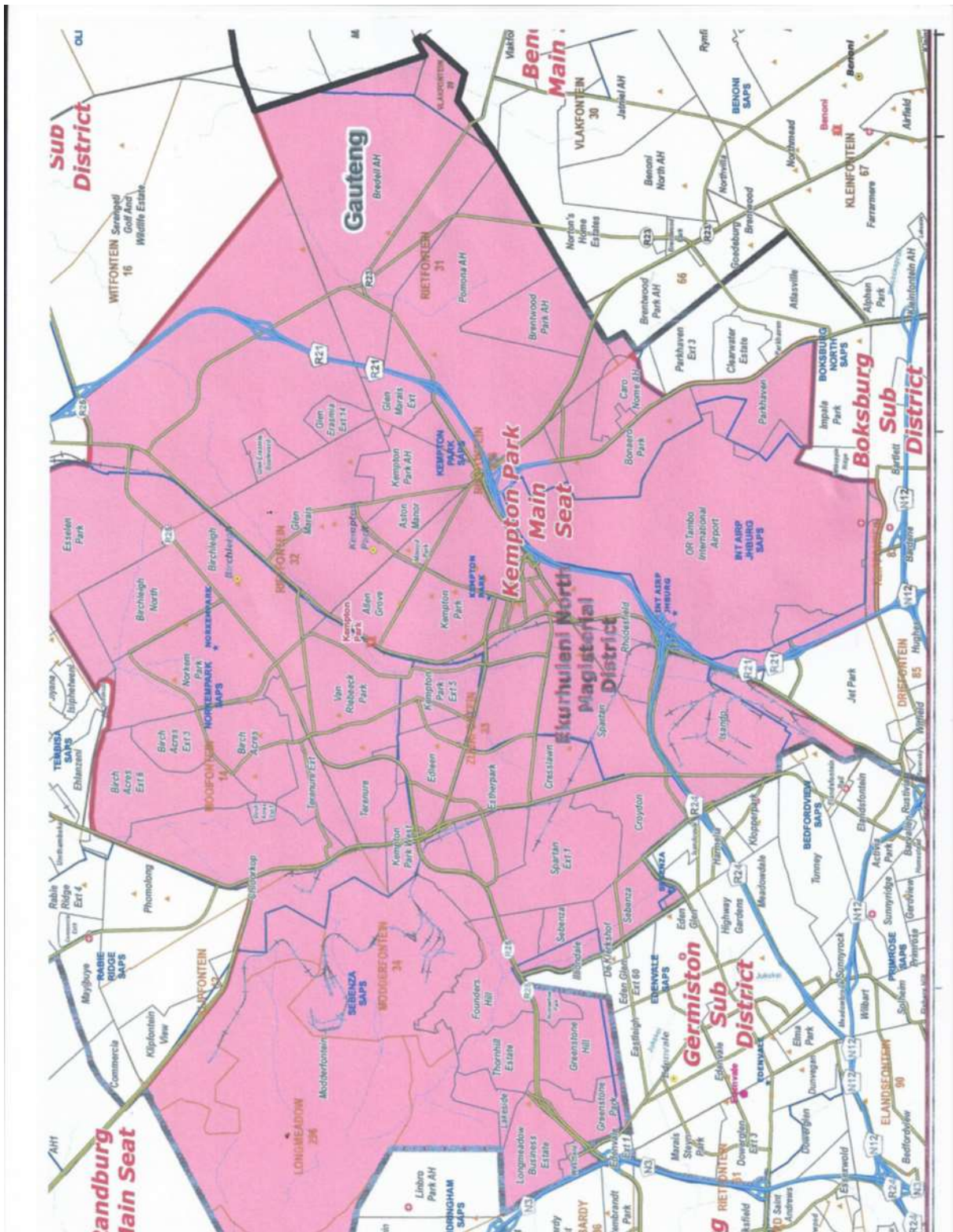
I, Nditsheni Patrick Munarini declare that I have clearly explained the information contained in this document to (name of the participant); he/she was given more time for clarifying any misunderstandings. Explanation was conveyed through English and no translator was utilised.

Signed at..... on..... 2019

.....
Signature of investigator

.....
Signature of witness

ADDENDUM (N): CITY OF KEMPTON PARK MAP



ADDENDUM (O): LETTER FROM THE EDITOR

DR J LOMBARD

RESEARCH REPORT CRITICAL READING, LANGUAGE & TECHNICAL EDITING

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EDITOR'S STATEMENT

EDITING AND CRITICAL READING OF SUBMISSION FOR AN MA IN SOCIAL WORK: STUDENT NDITSHENI PATRICK MUNARINI (STUDENT NO: 3404-380-8)

This is to certify that I have critically read and edited Mr Nditsheni Patrick Munarini's MSW dissertation for submission to UNISA's Department of Social Work for examination.

The title of the dissertation is:

The influence of the family and school in the development of the boy child's behavioural conduct

The following aspects of the dissertation were edited:

- Spelling
- Grammar
- Sentence structure
- Logical sequencing
- Consistency of reference method used
- Consistency of layout

The onus and responsibility to do the corrections and implement my comments and suggestions correctly after my editing of the document, remains that of the student.

I was not responsible for checking for any instances of plagiarism and will not accept any responsibility in the event of the student committing plagiarism



DR J LOMBARD
27 August 2020