

**ASSESSING THE IMPLEMENTATION OF THE HANDS OFF OUR CHILDREN
PARENTAL GUIDANCE PROGRAMME IN THE WESTERN CAPE**

BY

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Declaration

*I DECLARE THAT THE ASSESSMENT OF THE IMPLIMENTATION OF THE HANDS
OF OUR CHILDREN PARENTAL GUIDANCE PROGRAMME IN THE WESTERN
CAPE IS MY OWN WORK AND THAT ALL THE SOURCES I HAVE USED OR
QUOTED HAVE BEEN INDICTED AND ACKNOWLEDGE BY MEANS OF COMPLETE
REFERENCES.*

DATE:

SIGNATURE:

ACKNOWLEDGEMENTS

Firstly, I thank God for His blessings on me. I would then like to thank my family especially my husband for his support and motivation. Then last but most definitely not least a sincere THANK YOU to my supervisor, Retha Bloem for ALL her help, support, understanding and motivation. All your time and efforts are greatly appreciated

This is a dissertation of limited scope. The research findings in this report were presented within the scope of the pages as indicated by the regulations for a dissertation of limited scope, implemented by the University of South Africa,

This dissertation of limited scope also serves as a report to the Department of Community Safety: Western Cape who initiated this programme in 2003.

By referring to the Department of Community Safety the Department of Community Safety: Western Cape is implied.

Dr C.H.M Bloem
Study leader

February 2007

SUMMARY

TITLE: ASSESSING THE IMPLEMENTATION OF THE HANDS OFF OUR CHILDREN PARENTAL GUIDANCE PROGRAMME IN THE WESTERN CAPE

The effort of this research was focused on the assessment of the implementation process of the Hands off our Children parental guidance programme by social workers in the Western Cape during 2005. This could be seen as an evaluation of the programme in order to adjust it for future implementation.

The objective of this research was to explore the application, experience and implementation of the programme by social workers in the Western Cape. The universe in this study was all social workers that did the training in the HOOC parental guidance programme in the Western Cape. In this study the population was social workers that implemented the HOOC parental guidance programme training in the work place. Participants were selected until saturation of data was reached. The method used in selecting the participants was non-probability sampling. Within non-probability sampling purposive sampling was used. Conclusions and recommendations on the programme were made in order to empower the Department of Community safety to implement a more effective and streamline project in the future.

KEY TERMS

Parental guidance

HOOC – Hand off our children

Social work

Social workers

Social well-being

Communities

Training

Qualitative research

Semi-structured interviews

Assessment

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CHAPTER 1

OVERVIEW AND RATIONALE OF THE RESEARCH

1.1 INTRODUCTION

This study focused on the assessment of the implementation process of the Hands off our Children parental guidance programme, an initiative by the Department of Community Safety, Western Cape, by social workers in the Western Cape during 2005.

The Western Cape has the second largest number of incidents with regards to child abuse and neglect in South Africa (SAPS, 2006). In 2004 the Hands off Our Children campaign was launched as an initiative of the Western Cape Department of Community Safety under the management of Minister Leonard Ramatlakane. This campaign's primary goal was to mobilize the Western Cape community to join together in combating child abuse and making the province safer for children (HOOC, 2004: 1).

The vision was to eradicate child abuse for the Western Province as currently only 15 in every 100 child abuse cases are reported (HOOC, 2004: 1).

The Hands off Our Children Campaign presents a number of programmes for various community groups in order to empower and educate these communities on issues dealing with child abuse. One of these programmes focussed on the training of parental skills by means of parental guidance groups. A group of social workers received training on a programme developed for this purpose, and were contracted to implement it in their respective communities.

1.2 MOTIVATION FOR THE CHOICE OF THE STUDY AND PROBLEM FORMULATION

Whilst it is vital to educate children about their rights and responsibilities, it is according to the HOOC campaign (2003) also vital to reach the parent in the community. Social workers deal with families on a regular basis and recognize that parental attitudes are crucial to children's social adjustment in family development (Singer & Flannery,

2000:790). During the past 20 years a common preventative method in helping parents to deal more effectively with their children is through group work. These groups seem to be popular for various reasons. Parental groups are generally time-limited, ranging from eight to fifteen sessions and they tend to make parents feel that they are doing something constructive in trying to cope with their children (HOOC, 2003:1).

As stated in the vision for the Hands of our Children Campaign there is an overwhelming need for parent education in the Western Cape. It is essential that this education should be based on a programme that will address the problems of parents in the Western Cape. The foundation of any parental programme is the ability to demonstrate its effectiveness and meet the needs of the community it is suppose to serve. According to research done by the Department of Community Safety (HOOC, 2003:2) parents in traditional societies were in the past fairly certain of their roles as parents. Most of the communities formed part of homogenous groups with specific norms, which served as a guideline to parents in their child-rearing functions and were transmitted from generation to generation. In today's society and with the passage of time, certain individuals and groups have challenged some of the traditional basic assumptions – such as the principle of male supremacy in traditional family settings and the role of discipline towards children. It is evident from social workers in the Western Cape (Wilson, 2004, De Villiers, 2005 & Ward, 2005) that society is becoming a system radically different from a past autocratic society where autocratic parental styles were the ruling. In addition to the ongoing transition to more democratic attitudes, family structure and life styles have been drastically changed by the waves of change. Unfortunately these changes include the disintegration of the extended family and an increase in single parent households and working parents. With all these changes, parents frequently find themselves in need of an extensive quantity and quality of skills to function in contemporary society and the fulfilment of the parental role effectively.

Thus, the need for training parents is becoming well recognized for a number of reasons, all related to social change.

The overall goals of the developed parental programme were to address these needs in order to help parents understand their children, to know how they think and what motivates their actions. This will help parents to understand the implications for parent-

child relationships. A second overall goal was to help parents improve the quality of assistance they give their children and the third overall goal was to help parents relate more effectively to their children.

In order to reach these goals a group of social workers was trained to implement the programme. They had to attend a one-day certified training session on parental guidance, presented by trainers and sponsored by the HOOC campaign of the Department of Community Safety. After completing the training social workers had to identify a school most at risk in their community to receive this parenting programme. After presenting the programme social workers had to complete an evaluation form, evaluating the effectiveness of the programme, the training and the application. No feedback was received up to date regarding implementation and or effectiveness of the programme.

In order to direct the study a formal problem statement needs to be formulated. Fouché (2002:118) states that the formulation of the problem engages the reader in the specific focus of the study and views it as the point of departure from which clarity about the study is sought. From the above it is evident that it has not been quantified what the adjudication of the HOOC parenting programme is, whether it can be applied by the social workers and what changes need to be implemented in order to make it sustainable for future use.

The goal and objectives that were defined by the researcher in the process of solving the abovementioned problem will now be discussed.

1.3 GOAL AND OBJECTIVES

The goal of the research is considered to be “the end toward which the effort is directed” (Fouché, 2002:107). The effort of this research was focused on the ***assessment of the implementation process of the Hands of our Children parental guidance programme by social workers in the Western Cape during 2005***. This could be seen as an evaluation of the programme in order to adjust it for future implementation.

The goal of this research was ***to explore the application, experience and implementation of the programme by social workers in this assessment process.*** In order to complete this process research objective had to be set. These objectives were as follows:

- To gain knowledge regarding the task of a social worker specifically focusing on parental guidance. Is it the role of the social worker to do parental guidance? What is the job description of the social worker? Is it expected from the social worker to do parental guidance?
- To explore the application, experience and implementation through empirical research by using research methods guiding the research through this process.
- To describe the assessment process, this will provide conclusions and recommendations to the Department of Community Safety, the Centre for Play Therapy and other stakeholders in this campaign.

1.4 HYPOTHESIS OR RESEARCH QUESTION FOR THE STUDY

A hypothesis is a tentative, concrete statement about the nature of the relationship between two or more variables (De Vos, 2002: 35). A hypothesis, which is a suggested answer to a problem, has to be tested empirically before it can be accepted into theory (Bless & Higson-Smith, 2000:33). Hypotheses should have empirical referents, be specific, be testable and be conceptually clear. According to Williams, Tutty, and Grinnell, (1995:52) hypotheses are explanatory statements. Since this study was not explanatory but exploratory, a hypothesis was not used.

Research questions are based on the research problem and reduce the problem so that it can be handled in a single study (Bless & Higson-smith, 2000:17). Research questions should be specific, precise and well delimited. It must be relevant, researchable, feasible and technically acceptable (Williams *et al.*, 1995:88). Although this study focuses on the assessment of the HOOC parental guidance programme a research question will direct the assessment. This study posed the following question:

What does the execution of the HOOC parental guidance programme, done by selected social workers in the Western Cape, look like?

1.5 RESEARCH APPROACH

There are three different research approaches in social research namely the qualitative, the quantitative and a combination of the two, available as described by Cresswell (in De Vos, 2002: 366). Qualitative methods are indicative, idiographic and use an emic perspective of inquiry (Fouché & Delport, 2002:79). The research process is flexible and unique, evolving throughout the process. The research discovers and captures meanings and themes, seeking to understand phenomena. Data is presented in the form of words, quotes and transcripts.

Quantitative methods are deductive, nomothetic and seek to control data. It is an etic perspective in which meaning is determined by the researcher, who begins with a hypothesis. Observations are systematically undertaken in a standardized manner and data is presented by figures from precise measurement (Fouché & Delport, 2002:79-82).

In order to determine the successful/unsuccessful implementation of the programme by social workers a qualitative research approach will give the elements to understand the phenomena. Data presented in the form of words, quotes and transcripts will give an in-depth answer to the stated problem.

A qualitative research approach was thus applied to this study. The suitability of this approach was further based on the views of Fouché (2002a: 105-106):

- The approach is not strictly formalised which allowed for a flexible strategy of problem formulation and data collection which facilitated the researcher to attempt to gain first-hand knowledge and understanding of the phenomenon.
- The methods of data collection such as semi-structured interviews contributed to an in-depth knowledge that was used to guide further study.
- Qualitative data such as words, visuals and quotes is information-rich and often difficult to condense. The qualitative data presented in this study integrates the voice of the participants in the research report. This is done through direct

quotations, which is the basic source of raw data in qualitative inquiry (Patton, 1990:24). This method gives the reader a direct “feel” of the participants’ phenomenology (Delpont & Fouché, 2002:357) as well as revealing the experiences and perceptions.

- The nature of the research problem is not suited for quantitative measures as much of the data that is needed is based on research that took place in a natural setting, using personal experiences, opinions and perceptions.

1.6 TYPE OF RESEARCH

The distinction is made between basic (advancement of knowledge) and applied (solution of problems) research (Fouché, 200:108). The type of research that is most suitable for this study is applied research, mainly aimed at solving problems in practice – exploring processes and guiding society in addressing problems. Due to the practical application and nature of this study, the researcher used an applied approach with emphasis on exploration.

1.7 RESEARCH DESIGN AND METHODOLOGY

The research design is a blueprint, plan of strategy that will be followed by which questions are answered or hypotheses tested (Fouché, 2002:272). It specifies the units of analysis (in this case, social workers) the sampling procedure, the variables on which information is to be obtained (HOOC parental guidance programme), data collection and measurement procedures and the plan for analysis of the data. There are quantitative designs and qualitative designs. Quantitative designs include pre-experimental designs, quantitative-descriptive designs, quasi-experimental designs and true experimental designs. Qualitative strategies include biography phenomenology, grounded theory, ethnography and the case study (Fouché, 2002:272).

This study is described as exploratory research, which is used to gain “a broad understanding of a situation, a phenomenon, community or person” (Bless & Higson-Smith, 2000:41). There are two alternatives for the design of exploratory research. These are the case study and the survey. The one chosen by the researcher was the case study, a detailed and thorough investigation of a few cases.

Fouché (2002: 275) describes the case study as “an exploration or in-depth analysis of a bounded system over period of time”. In this study, three social workers, evaluation forms to 300 social workers (each one a bounded system) that underwent the one-day training were assessed in order to explore the effectiveness of the HOOC parental guidance programme.

1.7.1 APPROACH AND WORK PROCEDURE

Research goal and Objectives	Research method	Trustworthiness	Reasoning Strategy
<p>To gain knowledge regarding the task of a social worker specifically focusing on parental guidance. Is it the role of the social worker to do parental guidance? What is the job description of the social worker is it expected from the social worker to do parental guidance?</p> <ul style="list-style-type: none"> To explore the application, experience and implementation through empirical research by using research methods guiding the research through this process 	<p>Sampling To ensure the feasibility in terms of resources such as time, access to the population, and to ensure executable of the research project the researcher decided to restrict the size of the sample to saturation (reached with three social workers) from a population attending the HOOC one-day training in parental guidance.</p> <p>The nature of a qualitative, exploratory study lent itself the use of non-probability sampling (Strydom & Delpont, 2002: 334), namely purposive sampling. In this case, social workers were chosen according to the following characteristics:</p> <ul style="list-style-type: none"> English or Afrikaans speaking females Voluntary participation Attended the one-day training course Still working within the field of Social work <p>Data gathering The case study strategy, a bounded by time, place and activity was applied for this qualitative research (Creswell, 2003:15).</p> <p>Interviewing Process: Gillham (2000:1) states that the form and style of the interview chosen for qualitative research must be determined by its purpose. Within the interviewing process, the researcher can be considered the research instrument (Gillham, 2000:4). Therefore initial face-to-face semi-structured interviews were conducted to get information (Gillham, 2000:16). Follow-up in-depth document analysis was done from evaluation forms completed during the training sessions in order to triangulate the data obtained during the semi-structured interviews.</p>	<p>Validating the accuracy of the findings in a qualitative research must be evaluated against criteria that are referred to as trustworthiness, authenticity and credibility (Creswell, 2003:196). The validity of the study which can be seen as a systematic inquiry into the human condition was guided by strategies defined by (Lincoln & Guba in De Vos, 2002:351-352; Creswell, 2003:196; Babbie & Mouton, 2001:277-278) through the following constructs:</p> <ul style="list-style-type: none"> <i>Credibility</i> or internal validity, dependability and conformability was achieved through <p>Setting the boundaries of the study through describing the goal, objectives and research process in detail, sample/population and the theoretical framework. In addition the researcher employed technical precautions such as keeping notes which provided referential adequacy (Babbie & Mouton, 2001:277),</p> <p>Triangulating different sources of data of information to build coherent justification of themes (Creswell, 2003:196).</p> <p><i>Peer debriefing</i> was conducted with a field expert outside the study who assisted the researcher with her perceptions, insights and who asked questions regarding the study (Babbie & Mouton, 2001:277)...</p> <ul style="list-style-type: none"> <i>Transferability</i> is the extent to which the findings from the case study can be generalised from the sample to the target population. Through thick descriptions and purposive sampling which increases the range of specific information that could be obtained (Babbie & Mouton, 2001:277). Further the researcher 	<p>Analysis Inductive</p>

	<p>The researcher utilised semi-structured interviews as research tool and a method of data collection. From this assumption the dialogue that occurred between the researcher and participant can be considered a form of scientific "interviewing" as some open-ended questions were used to guide the evaluative process.</p> <p>The motivation for utilising interviews in this case study research was:</p> <ul style="list-style-type: none"> • That semi-structured interviews provided a vehicle for describing and understanding in-depth the world from each participant's point of view and any issues related to the specific research question of the study (Greeff, 2002:292). That the repetition in investigating of the same phenomenon allowed for greater depth and qualification obtained from the interviewing process, therefore supporting triangulation. <p>The researcher designed the semi-structured interviews for the case studies which:</p> <ul style="list-style-type: none"> • contained open-ended questions that assisted in raising the topic which afforded the individual an opportunity to share their feelings, perceptions, opinions and attitudes; • Used selected prompts that ensured a degree of standardisation (comparability) and the ability to answer the research question (Gillham, 2000:46). Probes are supplementary questions or responses to focus the interviewees, which may be used for reflecting and clarifications (Gillham, 2000:54) <p>This process allowed the researcher to obtain information around the unit of analysis and at the same time allowing the participant to be their own expert and to give meaning to their experience (Greeff, 2002:302).</p>	<p>Used triangulation of multiple sources of data and referring back to original theoretical framework as suggested by Lincoln & Guba (in De Vos, 2002:352).</p>	<p>Analysis and inductive reasoning</p>
<ul style="list-style-type: none"> • To explore the application, experience and implementation through empirical research by using research methods guiding the research through this process • To describe the 	<p>Document study:</p> <p>An important aspect of observation is the collection of descriptive information in an objective manner according to defined conditions (Babbie & Mouton, 2001:294). This was achieved by researcher analysing data by means of document study. Full and accurate notes were made after the evaluation forms of the social workers who completed the training, were analysed. (Creswell, 2003:189); the researchers own interpretations, of the evaluation forms were made and transcribed, (Strydom & Delpont, 2002:323). And triangulated with the results of the semi-structured interviews therefore ensuring</p>	<p>The researcher supports the notion that the researcher's own objectivity is based on experiences and knowledge and therefore approached the field with an attitude of "lack of knowledge", true to qualitative research. This process ensured a more clear objectivity and uncontaminated entrance into the field. Participants were therefore seen as experts experiencing the "problem". Their participation in the study therefore categorized them as experts. This also ensured trustworthiness of the study.</p>	<p>Inferential and deductive</p>

<p>assessment process which will provide conclusions and recommendations to the Department of Community Safety, the Centre for Play Therapy and other stakeholders in this campaign.</p>	<p>trustworthiness of the study.</p> <p>. This data collection tool enabled the researcher to obtain the actual words and expression of each participant and at the same providing written evidence (Creswell, 2003:187).</p> <p>Literature control</p> <p>The purpose of literature control is to place the research project into context including aspects of indicating familiarity with subject matter; it fills in the gaps and show paths of prior research; it relates the study to ongoing dialogue of literatures; and it allows learning from others while at the same time generating new ideas (Creswell, 2003:30; Neuman, 1997:89). The extend of the utilization of theory and placement of literature review suggested by (Fouché & Delport, 2002b:268) for a case study research approach can by on either end of the continuum. The use of literature control employed by the researcher was guided by the explorative nature of the case study research.</p>		
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1.7.2 DATA ANALYSIS

Cresswell (in De Vos, 2002: 340) believes that the process of data analysis and interpretation can best be described as a data analysis spiral. The researcher moves in analytic circles rather than a linear method. The steps (which move in circles) are as follows:

Collecting and recording data: The researcher should plan for recording data in a systematic manner. Data should be kept intact, organized and accessible. Notes were written during the interviews in order to keep data in a systematic manner.

Managing data: This is the first step in data analysis away from the site and involves organizing the data into files, index cards or computer files. The researcher's transcription, done with the literature review of previous data is a useful part of data analysis. The researcher kept each participant records in a separate file.

Reading, memoing: The transcripts are read several times in order to get a sense of the interview as a whole before breaking it into parts. Memos written in margins are short phrases or key concepts that occur to the reader. The researcher reflected on what had transpired in every interview and wrote notes to remind her of issues to revisit in next interviews.

Describing, classifying, and interpreting: This stage represents the heart of qualitative data analysis and demands a heightened awareness of the data. This is where themes, sub-themes, contexts, underlying meanings, patterns and recurring ideas are identified. This is also an essential part of the interview process. Interpretation involves making sense of the data and may be based on hunches, insights and intuition. In the interview process, the researcher always "tests" these insights with the respondent, and this fits with the researcher

needing to search for other plausible explanations for these data and the linkage between them.

Representing, visualising: The data is presented in the best way to represent the results.

The researcher, in her research process followed this model, looking for themes and patterns relating to experiences during the training, the implementation of the programme and the after care. The researcher also assessed the social workers (participants) ability to implement the model with a normal workload at work.

1.7.3 DESCRIPTION OF THE POPULATION, SAMPLING AND SAMPLING METHOD

- Research population

The universe refers to all potential subjects who possess the attributes in which the researcher is interested (Strydom & Venter, 2002:198). The universe in this study was all social workers that did the training in the HOOC parental guidance programme in the Western Cape.

The population sets boundaries on the universe, and consists of a select group, which has the possibility of being the focus of the research (Strydom & Venter, 2002:198). In this study the population was all social workers in the Boland West-Coast and South-western Cape, who did the training in the HOOC parental guidance programme.

- Sampling

If one wants to collect accurate information about a group of persons, the best strategy is to examine every single member, but it is also possible to reach accurate conclusions by examining only a portion of the group (Bless & Higson-Smith, 2000:83). A sample comprises elements of the population considered for

actual inclusion in the study (Strydom & Venter, 2002:199). Advantages of sampling include increasing feasibility, saving time and reducing expense. Good sampling implies a well-defined population, an adequately chosen sample and an estimate of how representative the sample is.

In this study, the sample was social workers with the following characteristics:

- English or Afrikaans speaking females
- Voluntary participation
- Attended the one-day training course in HOOC parental guidance and
- Still working within the field of Social work

Participants were selected until saturation of data was reached.

The method used in selecting the participants was non-probability sampling where each unit do not have an equal chance of being selected. With-in no probability sampling purposive sampling was used. This method is based on the judgement of the researcher regarding the characteristics of a representative sample and the sample is chosen on the basis of what the researcher considers to be typical (Bless & Higson-Smith, 2000:92). Probability techniques such as simple random sampling, stratified sampling, cluster sampling and systematic sampling are usually used in quantitative studies (Strydom & Venter, 2002:203). Qualitative research studies usually use non-probability methods such as accidental, purposive, target, snowball, quota and spatial sampling (Strydom & Delport, 2002:333-336).

“Ethics” refers to a set of moral principles, suggested by an individual or group and subsequently widely accepted, which offers rules and behaviour expectations about the most correct conduct towards subjects, employers, respondents, sponsors, students, researchers and assistants (Strydom, 2002: 63).

1.8 ETHICAL CONSIDERATIONS

1.8.1 Harm

Respondents should not experience psychological trauma or be physically harmed by the study (Strydom, 2002: 64). The responsibility to protect respondents against harm reaches further than efforts to repair harm afterwards. The researcher was aware that if the participants had suffered stress and were not coping during the semi-structured interviews, therapeutic intervention would have been made available to them. The researcher was careful not to give participants the impression that what they did in their normal work-day could be wrong, or that they have caused any trauma, for example by giving or not giving parental guidance. The researcher was also careful not to offend the relevant role players during interviews.

1.8.2 Violation of privacy, confidentiality and anonymity

For the purposes of this study, these three terms are used synonymously. The right to privacy is the respondent's right to decide when, where and to whom his thoughts, behaviours and attitudes will be revealed (Strydom, 2002: 67). Neumann (1997:452) warns that researchers can also invade privacy by probing into beliefs and behaviours in a way that exposes intimate details. To ensure privacy, participants remained anonymous throughout the study and in the research report.

1.8.3 Release of information

The findings of the study must be introduced to the public in written form (Strydom, 2002: 71). The report must be clear, accurate, unbiased and objective.

Plagiarism is a serious offence. The information gleaned from this study is factual and true, and will be released in this report as part of a formal qualification at the University of South Africa. A copy of the report will also be supplied to the Department of Community Safety, Western Cape.

1.9 DEFINITION OF TERMS AND KEY CONCEPTS

- **Social worker**

For the purpose of this study the term Social Worker refers to – a professionally registered person doing social work. Social work is defined as “ the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favourable for this goal” (Horejsi & Garthwait, 1999:151).

- **HOOC**

Hands off our children (HOOC) – is a campaign, “... it is the initiative of the Western Cape Minister for Community Safety, to mobilize the entire community to join in the combating child abuse and making our province a safer place for all its children” (HOOC Resource Manual, 2003:1).

The campaign includes a number of programmes:

- Crime prevention school programme – schools
 - Victim Empowerment programme for victims of abuse – police stations
 - Parenting Programme - which will be concentrated on in this study
-
- **Parental Guidance / Parent Education**

For the purpose of this study parent education refers to a preventative strategy effective in improving the abilities of parents. Nurturing their children to health and maturity, and helping them create an environment which will

reduce the incidence of bio-psycho-social dysfunction that too often impact on the lives of the children and youths and on the families as a whole (McKendricks, 1991:86).

1.10 RESEARCH REPORT LAYOUT

Chapter 1: Overview and rationale of the study

Chapter 2: Literature review within the context of the study

Chapter 3: Empirical study

Chapter 4: Discussion on empirical findings

Chapter 5: Conclusion and recommendations

1.11 CONCLUSION

This chapter served as an introductory orientation with reference to the rationale and the broad views on the problem being investigated, which led to the formulation of the goal and objectives of the study. Furthermore, the research approach and the work procedure which were implemented during the execution of qualitative research were discussed in detail. In Chapter 2 the theoretical assumptions in the form of a literature review which form part of this study will provide an in-depth background on the study as a whole.

CHAPTER TWO

THEORETICAL CONSIDERATIONS

2.1 Introduction

The emphasis of this study, as discussed in chapter one will be to evaluate the role of the social worker or what his/her job description is. The question arises if parental guidance is supposed to be the “job” of social workers and if so what is the emphasis and focus of social work in South Africa.

To evaluate this, the researcher needs to give a theoretical perspective on the skills and knowledge the social worker needs in order to facilitate parental guidance in groups. This theoretical perspective needs to evaluate the question whether the social worker is equipped to provide parental guidance to parents in communities and look at these aspects to answer questions regarding the HOOC parenting programme and its implementation.

2.2 The role of Social work in society

According to Horejsi (1999:150) each professional professes to have special knowledge and skills making them unique to their profession. “They profess to understand certain phenomena better than those who do not have this special training” (Horejsi, 1999:150). According to the National Association of Social Workers (NASW) social work are being defined as “ the professional activity of helping individuals, groups or communities enhance or restore their capacity for social functioning and creating societal conditions favourable for this goal” (Horejsi et al., 1999:151).

In a society where values and norms are at stake, Payne (1997:24) argues that social work can be seen as the normative watchdog of the society. The social

worker is the instrument in society, implementing the principles in order to maintain social welfare and stability. This is important to realize that the primary mission of social work as professionals is “to enhance human wellbeing and help meet basic human needs, with particular attention to the needs of vulnerable, oppressed, and poor people” (Hepworth & Larsen, 1997:4). This implies according to Wakefield in Gambrill and Purger (1999:230) that it is unfair for any person to be deprived of a minimally decent level of basic resources, which in the case of economic resources is known as the “poverty line”. Given that the social work task is to alleviate distributive injustice, and given the additional and common assumption that economic resources are the only kind of resources that are unjustly distributed, it would follow that social workers should treat only economically deprived clients. The other side of the coin is that no scientific proof can be found in society that social problems only occur in lower income groups. Social work intervention is also needed in middle class and higher-class income groups. This argument focuses on social functioning and not financial means. Morales and Sheafor in Potgieter (1998:117) defines social functioning as the process or way people interact with their physical and social environment, and with the people and social institutions with which they are in contact with.

Potgieter (1998:118) further explains that a person’s quality of life is being influenced by the interaction between the person and his/ her environment.

“Larger systems such as groups, organisations and communities, enhance their capacity for social functioning by developing resources, promoting positive relationships between members, and creating opportunities for growth and development.”

According to Compton and Galloway (in Potgieter 1998:119) social work directs change strategies towards individuals, environments and the interaction between individuals and environments, and strives to modify the person-situation interaction.

There are different types of social functioning to distinguish from:

Adaptive social functioning when people are able to recognise their needs or problems and are able to resolve it themselves. They will make use of resources available or might seek help from social work services should they experience problems they cannot cope with.

At-risk Social Functioning when conditions such as unemployment, substance abuse, natural disasters and illness leave some people vulnerable. “At-risk conditions require care; preventative measures resource management as well as programme and policy development” (Potgieter, 1998:119).

Maladaptive social functioning when people are too overwhelmed by conditions that they cannot do anything to bring about change in their own lives. “Maladaptive social functioning requires care and protective measures as well as healing and restoration efforts from the larger system they are part of” (Potgieter, 1998:119).

Hepworth et al (2002:5) give a more updated definition of social work according to the NASW by stating that “the primary mission of social work profession is to enhance the human well-being and help meet basic human needs, with particular attention to the needs of vulnerable, oppressed and poor people”. It is expected of the people in their communities to perform specific social roles such as being a spouse, parent, student, employee and citizen. It is part of the social workers profession to assist the people in performing these social roles. Horejsi et al (1999:151) argues that the social work professional focuses primarily on the interaction or transactions between the individual and his or her environment. That environment is composed of a multitude of units and systems such as family; support networks; neighbourhood and community groups and

organizations. Various legal, educational, health and human services systems exist.

Potgieter (1998:35) also gives a definition of social work that is a combined effort of the authors like Boehm, Hepworth and Larson, (1993); Du Bois and Miley, (1996), Sheafor, Horejsi and Horejsi, (1994) and Bloom, (1990) by stating that "Social work is a professional activity that utilises values, knowledge, skills and processes to focus on issues, needs and problems that arise from the interaction between individuals, families, groups, organisations and communities. It is a service sanctioned by society to improve the social functioning of people, to empower them and to promote a mutually beneficial interaction between individual and society in order to improve the quality of life of everyone."

According to the Council of Social Work Education social work practise serves four purposes but for the purpose of this study the focus will be on the following function:

"The promotion, restoration, maintenance, and enhancement of the social functioning of individuals, families, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources" (Horejsi et al, 1999:151).

Potgieter (1998:28) mentions seven purposes of social work and formulates the above purpose of Horejsi as follow: "to enhance the problem-solving, coping and interactional capacities of people in systems of all sizes to maintain, promote and restore their social functioning".

She further explains that the social worker works towards identifying the problems and needs and facilitates the process of finding solutions to the problems or to minimize it.

She mentions another purpose that will also support the focus of this study

“to prevent the development of social dysfunctioning and identify and promote the development of human potential through early discovery, control and elimination of potentially harmful conditions”. Finding out in time what causes the problem and developing strategies to control or to eliminate the problem will accomplish this purpose.

Potgieter also states (1998:31) that social work problem solving is concerned with the basic human needs of people that are blocking their interaction with other systems. It tries to facilitate change in the thinking, feeling, behaviour, interaction, structure and/or context of systems and their environment.

According to the discussion it is evident that social work performs preventive, restorative, and remedial functions in pursuit of the above purpose.

- *Prevention* focuses on providing a service to vulnerable persons, promoting social functioning before the problems develop. The prevention includes programs such as family planning, well-baby clinics, parent education, premarital and pre-retirement counselling and marital enrichment programs.
- *Restoration* helps clients in restoration of functioning due to impairment caused by physical or mental difficulties.
- *Remediation* focuses on the elimination of existing social problems. The largest group of clients need remedial services.

“Essential resources and opportunities must be available to meet human needs, and social workers are vitally involved in resources utilization and development” (Hepworth *et al*, 2002:6).

It is expected from the social worker to bring harmony within the individuals themselves as well as harmony within the community, whether it is by providing

them with physical *things* or knowledge. The focus is SOCIAL WELL-BEING. The role of the social worker is to help the person or to equip them with the necessary skills to become worthy citizens in their communities. This solely depends on the individual whether s/he wants help to improve their social well being/ to make a difference.

According to Horejsi *et al.* (1999) the social worker will perform tasks and activities aimed at achieving the following:

- Restore and maintain the social functioning of people.
- Enhance problem-solving and coping capacities of people.
- Preventing the occurrence of serious personal and social problems.
- Linking people with those systems and resources that can provide needed support services, and opportunities.
- Promoting humane and effective social policy and human services programs.
- Protecting the most vulnerable members of society from destructive social influences.
- Planning, developing and administering social agencies and social programs.
- Promoting the effective and humane operation and administration of organizations and human service delivery systems that provide people with resources, services, and opportunities.
- Protecting the community from persons who consistently behave in ways that harm others.

Garvin & Seabury (1997:2) gives a good summary of the definition of social work. They state that there are a number of definitions but they all have the following in common:

1. They focus on how the individual wants to meet the needs of the environment and in which way the environment responds to the needs

of the individual.

2. The role of the social worker regarding the relationship between the individual and his/her environment may be fulfilled in a number of ways:
 - a. reducing or resolving problems that grow out of dysfunctional individual-environmental interactions;
 - b. preventing the emergence of dysfunctional individual-environmental interactions and
 - c. strengthening the potential of people to lead creative and satisfying lives in their environments.
3. Improving conditions or resolution of problems related to individual-environmental transactions can be brought about in several ways:
 - a. enhancing problem-solving and developmental capacities of people;
 - b. helping people to cope with their environment and helping them to develop their creative potential by improving the quality of their associations with the group of people whom they are most intimately involved with (families, friends, neighbours or fellow workers);
 - c. promoting the responsive, effective, and humane operation of systems providing people with resources and services and
 - d. linking people with systems that will provide them with resources, services and opportunities.

Garvin & Seabury (1997) also mentions the different fields of service of the social worker:

1. Family welfare: where the focus is on the family roles such as child, parent and grandparents.
2. Child welfare: the focus on either strengthening family roles or helping the child re-establishing roles in substitute family.

3. Criminal Justice: “focus on helping people who have been in deviant roles to relinquish these in favour of socially acceptable ones” (Garvin & Seabury, 1997:3).
4. Physical Health Care: helping people fulfilling the requirements of their other roles as well as the patient role.
5. Mental Health Care: Helping people with mental illness to enhance their social functioning as spouse, employee or citizen.
6. Leisure time and Youth service: helping people to fulfil their roles better by enhancing their creative potential and ability to work in cooperation with others.
7. Income Maintenance, Job Training, and Employee Assistance in Industry:
8. Substance Abuse: helping alcohol or drug abusers also referring them for specialized treatment.
9. Private Practice: Social worker working independently or in partnership with other social workers.

Day (2000:49) states that social work is different from other professions in specific ways. It includes its mission; the client system; the focus on the client-in-situation; target of practise; and the complex of values, knowledge, and skills. All these mentioned makes social work unique as a profession. Originally social work focused on social intervention on not on personal issues. This has changed although the focus is still on social aspects far beyond the client as an individual. Day (2000:49) further mentions, “the focus of practise is the client-in-situation.” Also stating “...social work recognizes that individual change is based on the context of lives”.

“... the target of social work practise is not the client, but the relationships and reciprocal interactions that instigate or perpetuate the problem situations” (Day, 2000:49).

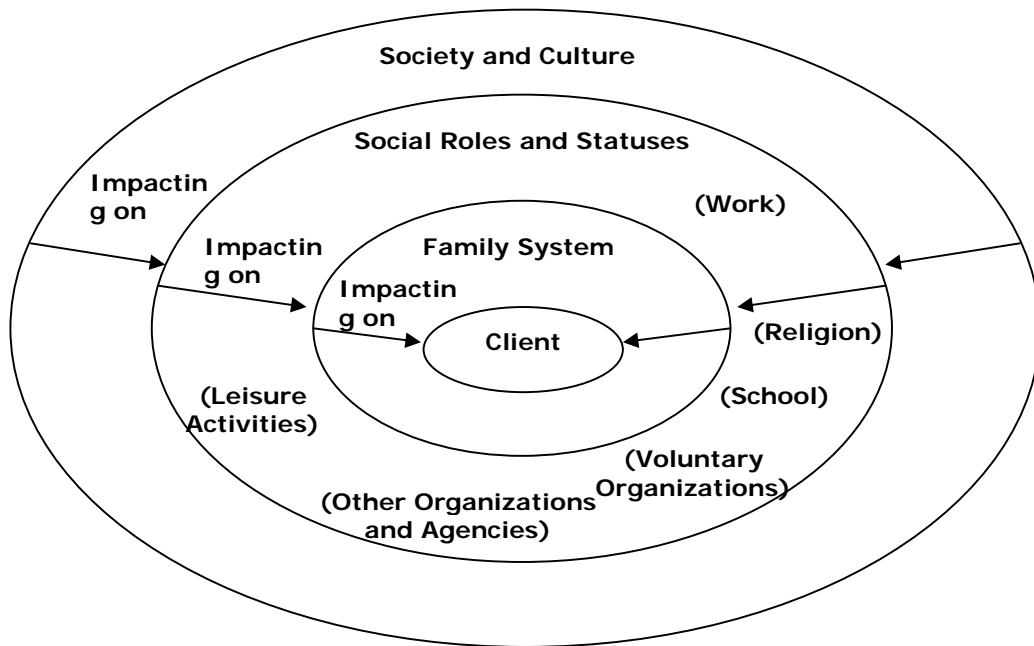


FIGURE 1 - Client –in- Situation (Day, 2000: 50)

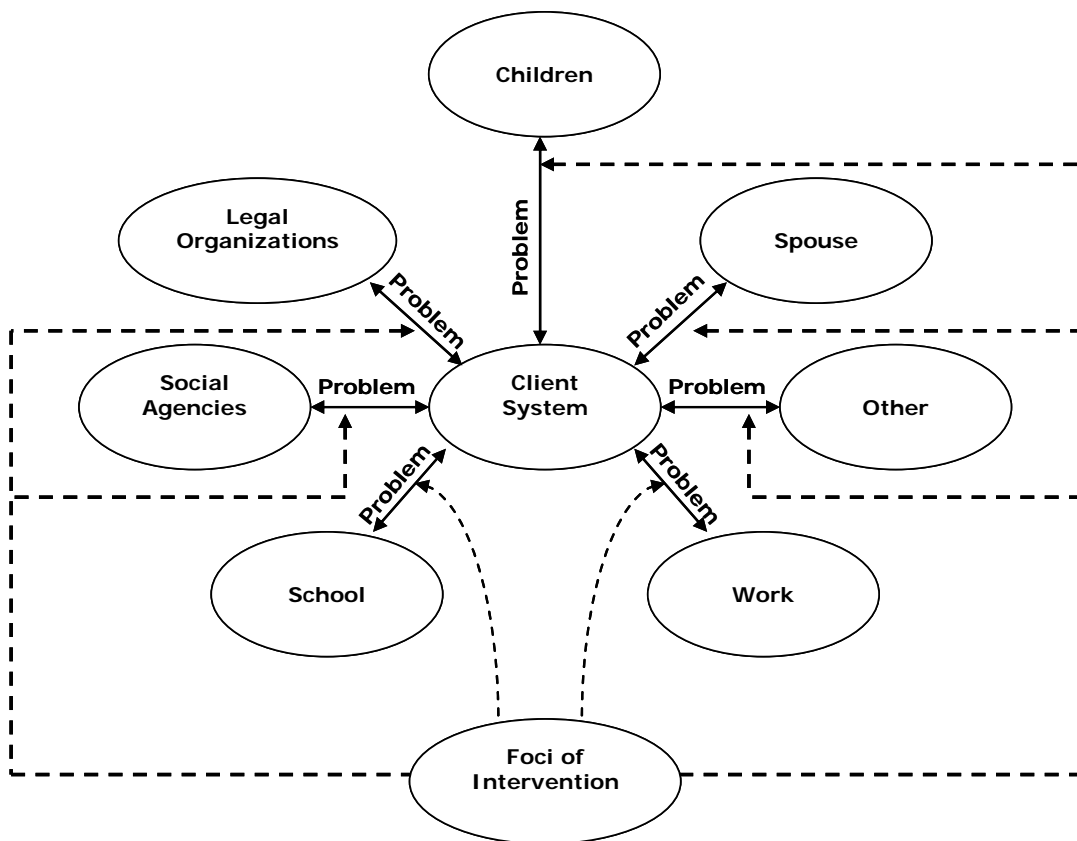


FIGURE 2 - Targets of Practise (Day, 2000: 51)

Vass (2002) discusses the competences of social work, which follows.

Firstly the author discusses that social workers must have a knowledge base from which to work that includes the following:

Knowledge which will inform the practitioner about the client's experience and context- *knowledge on sociology, social theory and political theory* will help the social worker to understand the society and institutions in which they practise as well as having a better understanding of the individuals, families and groups they work in.

Psychology – offering explanations of individual's behaviour and relationships with others, also focusing on human growth and developmental psychology as well as abnormal psychology and psychopathology. This will provide the practitioner with the tools to do proper assessments and to plan effective intervention.

Johnston and Schwartz (1997) suggest the other important factor is *Self-Knowledge*. The social worker should be aware of and take responsibility for his/he own emotions, values, attitudes, and actions. If s/he is not aware of the mentioned aspects it will have a negative effect on their professional practise.

Knowledge helping the practitioner to plan appropriate intervention-

knowledge to perform an in depth assessment of the client (circumstances, experience and context). The social worker must be familiar with models of social work intervention as well as the processes involved in the intervention.

Knowledge clarifying the practitioners understanding of legal, policy, procedural and organisational context in which their practise takes place

As Johnson & Schwartz (1997) is of the opinion that the social worker should have knowledge about social policy and services this includes knowing about the professional and institutional structures that deliver services to people who are in need of help. They should also have knowledge of the history of the movements

that have influenced social policy, the impact of social policy on people's functioning, and the role of the social worker in the development of policy.

2.2.1 Values and skills in Social work practice

Values can be seen as part of the conceptual framework of Social Work. A value in social work practice as included in the social work dictionary (1995:70) can be described as “blywende oortuiging dat ‘n bepaalde gedragswyse of bestaansdoel persoonlik of sosiaal verkieslik is.” Engelbrecht (1997:59) comments on this by focussing on the fact that values are the ideal people strive for. Any ideal also include preferences and behaviour.

Hardy (in Vass, 2002) states: “the basic assumption is that there is no value-free way of working in the welfare state, or indeed of living one's life, and that a person entrusted to some extent with other people's lives has obligations both to know his or her own values and the significance in action, and to be able to understand some of the forces in society that deeply and dramatically affect values in general.”

According to Johnson & Schwartz (1997) social work's value base also serves as an ethical guide for the individual social worker in day-to-day work.

The values in social work practise are:

- The individual's rights: specific reference to childcare
- The right to freedom from harm and abuse
- The right to respect for the family and community
- Individual's right to confidentiality
- Appropriate practise: participation, accountability and accessibility with specific reference to community care
- Participation and user right: difference and diversity within the community

- Commitment to social justice and social welfare: from care in the community to control by the community.

In order to determine if the social worker is competent to implement these ethical guidelines in everyday work, specific core skills are needed in order to complete the task.

Vass (2002) emphasizes the following core skills of social work:

- Cognitive skills- to analyse and evaluate then applying the knowledge
- Administrative skills
- Interpersonal skills, communication skills, listening skills
- Decision-making skills and
- Use and managing of resources.

Johnson & Schwartz (1997) states that social work process skills are “*the nuts and bolts*” of social work practise activity. They describe the social work process skills as involving the creatively integrating interpersonal helping skills with problem-solving approaches contained in various methods of social work practise for work with individuals, groups, and communities.

In this study the focus is on the family. The question arises: to what extend are social workers trained and equipped to deal with child-parent relationships and in this case parental guidance?

2.3 The Social Worker and the family

According to Hepworth et al (2002:259) social work has been concerned with the family as a unit and as a focus of intervention. He also states: “It is largely through the family that character is formed, vital roles are learned, and members are socialized for participation in larger society.”

According to McKendricks (1991:4) services that address dysfunction in the parent-child role network are traditionally provided by organizations bearing names of child welfare, or child and family welfare. McKendricks further states that another important network of specialized social work services exists for the family and its individual members, in pursuit of the preservation of family life.

It is said that the initial focus of intervention for the social worker should at all times be the individual and his family. One of the principles for social work services in children's and family services according to McKendricks (1991) is the strengthening and preservation of family life this is the basic purpose of programmes designed to promote the well being of the family and its individual members. To this end social work services should also be developmental, promotive and preventative in nature and not only curative and rehabilitative.

According to McKendricks (1991:12) there are four principal goals for social work intervention in the field of family and children's services, which are:

- to ensure that all children, who are the future adults who create future families, are reared in an environment conducive to healthy development and functioning and favourable to the best possible use and the enjoyment of their individual capacities;
- to monitor, influence and enhance the environment for the healthy development and functioning of all members of the family;
- to link members of the family with resources in the environment which can best meet their needs;
- To collaborate with other social systems in the environment which contribute to the well-being of the family and its individual members in order to promote the effective and humane operation of these systems.

McKendricks (1991) is also of the opinion that social workers in the service field for families and children, are charged with the responsibility of intervening in problems and in situations of need in the person-environment configuration, in order to effect change in a socially dysfunctional transaction between the family, or individual members of the family, and the environment.”

Often families and or individual members become stressed when they cannot cope with external forces or issues arising inside or outside family life. Each one reacts to stress differently, mostly unfairly or unreasonably due to the inability to handle the situation or due to lack of resources within themselves to effectively manage the problem. The result: they sometimes seek help or somebody within the community informs welfare services once the problem becomes extreme. This becomes the responsibility of the social worker in that community to assess the situation and do the necessary recommendations to save the situation. It is very important that these issues be addressed: one stressed person in the family affects all the other members of that family.

McKendricks (1991:18) states that there are three traditional groups of services identified by a classification of services provided to the families and children by social workers including:

- services with support,
- services which supplement and
- services which, where necessary substitute for the care normally provided by the family to its members.

The supportive services strengthen and enhance family life, in particular the parent-child roles, tasks and functions. Supportive services are seen as being remedial and educational in nature. McKendricks (1991:19) states that counselling services is an example of remedial services, while preventive services such as family life education programmes fall into the category of services of an educative nature.

Family orientated counselling is directed at interpersonal relationships and at transactions with the environment. Counselling can be given individually, conjointly, with the family as a whole or in small groups comprising members from different families who are experiencing similar problems. Counselling can be directed at stress experienced in fulfilling life roles and tasks; the improvement of personality and social functioning of family members; difficulties experienced in parent-child relationships; sibling relationships, spousal relationships and tension and conflicts between family members of different generations.

Historically social workers practise with families and children has developed as a residual type of service. Intervention only occurred once the primary social environment, the family, no longer provides its members with the nurturing and caring services required. Interventive responsibility is assigned to the state and the community “only when” the family has somehow failed, or is in danger of failing to meet the child’s basic bio psycho-social needs. When parents or children have difficulty in implementing their roles in the parent-child role network intervention also occur.

Prevention in social work service delivery in the field of family and children's services is congruent with an ultimate goal. This goal entails, providing children with what is needed to grow and develop into contributing adult members of society and of living in responsible harmony with themselves and their environment.

From the above discussion the researcher comes to the conclusion that the helping relationship between social worker and client reaches within the domain of family life. This includes the parental role and preparation for parenthood.

2.4 The role of group work in social work

“Social workers frequently practice with groups” (Hepworth et al, 2002:299).

According to Toseland and Rivas (in Hepworth 2002) group work is being defined as goal-directed activity with small groups of people aimed at meeting socio-emotional needs and accomplishing tasks. This activity is directed to individual members of a group and as a whole within a system of service delivery.

Hepworth et al (2002:299) further states that all social work practising with groups aims at reaching specific goals. These goals may focus on the individual helping him/her to make certain changes or the focus may be on the group as a whole or a group as a mechanism for influencing the environment.

Hepworth et al (2002:300) further states social work groups are often associated with two categories namely: treatment groups and task groups.

Treatment group's focuses on the members socio-emotional needs, in these groups members are encourage to actively participating in the group. In the treatment groups it is expected from the members to disclose information about themselves it is also expected from the members to treat all information disclosed in the group as confidential.

In task group a task must be accomplished all discussions focus on the task at hand proceedings in the task group may be private or open to the public.

According to Hepworth et al (2002:300) there are five primary purposes served by treatment groups:

- i) Support groups helping members to cope with the stressors of life by introducing coping skills to the members helping them to manage their lives more effectively.
- ii) Educational groups helping members to learn more about themselves and society.
- iii) Growth groups helping members to improve themselves, for personal growth.
- iv) Therapy groups have a rehabilitative nature, helping members to change their behaviour; how to cope better with personal problems or rehabilitating after trauma.
- v) Socialization group focussing on improving interpersonal relationship or social skills.

The ability to lead groups as a social worker must link up with who the social worker is as a person. The social worker brings personal qualities, life experiences and values to every group. Besides these aspects training in group work needs to represent the social workers competence in this method. Adequate training and supervision in group work is essential and forms part of the training curriculum of social work students (UNISA Calendar, 2006; Huguenot College Calendar, 2006).

From the above discussion it is clear that in the international arena it is known that the social worker is equipped to focus on solving social problems in the community. Problems in the community often relate to family issues and can be

solved within the framework of group work. Social workers are also equipped to deal with these problems.

2.5 CONCLUSION

In Chapter two the researcher gave a broad background on social work and the theoretical considerations in society. Decades ago social workers were first referred to as the friendly ladies as an initiative from the religious community. Their role was to visit members/homes in the communities where needs were unmet. This whole concept later developed into a professional practise. The focus of the friendly ladies as well as the social worker today was the family and how they could assist the families to improve the quality of their lives.

In the beginning of this theoretical consideration questions or issues rose, whether the social worker is the most appropriate profession or person to implement a parental guidance programme. After the literature studies the researchers is of opinion that the social worker is indeed the most suitably trained person to drive and implement programmes as the one mentioned above. The definition of social work and the competencies the social worker is trained with support the researcher's opinion.

Parental guidance is needed when the interaction between families members (mother&/father and child) are affected to the extent that it causes friction in the family home. It usually is difficult for the family members to restore the relationship by themselves; in most cases people need some guidance or an outsider's perspective on the situation for more clarity.

As a conclusion remark in this theoretical consideration the researcher poses the following questions: social work in the South African arena, what does it look like? Is it possible to combine theory and practice in order to serve the community and its needs? How does the HOOC parenting programme fit in towards social policy in South Africa?

In Chapter three the focus will be on discussing the findings from the research and also incorporating the literature control.

CHAPTER 3

EMPIRICAL FINDINGS AND LITERATURE CONTROL

3.1 Introduction

The procedure that was followed in conducting this study and the findings of this study are introduced in this chapter. The methodology for this study was structured around the goal and objectives, which were introduced in Chapter 1.

In Chapter 1, it was outlined that a case-study design was the strategy best suited in a qualitative research to obtain in-depth information about the phenomena studied. The case study consisted of semi-structured interviews with social workers who have completed the HOOC training and document analysis on evaluations forms completed by other social workers after training specifically, the intrinsic case study focused on gaining a first hand in-depth understanding and detailed method of data collection. This was achieved by means of the method of triangulation, which employed a literature review (chapter 2), semi-structured interviews (as data-gathering technique) and document analysis. The data collection steps that were followed included Creswell (2003:158) spiral steps toward data collection and analysis.

The literature review as part of the theoretical assumptions in Chapter 2 set the foundation for the empirical work.

3.2 THE RESEARCH PARTICIPANTS

The population consists of a selected group, which has the possibility of being the focus of the research (Strydom & Venter, 2002:198). In this study the population consisted of social workers that attended a one-day training session with HOOC in parental guidance. As explained in Chapter 1, the researcher

selected these participants according to a non-probability sampling technique, namely purposive sampling. This method is based on the judgement of the researcher regarding the characteristics of a representative sample.

3.3 SEMI-STRUCTURED INTERVIEWS

After the training was received the social workers were expected to implement the programme in their various communities. The different responses and findings derived from the semi-structured interviews and evaluation forms that were used to gather feedback regarding the implementation process would be discussed in this section.

3.3.1 Presentation of Empirical Data

Once the participants were selected, relevant consent obtained, the participants were informed of the goal and objectives of the research and all their concerns and questions were addressed. As part of the introduction during the interview, the researcher also discussed her role, as well as having obtained agreement on ethical issues during the research.

3.3.1.1 Data analysis and interpretation

As data analysis is not a linear process, the researcher followed the five iterative steps suggested by Creswell (in de Vos, 2002:340) and discussed in Chapter 1.

Step 1: Data collection and recording (see appendix 3.1 for example of semi-structured interview, evaluation forms and questionnaires)

As stated before, in qualitative research the relationship between data collection and data analysis are inseparable and there is a continuous process of interaction (De Vos, 2002:341). Through triangulation or the use of multiple

methods and investigations the researcher seeks out different sources that can provide insight in the phenomenon that was studied.

The researcher attempted to overcome personal bias and thereby enhance validity and reliability in the study by following a process of triangulation. Triangulation that took place was as follows:

- From the semi-structured interviews with “information-rich” dialogue produced by participants’ literature control took place.
- From observation using descriptive field notes and reflective notes processed with data in order to validate content.
- From the document analysis (evaluation forms) results were triangulated with results of the semi-structured interviews.

The data from the observations guided the literature control that included information that justified the results of the study.

Step 2: Managing data

Data was organized by transcribing the semi-structured interviews. (See appendix 3.2 for example of transcription)

Step 3: Reading and writing memos

The researcher explored the text data by reading through the transcriptions, breaking it into parts, highlighting and writing short phrases, ideas and key concepts in the margins of the transcriptions. (See appendix 3.3 for example of memo writing.)

Step 4: Describing, classifying and interpreting

The researcher identified and organized major themes and sub-themes, recurring ideas and patterns of belief that linked the data from the various interviews to form concepts and categories. These concepts and categories were as follows.

Theme	Category
1. The work circumstances and milieu of the social worker.	<p>Difficulty with the implementation of the programme due to:</p> <ul style="list-style-type: none">• The only social worker in an area equals high workload.• In a new post after receiving training.• Different job descriptions within the social work set-up.
2. The training and implementation	<ul style="list-style-type: none">• Social workers attended training with different expectations.• Different profiles of the target group and programme content.• Duration of training.• Lack of support from project managers.

- **Theme 1: The work circumstances and milieu of the social worker**

Social workers who have received the training all work in different spheres of the social work profession. An important factor to be aware of is that there is a lack of social work posts available due to various factors. The result, it is expected from

one social worker to manage huge caseloads, which impact on their real capabilities and motivational levels.

One of the social workers supported this statement by stating:

“Ek was die enigste maatskaplike werker in die area en moes alle gevalle hanteer.”

Even though social workers want to be open to suggestions, new ideas or change, reality weighs heavier – limited organisations with limited amount of social workers with high population numbers.

According to Statistics South Africa the mid year estimate of the population for 2006 was approximately 47, 4 million.

Another social worker stated:

“n Groot leemte, maatskaplike werkers is oorlaai en dit benadeel hul motivering dat hulle – ek doen net wat ek moet.”

According to Crow and Odewahn (1987:52) “How well an individual performs is often related to how well he or she perceives his or her performance is being recognized.”

Another problem, the needs in the communities are so enormous that the small amount of social workers available is caught up in what they can do. There is no opportunity for recognition or any significant thank you along the way.

Another commented by saying:

“ Die maatskaplike werkers werk statutêr en die maatskaplike hulpwerkers , ek het altyd gesê: ‘slaan die vure dood’, daar is te min mense.”

One social worker, who did the training, had just started a new job, where she was the only social worker and ‘project manager’. At the time it was difficult for her to implement the program.

She stated:

“ Die opleiding was goed maar dit was vir my daardie tyd `n oorgangsstadium. Ek het pas hier begin werk. Te veel moes nog in plek kom.”

The responses in the questionnaires also reflected that the different job descriptions of the social workers impacted on the implementation of the programme. Some social workers received the training but were in a different social work capacity or they changed jobs soon after training.

“.... due to my current post I was not able to implement the programme. I'm doing inspections and registration of facilities.”

She further explained:

“In our work situation we are divided into special sections with different job descriptions and that is the reason why the programme was not applied.”

“Training must be related to the job to be performed” (Crow, R.T & Odewahn, C.A ; 1987:52).

If the job the social worker is performing at the time of the training has no link to the training they are receiving, it will cause frustration and is a waste of valuable time.

Another social workers opinion to the question of whether the programme training was a realistic expectation from the Department of Community and Safety replied:

“ Hul bedoeling was goed, maar as gevolg van die gedurige wisseling van maatskaplike werkers kon die program nie na wense of suksesvol geimplimenteer word nie.”

Another social worker's comment on the above question was:

"No. They have no idea what the caseload of the field social workers are like – very heavy and we have to spread ourselves very thin. Crisis management and court cases take priority to 'luxuries' such as prevention programmes."

Reflective notes from researcher:

From the above statements the researcher asks herself, did they have a selection criterion for attending this specific training? Who chose the candidates to attend and on what grounds were they chosen? If there were no selection criteria maybe they should have had one.

"When assignments are allocated to social workers, the specific strengths and weaknesses and the specific abilities of every employee should be taken into consideration" (Botha, 2002:41). She further mentions that the responsibilities an employee already carries should determine if additional tasks should be allocated or not.

In South Africa we unfortunately have the reality of too few social workers posts available but there are other possible avenues that could have been explored regarding the criteria for attendance. Or was it the best option sending open invitations for attending the training? This will be discussed in the next chapter.

According to Crow and Odewahn, (1987:53) too often, training has been what someone thinks or believes is needed rather than a well-planned program that is based on sound data.

- **Theme 2: The training and its implementation**

From the feedback received the researcher could deduce that the social workers went to the training with different expectations. Some had different outcomes in mind.

Reflective note from researcher:

This in the researchers' opinion could also have had an impact on the implementation process.

The interviews, especially those done immediately after the training clearly indicated confusion and disappointment.

One attendee commented:

“Die idee waarmee ek gekom het was heeltemal verkeerd, ek was nie bewus dat ons nie die ouerbegeleidingsprogram gaan behandel nie.”

Another explained her disappointment by stating the following:

“ Die verwagting was geskep met die uitnodiging dat aandag gegee sal word aan netwerke en dat HOOC die aanbieding doen. Ek het gekom met die verwagting om inligting te kry oor hoe om HOOC te benut, maar ook hoe ons saam gaan werk.”

Another attendee said her expectation for the day was:

“sou presies weet hoe ons gaan saamwerk om die projek te implimenteer – nie om spelterapië te doen!”

According to Crow and Odewahn (1987:53) to have an effective and useful training program, it is necessary that the management of the organization (in this case the HOOC project) have some idea as to why they are training individuals and what the expected outcomes are. That requires assessment of the training.

Crow & Odewahn (1987) further states that the manager is responsible for creating an environment that will enable subordinates (in this case trainees) to achieve agency (in this case training programme) goals efficiently and in a personally rewarding manner. How well that environment is designed and maintained will determine the ultimate success and failure of an agency (in this case the project).

By proper evaluation of a program before implementing the training will prepare the managers on what to expect from the attendees and to be prepared the best they can be. The managers will even be in a better position to prepare the attendees on what to expect from the training.

Reflective notes from the researcher

Maybe if time was allocated at the start of the training to discuss the expectations of the day, it would have had a more positive impact on the attitude of the participants. The effect of unmet expectation can result in a negative attitude towards the whole project or process, with negative or no results.

- **DIFFERENT PROFILES OF THE TARGET GROUP AND ITS EFFECT ON THE PROGRAMME CONTENT**

From the interviews and questionnaires it became evidently clear that the profile of each community differs and parents who are most in need of a parenting programme unfortunately are those parents with low socio-economic

backgrounds. This in turn has an impact on the content of the programme, which will need modification.

One social worker gave information on the background of her group who attended the training:

“ Ouers met lae inkomste van `n vissersdorpie”

“...het die program aangepas tot dit wat in die gemeenskap van toepassing is.”

Another social worker pointed out, when implementing the programme the presenter must be aware of the following:

“ `n Ander groot ding is die mense is ongeletterd en hulle is skaam daarvoor”

“... met die opleiding sal hulle moet let op die getletterdheidsvlakke van die mense.”

Due to the different levels of education and even in some cases the illiteracy factor quite a number of social workers had to adjust the programme according to the intellectual needs of the specific community.

More social workers commented on the content of the programme by stating the following:

“ Die inhoud is bo die mense se vermoë wat net sukkel om in hulle basiese behoeftes te voorsien. Die inhoud sal beslis eenvoudig moet word vir die gemeenskap.”

“ Die program materiaal moet vereenvoudig word sodat ongeletterde persone of ouers dit kan verstaan.”

“ Dis `n goeie idee maar kan nie vir almal in alle gemeenskappe werk in die huidige formaat nie.”

According to Statistics South Africa (RSA, 2006)) the unemployment rate in March 2006 was 25,6%, from the approximate 47,4 million this means approximately 11,85 million people in South Africa are unemployed. Unemployment in turn causes poverty, malnutrition, infant mortality and teenage pregnancies, housing and health issues, literacy and education problems, violence, abuse and neglect. These conditions according to Potgieter, M.C (1998:65) affect the social functioning of the people and that is the reality in South Africa.

Reflective note of researcher:

Yes the above statistics are scary but what are we going to do about it? The HOOC programme it is useful and can definitely be applied with some adjustments made to the programme.

The families most in need of the HOOC parenting program are the ones who experience social problems. According to Brueggemann, 2006:27 a social problem is experienced collectively by an identifiable group or community of people, caused by a source external to them that harms their welfare in specific ways, and can only be resolved by people themselves in partnership with the public and private sectors of society.

Reflective notes from researcher:

The researcher is of opinion that should the social worker have a lesser workload and or more support from the managers of the project the above would not have been such a major issue. Lesser workload however is not a reality taking in consideration the social problems in South Africa.

An option to explore that might also offer solutions are if social workers (attendees of training) together with the managers work side by side to better the

programme by taking into consideration the realities of the respective jobs situations. The HOOC programme in the researchers' opinion is an excellent tool that can make a difference. The HOOC programme is not a quick fix but can be seen as an investment to empower the people but more work needs to be done to refine the product to meet the needs of the various communities.

- **THE DURATION OF THE TRAINING**

Due to the amount of feedback on the duration of the training the researcher thought it important to mention this factor as well. A number of attendees commented that the one-day training was not ample. They either wanted more than one-day training or follow-up sessions after the initial training.

Feedback from the questionnaires was as follow:

“One training session is not enough. It would be good to go through all the programmes.”

*“Prefer more training after second session in the programme.”
(Implementation process)*

“Evaluation workshop just to check where everyone attending above workshop is, especially after the first two sessions.”

However, one social worker had a different opinion:

“ Once off (training) was enough since we realistically don't have TIME for further training. Perhaps we could have received follow-up training by means of brochures/ more documents posted to us?”

One of the interviewees` commented:

“ Ek het die eendagsessie en `n opvolgssessie bygewoon. Die opvolg sessie het die geleentheid gebied om weer na te dink oor sekere goed. Ek stel voor twee of meer sessies waar inhoud meer intens behandel kan word om meer insig te gee oor ouerleiding.”

Reflective notes of the researcher:

As researcher I got the impression from the feedback that most social workers left the training without being sure about certain aspects regarding the parenting programme. Not feeling fully equipped for the challenge at hand. They came with different expectations, received something different from what was expected....

Feedback from the social workers immediately after the training was as follow:

“Too much info, too little time.”

“Too much info for one day.”

“A mouthful for one day feels a bit overwhelmed.”

“Tyd was beperk.”

“ I would also recommend a shorter more compact workshop.”

Reflective notes of researcher:

If the project managers did better planning would this aspect have been such an issue?

- **LACK OF SUPPORT FROM THE HOOC PROJECT MANAGERS**

With the three interviewees the researcher observed the following:

The first interviewee implemented an adapted version of the parenting programme in a fisherman's village with only one group of parents, without support from the managers. She did however go for the follow-up session, after

the training was done. She accepted another job in a more urban area and has not implemented the programme again.

The second interviewee has not implemented the programme; at the time of the training she just started in the post and lacked resources at the time. She mentioned:

“ ‘hulle’ (HOOC coordinators) het opgevolg maar ek dink daar kon meer skakeling wees.”

The third interviewee seems to have been motivated from the start. She had support from her colleagues as well. After the training they met and worked out a plan of action. THEY contacted the HOOC project managers who came and did the ‘show’ in the community. Starting this project with the ‘show ‘ gave further boost to the programme. She states: *“om dit meer treffend te maak moet daai program afskop met die rollespel. Dit was baie nice van die HOOC mense om uit te kom en ons wat agterna die nasorg gedoen het. Vir ons het dit goed gewerk.”* From the role play show they had individuals (members from the community who attended) who could associate with certain activities and came forward for help. The interviewee resigned before they could get to the actual implementation of the ‘formal’ parenting programme as set out in the manual.

From the posted questionnaires two social workers in particular commented on the implementation process and their experience:

“ It is a good programme but difficult to implement.”

“ The workshop was sufficient.” “ the implementation was not easy but it worked well because the parents need it and enjoyed it.”

Another observation made was some attendees of the workshop seems to have been excited and optimistic because they have received a tool to implement in their communities which they believe is one of the needs and they believe it can

work. The realities once they are back in their respective communities most of the time catches them off guard, suddenly it is not that simple to implement the programme. Therefore it is important according to Botha, (2002:41) that when a task is allocated to a person, that individual should receive guidance to complete the task effectively within a predetermined period of time. She further states that managers are obligated to assist in the planning of the task, especially at the onset.

Regular contact from the HOOC project managers will help in this regard, they will be able to share for example what others did in similar setup. Support is the most important aspect especially to those social workers that work alone.

Step 5: Presenting and visualizing

The content of the concepts, the categories and the literature review enabled the researcher to reach conclusions and recommendations regarding the theme that was researched. This will be outlined in Chapter 4.

3.4 Conclusion

The afore-mentioned steps allowed the researcher to bring order, structure and meaning to the collected data, thereby allowing the reader to come to an understanding of the research problem. Qualitative data such as words, visuals and quotes is information-rich and often difficult to condense (Delpont & Fouché, 2002c: 357). The qualitative data presented above integrated the voice of the participants in the research report.

The following questions emerged from this chapter and will be discussed in the final chapter namely the conclusion and recommendation chapter.

- If the managers of the project were more organised, would the training process not have been more successful?
- If the managers did a study or evaluation of the programme beforehand would all the issues discussed above not have been attended to?

CHAPTER 4

DISCUSSION ON FINDINGS

4.1 Introduction

In this chapter the researcher will summarize the findings from the questionnaires and interviews and make some recommendations that could have been implemented to ensure some success for this project.

4.2 Summary of the research findings, conclusions and recommendations

4.2.1 Population and workload of social workers

The reality in South Africa is the huge population numbers and too little social workers to help the individuals with the social problems. Currently more or less 9 000 social workers are registered with the South African Council for Social Services Professions (SACSSP: 2006). Therefore social workers do what they can and in some cases they do the minimal due to heavy work load and administration with regards to the work load. The Department of social welfare says with a shortfall of 16 000 social workers, universities should be training more social workers and not closing down their departments (University of Witwatersrand, 2007). This comes as Wits University considers scaling down their social work department.

The shortage is acute in the vast rural areas. The Northern Cape with about 823 000 people has 206 social workers. Mpumalanga's 3.1 million has 256 and the North West with 3.6 million has just fewer than 300 (SACSSP: 2007).

The shortage has had a negative impact on all social work services. Work loads at traditional social work settings (Non-governmental organizations and Government organisations) for a single social workers range between 250-300 cases and its impossible to carry.

Social workers leave due low salaries. Mashego (2007), the assistant director of the Johannesburg Child Welfare Society, says they lost 61 social workers in the year 2006 with a staff compliment of 69. Mashego says every year they lose social workers as they go to work environments where salaries are higher.

Recommendation: In order to safeguard the success of a campaign like the Hands off our children campaign, the Department of Community Safety and Security needs to re-evaluate the implementation of the HOOC parental guidance programme through social work structures. Although the social worker is excellently equipped to identify and address parental guidance, current work loads and shortages in the profession may jeopardize successful implementation.

4.2.2 Different spheres of social work

Some of the social workers found it difficult to apply or implement the programme because they worked in a different social work capacity or a different field. When training is offered it must relate to the specific area of work of the social worker. Therefore, a recommendation would be that there must be criteria for attendance. The social workers time is very precious and limited to attend a workshop that cannot be implemented in the field of work.

The following statement indicates the focus of Social work in South Africa and the emphasis on developmental initiatives instead of clinical primary social work intervention.

Transformation of social welfare services in South Africa requires moving away from a traditional approach towards designing and providing

services that lead to self-sufficiency and sustainability. The central theme to this approach is social development and a critical aspect of this approach is the recognition that while there is a need to address the symptoms of problems through material relief grants, sustainable development strategies are those that focus on building institutional capacity. (Department of Social Welfare and Population Development, 1999/00:1).

It is therefore recommended that with the focus on social development in social work settings, different role players need to be utilized in the programme. The utilization of youth workers, lay counsellors, pastoral caregivers, edu-care workers and social auxiliary workers would have been more effective on the long run.

4.2.3 Assigning task to social workers

When tasks are being assigned to any professional various factors should be taken into consideration as to just appoint or identify people to attend, in this case, a workshop. Possible factors to take into consideration: will the person be able to use this information in his/her field of practise? ; will this person be able to cope with additional task despite his/her current workload? ; Individuals with stronger personalities or higher emotional intelligence will be able to handle bigger workload than others. It will thus be a good idea to do profiling or work out selection criteria for attendance. By following this process there would be less resistance and frustration with the programme.

4.2.4 Unmet expectations

Attendees of the training session complained about unmet expectations and that the invitation was misleading. The effectiveness of a program depends on management. Management in this case refers to social workers in offices where a manager identifies somebody to do the training. These managers as part of a management structure are supposed to provide guidance towards achieving the goals and provide clarity on issues with regards to the implementation of the programme.

Recommendation: In order to be more effective the Department of Community Safety needs “market” the programme to social services and sell the idea to every person involve in social delivery.

4.2.5 Content of the programme

The content of the programme seems to be too abstract for the majority of people in need of the programme and thus needs to be adjusted.

Recommendation: It is suggested that the developers and social workers in the field revise the programme. The content of the programme needs to be revisited and written according to the needs of the people who need it. A thorough assessment of the target market is necessary.

4.2.6 Duration of training

The duration of the training was not ample – too much information and too little time were given in one day. The fact that only one training session was allowed made it an introductory session this gave participants a broad overview on the content of the programme.

Recommendation: Regular follow-up sessions are required with all the attendees to discuss problems arising from implementation.

4.2.7 Overall management of project and lack of support from the managers

In the case of this project, a need was identified, a programme written, training was given and the project went silent for a time.

An important aspect to keep in mind, should a specific need arise it is important to do thorough investigation and research beforehand to establishing conclusive facts. Projects tend to fall apart or fail if groundwork was not done. Brilliant ideas do not necessarily ensure success but facts will. By researching an idea success can be determined as well as ways to establish even greater success. Any project needs continuous evaluation from before implementation continuously.

How the project is being managed determine the success or failure thereof.

It was expected from social workers to implement the programme as soon as possible. Most of the attendees did not feel equip and comfortable to implement because of uncertainties. Feedback from the attendees indicated that they experienced difficulty with the implementation process. Regular contact for support and guidance from the managers would make impact on the success rate of the programme.

Final Recommendation: In order to address the over-all problems the Department of Community Safety and Security need to identify a task team focussing on the implementation and execution of the HOOC programme.

4.3 Conclusion

Any project needs planning to ensure success. Planning must be done even before implementation. The Hands off our children, parenting programme is an excellent project with noble thoughts. With this programme the Department of Community and Safety addresses the improvement of the quality of life of people.

The programme also should be financially viable, cost efficient and effective. Managers must be familiar with the whole programme, the actual crux of the programme. The managers will thus be in a position to truly guide and be in control of the whole project and process. This in turn will make the social workers feel comfortable and motivate them to implement the programme with greater ease. Ultimately, effective parenting and the well-being of children are nonnegotiable. It is the keystone of a healthy society and the vision of the man who initiated this campaign.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS ON ASSESSING THE IMPLEMENTATION OF THE HOOC PROGRAMME

5.1 Introduction

Chapter 5 aims to summarize, make conclusions and recommendations based on feedback received through this research process. The outcomes will be used for future implementation of the HOOC programme adding to its effectiveness and success.

5.2 Reviewing the goal and objectives of the research

5.2.1 The goal of the research

The goal of research is to expand knowledge, to explore and to gather information on a topic. The purpose is also to verify knowledge and to compare variables (Fouché, 2002:107). The goal of this research study reached further than the above-mentioned in the sense that it also explored the application, experience and implementation of the HOOC programme by social workers in this assessment process. Any full scientific endeavour in social science should have at least one of three primary objectives: to explore, to describe or to explain. The broad objective of this study thus was to explore. The aim of exploratory research according to Bless & Higson-Smith (2000:44) is to gain insight into a situation, phenomenon, community or individual. In this research the researcher was able to gain insight into the application of the HOOC parental guidance program as implemented in the Western Cape.

The formal formulated goal was stated in chapter 1 as follows:

The goal of the research was to assess the implementation of the Hands Off our Children parental guidance programme by the social workers in the Western Cape during 2005. The result of this study can be utilised to adjust the programme for more effective implementation in future.

The researcher used a case study in this qualitative research approach. By means of purposive sampling social workers were selected to partake. Data was gathered in a system bounded to time, place and activity.

The researcher gained information and insight by conducting interviews and feedback from evaluation forms. The interviewees were recorded on dictaphone and information was transcribed.

5.3 Reaching the objectives

5.3.1 Objectives of the study

Objectives are the steps one has to take, one by one, realistically and within a time span, in order to attain the goal. The objectives of this study were:

- To gain knowledge regarding the task of a social worker specifically focusing on parental guidance. This objective was reached in chapter two where the researcher compiled a literature review on the task and role of the social worker.
- To explore the application, experience and implementation through empirical research by using research methods guiding the research through this process. This objective was reached in chapter 3 where the researcher by means of empirical procedures explores the application, experience and implementation of the parental guidance programme through-out the Western Cape.

- The final objective namely to describe the assessment process which will provide conclusions and recommendations to the Department of Community Safety, the Centre for Play Therapy and other stakeholders in this campaign, are to be addressed in this final chapter.

The afore-mentioned goal was reached through the execution of the objectives:

Objective 1: The researcher had to collect background information regarding the role and job description of the social worker which was done by doing an overview of literature focussing on the expectations, training and the role of the social worker especially with the family and focussing on group work (as reflected in chapter 2).

From the literature the researcher could make a connection between the social worker and what is expected from the social worker in the communities.

Objective 2: The researcher gained in-depth knowledge on the application, experience and implementation of the programme by receiving data in the form of interviews and evaluation forms and the interpretation thereof to explain the outcome.

5.4 Conclusions regarding the research question

As the study was approached qualitatively, the research question was formulated as follows:

What does the execution of the HOOC parental guidance programme, done by selected social workers look like in the Western Cape?

The research question was answered in as far as the research showed the process of execution of the HOOC parental guidance programme through-out the Western Cape. Deficits in this process were also identified.

From the information retrieved through the research process the researcher could conclude what the success rate on the execution of the programme was. Three interviewees and evaluation forms supplied ample data to analyse and provided sufficient insight. Two themes with three categories each were identified. The findings from the study indicated that the majority of the social workers who attended the training did not execute the programme, only a minority did but they have experienced their share of stumbling blocks, which posed difficulty for further implementation.

The answer to the research question is thus:

The execution of the HOOC programme was done by a minority of the workshop attendees. Many attendees had queries and uncertainties and a number of other reasons preventing them from implementation.

It appears that social workers in the Western Cape experience a need for better training, infrastructure, lesser workload and case management and support in their day to day administrative duties. The data also indicated that social workers have a need to acquire the necessary theoretical knowledge and practical skills to implement a parental guidance programme. Social workers also expressed a need for information regarding child development and appropriate ways of helping parents from different social and class structures to respond to this information. From the following empirical data it became apparent that social workers experience various needs regarding the structure of their workload, case management and relationship with other social work structures. The following research findings as indicated will summarize this.

5.5 REVIEWING CHAPTER 1: OVERVIEW AND RATIONALE OF THE RESEARCH

5.5.1 Summary of Chapter 1

Chapter one serves as an orientation to this specific study done. It provides a brief yet detailed description on the rationale of this research further leading to the formation of the goal and objectives. This chapter provide clarity regarding the motivation and choice for the study as well as the formulation of the research question. Chapter one gives detail on the research approach and work procedure, type of research and the research methodology. The chapter concludes with the ethical aspects and definition of the key concepts used throughout the research report.

5.5.2 Recommendations of Chapter 1

The exploratory nature of this qualitative research approach provides opportunity to understand the researched phenomena more clearly and made allowance for flexibility within the research framework, resulting in detailed feedback. The researcher thus recommends that this approach be utilised in assessing the implementation process of the HOOC parental guidance programme.

5.6 REVIEWING CHAPTER 2: THEORETICAL CONSIDERATIONS

5.6.1 Summary of Chapter 2

Chapter 2 presented a literature overview giving theoretical perspective on the role of the social worker as well as evaluating the role of the social worker determining whether it is a realistic expectation from the social workers to take ownership for the parental guidance programme. The theoretical inquiry included aspects such as the role of the social worker in society and how it is expected from the social worker to maintain welfare and stability in society. Literature emphasized that the social workers primary focus is the interaction and

transaction between the individual and his or her environment. Their concerns are that human needs of people are blocking interaction with other systems and professionals they focuses on how to facilitate change. Theory also focuses on the value and skills in social worker practise; to determine the social workers competencies in implementing ethical guidelines core skills are needed to complete the task.

The focus of this study is the family and therefore literature on the social worker and the family formed an essential part of the chapter. The last aspect of this chapter consist of literature on the social worker and group work as the parental guidance programme is presented in-group format. Literature focus on the fact that group work is not a given, to present groups the social worker does not only need sufficient training but it must also come from within the individual.

5.6.2 Conclusion of Chapter 2

At the end of the theoretical consideration the researcher is of the opinion that the literature provided ample support to come to the conclusion that social workers are the ideal candidates to drive the parental guidance programme. This became evident in the literature by the given definitions of the social worker and the identified competencies included in their training.

5.6.3 Recommendations of Chapter 2

The literature used in this study was based mainly on the international arena, little literature from a South African context are available. The outcomes of this study can firstly add to the success of the HOOC programme, which can be an excellent document and can further be applied and extended in aid of the welfare of societies in South Africa.

5.7 REVIEWING CHAPTER 3: DISCUSSING THE FINDINGS AND LITERATURE CONTROL

Chapter 3 focuses on the applied section of the research process. Feedback from the interviewees and evaluation forms and how the data was analysed are displayed in this chapter. Each step in the data analysis process is also displayed in this chapter. The researcher provided detail regarding the themes and categories derived from the data, which was received by the participants in this study. Feedback and opinions from the social workers that partook in the study was first recorded then interpreted. The researcher included the literature control in this chapter to support opinions and statements from the participants.

Chapter 3 also display the researcher's reflective notes compiled from statements, questions or queries which arose in her mind while data was being collected and interpreted.

5.7.1 Conclusions regarding the method of data analysis and interpretation

The method of data collection assisted the researcher in gaining in-depth knowledge further assisting her to a better understanding regarding the execution of the HOOC programme in the Western Cape.

Significant information could be derived from the data collected, which can be used to adjust the parental guidance programme leading to better cooperation and a more effective programme.

The researcher is of the opinion that should the information that came about from this research be implemented or be taken into consideration; the HOOC parental guidance programme will be a greater success which will benefit the communities in the Western Cape.

5.7.2 Literature control

5.7.2.1 Summary of the Literature Control

The literature control mainly supported all the statements and queries of the research participants. Implementation of the programme was difficult due to six main issues outlined as categories in chapter 3: high workload; new job at time of training (other priorities); different job description; different expectations on attending workshop; different profiles of target group; content and duration of training and lack of support from managers.

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Statistics verified our high population number and high rates of unemployment, which is a reality in South Africa. There will thus always be huge amounts of people seeking the help of professionals especially that of the social workers.

Literature supported the fact that any individual must not only be sent on training, selection criteria should apply. Assessment of any training programme beforehand by the managers is important as well as guidance throughout the training process.

5.7.2.2 Conclusion of the Literature Control

The researcher agrees with the literature as mentioned in chapter 3. Any training or any project of importance needs to be investigated and assessed beforehand to ensure the success thereof. By assessing beforehand awareness will be focussed on the finer issues of the (in this case) training programme ensuring insight on what can be expected and preparation on how to handle any queries.

5.8 REVIEW ON CHAPTER 4: DISCUSSION ON FINDINGS

In this qualitative research the case study was chosen as the strategy to provide detail and thoroughness to the investigation. A case study is explorative aiding the researcher to gain in-depth knowledge regarding the implementation of the HOOC programme. The qualitative research approach allows for flexibility in a study to understand the phenomena more clearly.

The researcher had a sufficient sample size; the three interviewees, questionnaires and feedback on evaluation forms completed after the training was received. This implies that the data cannot be other than true and very useful adding to the effectiveness of the study.

The researcher is of opinion that the study may be seen as being biased, based on the fact that only the attendees of the workshop was included in the study. A more fair study would have included the project managers by giving them the opportunity to share their opinions and thoughts regarding the HOOC project providing more clarity on the matter being researched. A recommendation thus for future study is to include both parties involved which will provide clarity on the bigger picture.

The different professional background of the researcher, being other than social work cannot be labelled as being biased. The researcher, however do have experience working very closely with social workers but lack the background regarding the topic being researched in this study.

The researcher is hopeful that this study will not be the end in the research process of the HOOC programme but that further research will be done to 'perfect' the parental guidance programme. The researcher is of opinion that the content of the programme is excellent and of relevance to the needs in our

communities. However major input from the project managers, trainees and other relevant role players, still need to be made to 'fine tune' the programme.

5.9 FUTURE RESEARCH

Resulting from this study the researcher realised that there are other areas of interest for possible research in future. The researcher is of opinion that the HOOC parental guidance programme offers various opportunities for research, which include:

- i) The project managers being responsible for driving this project researching their experiences and concerns regarding the programme.
- ii) The attendees of the one-day training session who were responsible for implementing the parental guidance programme.
- iii) The parental guidance programme as a whole.
- iv) The experiences and opinions of parents who were subjected to the parental guidance programme.

This specific research is based on the implementation of the programme.

The implementation of the programme can further be divided into sub-areas also offering research opportunities. These areas include:

- i) project managers` perspective
- ii) attendees of training (social workers`) perspective
- iii) parents` perspective

5.10 CONCLUSION

Our children, our heritage is an issue causing great concern within the communities. Low socio-economic circumstances result in negative behaviour in both young and old. Some individuals attempt to make a difference while others prefer to choose the easy way out by getting involved in for example criminal activities. The result? A vicious cycle. How can change be brought about? Where can we start? The researcher believes that the children are the perfect starting point to bring about positive change.

This perfect starting point will thus need an effective solution, which in the case of this study was to make recommendations to improve the existing parental guidance programme.

An effective parenting programme will not only teach the parent to handle their children more efficiently but will also focus on the parent to understand him or herself better.

This specific study was to assess the HOOC parental guidance programme focussing on the implementation thereof. By implementing a qualitative research approach with a case study strategy the researcher could collect data that was interpreted. Literature was incorporated into the study to support the findings making it scientific and valid. The information derived from the data will be submitted as recommendations to the relevant role players. The researcher is hopeful that this information will be seen as relevant and of importance to add to the programme, which will also further add to the success of the programme.

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APPENDIX 3.1 –

Example of interviews, questionnaires and evaluation forms

ONDERHOUD NR.3 16.10.2006

WAT HET JOU WERK BEHELS BY DIE ACVV?

Ek was 'n maatskaplike hulpwerker wat gemeenskaps projekte gedoen het 'n vroeë intervensie. Vroeë intervensie waar jy 'n gevalle lading het maar jy help met aansoeke van pensioene, primêre probleme. Die M/W werk met statutêre probleme. En projekte by ACVV het behels jeug/tienergroepe, bejaarde greope, opleiding van dagmoeders en skole voorligting sessie, HIV counselling 1:1 of groep. chemies afhanklike groep (CAD) soos AA help met aansoeke as mense moet gaan vir Rehab en nasorgdiensste.

VERTEL VIR MY VAN HOOC EN HET JY DIT TOEGEPAS/IMPLIMENTEER.

Ja ons het dit toegepas, veral nadat hulle uitgekóm het, die groep met die show en van dit het ons baie queries en navrae gehad. Ons moes baie uitgaan nog nasorg dienste met skole en ook sekere plase wat ons gedek het. Ons het veral op voorskoolse kinders gefokus.

VERTEL VIR MY VAN DIE OPLEIDING EN HOE JULLE DIT VAN DAAR AF GEVAT HET.

Die opleiding was 'n dag sessie in Worcester daar het ons inligting gekry, die materiaal. Terug by die werk het diegene wie die opleiding bygewoon het 'n workshop onder mekaar gehou en the way forward beplan. Toe het ons die crèches en kleuterskole besoek en bekend gemaak dat ons dienste beskikbaar is soudaar probleme of tekens van mishandeling is. Ons het die kinders ook spesifiek ingelig oor die HOOC aspekte – om hulle te leer van die ja's en nee's / die moets en die moenies. Toe het ons die HOOC koördineerders genader om die show te kom doen en dit het by 2 venues plaasgevind Rooidakke en City Council vir volwassenes die aand. Ons het die kinders deur die dag gesien, ouers die aand. En van daai mense (van aand sessie) het ons mee nasorg sessies gehad som van hulle het enitlik relate met die show, dat hulle wel skuldig is aan

die goed wat gedemonstreer was in die show. So het ek kliënte opgebou met die show. Ek het spesifiek met 'n klient seker so 4 sessies gehad voor my bedanking.

DIE PROGRAM IN DIE BOEK HET JULLE DIT DEURLOOP?

Ons het gekry mos die koerant, flyers koerant, dit spesifiek, hulle het later vir ons nog inligting aangestuur. Ons het met die koerant begin en dan mos ook die boeke gekry.

Ons het nie al die sessies in die boek gedoen nie. HOOC 'spanlede' het ook uitgekom na die kinders.

Met die xhosa sprekendes het ons poppe gebruik en dit het lekker gewerk. In die Rooidakke het ons omtrent 50 kinders bereik. Volwassenes kan nie presies onthou of dit 30/40 was nie maar Pineview het ons omtrent 30 mense bereik die aand. Ons sou begin het om die ouers op te lei in die gemeenskap maar dit het toe nooit realiseer nie. Ek weet nie of hulle dit al by die tyd gedoen het nie.

WAT SOU JY SE WAS DIE UITDAGINGS MET IMPLIMENTERING VAN DIE PROGRAM?

Daar was stumbling blocks veral met die volwassenes. Ons mense bly in abnormale omstandighede, die huisies is so klein dat daar net een slaapkamer is en die hele gesin leef in daai vertrek. Die kinders bad en trek aan voor die pa. Die pa is gedrink of gerook, ma gaan werk toe of dorp toe dan molester pa die kind, en die kind dink dit moet so wees. Die kind het nie sy privaatheid. Kind word bloot gestel as ma en pa seksueel verkeer. Dit het toe uitgekom in ons sessie, hulle het besef dit moet nie so wees nie. Hulle het met ons gepraat daaroor en ons het met die ouers gaan praat daaroor. Dit was baie moeilik want ouers is meeste van die tyd in denial en ons word dan as bedreiging beskou. Die eerste ding wat hul dink is dat ons die kind wil wegvat en dit is die laaste ding wat ons wil doen.

Ouers het moeiliker hieroor gepraat daar was ook niks wat hulle kan doen aan hulle omstandighede t.o.v. die huisopset nie. Toe se ons maar wat van jul lewenstyl so DAAR was baie implimentering gedoen MAAR dit was nie genoeg nie. Jy het hulle net aan die begin as hulle van hulle kant iets moet doen dan verloor jy hulle.

SO JULLE HET NIE DIE VOLLE PROGRAM DEURLOOP JY SE NET SO 4 SESSIES?

Ja terwyl ek daar was net 4 sessies.

VOLGENS JOU SOU JY SE DIT IS 'N REALISTIESE PROGRAM VOLGENS DIE BEHOEFTE IN DIE AREA?

Ek dink dit is en weet jy wat dit so laat uitstaan het was die rollespel want ons mense was heeltemal weggevoer, want dit is waar hulle bly dit is wat in hulle huise gebeur. In sommige, 2 gevalle het die vrou die man approach daaroor. Sy het vir hom gesê: "dit wat jy doen is nie reg nie kan jy dit nou sien?"

Om dit meer treffend te maak moet daai program afskop met die rollespel. Dit was baie nice van die HOOC 'mense' om uit te kom en ons wat agterna die nasorg gedoen het. Vir ons het dit gewerk.

Het hulle dalk by nou al vraelyste of register wa mens moet indien. 'n Tipe van 'n opname sisteem.

NIE WAARVAN EK WEET SAL DIT AANBEVEEL

Want ons het baie nou saamgewerk tot na die rollespel, ek dink daar moet meer kontak wees. Somtyds loop jy uit idees en oplossings. Dan kan mens uitvind wat werk in ander plekke miskien kan dit hier ook werk. Ok om inligting ui te ruil met mekaar. Want 'n ding werk net vir 'n rukkie.

DAN MOET JY WEER IMPROVISE?

Ja heeltyd, miskien 'n kwartaalikse vraelys of iets wat ons kan deurstuur.

HOE IS JY NOU BETROKKE, WAT DOEN JY NOU?

Ek dien nou op die jeugforum van die dorp.

BEREIK JULLE NOG DIE OUERS/KONTAK MET OUERS?

Ja en dit is baie nice en wat lekker is ek kan ook verwys na die ACVV.

BAIE M/W KLA VAN HOE GEVALLE LADINGS, DINK JY DAAR IS DIS PLEK VIR HOOC. HOE KAN HOOC STEEDS IMPLIMENTEER WORD TEN SPYTE DAARVAN.

Soos ek sê met heeltydse kontak wat daar is gaan dit baie makliker wees want dan gaan jy as M/W of hulp m/w nie voel dat jy aan jou eie lot oorgelaat is nie. As ek weet HOOC is daar en ek hardloop uit idees of iets werk nie, kan ek kontak maak en vrae vra en hulp vra. Dit sal dit makliker maak so daar is plek.

IEMAND HET GESÊ HOOC IS DIE OPLOSSING VIR DIE ,MEESTE PROBLEME IN ONS GEMEENSKAPPE, SAL JY SAAM STEM?

As ek kyk na Grabouw, daar is net 2 welsynsorganisasies. In ACVV is daar net 'n M/W en 2 hulp m/w. Die m/w werk statutêr en die hulp m/w ek het altyd gesê : 'slaan die vure dood' daar is te min mense. As hulle vrywilligers kan oplei in sekere clusters sal dit baie help want jy kom nie by alles uit nie. Die gemeenskap is ons oë en ore want jy gaan nie maklik uit jou eie kom sê jy is nie OK nie, maar iemand anders in jou gemeenskap gaan sien dat jy nie OK is nie en dit kom aanmeld (dan moet jy jou bron ook beskerm)

HOEVEEL KEER HET JY NOU EINTLIK MET DIE OUERS BYMEKAAR GEKOM?

4 Sessies individueel met die wat dit nou rêrig nodig gehad het. Bv. met die show 1ste kontak –maak nota –gaan doen tuisbesoek –noui vir kantoor onderhoud en daarvandaan stap jy die pad saam.

IS DIE MEESTE MENSE OOP VIR VERANDERING?

Die vrouens veral maar nie die mans nie. Die swart gemeenskap is baie meer oop vir verandering as die kleurlinge. Hulle is bang maak nie saak wat die omstandighede is nie. Die man bied sekuriteit en 'n dak oor hul koppe en wat gaan die ander mense sê. So dit vat baie tyd want dis eers 'n mind set wat verander moet word. Ons het ook die kind by die skool gaan sien, gewoonlik sê die kind nie 'n woord nie. Dis baie moeilik, nie 'n oornag ding nie.

Meer opgeleide mense sal dit makliker maak.

Daar was ook 'n bussie sisteem- soos 'n comment bussie wat HOOC fisiliteerders kom implimenteer het by skole. Waar hulle die kinders ingelig het om probleme op papier in bussies te gooi wat verder na m/w verwys sou word .Maar ons het nooit niks ontvang nie. So ek weet nie of die skool dit self hanteer het nie.

KAN JY MY NOG VERTEL VAN HOOC?

Ek weet nie watter rol die skole speel nie want dis eintlik daar waar die eerste tekens na vore kom – bussies??

Ek het nie rerig ,alvorens ek by ouers was na die kind toe gegaan nie. Die problem het by die kleuters uitgekom. Kleuters het gese maar my pa vat daar of raak daaraan en dan kan jy dit verder neem. Daar was 'n gap ons het met die kleuters en volwassenes gewerk maar nie skoolgaande kinders nie.

Voorstelle:

HOOC weer `n road show doen ;

Dinge het verander – bv toename in dwelmmisbruik – update;

Dear Social worker

I am doing research as part of the MDiac degree in Playtherapy as a registered UNISA student. You were part of a selected group of social workers to receive training in the HOOC parenting programme as part of the Department of Community Safety's campaign on the eradication of child sexual abuse.

I would like to establish how the Hooc parenting programme was implemented in Western Cape communities as part of an audit for future training purposes and the role of social workers in this training.

There are no right or wrong answers and information will be handled with the utmost confidentiality. You do not need to give any identifying information

The goal of this study is to assess the implementation of the HOOC parenting programme by social workers in the Western Cape. This information could give valuable data with regards to the role social workers play in this kind of programmes

If you need to clarify any information you may contact me personally or my supervisor, Dr Retha Bloem at the Huguenot College, Wellington (021) 864 1470

Thank you
Ulrica Martin
082 324091
(F) 021- 9367207

Please send the completed questionnaire back before Friday, 15 September 2006.

QUESTIONNAIRE HOOC TRAINING

1. What were your initial feelings regarding the HOOC training programme you were expected to attend and implement afterwards?

2. The HOOC training programme you have received was based on parenting skills; in your opinion is this priority in your service delivery areas? If yes explain? If no identify what is.

3. In your opinion were the content of the training programme sufficient, considering the realities of the communities in your service delivery area?

4. Do you think the one training session was ample, would you have preferred a follow-up training session? Why and when (e.g. before initial implementation/ after first two sessions)?

5. Was it a realistic expectation from the Department of Community and Safety to ask the social workers to undergo the training and expecting from you to deliver on it? What is your opinion on this?

6. Were you in the fortunate situation to implement this programme in the communities you deliver a service? What were the outcomes?

7. Did you experience any stumbling blocks? Identify?

8. What were the positive aspects regarding the training programme you have implemented?

9. If you have not implemented the programme, why have you not? What were the factors preventing implementation of this programme in the communities you deliver service?

10. Should workload be a problem can you identify any **other** professional or non- professional who is equip to implement this programme?

QUESTIONS REGARDING THE IMPLEMENTATION OF THE PROGRAMME

CONTENT

1. In your opinion the content and layout of the programme, could it be applied to all parents, from different socio- economic backgrounds?

2. Do you think the amount of sessions are enough, too much or too little?

3. If you could change anything about the programme content what would it be?

4. Will the parents be able to relate to the information in the programme?

5. What was the level of cooperation from the parents? Did they show interest/enthusiasm/boredom?

6. What was the feedback from the parents who attended the training sessions?

EXTERNAL FACTORS THAT INFLUENCED THE TRAINING SESSIONS

1. How well did the parents attend, were they committed? Were there any other factors affecting to their attendance pattern?

2. What other factors could you identify affecting/influencing the success/failure of the programme?

QUESTIONS REGARDING GROUP WORK

1. What were your selection criteria for group members?

2. Was there a specific phase in the groups where you have experienced any problems and why?

GENERAL

Do you have any other comments regarding this training programme: the training, implementation and outcomes you would like to share?

Positives

Putting HOAC, Procare etc. into perspective. Not everybody has a clear understanding of this project.

More time could have been spent on this - because it's not only about the scene for the day, but helps to make a commitment.

Networking: This activity was well executed based on a case study. I realised not all people are aware of their roles in the process. The roles and functions will have to be visited.

This I intend taking back to schools. This tool will assist them to develop their own networks, thus also developing to independence.

Recommendations

1. People attending this workshop could be asked to bring along the following

1. 5 Network organisations, N.G.O etc. To share with the group.

2. Programmes and projects that they are running in their areas. To share with the group.

2. The table and chair seating arrangements didn't really allow for much interaction

Thank you to everybody involved, the time professionalism, resource materials, and refreshments is really appreciated.

Thank.

(not necessarily met!)

1. The goals of the day were clear
 - to sell HOCIC ^{for us} to buy us in as a partner
 - to present us with a tool/s to do that.
- Presenters were good at their specific task/s
Food were good
we appreciate all the effort going into this.

- a. A mouthful for one day.
Feel a bit overwhelmed.

Wonder why we are the only organisation from Stellenbosch?

This is asking for a mind-change of some sorts - towards whole concept of ^{network} partners, parenthood etc. That is challenging.

This asks for a lot of hard work if we want to make this work!

APPENDIX 3.2 – Example of transcription

PROBLEME WAT M/W ONDERVIND HET NA OPLEIDING EN TYDENS IMPLIMENTERING. (Samevatting)

1ste onderhoud:

Wil dit nog implimenteer, probleem om ouers bymekaar te kry, samewerking is swak.

Wil HOOC program kombineer met 'n ander program omdat HOOC nie voorsiening maak vir fisiese versorging van die kind. Probleem is jong tieners wat swanger is of reeds ma's is en nie oor hierdie vaardigheid beskik nie. Aangesien HOOC meer op die emosionele behoeftes fokus. (die program moet dis evalueer word volgens behoeftes van die gemeenskap)

Dalk kan die HOOC opgradeer word met die fokus op- HOE OUIERS HUL KINDERS KAN HANTEER WIE DWELMSMISBRUIK. Dit is op die oomblik die realiteit in die gemeenskappe.

Ten opsigte van opleiding aan M/W:

Meer intens behandeling van die inhoud van program vir beter insig te gee oor veral ook ouerleiding. Leemtes na opleiding, afwesigheid van HOOC koördineerders.

2de Onderhoud:

Behoeftes dat HOOC koördineerders na opleiding meer beskikbaar of meer in kontak moes wees met diegene wie opleiding ontvang het. Om te help met advies en enige probleme. "Ek dink HOOC moet meer sigbaar wees en meer leiding neem, ek wil amper sê en druk uitoefen – 'die ding moet gedoen word". Dat daar 'n koördinerende organisasie/licgaam moet wees aan wie terugvoering gegee kan word. "anders gaan die ding platval, dis met alles so."

Om die gemeenskap op te lei is 'n moeilike taak. Nie omdat hulle nie gemotiveerd is maar omdat hulle hul eie agendas het. Hulle verwag gewoonlik iets in 'return'

Dit maak dit dis moeilik om iets aan te bied.Bv.Ons het nou weer `n ander program ook aangebied en afgeskop met 10 mense maar geeindig met 4.

Voorstel dat, met aanbieding van program aan gemeenskap meer gedoen moet word om die gemeenskap meer toegewyd te kry.

Opleiding van gemeenskapslede is `n goeie id e, omdat M/W so oorlaai is kan vrywillige werkers van groot hulp wees.

Uitdagings na opleiding van M/W, was beskikbare tyd om die gemeenskap op te lei, werksladings ens.

Ongelletterdheid onder mense beinvloed ook hul bereidwilligheid om aan programme deel te neem.Dit sal dis goed wees as jy deeglike kennis van jou klient het of hom /haar goed ken alvorens jy `n projek met hul aanpak."Ons is nie altyd bewus van mense se leemtes nie.Ons is somtyds te ontwikkel "

Diegene wie die opleiding ontvang (in gemeenskap) sal baie ondersteuning en leiding nodig het om sukses te verseker.

`n Groot leemte , M/W is oorlaai en dit benadeel hul motivering dat hulle –ek doen net wat ek moet.

Behoeftes wat identifiseer is bewusmaking onder die kinders dat hulle kan weet dat grootmense nie die reg het om sekere goed met hulle te doen nie.

3de onderhoud:

Die huislike omstandighede in die lae sosio-ekonomiese gemeenskappe was het negatiewe impak op die program gehad." Ons mense bly in abnormale omstandighede, die huisies is so klein dat daar net een slaapkamer is en die hele gesin leef in daai vertrek."

Die feit dat die HOOC koördineerders uitgekom het vir die 'show' was baie goed. Dit was vir hulle 'n goeie afskop en hulle kon dit vandaar af verder neem. Maar toe was daar nie weer betrokkenheid van 'hulle'.

Versoek van vraelyste of register as opname sisteem vir HOOC om die program te monitor.

Dink die rollespel was 'n uitstekende begin, dit het impak gemaak op die mense.
Versoek was ook vir opvolg kontak met die HOOC persone vir leiding en ondersteuning.

Indien daar meer ondersteuning van die HOOC persone is sal hoe gevalle ladings nie so 'n groot impak het nie. M/W sal dan dalk nie voel asof hulle aan hul eie lot oorgelaat is en dis nie so maklik die program opskop a.g.v druk in ander areas ook.

Met die hulp van vrywilliges in die gemeenskap sal die program meer suksesvol wees. Oplei van vrywillige werkers, hulle is nader aan die gemeenskap as die vakkundiges.

Ander voorstelle:

HOOC weer 'n road show doen ;

Dinge het verander – bv . toename in dwelmmisbruik – evalueer program

Voorkomende diens;

APPENDIX 3.3 –

Example of memo writing

THEME: Work circumstances and milieu of Social Worker

- Work alone in area
- High workload
- Different profiles of target group
- Programme needs adaptation
- Too little professionals to do the job, what about voluntary workers?
- New in post

THEME: Training

- needs more support after training
- needs cooperation and support from other organisations
- didn't feel equip to implement – lack of resources

Content

- only on English
- not suitable for the different socio-economic backgrounds in the communities
- need to be simplified
- review programme according to needs in the communities
- coordination between programmes important

Duration

- follow-up necessary
- parental guidance complicated needs support
- too short