PARENTS' VIEWS REGARDING
THE IMPLEMENTATION OF KNOWLEDGE AND SKILLS
ACQUIRED IN PARENTING SKILLS TRAINING

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ABSTRACT

Prevention and early-intervention programmes that promote and assist parents in acquiring the skills and knowledge required to parent children effectively, with or without behavioural issues are a crucial to childcare. The Children's Act, Act 38 of 2005, as well as the South African Constitution declare that the needs of a child are important; therefore, when the parents are equipped with adequate knowledge and skills, prevention of a family breakdown could be achieved. This current research study, therefore, involves an exploration of the experiences of parents, who had participated in parental intervention strategies, in the form of positive parenting skills training.

In this current study, the researcher aims to explore and describe the experiences of parents, in terms of the effectiveness of the knowledge and skills they acquired during their participation in the prevention and early-intervention programme. Prior research has revealed that parents with children, who present with maladaptive behaviour, are more eager to participate in parenting skills training. The development of the life skills of parents in the African context is beneficial, to build their confidence for the task of child rearing. The theoretical framework used for this current study was Bronfenbrenner's Ecological Framework, which maintains that the structure of the environment influencing the child's development, comprises the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

The study follows a qualitative research approach, embedded in an explorative and descriptive design, to explore and describe the experiences of parents, who had participated in positive parenting skills training, as well as how they were implementing the knowledge and skills they had acquired through the training. The population for this study were parents of children in two Cape Town townships, in the Western Cape, who have completed the positive parenting skills training. Purposive sampling was used to select participants for the study. Two focus group discussions with 17 parents, as well as individual interviews with 8 parents (not included in the focus groups), were conducted to gather data.

The eight steps of Tesch were used to guide the data analysis. Ethical considerations, such as confidentiality, anonymity, voluntary participation, were closely observed. The project used

theoretical thematic analysis to analyse and interpret the data, with four thematic categories emerging from the data.

The results of the study revealed that parents considered positive parenting workshops beneficial, although they were still challenged to unlearn some of the negative traits, and implement the new skills in their homes. The ultimate conclusion of this current study was that positive parenting skills training should be used as preventative tool, instead of an early intervention strategy, applied only when risk is imminent.

KEY WORDS

Children's Act

Family preservation

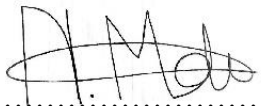Parental views

Parenting

Parenting skills education

Prevention and early-intervention

DECLARATION

I hereby declare that "Parents' views regarding the implementation of knowledge and skills acquired in parenting skills training" is my own work. It has not been submitted, previously, for any degree, or examination, at any other university, and all the sources that I have used, or quoted, have been indicated and acknowledged as complete references.

Student: Ncumisa Mdidimba

Date: April 2020

Signature: …………………………………………………

ACKNOWLEDGEMENTS

DEDICATION

Every young woman, who is going through depression. You are enough, and you have always been.

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1. Introduction to the study

In this chapter, the researcher introduces the context and basis of this current thesis, which explores the views of parents, regarding the implementation of knowledge and skills acquired in parenting skills training. In addition, the researcher formulates a problem statement about the experiences of parents, who had attended parenting workshops, the feasibility of the skills training, and their ability to implement the knowledge and skills acquired. The concepts are defined, and the key aspects of the study are introduced. The theoretical framework is explained, which is Bronfenbrenner's Ecological Framework (Bronfenbrenner, 1979). The aim, research question, objectives, and significance of the study are described in this chapter, concluding with an outline of the chapters for the rest of the thesis.

1.2. Background and rationale

A safe and caring environment is fundamental to ensure the well-being of a child (Petterson, Gravesteijn, & Roest, 2016). Literature indicates that early care and parental education may reduce the maltreatment of children, and positively affect their development (Klein, Mihalec-Adkins, Benson, & Lee, 2018). Parenting skills education is a programme of intervention that aims to prevent behavioural, emotional, and developmental challenges in children, thereby helping parents to build their skills and confidence in child rearing (Hosseini, Yassini, Shadcaam, & Kholasezadeh, 2013). There has been an increase in the focus on, and the investment in parenting education and support in many countries, resulting in governments initiating programmes that support parents, which, in turn, benefits the child (Shulruf, Loughlin, & Tolley, 2009). Researchers are of the view that parenting skills education helps to improve parent-child interactions, and reduces conflict (Hosseini et al., 2013). Capacitating parents, by providing such skills, is a means of avoiding family breakdowns, thereby ensuring that the family is preserved. At the core of working with children and families, is the need to ensure that the children's needs are met, and that they are reared in a safe and caring environment (Hosseini et al., 2013). The researcher, therefore, seeks to explore the experiences of parents and caregivers, who have participated in parenting skills training and

workshops, in order to assess the effectiveness of the implementation of the skills and knowledge acquired during these training programmes.

According to the South African Constitution, section 28(1) (b) (Republic of South Africa [RSA], Act No. 108 of 1996), "every child has the right to family care, or parental care, or to appropriate alternative care, when removed from the family environment". This section of the Constitution alludes to the fact that children, indeed, need proper care in their family environments, implying that, when their quality of care is compromised, alternative arrangements to remove them from their families, and place them elsewhere, could, and should be made. The researcher is of the opinion that when parents are equipped with the proper knowledge and skills needed for child rearing, such removals could be minimized, or avoided.

A family setting, where proper care is provided for children during their formative years, is important, as it moulds the character of the child (Herpwoth, Rooney, Rooney, Strom-Gottfried, & Larsen, 2006). In addition, section 28(1) (d) of the South African Constitution states that "Every child has the right to be protected from maltreatment, neglect, abuse or degradation". This section continues to emphasize the regulations that parents need to be adhere to, in the process of child rearing. In some cases, parents' other roles and responsibilities, may affect their parenting, significantly, implying that their own external concerns and problems, faced on a daily basis, may affect their parenting (Petterson et al., 2016). In such cases, providing the capacity for positive parenting skills is vital, and could include, educating the parents on various issues, for example, the difference between discipline and abuse, which could affect the parents, as well as the functioning of the child, negatively. A child, who may be presenting with behavioural problems, may be included in the prevention and early-intervention programmes, as mentioned in Children's Act (Republic of South Africa [RSA], Act No. 38 of 2005, section 144). This act advocates that psychological, rehabilitation and therapeutic programmes be provided, to remedy such behavioural problems in children.

The Constitution of South Africa (RSA, 1996) clearly outlines in the Bill of Rights, section 28 (2) that "A child's best interests are of paramount importance in every matter concerning the child". Therefore, helping the secondary person, the parent, is one way of helping the primary person, the child. In addition, the South African Constitution stipulates the following

minimum standards in Section 28(1), "every child has the right… (b) to family care or parental care or to appropriate alternative care when removed from the family environment, and (c) to basic nutrition, shelter, basic health care services and social services". Concerning child protection, the World Health Organization, recommends that programmes of prevention, at primary level, are the most effective in dealing with child protection needs (Shulruf et al., 2009).

Family preservation, as clearly mapped out in chapter 8 of the Children's Act (RSA, 2005), falls under the banner of prevention and early-intervention, which seeks to capacitate the parent with skills, thereby creating a safe and healthy environment for the child. Additionally, it is crucial that, as the child receives the intervention, the parent also receives support. As per The Children's Act (RSA, 2005, section 144 [1]), " … (b) developing appropriate parenting skills and the capacity of parents and caregivers to safeguard the well-being and best interests of their children, includes the promotion of positive, non-violent forms of discipline; … (d) promoting appropriate interpersonal relationships within the family; … (f) preventing the neglect, exploitation, abuse, or inadequate supervision of children and preventing other failures in the family environment to meet children's needs". Solid universal evidence indicates that, beyond cultural and socio-economic characteristics, when parents engage in a more supportive and less controlling approach in parenting, this may have a positive impact, even on the child's education (Herrero, Hall, Cluver, & Meinck, 2018). Therefore, it is clear that capacity building for parents is crucial to the well-being of children. When parents and caregivers are clear about what the Children's Act prescribes, in terms of parenting strategies, positive parenting would be inevitable, with a safe and caring environment ensured for the children involved.

Section 144 (2) of the Children's Act refers to the positive outcomes that could be achieved by early-intervention, specifically, the capacitation of parents: "…(a) assisting families to obtain the basic necessities of life; (b) empowering families to obtain such necessities for themselves; (c) providing families with information to enable them to access services;…" The overall purpose of equipping parents with positive parenting skills is to adhere to the Children's Act's stipulation in section 144 (3): "Prevention and early-intervention programmes must involve and promote the participation of families, parents, caregivers and children in identifying and seeking solutions to their problems". Educating and equipping

parents with the necessary skills, implies that relevant steps would have been taken to improve child protection.

However, communication between parent and child could often be daunting, as both parties may envisage that their opinions are not valued by the other (Hoffman 2015). Therefore, capacitating parents with skills to handle such a predicament would result in a better home environment. Jongsma and Knapp (2007) alluded to this by highlighting that interventions are presented to reinforce the parents' role of guiding the child's development in social skills advancement, individual responsibility, self-esteem, self-control, academic achievement, and instruction for future independence. As mentioned previously, the South African Constitution (RSA, 1996, section 28 [2]), states that it is in the best interest of the child to equip the parent with skills to fulfil their role. This concurs with "preserving a child's family structure", as stated in the Children's Act (RSA, 2005, section 144 (1) [a]). Consequently, it is evident that the importance of parenting skills training programmes have been established, and understanding the impact of these programmes is imperative.

1.3. Problem statement

The task of raising children is essential and serious; however, often the task of parenting is performed without training, or guidance, which creates a greater challenge (Hosseini et al., 2013). When parenting, time is of the essence; consequently, *trial and error* does not always guarantee a desirable result (Petterson et al., 2016). These are contributing factors to some of the family breakdowns that are experienced in the field of social work, or any other helping profession. Many family problems are particularly severe, placing children in need of care and protection, according to the Children's Act (RSA, 2005), often resulting in the removal of the children from their parents. In certain circumstances, it is evident that, if the parents had been capacitated timeously, the family unit might have been preserved. Therefore, in this current study, the researcher aims to assess the effectiveness of the existing parenting programme, as well as the ability of the parents to apply the new knowledge and skill in their own households. The researcher anticipates that the outcomes of this current study would be used as a tool to raise awareness of parents' needs, as well as assist in the development of appropriate programmes, to improve the quality of parenting, thereby preserving the family unit, and preventing family breakdowns.

1.4. Theoretical Framework

This current study is grounded on the ecological framework of Bronfenbrenner, which focuses on the child's growth and development, in relation to his/her environment (Bronfenbrenner, 1979). According to by Bronfenbrenner (1979), the structure of the environment that influences the child's development, comprises the micro-, meso-, exo-, macro-, and chronosystems.

- *The microsystem* is the level that is closest to the child and consists of structures with which the child has direct contact.

- *The mesosystem* is the part of the environmental structure, in which there is a connection between all the parts of the microsystem, specifically, as they work together for the sake of the child.

- *The exosystem* comprises other structures, such as people and places, which the child does not interact with directly; however, they still affect the child, for example, parents' workplaces, extended family members, and the neighbourhood.

- *The macrosystem* comprises the outermost set of elements in the child's environment for example, freedom, provided by the national government, cultural values, the economy, and wars.

- *The chronosystem* includes the aspect of time, as it relates to a child's surroundings. The features of this system could be either external (for example, when parents die), or internal, such as the physiological changes that transpire as the child advances in years.

A detailed discussion of the ecological framework follows in section 2.5 of Chapter 2.

1.5. Significance of the study

Training programmes that provide positive parenting skills in African communities have been identified as a key component to influence parenting, in order to improve stability for children. However, the knowledge and skills gained in these workshops and training may not necessarily translate into practice, for various reasons. Understanding these reasons could assist programme designers to design authentic programmes, and provide relevant, practical applications. Therefore, understanding and assessing the impact of these programmes needs to be explored. The findings of this current study could be used to raise awareness of the

needs of parents, and assist in the development of appropriate programmes that could improve the quality of parenting, and consequently, assist in preserving the family unit.

1.6. Aim of the study

The aim of the study is to explore and describe the experiences of parents and caregivers, while implementing the knowledge and skills obtained from a prevention and early-intervention programme that promotes positive parenting skills.

1.7. Objectives of the study

- To explore and describe the views of parents, who participated in a prevention and early-intervention training programme about parenting;

- To describe the barriers and enablers associated with the implementation of the knowledge and skills obtained from the prevention and early-intervention training programme.

1.8. Research questions

- What are the views of parents, who had participated in the prevention and early-intervention programme about parenting?

- What are the experiences of parents regarding the implementation of the skills and knowledge acquired from the programme?

1.9. Research setting

The study was conducted at an organisation, named Umthombo Wobomi, located in the Langa and Gugulethu Townships of the Western Cape Province, in South Africa. It offers parenting support to the community through Positive Parenting Skills workshops. Umthombo Wobomi has collaborated with the Project Play Ground programme, which offers extra curricula support, life skills, and extra mural activities to the children in the community, to offer positive parenting skills workshops to the parents of the children, who are part of the Project Play Ground programme.

1.10. Research design

An explorative and descriptive design was followed to explore and describe the experiences of parents, who had participated in positive parenting skills training, as well as how they were implementing the knowledge and skills acquired through the training.

1.11. Research methodology

In this current study, a qualitative approach was employed to explore the participants' perceptions of their experiences, after participating in the prevention and early intervention parenting skills training programme, as well as how they were implementing the knowledge and skills they had acquired.

1.12. Definitions of terms

- **Parenting:** "Parenting is a job whose primary object of attention and action is the child-children do not and cannot grow up as solitary individuals-but parenting is also a status in the life course with consequences for parents themselves" (Luster & Okagaki, 2005, p. iv).

- **Family preservation:** This term was coined in the 1980s, and refers to the process of providing support, by capacitating and strengthening troubled families through the rendition of certain services and programmes, thereby limiting the removal of children from their families (Republic of South Africa [RSA], Department of Social Development (DSD), 2010).

- **Prevention and early-intervention** is "the empowerment and support programmes aimed at preventing the need for the families and their members to receive intensive services from professionals; early-intervention services delivered at this level make use of developmental and therapeutic programmes to ensure that families at risk are kept together as far as possible and are prevented from entering and receiving services at statutory level" (Republic of South Africa [RSA], Department of Social Development (DSD), 2013, p. 38).

- **Parenting skills education:** Parenting skills education is an intervention programme that is founded on social learning theory. The main objective of parenting skills education is preventing behavioural, emotional and developmental challenges in

children, by enhancing parents' knowledge, skills and self-confidence ((Hosseini et al., 2013).

- **Parental views** are the opinions, beliefs, ideas, or a ways of thinking about children and the role of parenting (Forrester et al., 2014)**.**

- **Children's Act:** Legislation that exists to provide validity to particular rights of children, as contained in the Constitution, and sets out principles regarding the care and protection of children (RSA, 2005).

1.13. Thesis Layout

This current thesis consists of five chapters. Every chapter comprises various attributes of the main theme.

Chapter One contains the introduction, background, rationale, problem statement and the theoretical framework. In addition, the researcher presents the significance, aim, and objectives of the study, as well as the research questions, setting, design, and methodology. The chapter is concluded with the definitions of terms and the thesis layout.

Chapter Two is focussed on reviewing literature relating to the topic. This chapter comprises numerous aspects of the thesis, such as a global perception on parenting and parenting strategies, the continental view on parenting and parenting programmes, the local view on parenting and parenting programmes, as well as the purpose of prevention and early-interventions programmes in South Africa. In addition the ecological framework is discussed in detail

Chapter Three comprises the methodology used in this current study. The researcher describes the methods used for sampling, data collection, and data analysis, as well as the ethical considerations adhered to in the study process.

Chapter Four contains the results of the data analysis, during which the transcribed data from the focus group discussions and individual interviews were collated into various themes and sub-themes, which are interpreted and discussed.

Chapter Five includes the summary and limitations of the study, as well as recommendations for future research, and the conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The literature review, presented in this chapter, is focused on parenting and the incorporation of positive parenting skills in child rearing. This is complemented by a description of positive parenting skills and its effectiveness in the global, continental, and local context. In addition, the theoretical framework, utilised in this current study, is discussed in detail. This information serves as a background for the qualitative data obtained later in the study.

2.2. Global context on parenting and parenting strategies

The family system is described as the original setting in which an individual is integrated into social life, as well as a source of support, both emotionally and materially (RSA, DSD, 2013, p. 38). Raising children is a critical task, which is often engaged without training, or guidance, making the task a greater challenge (Hosseini et al., 2013). As stated previously, when parenting, trial and error does not guarantee a desirable result (Petterson et al., 2016). Positive parenting is described as method to child rearing that nurtures a parent-child relationship established on mutual respect, enabling the child to develop full potential and the ability to negotiate differing interests in a constructive and nonviolent manner (Seay et.al., 2014). Negative parenting practices have been revealed as one of the most common catalysts of misconduct in children (Hukkelberg, Tømmerås, & Ogden, 2019). Children, who present with excessive behaviour misconduct, are likely to experience inadequate social functioning, which might hold dire consequences for the child concerned, namely, poor health, social exclusion, school dropout, psychopathy, and criminal behaviour (Hukkelberg et al., 2019). One of the most relevant perspectives in the study of relationships between parents and children is the importance of effective parenting skills (Ajilchi & Kargar, 2013). Parenting management programmes have been used, extensively, with parents whose children present with behaviour challenges, and have proved to be an effective intervention (Andrade, Browne, & Naber, 2015).

Evidently, physical punishment is a form of discipline that is commonly practised by parents in the USA, and frequently, parents who engage in this type of discipline, are often physically abusive towards their children, unlike parents, who do not engage in physical punishment (Rodriguez & Wittig, 2019). Additionally, parental physical punishment also serves as an antagonistic childhood experience, which compromises long-term mental health. One way of curbing the negative effects, is to prioritise the identification of risk factors (Rodriguez & Wittig, 2019). Parenting management programmes assist parents, when they are faced with a situation that requires discipline, enabling them to assess the situation in an accurate manner, assimilate applicable information, as well as discipline alternatives, and monitor the delivery of physical discipline (Rodriguez & Wittig, 2019). Some crucial elements for healthy child development are parental sensitivity, and responsiveness (Hukkelberg et al., 2019).

Although parenting management programmes are effective for many parents, it is important to explore why some parents express interest and participate, while others do not. Programmes aimed at encouraging participation, should be developed for the benefit of the parents, who do not express an interest (Andrade et al., 2015). It is theorized that parents with inadequate knowledge of parenting skills are more eager, and likely, to participate in parenting management programmes. This could be due to the awareness of their limited parenting skills, as well as the realisation that they need assistance, as opposed to the parents, who possess more skills in parenting, and whose children have fewer behaviour challenges (Andrade et al., 2015). In a study conducted with mothers and their female children, in the fourth and fifth grades in Tehran, the results revealed that parenting skills training reduced the stress of mothers, as well as their children's depression level, due to their adoption of the authoritative style of parenting (Ajilchi & Kargar, 2013). However, although parenting training interventions for children with emotional and behavioural challenges are generally effective; parents tend not to report noteworthy clinical improvements in children, following parental skills training (Ludmer, Salsbury, Suarez, & Andrade, 2017).

Intervention strategies, aimed at the prevention of negative parenting behaviours, should be effected before the actual problems present (Pinquart & Teubert, 2010). Life skills programmes for parents have a positive effect on the parents' well-being, and, simultaneously, improves the life skills of their children (Petterson et al., 2016). Research reveals that, when parents employ positive parenting practices, the child's behaviour is affected, directly, as the new parenting skills positively impact on the child's behaviour,

which, in turn, offer the child the opportunity of inclusions and improved relations with educators and peers (Hukkelberg et al., 2019).

In addition, research reveals that diverse features of parenting, such as maladaptive behaviour, or an authoritarian parenting style, could lead to a parent's depression, because of their inability to deal with pressure that may result (Ajilchi & Kargar, 2013). Through research conducted in the past decade, it has been determined that certain parenting styles have initiated the emergence of cyberbullying, which is the latest form of violence among adolescents (Moreno, Martínez, & García, 2019). Cyberbullying is explained as the use of electronic, or digital, channels to bully, threaten, humiliate, or victimise another individual, repeatedly, with the intention of inflicting harm to a victim, who has no way of defending him/herself (Moreno et al., 2019). The parenting styles that are associated with the emergence of this cyberbullying phenomenon are the authoritarian style of parenting, the neglectful parenting style, and the indulgent styles of parenting (Moreno et al., 2019). When more affection is present in the parent-child relationship, an open communication exists, which could, in turn, influence the child's behaviour in the virtual world, and reduce their chances of involvement in cyberbullying (Moreno et al., 2019). However, where a low level of affection is present, characterised by negative interaction in the family, the likelihood exists that a child will become involved in cyberbullying in the virtual world, using offensive language and angry outbursts (Moreno et al., 2019). The researcher is of the opinion that, when parents are equipped, or engaged in intentional positivity in their interaction with their children, it does not only affect the child's daily functioning on a physical level, but also who they become, even on social media platforms.

Research reveals that parenting skills, together with the development and well-being of children, are closely connected with parental well-being (Petterson et al., 2016). The eagerness of parents to participate in parenting skills training programmes would be determined by their current experiences with children, who may be presenting with behavioural challenges. However, parents, who view themselves as skilled in parenting, or parents whose children present far less behavioural challenges, might be less likely to participate (Andrade et al., 2015). At the core of these interventions, is the emphasis on improving positive and effective parenting, while lessening strong-arm practices, replicated in negative reciprocity, and negative reinforcement (Hukkelberg et al., 2019).

In a study, conducted in Toronto, Canada, at a children's mental health clinic, on the readiness of parents for treatment related to child disruptive behaviour, as well as their participation in treatment, the parents who were eager to participate in parenting treatment, presented with high levels of inconsistent discipline and poor supervision (Andrade et al., 2015). Similarly, in a pilot study, conducted in the Netherlands, on strengthening parenthood by developing a life skills questionnaire for Dutch parents, it was implicated that, providing support to parents, through sufficient development of their life skills, could yield positive results, namely, strengthening their parenthood, and, in turn, strengthening the whole family unit (Petterson et al., 2016). According to Hukkelberg et al. (2019), in these skills training programmes, parents are taught the most crucial parenting skills, including well-defined directions, skill encouragement, problem solving, and effective discipline. In their study, conducted in Norway, the findings confirmed the effectiveness of parenting skills training, as a means of remedying a child's behaviour, while another default benefit was the social competency of the child (Hukkelberg et al., 2019). Unstable or deficient social skills are often reported regarding students, who engage in bullying behaviour (Elliott, Hwang, Wang, & States, 2019).

Individuals with the ability to develop positive coping strategies, and engage in healthy behavioural solutions, are regarded to be utilising "positive deviant behaviour" (Fleckman et al., 2018, p. 280). The positive deviance approach is described as a communal and behavioural change method, which explores the distinctiveness and conduct of individuals, who respond in a positive and constructive manner to adverse life situations, in relation to their peers (Fleckman et al., 2018). In this current study, the researcher seeks to investigate and gather evidence to support the claim that, even in the South African context, if support could be offered to parents, in terms of developing their life skills, it could affect their parenting positively, as well as relationship building with their children. The developed skill of self-awareness assists parents to understand their own behaviour, and the way in which they react to various situations, which could help them to control their way of parenting, intentionally (Petterson et al., 2016). Research conducted with expecting and new parents on the effects of parenting education revealed that an intervention, commenced after birth, is beneficial for the reduction of parental stress, and promotes child development, as well as positive parenting (Pinquart & Teubert, 2010).

In this current study, the researcher seeks to motivate that, in the African context, parenting strategies and interventions should be offered to parents, prior to a risk of child maltreatment, which would preserve the family and create a safe and caring environment for children, as prescribed by the Children's Act (RSA, 2005). In addition, research reveals that poor parenting could have negative effects on a child's well-being, from early childhood development, during adolescence, and throughout the child's life (Boothby et al., 2017). Physical abuse and harsh parenting practices that some parents engage in, could be prevented by the promotion of positive parenting skills and strategies (Fleckman et al., 2018).

2.3. The continental view on parenting and parenting programmes

Parenting strategies comprise of two dimensions, demandingness and responsiveness (Spera, 2005). The first dimension is explained as the degree to which parents display control, their demand for maturity and how they supervise their children; on the other hand, responsiveness denotes to the degree to which parents display affection and warmth, being accepting and involved in their children's lives (Spera, 2005). When both the dimensions of parenting strategies are combined, there are four parenting styles that emerge namely; authoritative parenting, authoritarian parenting, permissive parenting and uninvolved parenting (Kopko, 2007). Research indicates that culture influences parenting practices (Nwosu et.al., 2016). In the Nigerian context the most prevalent parenting style is that of the expectation of compliance and obedience to the authority of the parents by the children, due to the fact that the Nigerian culture is deemed patriarchal and follows a hierarchy of the parents in authority and the expectation for children to simply obey parents (Nwosu et.al., 2016). In another study carried out in Negeria to determine the influence of religiosity and authoritarian parenting style revealed that young adults were less likely to engage in cohabitation as a result of coming from a home where religion and authoritative parents (Toyjn, 2017).

In a study, conducted in Uganda, 7 basic themes that addressed the concept of parenting practices, namely, *investing in children's future*, *protection*, *care*, *enterprising or work ethic*, *relationship with neighbours*, *intimate partner relationship*, and *child rearing*, were investigated (Boothby et al., 2017). Many parents rated the theme of *investing in children's future*, as the most important feature in positive parenting. As this research was conducted with parents and children, the parent and child respondents stressed that education was one of the most important factors to invest in (Boothby et al., 2017). While education is considered an important factor in positive parenting, establishing a rapport with children and communicating with them, is equally important, especially with sexuality issues. How the

Uganda parents rated themselves related to the authoritative style of parenting which focus of harnessing the independence of children while ensuring that limits are maintained and behaviour is controlled with an overall goal or rearing socially competent and autonomous children (Kopko, 2007).

In Kenya, a study was conducted on parent-child communication about sexuality, in which the findings revealed that 38% of the parents assumed the misconception that discussing sexuality with children, encouraged them to participate in sexual activities (Bastien, Kajula, & Muhwezi, 2011). According to these authors, positive parenting workshops exist to address issues that are considered taboo in conservative communities (Bastien et al., 2011). These issues are more pronounced in African communities; therefore, the training programmes advocated in this current study could minimize unnecessary parent-child conflict, and thereby, preserve families. However, parents' failure to communicate with their children cannot be attributed only to certain issues being taboo for discussion, as studies reveal that, often, parents do not possess adequate knowledge about sexuality and reproductive health, which, in turn, creates a communication barrier between them (Bastien et al., 2011). Receiving positive parental training and parenting strategies could help to provide support to parents, to avoid any form of a family breakdown, even in families where no risk has been detected. Positive parenting encourages discipline that is void of any violence, especially the use of physical punishment, and psychological mistreatment, such as suppression of emotional support, or the act of isolating the child (Fleckman et al., 2018).

The findings of a study, conducted in Ghana, revealed that children preferred to discuss issues of sexuality with their peers, instead of their parents, due to the fear of punishment that they might be subjected to, because of the topic. Further analysis suggested that, when children are afraid of speaking to their parents about sexuality, any form of sexual violation, which may have occurred, could go unreported as a result (Bastien et al., 2011). Therefore, it is crucial that parents have pragmatic expectations of their children, in accordance with developmentally appropriate norms (Fleckman et al., 2018). Based on the above discussion, it appears to be crucial that support and training be offered to parents, as a means of ensuring the well-being of children.

2.4. The local (South African) view on parenting and parenting strategies

In the South African context, where poverty and the HIV/AIDS pandemic are prevalent, positive parenting could be the possible buffer against the impact of the child mental health pandemic (Lachman, Cluver, Boyes, Kuo, & Casale, 2014). However, it is important to note that additional pertinent evidence is required to assess whether parenting behaviour has a relationship with HIV/AIDS (Lachman et al., 2014). It is vital that parents learn about parenting strategies, and the importance of consistency, which will affect their parenting positively. Inconsistency in child rearing could cause children to present with maladaptive behaviour, which could produce negatives outcomes when they become adolescents and adults (Lachman et al., 2016). The focus of positive parenting strategies is to ensure that a safe learning environment is provided for children, thereby allowing them to learn and cultivate new skills, while the parent takes on a teaching role of guiding them, as they develop their problem solving skills (Fleckman et al., 2018).

Research reveals that the prevalence of violence against children in South Africa is at a high level, as it is in other sub-Sahara African countries (Herrero et al., 2018). A recent survey revealed that adolescents, between the ages of 15-18 years, had experienced abuse, with physical abuse being at an average of 35% (Herrero et al., 2018; Lachman et al., 2016), neglect at 21%, emotional abuse at 16%, and witnessing domestic violence in their lifetime, at 23% (Herrero et al., 2018). Positive parenting skills, offered as a preventative measure among low income families, could reduce the percentages of abuse, and insure that the well-being of poor and vulnerable children are safeguarded, with the aim of preserving the family.

As stated in the South African Constitution (RSA, 1996), and the Children's Act (RSA, 2005), the well-being of the child is paramount, and family preservation is encouraged to the highest degree. In addition, the objectives, outlined in the White Paper on Families (RSA, DSD, 2013), support and explain the results that could be attained through the strengthening of families. The first objective, as explained in the White Paper on Families (RSA, DSD, 2013), is to improve the socialising, caring, nurturing and supporting skills of families, in order to achieve the effective contribution into the complete development of the country, by every member of the family. Another objective of The White Paper on Families (RSA, DSD, 2013) is to expand the capabilities of families, to develop social interactions that significantly contributes towards a sense of community, social solidity, and national harmony. It is important that parent support be made available to all parents of children at risk (at risk either of being in an abusive home, or because of behaviour challenges influenced by their

environment), as a preventative measure to equip parents with strategies, which ultimately results in effective parenting. The White Paper on Families (RSA, DSD, 2013) states that the stability of a family is centred on responsible parenting. It continue to state that, in the event of a breakdown in parenting, ways to strengthen that area should be sought. The life skills questionnaire is a tool that could be used in social work practice to assess the level of strength, or weakness, of the parents' life skills (Petterson et al, 2016). According to (Rodriguez & Wittig, 2019), a vast majority of recently conducted studies, inevitably concentrate on mothers, and fathers are often neglected, although there are repeated demands to assess both the mothers' and fathers' parenting patterns. Frequently, even large studies only include a small percentage of fathers in the research (Rodriguez & Wittig, 2019).

According to 28 (1) (b) of the South African Constitution (RSA, 1996), every child has the right to family care/parental care, or appropriate alternative care, when removed from the family environment. This section of the Constitution alludes to the fact that children, indeed, need proper care in their family environment, implying that, when the quality of care is compromised alternative arrangements should be made, to remove them from their families, and placed elsewhere. However, when parents are equipped with the proper knowledge and skills needed for child rearing, such removals could be minimized, or avoided. Section 28(1) (d) of the South African Constitution (RSA, 1996) also states, "Every child has the right – (d) to be protected from maltreatment, neglect, abuse or degradation; ..." This section continues to emphasize the regulations that need to be adhered to by parents in the process of child rearing. In such cases, having the capacity to provide positive parenting skills is vital, which would include, educating the parents on various issues, such as the difference between discipline and abuse that could negatively affect the parent, as well as the functioning of the child. A child, who presents with behavioural problems, may be included in prevention and early-intervention programmes, as mentioned in section 144 of the Children's Act (RSA, 2005). The Act advocates that psychological, rehabilitation, and therapeutic programmes be provided, to remedy such behavioural problems in children. The Constitution of South Africa (RSA, 1996) clearly outlines, in the Bill of Rights, section 28 (2) that, "A child's best interests are of paramount importance in every matter concerning the child". Helping the secondary person, who is the parent, is one way of helping the primary person, namely, the child. In addition, the South African Constitution (RSA, 1996) sets out minimum standards in Section 28(1) that "every child has the right - (b) to family care or parental care, or to appropriate alternative care when removed from the family environment; (c) to basic

nutrition, shelter, basic health care services and social services; ... ". Regarding child protection, the World Health Organization [WHO], recommends that programmes of prevention, at primary level, are most effective in dealing with child protection needs (Shulruf et al., 2009).

Family preservation, as clearly outlined in Chapter 8 of the Children's Act (RSA, 2005), falls under the banner of prevention and early-intervention, which seeks to capacitate the parent with skills, thereby creating a safe and healthy environment for the child. Additionally, it is crucial that as the child receives the intervention, and the parent, the support. According to section 144 (1) (c) of the Children's Act (RSA, 2005), "... (b) developing appropriate parenting skills and the capacity of parents and caregivers to safeguard the well-being and best interests of their children, includes the promotion of positive, non-violent forms of discipline; ... (d) promoting appropriate interpersonal relationships within the family; ... (f) preventing the neglect, exploitation, abuse or inadequate supervision of children and preventing other failures in the family environment to meet children's needs; ...". Reliable universal evidence reveals that, beyond cultural and socio-economic characteristics, when parents adopt a supportive and less controlling parenting approach, they influence their children positively, including their education (Herrero et al., 2018). Section 144 (2) of the Children's Act (RSA, 2005) refers to the positive outcomes that could be achieved by early-intervention, specifically, capacitating parents, as "... (b) empowering families to obtain such necessities for themselves, (c) providing families with information to enable them to access services; ...". The overall purpose of equipping parents with positive parenting skills is to adhere to section 144 (3) of the Children's Act (RSA, 2005), which states, "Prevention and early-intervention programmes must involve and promote the participation of families, parents, caregivers and children in identifying and seeking solutions to their problems". Therefore, endeavouring to equip and educate the parents implies that necessary steps have been taken to improve child protection.

Communication between a parent and a child can often be daunting, as both parties may feel as if their opinions are not valued by the other (Hoffman, 2015). Therefore, capacitating parents with skills to handle such a predicament could result in a better home environment. Jongsma and Knapp (2007) allude to this by highlighting that interventions are recommended to reinforce the parents' role of guiding the child's development in social skills advancement, individual responsibility, self-esteem, self-control, academic achievement, and instruction for

future independence. As quoted previously from section 28 (2) of the South African Constitution (RSA, 1996), it is in the best interest of the child to equip the parent with skills for their role as a parent. This refers to the emphasis of "preserving a child's family structure", as stated in the Children's Act (RSA, 2005). The framework for social welfare (Republic of South Africa [RSA], Department of Social Development (DSD), 2011) stipulates that protection services aim to safeguard the well-being of individuals and families. Therefore, it is evident that the importance of parenting skills training programmes has been established, and understanding the impact of these programmes is imperative.

2.4.1. Purpose of prevention and early-interventions programmes in South Africa

According to the Children's Act (RSA, 2005), section 144, prevention and early-intervention programmes must focus on:

a) preserving a child's family structure;

b) developing appropriate parenting skills, and the capacity of parents and caregivers to safeguard the well-being and best interests of their children, including the promotion of positive, non-violent forms of discipline;

c) developing appropriate parenting skills and the capacity of the parents and caregivers to safeguard the well-being and best interests of children with disabilities and chronic illnesses;

d) promoting appropriate interpersonal relationships within the family;

e) providing psychological, rehabilitation, and therapeutic programmes for children;

f) preventing the neglect, exploitation, abuse, or inadequate supervision of children, and preventing other failures in the family environment to meet children's needs; and

g) preventing the reoccurrence of problems in the family environment that may harm children, or adversely affect their development.

2.5. Ecological framework

This current study is based on the ecological framework of Bronfenbrenner, which focuses on the child's growth and development, in relation to his/her environment (Bronfenbrenner,

1979). As mentioned in Chapter 1, the structure of the environment that Bronfenbrenner refers to, which influences children's' development comprises the microsystem, the mesosystem, the exosystem, the macrosystem and chronosystem.

2.5.1. The microsystem

The microsystem is the first level that involves the immediate environment with which children/adolescents interact closely (Berk, 2000). This immediate environment includes the home, the friends' homes, the neighbourhood, classroom, playground, and recreational centres (Periss, Blasi, & Bjorklund, 2012; Onwuegbuzie, Collins, & Frels, 2013). In this current study, the immediate relationships of the children are with their parents and their home environment. Consequently, family functioning is of utmost importance, to ensure that children are raised in a safe and caring environment, and their needs are met. Research postulates that it is natural for the family to surface in the process of studying the development aspects of any individual, regardless of his/her age. It is invaluable for researchers to examine an individual's microsystem and relationships, to provide a description in his/her own model (Härkönen, 2007). The role of positive parenting in crucial in the development of the child in his/her environment to ensure that social competency of the child is developed in harmony with the immediate environment.

2.5.2. The mesosystem

Even though the family is the prime environment for human development, it is one of many contexts, in which the process of development can and do occur (Bronfenbrenner, 1986). The mesosystem includes the interrelations between the most important settings that surround the developing child, at a particular point in his/her life (Bronfenbrenner, 1977). In this part of the environmental structure, there is a connection between all the parts of the microsystem, implying that they work together for the well-being of the child (Bronfenbrenner, 1979). An example of the mesosystem is the connection between the child's parents and the child's teacher, church, as well as neighbourhood. The mesosystem is one of the main systems, on which this current study is focused. According to the Children's Act (RSA, 2005), the needs of the child are of paramount importance; however, it is also important to equip parents with parenting skills training, which would assist the parent to coexist with the other structures in the child's immediate environment.

2.5.3. The exosystem

This level broadens the mesosystem to include other distinctive formal and informal social structures, which do not contain the developing person, but encompass the immediate settings, in which that person is found (Bronfenbrenner, 1977). The exosystem comprises other structures, such as people and places that the child does not interact with, directly; however, they still affect the child, for example, parents' workplaces, extended family members, and the neighbourhood (Bronfenbrenner, 1979). Parents participating in parenting skills training is a system that the child does not interact with, directly; however, it still affects the child. When parents receive proper parenting support, the child is affected, as the child becomes the beneficiary of all the newly learnt skills and knowledge.

2.5.4. The macrosystem

The macrosystem refers to key institutional systems, such as the economic, social, educational, legal, and political systems, of which micro-, meso-, and exo- systems are the actual representation (Bronfenbrenner, 1977). The macrosystem could be considered a blueprint in society for a certain culture, subculture, or other broader social context (Härkönen, 2007). Macrosystems are developed on a temporary basis, which implies that macrosystems evolve over time (Bronfenbrenner, 1979). The macrosystem is important, especially when determining how the child and his/her parent are being treated, as well as how the child and parent interact with each other in atypical settings (Bronfenbrenner, 1977). When the parenting functions' structure is affected, rendering parents unable to carry out their responsibility towards their children, within the context, the child's microsystem is similarly affected (Paquette & Ryan, 1992).

2.5.5. The chronosystem

This structure includes the aspect of time as it relates to a child's surroundings. Features inside this system could be either external, such as the time of parents' death, or internal such as the physiological changes that transpire with the child's advancing years (Bronfenbrenner, 1979). The simplest method of the chronosystem centres on a life transition. The relevance of these life transitions for the current analysis, however, rests in the reality that they can also influence development indirectly, by having an effect on family processes (Bronfenbrenner, 1986). An important feature of parenting

skills training is learning about the development of the child, as parents learn about the different stages of their children's development, as well as the factors that contribute toward their personality development.
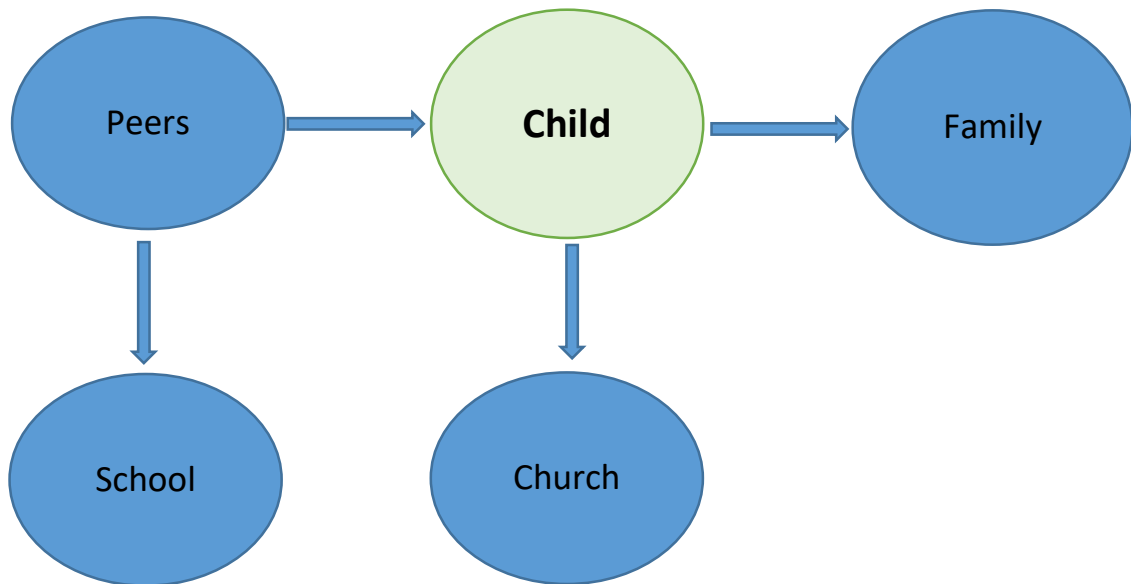
Figure 2.1: Eco Map diagram

2.6. Conclusion

In this chapter, the researcher examined and presented literature about parenting and parenting programmes, as well as their feasibility. The researcher presented a description of positive parenting skills and its effectiveness in the global, continental, and local context. In addition, the theoretical framework, used in this current study, was outlined. The focus of the next chapter, Chapter 3, is the methodology of the study.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter comprises the research methodology of this current study. In addition, the research setting, research design, population, sampling, data-collection and analysis procedures are presented, as well as the ethics considerations of the research.

3.2. Research setting

The study was conducted at an organisation called Umthombo Wobomi. The organisation is located in the Langa and Gugulethu Township, Western Cape that offers parenting support to the community by means of offering Positive Parenting Skills workshops. Positive Parenting workshops are offered to parents to capacitate them with knowledge and skills that will lead to a strong parent-child relationships. The workshops run over a six week period once a week where topics such as *building a relationship with your child*, *listening to the child's feelings*, *effective discipline, life skills for parents* etc. Umthombo Wobomi has partnered with Project Play Ground that exists to offer extra curricula support, life skills and extra mural activities to the children in the community, to offer positive parenting skills workshops to the parents of the children who are part of Project Play Ground. However, after the workshops were conducted, the researcher realised that no way of assessing, or evaluating, the effectiveness of the positive parenting skills workshops, existed, or whether the parents were able to use the new skills in their homes, with their children. This motivated the researcher to explore the possibility of implementing some form of assessment protocol.

3.3. Research approach

In this current study, the researcher employed a qualitative approach. Qualitative research involves non-statistical methods of researching the cultural and social ways of the population under scrutiny (De Vos, Strydom, Fouche, & Delport, 2005). Qualitative researchers are more inclined to conduct data collection in the setting where their research population are faced with the research problem (De Vos, Strydom, Fouche, & Delport, 2011). According to Creswell (2009), qualitative researchers are more inclined to conduct data collection in the

domain where the research population experienced the issue/problem that is being studied. The reasons for the selection a qualitative approach are as follows:

- Qualitative research allows the researcher to tap into the deeper meanings of unique human experiences, and to generate observations that are much richer, theoretically, and which cannot be reduced to numbers easily (Rubin & Babbie, 2007).

- Qualitative research allows the researcher to unearth additional issues that are discovered, and become clearer, in the fieldwork stage (Dahlberg & McCaig, 2010).

- In qualitative research, the researcher is not restricted to adhere to pre-determined resolute questions of assumptions, as they have the liberty to pursue other spheres of interest that emerge (Dahlberg & McCaig, 2010).

- Scholars indicate that a norm to commence with qualitative research studies is to have a more flexible plan, which permits the research processes to develop and change as more observations are collected (Rubin & Babbie, 2007).

- This assists the researcher to practice in a more flexible fashion, instead of using fixed steps, thereby capturing the uniqueness of every interview, by using a variety of unique questions to facilitate the process (Fouche & Delport, 2002).

In this current study, the researcher explored the participants' perceptions of their experiences, after participating in the prevention and early-intervention parenting skills programme, as well as how they were implementing the knowledge and skills they had acquired.

3.4. Research design

A research design is the basis that, strategically, serves to link the research question and execution of the research (Terre Blache, Durrheim, & Painter, 2006). Kumar (2014) asserts that a research design is a road map, which a researcher resolves to follow during the research, in a quest to discover answers to the research questions. An explorative and descriptive design was followed, to explore and describe the experiences of parents, who had participated in positive parenting skills training, as well as how they were implementing the knowledge and skills gained from the training. An explorative design is conducted, to gain a clearer perspective of a situation, or because insufficient knowledge, or inadequate literature, is existent, concerning a phenomenon under scrutiny (Babbie, 1995; Neuman, 2000; De Vos et al., 2011). The need for a study of this nature was identified, due to a lack of knowledge

concerning the selected topic, in the South African context. A descriptive research design is described as a depiction of the specific details of a circumstance, social framework, or relationship, and focuses on "how" and "why" questions (De Vos et al., 2011). The researcher explored the experiences of parents, who had participated in positive parenting skills training, which forms part of prevention and early-intervention, aimed at describing these experiences. At the core of qualitative descriptions is the provision of rich detail about the environments, interactions, meanings, and everyday lives of the participants, to convey their personal experiences, as opposed to merely generalising, concerning a larger population (Rubin & Babbie, 2007).

3.5. Research methodology

3.5.1. Population

A population is the totality of persons, events, organization units, case records, or other sampling units with which the research problem is involved (De Vos et al., 2011). The population for this current study were the parents of children, at risk in Cape Town townships in the Western Cape, namely, Langa, Gugulethu, and Philippi, who have gone through the prevention and early-intervention programme. At the time of this current study, approximately 100 people had participated in the programme.

3.5.2. Sampling

A sample comprises elements of, or is a subset of, the population considered for actual inclusion in the study (Unrau, Gabor, & Grinnell, 2007, p. 279). According to Barker (2003), a sample is a small portion of the total set of objects, events, or persons, which forms a representative of the whole population. Sampling seeks to address the following questions: "Who, or what is included in the study?" and "Where is the data or content collected from?"

Purposive sampling was used to select participants for this current study. Purposive sampling is founded on the principle that, pursuing the best cases for the study, produces the best data, while the results of that study are affected by the cases that were sampled (Leavy, 2017). It is of utmost importance that a researcher thinks critically about the parameters of the population, before engaging in sample selection (De Vos et al., 2011). The inclusion criteria was that the participants had to be parents of children,

who had participated in after-school-care programmes at Project Playground, in the Langa and Gugulethu areas. Green and Thorogood (2004) assert that the main reason for purposively selecting the participants is the probability that useful data could be gathered from them.

The qualitative research sample size should be large enough to collect sufficient data to describe the phenomenon adequately, as well as address the research question (Creswell, 2009). The targeted sample was 80 participants, 40 from each of the townships, namely Langa and Gugulethu. Ultimately, only 17 participants were recruited for the focus group discussions, and eight (8) for the interviews, due to time constraints, as the data collection was conducted during the festive season, which instigated a lack of response from other prospective participants.

3.6. Data collection methods

The researcher employed two data collection methods in this current study, namely, focus group discussions and individual interviews.

3.6.1. Focus group discussions

The focus group discussions method is an excellent tool, which enables the researcher to acquire pertinent information, regarding the social structure of the community, in which the participants work and live, as well as an in-depth understanding of how their opinions and knowledge were formed within that particular context (Green & Thorogood, 2004). The aim of focus group discussions is to stimulate diverse opinions and emotional processes within a group setting, in order to search for the extent of consensus about a certain theme (Van der Spuy & Pottas, 2008). The purpose of focus group discussions "is to promote self-disclosure among participants", which implies that different views will be gathered from the participants to enrich the researcher's data (De Vos et al., 2011, p. 307). Focus group discussions were beneficial to this current study, as they allowed the participants to engage with each other, regarding their experiences in implementing the skills, acquired from attending parenting workshops, as well as the practicality of applying those skills with their own children. Therefore, focus group discussions are useful in providing various perspectives on, or responses to, the phenomenon of the study.

The researcher used a semi-structured approach, guided by the research question, in the focus group discussions. In this process, the researcher becomes more of a facilitator, or moderator, than an actual interviewer (Punch, 1998; De Vos et al., 2005), and the selection criterion is that the participants have particular characteristics in common, which relate to the research question (De Vos et al., 2005). The researcher needs to be wary that the group's size is neither too small, nor too large, as both scenarios could hamper the degree, or quality of the group discussion (Kumar, 2014).

Two focus groups were conducted, comprising eight (8) and nine (9) participants, respectively. Morgan (1997, p. 2) refers to three basic uses for focus groups, the first one being a **self-contained** method, where focus groups serve as the primary source of data. In addition, focus groups could be used as a **supplementary** method, where the study depends on other primary methods of data collection. However, the researcher used the focus groups in a **multi-method** study, where two forms of qualitative data collection methods were employed, focus group discussions, as well as individual interviews.

3.6.2. Interviews

Interviews are similar to everyday conversations; however, they are focussed on the researcher's needs for data, simultaneously (Thorogood & Green, 2004). The purpose of the interviews method is to collect useful, in-depth information, related to the research. Green and Thorogood (2004) assert that interviews also differ from day-to-day conversations, as the researcher is concerned with conducting conversations in the most precise manner, as possible, to ensure the validity and trustworthiness of the data.

3.6.2.1. Unstructured interview

In this current study, the researcher engaged in unstructured interviews, as outlined in De Vos et al. (2005). The unstructured interview is commonly referred to as, having a conversation with a purpose, because it formalizes and extends the conversation (De Vos et al., 2005). The researcher prepared the main questions, and made use of probes, when the responses were inadequate, as well as to introduce follow-up questions (De Vos et al., 2005).

At the core of unstructured interviews is the desire to learn about people's experiences, as well as the sense, or meaning, which they attach to those

experiences (De Vos et al., 2011). The researcher sought to learn about the experiences of the parents, who had participated in the parenting skills workshops, as well as how they were implementing the skills with their children, and what it meant to them, currently. In an unstructured interview, the researcher is strongly advised to engage in the conversation, instead of being detached, or objective. In so doing, the researcher sends the message that s/he is willing to understand the manner in which a participant responds to a question, in the wider context (De Vos et al., 2011). Unstructured interviews are exceptionally valuable in intensive research, and delving deeper into situations, phenomena, issues, or problems (Kumar, 2014). The researcher ensured that all possible information was not lost by making use of recordings and taking field notes during interviews.

3.6.2.2. Question preparation for unstructured interview

De Vos et al. (2011, p. 349) state that the researcher needs to formulate three types of questions, before engaging with the participants. Firstly, in the **main question**, the researcher prepares a few questions that will help to guide the conversation. The researcher formulated six questions as an interview guide (Appendix G) that helped to initiate and steer the conversation, relating to parenting skills workshops. The same interview guide was used for the focus group discussions, as well as the individual interviews. Secondly, regarding the **probe**, when responses lack sufficient detail, depth, or clarity, the researcher puts out a probe to complete the response, clarify the response, or to request further examples and evidence. When a participant's response was unclear, or lacked depth, the researcher used probes to garner additional information, or clarity to the main question that was asked. Thirdly, the **follow-up questions** are used when pursuing the implications of answers to the main questions.

3.7. Data collection procedure

The researcher conducted two focus groups, one each in Langa and Gugulethu, respectively. The researcher's initial intention was to conduct 10 focus group discussions with 80 parents, 40 parents from each area. Each focus group discussion was supposed to comprise eight participants. Ultimately, the researcher only conducted two focus groups (one in each area) with eight (8) and nine (9) participants, respectively, for reasons discussed previously.

The one-on-one interviews were conducted with eight parents, who were **not included** in the focus groups. This was intentionally done to avoid bias. By the end of the eighth interview, the data collection process discontinued, as data-saturation had been reached, implying that additional participants were not required. The focus groups and interviews were conducted in the venues, used by Umthombo Wobomi to conduct their parenting workshops. The researcher distributed information sheets (Appendix D) to the prospective participants, explained the purpose of the study to them and allowed them to ask questions. Subsequently, the researcher requested that the each prospective participant sign a focus group confidentiality binding form (Appendix F). For the individual, one-to-one interviews the researcher, similarly, shared the same information sheet with the prospective participants, and requested that each sign a consent form (Appendix E)

3.8. Data analysis method

According to De Vos et al. (2011, p. 399), qualitative data analysis as the non-numerical examination and interpretation of observations, to discover underlying meaning and patterns of relationship. In this current study, the researcher used the following eight steps of Tesch (1990, p. 142) for qualitative data analyses.

- **Step 1**: "Get a sense of the whole". The researcher, carefully, read the transcripts, multiple times, to acquire a sense of the analysis to be performed.

- **Step 2:** "Pick one document". The researcher selected one interview at a time, during the transcribing process, to become familiar with the data gathered from the interviews.

- **Step 3: "**When you have completed this task for several informants, make a list of all topics". After reading the transcribed data of all the participants, the researcher compiled a list of common themes that emerged. The common themes were arranged into major or miscellaneous topics, and abbreviated as codes.

- **Step 4:** "Take this list and go back to your data". With this list of codes, the researcher returned to the data and entered the codes beside the appropriate segments of the text.

- **Step 5:** "Find the most descriptive wording for your topics and turn them into categories". The researcher endeavoured to apply the most descriptive wording to

describe the topics and converted them into categories, by combining topics that relate to each other, drawing a line between the categories that show their inter-relationship.

- **Step 6:** "Make a final decision on the abbreviation for each category and alphabetize these codes". The researcher decided on which abbreviations to use for each category, finally, and arranged the codes in alphabetical order, to avoid duplication.

- **Step 7:** "Assemble the data material belonging to each category in one place and perform a preliminary analysis". The researcher distributed the data material of each category into separate locations, and performed a preliminary analysis.

- **Step 8:** "If necessary, recode your existing data". The researcher did not have to recode the existing data; however, this was an option, if required. This organising system assisted the researcher to allocate structure to the research report.

3.9. Data verification

3.9.1. Trustworthiness

The trustworthiness of a proposed study is measured by using the following steps, namely, *credibility*, *transferability*, *dependability* and *conformability*, to assist the researcher to evaluate the worth of the study (D'Cruz & Jones, 2004).

- *Credibility* – refers to the actual interpretation and representation of the participants' views, or the truth of the data (Cope, 2014). Credibility pursues the assurance that the study measured what, essentially, was intended. In addition, credibility indicates confident the qualitative researcher is in the accuracy of the research study's findings (Shenton, 2004). Sandelowski (1986, cited in Cope (2014, p. 89) states, "A qualitative study is considered credible if the descriptions of human experience are immediately recognized by individuals that share the same experience". The researcher employed the use of multiple data sources to gain more knowledge on the topic under scrutiny. Ultimately, the researcher shared the data analysis findings with the participants the ensure accuracy of interpretation.

- *Transferability* – interrogates to whether the findings of this current study could be compared with other studies for similar results, which is achieved when the study is non-biased and authentic (Shenton, 2004). In a qualitative research

study, the results ought to have meaning to individuals, who did not form part of the study, but are able to relate the results to their own setting (Cope, 2014)

The researcher provides an accurate description of the context, as well as the process involved in collecting the data, to ensure that the study could be repeated in other contexts. The researcher interviewed diverse participants to gain a broader knowledge of the experiences of parents, who had participated in parenting skills workshops.

- *Dependability* – refers to whether similar results would be achieved in a study when it is repeated in the same context, with the same participants (Shenton, 2004; Cope, 2014). Dependability would have been achieved when another researcher agrees with the conclusion trajectories at each stage of the research process (Cope, 2014). In this current stud, the guidelines for dependability are taken from Krefting (1991, p. 221), as the researcher utilized the triangulation of data resources, as well as a dense description of the research process and methods, to ensure dependability and consistency. The researcher discussed and checked the research plan, as well as its implementation, with the study supervisor, an expert in qualitative research methodology, to enhance dependability. The researcher had to be consistent in all activities related to the study, as the research findings had to be aligned to the raw data.

- *Confirmability* – denotes the researcher's capacity to prove that the data represents the research study participants' responses, and not the researcher's viewpoints, or biases (Cope, 2014). "The researcher can demonstrate confirmability by describing how conclusions and interpretations were established, and exemplifying that the findings were derived directly from the data" (Cope, 2014, p. 89). The researcher achieved this step by providing evidence in the form of direct quotations of the participants' responses in the focus group discussions and individual interviews with the researcher.

3.10. Ethics considerations

All professions have a code of ethics that guides its activities. These ethics may have evolved over years, due to changes in philosophy, values, and needs (Kumar, 2014). According to Leavy (2017, p. 157), "A qualitative ethics statement provides a discussion of the ethical

substructure of your project, addressing your value system, ethical praxis and reflexivity". By following ethics considerations for qualitative research, the researcher conducts research that follows set guidelines and principles. Therefore, the deep-rooted problems in qualitative research could be relieved by consciousness, and the use of dependable ethical principles (Orb, Eisenhauer, & Wynaden, 2001).

The researcher submitted a request for ethics approval to the university's Humanities and Social Sciences Research Ethics Committee (HSSREC), outlining the study process. Approval was granted (Appendix A). In addition, the researcher requested, and received permission from Project Playground (Appendices B & C) to conduct research with the 80 parents, who had participated in the parenting skills training programme. Ultimately, the study was conducted in a respectful, dignified and sensitive manner, as per ethical guidelines of the HSSREC.

Ethics considerations, such as informed consent, confidentiality, anonymity, and voluntary participation were closely observed. For informed consent, a researcher undertook to inform the participants about the type of information sought from the participants, the reason/s for this information, how the participants were expected to participate in the study, as well as how their participation would affect the participant, directly or indirectly (Rossi et al., 2009; Kumar, 2014). The researcher assured the participants that confidentiality would be maintained at all times; therefore, the participants were requested to sign confidentiality-binding forms for the focus group discussions, and consent forms for the individual interviews, after being informed.

The researcher used pseudonyms for each participant, to protect their identities, and ensure anonymity. The participants were invited to participate voluntarily, and those who agreed, were assured that their participation would not affect them in any negative way. Additionally, the participants were informed that they had the right to withdraw from the study at any stage, without prejudice. The researcher also informed the participants that a database would be created, in which all information, regarding this current study, would be captured and stored on a drive, requiring login credentials that would be known only to the researcher. Subsequently, for a maximum period of 5 years, the data would be stored in safe storage, to which only the researcher would have access. At the end of the 5 years, the recorded

interviews, as well as all the electronic data would be deleted and hardcopy paper documents, shredded.

3.11. Summary

In this chapter, the researcher discusses the research process followed to conduct this current study. The research approach, the research design, the data collection methods, as well as the data analysis techniques were described and discussed. In addition, the ethics considerations adhered to were also explained. The next chapter is focused on the results and discussion of the qualitative data analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

The aim of this current study was to explore and describe the experiences and views of parents and caregivers, regarding the implementation of knowledge and skills acquired in a prevention and early-intervention programme that promotes positive parenting skills. In addition, the researcher intended to explore and describe barriers, as well as enablers, associated with the implementation of knowledge and skills obtained from this training programme. To achieve these goals, the researcher employed qualitative collection methods, namely, focus group discussions and unstructured individual interviews. The researcher prepared six main questions as a guide, and engaged in probing techniques that involved introducing follow up questions, when the participants' responses were unsatisfactory (De Vos et al., 2005). All the research interviews were transcribed from audio recordings and field notes. Through the process of repeated perusal of the transcribed data, common themes were identified and coded. The participants' experiences with the implementation of knowledge and skills acquired in the positive parenting skills workshops influenced the number of themes. Subsequently, the various themes are discussed conjointly, because of the pattern that emerged, with the same themes appearing in more than one category.

4.2. Common characteristics of participants

In this current study, common characteristics of the participants were identified during the data analysis process. Firstly, all the participants originated from two townships in the Western Cape, namely, Langa and Gugulethu, which predominantly house low socio-economic communities. The apartheid settlement policies were characterised by inequality and poverty; therefore, most poor households, essentially, were found in the former Bantustan regions, informal settlements, and townships (RSA, DSD, 2013).

Additionally, although the study was open for all genders, 99% of the participants were women, most of whom were single mothers. Another common characteristic was that most of the participants were raised in an era, in which parent-child relationships were not nurtured.

4.2.1. Low income background/Poverty

The first common characteristic was that the participants were resident in one of the two townships in the Western Cape. Literature suggests that low income and poor households reside in the townships, as many South African families are compelled to survive in these segregated communities, characterised by extreme poverty and excessive violence, where access to resources and professional services are limited (Meth, 2013). In such communities, more often than not, service delivery depends on community workers, who do not have a specialised training background, but are volunteers, or individuals, trained to assist professionals, specifically, paraprofessionals (Altman, 2008). In this current study, the findings of revealed that the participants originated from poor and vulnerable backgrounds, and although some of them were gainfully employed, their earnings were insufficient to satisfy the demands of modern society. Most of the participants were unemployed, not by choice, but because finding employment had become increasingly difficult, given the minimal skills that they may possess.

As discussed in the literature review, parenting skills training is offered as a measure of prevention and early-intervention for families at risk (Andrade, Browne, & Naber, 2015). The risk could also be associated with the poverty-stricken environment in which children are raised, as stated in the White Paper on families in South Africa (RSA, DSD, 2013). Research studies conducted on economic conditions assert that economic hardship (poverty) implies limited access to certain material goods and services, limited access to experiences that have a potential to enhance an individual's life, and a higher exposure to potentially dire substances and experiences, which may be debilitating (Bradley, Corwyn, McAdoo, & Garcia Coll, 2001). A basic-necessity scale was developed by the South African Social Attitudes Survey to assess socio economic status, measure caregiver depression, as well as caregiver perceived social support, and child behaviour problems (Lachman, Cluver, Boyes, Kuo, & Casale, 2014). It is evident that the townships in Cape Town share a similar high-risk environment with overpopulation, as has been revealed in a study conducted in Khayelitsha, in Cape Town (Lachman et al., 2014). Research has indicated that low-income areas in Cape Town are over populated, and characterised by high levels of poverty. In addition, all the risk factors for potential child maltreatment, such as

intimate partner violence, substance abuse, and a high prevalence of the HIV pandemic, are observed (Lachman et al., 2017). Poverty trends indicate that the financial health of households and individuals is deteriorating under the weight of economic pressures, and consequently, has resulted in an increase in poverty levels (Statistics South Africa [Stats SA], 2017). Research findings suggest that the country will have to devise strategies to reduce poverty at a more rapid pace than previously planned (Stats SA, 2017). According to the findings, the groupings of people, who are most vulnerable to poverty are African females, children (17 years and younger), people residing in rural areas, and the uneducated (Republic of South Africa [RSA], Western Cape Government [WPG], 2017).

4.2.2. Gender

The second common characteristic was that 99% of the research participants were women. Even though no gender restriction was exercised regarding the recruitment of the participants, only one male participated in the study. Parenting is most frequently associated with an enormous change in the mother's life, rather than the father's, as in most cases, mothers are the primary caregivers; therefore, mothers are more likely to benefit from early prevention programmes, instead of fathers (Pinquart & Teubert, 2010). In this current study, the participants, who attended the parenting skills training, were mostly mothers. Evidently, the mothers, who are married, or living with the fathers of their children, still take it upon themselves to care for the children.

Poverty also appears to be an influencing factor of the apparent absence of some fathers, leaving the mothers as the primary care givers (Lachman et al., 2016). An American study revealed that children from families, living below the poverty line, are least likely to have meaningful contact with their fathers (Bradley et al., 2001). However, this by no means persuades males to participate in prevention and early-intervention campaigns, such as positive parenting workshops, as researchers often struggle to recruit male caregivers for these programmes, which, reportedly, occurs in high-income countries, as well (Wong et al., 2013). Often, female caregivers are burdened with the duty of supporting their children, with no visible means of support; therefore, they would be more responsive to participation in programmes that would capacitate them as parents (Lachman et al., 2016). Studies reveal that most South African fathers, do not live with their children in the same household, and often, only

have partial contact with their children, during their lifetime (Bray, Gooskens, Kahn, Moses, & Seekings, 2010).

4.2.3. Single Parent

The fathers' absence from the lives of poor children is noteworthy, because of its general negative consequences for child well-being, as well as the fact that the impact of poverty on well-being is exacerbated in single-parent homes (Bradley et al., 2001). Single parenthood appeared to be interlinked with gender, because all the participants happened to be single parents, of which 99% were female. Being a single parent seemed normal to the participants of this current study, as it is the reality in low-income and poverty-stricken communities (Lachman et al., 2016). The participants, who claimed to have partners, spoke about parenting as if they were single parents, and received no support from their partners. In a study conducted in Cape Town, on integrating evidence and context, to develop a parenting programme for low-income families in South Africa, many of the participants recommended that, involving fathers and other male caregivers in parenting programmes, would prove to be beneficial to family (Lachman et al., 2017). However, the other participants intimated that men would resist participation, since childcare was regarded as a task reserved for women (Lachman et al., 2016).

4.3. Findings of the study

The key themes and sub-themes that emerged from the data, gathered in the focus group discussions and individual interviews, are presented in Table 4.1.

Table 4.1: Key themes and sub-themes

Key themes	Sub-themes
THEME 1: Parental Obligations	1.1. Providing basic needs 1.2. Responsibility/sacrifices 1.3. Socialising the child
THEME 2: Impact of caregiver's childhood experiences on their child rearing	2.1. Finding the balance 2.2. Internal parental conflict
THEME 3: The process of forming new parenting habits	3.1. Unlearning harmful traits/controlling emotions

	3.2. Parent-child relationship
THEME 4: Parental support services	4.1. Empowerment
	4.2. Available resources
	4.3. Support groups

4.3.1. Key theme 1: Parental obligations

According to the Cambridge Dictionary (2016, P), parenting is defined as "the raising of children and all the responsibilities and activities that are involved in it". Increasingly, parenting has been viewed as an intricate responsibility that requires a specific set of skills; therefore, parents need to be equipped with the necessary strategies, skills and knowledge, to parent appropriately (Edwards & Gillies, 2005; Smyth, 2014). Most of the participants in this current study expressed their understanding of parenting as an obligation to care for the children, whom they were rearing; considering it their first priority, irrespective of the life-stressors that they might be experiencing. Other participants provided diverse definitions on parenting, the most common one being that, whether or not a parent is prepared, the responsibility has to be taken. In addition, the participants expressed that parenting involved sacrifice, for the sake of the children they were raising. The most common sub-themes that emerged from the discussion were providing basic needs, taking responsibility, and being an educator.

4.3.1.1. Sub-theme 1.1: Providing basic needs

According to Bronfenbrenner (1979), the micro system is the level that is closest to the child and comprises structures, with which the child has direct contact. Similarly, the micro system involves the relationship that the child has with his/her immediate environment (Berk, 2000). Therefore, family functioning is of utmost importance, as it serves the best interests of the child (RSA, DSD, 2010).

In this current study, the participants expressed that it was their parental duty to provide for the basic needs of their children. In addition, they emphasised that, as they were regarded to be the *sole provider*, this implied that everything the child might need was solely their duty to provide. A remarkable observation was that the single mother participants never once mentioned the responsibility of the absent parent/father. The participants, without variation, voluntarily admitted to

being the sole providers, who had *break their backs* to provide and fulfil their parental responsibility of supplying all the needs of their children. Even the one male participant, in response to the question of parental responsibility, replied in the singular, taking sole responsibility for the provision and care of his children. Providing for their children's basic needs was evident from the following extracts from the participants' transcripts:

> "*I have these young people who are looking up to me for protection for provision, for grooming for...*" (**Participant 1**)

> "*... as you have this child of mine I am responsible to give her all that she need. I need to take care of her no matter what the cost because she is looking up to me...*" (**Participant 3**)

4.3.1.2. Sub-theme 1.2: Responsibility/sacrifices

Section 18 (2) of the Children's Act (RSA, 2005) states that the parental responsibilities and rights, in respect of a child, include (a) to care for the child, (b) to maintain contact with the child, (c) to act as a guardian of the child, and (d) to contribute to the maintenance of the child. In this current study, the participants displayed a clear understanding of the kinds of responsibilities that parents have toward their children. The participants with partners also responded in a particular way, which suggested that they were solely responsible for child rearing. At times, a mother would feel overwhelmed; however, the participants still viewed themselves as the ones with the ultimate responsibility. The following extracts refer:

> "*If my decision affects my child then that means that I am the one that needs to sacrifice as that child's mother.*" (**Participant 2, Focus group 1**)

> "*As a mother I have the responsibility to meet my children's needs because I'm the one they look to for support and guidance.*" (**Participant 4**)

Section 19(1) of the Children's Act (RSA, 2005) refers directly to the responsibilities of mothers, and states that the biological mother of the child,

whether married or unmarried, has full parental responsibilities and rights in respect of the child. The participants expressed a level of understanding pertaining to their parental responsibilities, as follows:

> "*Now my role now as a mother to my daughter I need to protect her, and give her guidance and also make sure that I lead by example.*"(**Participant 4**)

> "*When we talk parenting, number one, were talking about…having a responsibility to bring up children... Providing guidance because these children are young and they are still growing.*" (**Participant 5**)

> "*Having a responsibility and being able to sacrifice. It's about building your children so that they become better children.*" (**Participant 2, Focus group 2**)

It is reported that fathers are frequently overlooked in research, even though there are constant appeals to assess the parenting behaviours of both the mothers and the fathers (Fagan et al., 2014). In the context of this current study, the issue was not necessarily that fathers are overlooked in research, but the fact that, after being invited, there is little participation, if any, of fathers in parenting programmes. Only one father participated in the research, even though the invitations were offered to parents.

The actual parenting skills works shops conducted by Umthombo Wobomi are attended by female caregivers, predominantly. According to Bray et al. (2010), South African children from low-income backgrounds are predominantly reared by female caregivers, namely, mothers, grandmothers, aunts, or even older sisters, while the presence of fathers is often minimal to none in the household. However, the Children's Act (RSA, 2005), section 20 and 21, serves as a guide and refers, specifically, to the responsibilities of fathers, whether married or unmarried, towards their children. In spite of this, child rearing is believed to be a maternal function; therefore, less male participation is observed. The one male participant, who agreed to an individual interview, after having attended a parenting skills

workshop, seemed to understand his parental responsibility as a father. The following extract refers:

"I have these little people who are looking up to me for protection for provision, for grooming for guidance, you see, ya." **(Participant 6)**

It was clear that this participant embraced his parental role and responsibility to protect, provide, groom, and offer guidance to his children. According to a study conducted in 2010, on absent father of all races, it was observed that 50.6% of fathers in African communities were absent, even though they were still alive, while 18.1% were diseased (RSA, DSD, 2013). Consequently, the White Paper on Families in South Africa recommends strategies, as well as envisages actions, and strongly advocates for fathers' participation in their children's upbringing, encouraging mothers and fathers to co-parent, responsibly (RSA, DSD, 2013).

4.3.1.3. Sub-theme 1.3: Socialising the child

The participants were aware of the contextual function of family preservation, where parents assume the role of educators, not only in terms of academics, but also in terms of family values, as well as the socialisation of the child into the community (RSA, DSD, 2010). Socialisation is described as a process that is initiated by an adult, in which the child concerned, acquires his/her culture, through education, training, as well as imitation. Consequently, the habits and values that they develop are congruent to the culture (Baumrind, 1978).

The participants in this current study emphasised that the way in which a child develops, depends on what the parent teaches the child. They referred to their responsibility as parents to *sow the seed* into a child's life, to build the child's autonomy for when they are not around, or when the child becomes older and less dependent on his/her parents. For these parents, the decision to teach lasting family values was important, because of their own awareness of life's lessons, and that their children's perceptions of life, in general, or stance in life, is dependent on the type of foundation they receive, as the following extracts reveal:

"Sometimes you don't know if you are giving them more that they are ready to take in. so finding that balance of knowing is the child ready

> *to now to receive this information. Because you might think the child is not ready only to find out that she child is getting this information through friends or even at school."* ***(Participant 4, Focus group 2)***

> *"I teach what I want to see in them, so that even when the child is on the way of doing something wrong they can be reminded of what they have been taught."* ***(Participant 8)***

Family preservation is described as the undertaking to keep family systems together, thereby avoiding the removal of its members, by offering certain services to provide support to strengthen the family (RSA, DSD, 2010). In this current study, the participants identified ways in which they could play the role of educator by socialising their children to their values and systems, as the following extracts suggest:

> *"You see, ya, that is what parenting is to me so I must teach these little people all these life lessons to these little people so that they will be better prepared for life."* ***(Participant 1)***

> *"For me love is the most important for me in a family… And discipline as well…I think yes."* ***(Participant 3, Focus group 1)***

The participants articulated various ways in which education could occur between a parent and a child, emphasising that disciplining a child could be a form of education, as well. The participants appeared to be aware of the fundamental role parents fulfilled in the process of laying a solid moral foundation in child rearing. In addition, the participants demonstrated an all-inclusive understanding of the development of a child. The Manual on Family Preservation Services (RSA, DSD, 2010) stipulates that a family should lay the foundation for the holistic development of a child, in terms of the physical, emotional, cognitive, social, and spiritual development.

4.3.2. Key theme 2: Impact of caregiver's childhood experiences on their child rearing

Research documents sufficient evidence to support the fact that, the manner in which parents were parented, influences the way they parent their own children Gonzalez,

Jenkins, Steiner, & Fleming, 2012). "Childhood physical abuse, sexual abuse, and psychological or emotional abuse have each been associated with an increased prevalence of depressive disorders" (Chapman et al., 2004, p. 2108).

The subsequent development of posttraumatic stress disorder, particularly, has been associated with childhood abuse (Chapman et al., 2004). In this current study, the participants openly shared their childhood experiences, while they also acknowledged the fact that times have changed. Parenting strategies that might have been acceptable during their childhood might not be so in the 21 century. This is reflected in the following extracts:

> *"In this day and age children can be very very honest where even as a parent you would be uncomfortable." (Participant 2)*

> *"In our time, you know as children my dad didn't like us to backchat my mom. He would get furious and punish you for being rude under his roof. So my understanding was that it's how it is done, but through my children I'm learning they, yey, that's not the case, it's really not, because they are clever and know their right, yo it can be tough to be a mom." (Participant 4)*

In this current study, the participants acknowledged that their parents' way of rearing might not necessarily apply in the present, which consequently, affects their own parenting strategies. The participants emphasised that, at present, children are aware of their rights, and challenge parents regarding their conduct, which is typical of the era in which they are being reared.

4.3.2.1. Sub-theme 2.1: Finding the balance

What emerged strongly from the findings was that the participants were very cautious about not repeating specific negative aspects of their own upbringing, while rearing their own children in the present. The participants, apparently, applied the technique of reflection on their own lives, and consciously decided not to parent as they had been parented, especially, when considering the effects of bad childhood experiences on their adulthood. They observed their environment and living spaces, and decided to use different measures to those of

their parents. This sub-theme emerged fervently, as the following extracts indicate:

> *"There are things that I decided way back that I would like to do this with my children, but also observing my parents, other parents in the community, even at church so I kept on picking up things. Some of the things you decide that this is what you want to do and some you say arg I don't think this is going to work out for me."* (**Participant 4, Focus group 2**)

> *"There are things that I think I did well based on my background as a child to my parents. There are things that you experienced as you were growing up and based on that you make a decision that these particular things I will never do in raising my own children. We grew not allowed to backchat or even express how we feel to our parents. For example I grew up as an angry and a bitter child towards them because of not being given that platform to express myself in my childhood."* (**Participant2**)

> *"So it's a challenge really to do all that you have learnt sometimes but a person must try because I do want to raise her well. I remember from my own childhood that I didn't like it when my mom and my grandmother shouted at me."* (**Participant 2, Focus group 1**)

It is clear from the experiences of these participants that they were able to make positive decisions about their parenting strategies, as a result of observing how their own parents managed parenting. Their choices of child rearing was a direct result of observing their own parents, as well as their own childhood experiences, and the way those experiences affected them.

4.3.2.2. Sub-theme 2.2: Internal parental conflict

The participants in this current study became aware of the internal conflicts that they faced in the parenting process. The internal conflict was a result of the way in which they were raised, as well as how they were socialised in the community. Some of them endured adverse experiences, when they were young, or at some

stage in their adult life. These experiences, unfortunately, shaped their adult lives, and influenced the way they, in turn, managed issues of discipline with their own children. The negative emotion that the participants identified mostly in their own lives, was anger. Behaviour that the participants deemed unacceptable in the child, would trigger of their own anger issues, when addressing the child's behaviour, which would cause physical and emotional harm to the child, as well as their parent-child relationship. The second type of internal conflict that the participants were experiencing was, what kind of information they should be imparting to their children, when teaching them about the facts of life, as opposed to the information their children would be receiving externally, through schools, peers and social media. The participants conceded that the world had evolved, and acquiring information was instantaneous. Therefore, the internal conflicts revealed issues that the parents needed to address, as well as their parenting practices, because, in South Africa, child protection is a serious matter. If a child is found to be in need of care and protection, in any way, professional intervention will ensue, and after assessing the severity of the neglect, the child might be removed from the parents' care.

> *"I noticed that the anger that I had when I was growing up would spring forth when dealing with my own child. I would end up punishing him in a way that I am not supposed to. One incident stands out where he did something wrong and ran away from me, that made me angry and I ended up throwing a remote control at him and he ended up having a nose bleed. So that was not right and I knew immediately after doing it that it's not right."* (***Participant 4***)

> *"As I've mentioned losing my own mother, who was my everything, doesn't feel nice, it hurts me still, then I find myself snapping at my child for no reason when that grieving thing comes. Also my child sometimes doesn't listen, so I'm still not able to not lose my temper with her."*(***Participant3***)

4.3.3. Key theme 3: The process of forming new parenting habits

The findings of this current study revealed that the participants engaged in extensive self-reflection, thoroughly reflecting on their status as parents, the negative parenting

behaviours, such as the authoritarian parenting style, as well as neglectful parenting. Authoritarian parenting is characterised by parents, who are overly strict, excessively punish children, and fail to respond to their needs (Ajilchi & Kargar, 2013; Bastien, Kajula, & Muhwezi, 2011; Hosseini et al., 2013; Jacobs, Ismail, Taliep, & African, 2016; Davids, Roman, & Leach, 2016; Moreno et al., 2019). "Children of authoritarian parents are usually anxious, withdrawn and upset, and they have low frustration tolerance" (Hosseini et al., 2013, p. 1054). Neglectful parenting is characterised by parents, who are detached and uninvolved, which could have adverse effects on the child's performance at school (Jacobs et al., 2016; Davids et al., 2016). In this current research, the participants were challenged to examine the way in which these parenting behaviours affected the child, the child's development, and the parent child relationship. The findings reveal that the content, presented to the participants during the parenting workshop, challenged them to employ new and more positive strategies in their child rearing.

4.3.3.1. Sub-theme 3.1: Unlearning harmful traits/controlling emotions

This sub-theme highlights the dilemma that the participants faced after learning about the positive ways to parent. The findings revealed a challenge, in terms of unlearning harmful parenting traits, especially when emotions were high, and the participants were inclined to return to their old ways of dealing with their children's negative behaviour. In addition, the findings revealed that, in this context, the participants identified, to a greater extent, with the authoritarian style of parenting; although they had since realised that this style of parenting was not entirely effective to deliver the desired results. As previously established, authoritarian parenting is characterised by excessive punishment, among other things. For the participants and the South African context, this could easily be interpreted as abuse towards their children; therefore, they were desperate to shift to being more authoritative parents. The following are reflections of the participants' disclosures of engaging in extreme punitive measures that proved to be abusive, even when they were aware that it was not, necessarily, the appropriate means of discipline:

> *"For an example one time I ended up strangling him for not listening*
> *to me and he ended up being rescued by a child who did not live far*

from where we were. That boy shouted "Mama you will kill the child"
that is how I let him go. So I would say that was a challenge for me
knowing how to discipline without being abusive to my child."
(Participant2)

"Challenge is that I'm sometimes short tempered and struggle with
patience. I think I must learn to know that when I am stressed I must
not take it out on my daughter, like I must take the time to talk to her,
*ask about her day and all those things." (**Participant 7**)*

According to the above extracts, knowing about positive parenting is only the first step. The real challenge lies in the ability to apply the knowledge acquired, in circumstances, when emotions are high. This finding reveals that the participants needed to unlearn disciplining in an emotional state, and learn to discipline in love, with the focus being on teaching the child appropriate behaviour, which the child will remember, even in the absence of the parent, as opposed to releasing negative emotions on the child. The parents' response indicates that their parenting style was more authoritarian, while their aspirations should be towards being authoritative parents. In addition, the participants' statements reveal that they were aware of the presence of other factors, such as stress, a short temper, or impatience, when disciplining their children; therefore, the experience has allowed them to reflect on changes they need to make, in order to be composed when disciplining their children. Children, who have authoritative parents, excel academically, while authoritarian parents are linked with academic under-achievement (Davids, Roman, & Leach, 2016). The findings revealed that positive parenting is a continuous process that cannot be mastered at once. It involves an awareness of how parenting was practiced previously, and observing the negative results thereof, as well as how it should be done in the future, to produce positive results.

4.3.3.2. Sub-theme 3.2: Parent-child relationship

The participants indicated that, after participating in the parenting skills training, they acquired the skill of communicating with their children, in a way that they did not in the past. The participants emphasised that it was of utmost importance for a parents or caregivers to strive towards cultivating a relationship between

themselves and their children. Research reveals that communication is one of the effective tools used in families to shape a child's reasoning capacity (Chng, Wild, Hollmann, & Otterpohl, 2014). In addition, the participants were aware that a parent-child relationship involved gaining the child's trust, and creating safe space for expression, as the following extracts reveal:

> *"For me parenting, firstly I think it is a relationship between a mother or a father with his or her children."* (**Participant 2**)

> *"The only way that I could deal my very talkative child was to avoid him or when he starts to speak tell him to keep quiet. But now it's better now, I am not perfect yet but I am making an effort to be a good listener."* (**Participant 8, Focus group 1**)

> *"It would take a lot out of me to take parental responsibility for anything that would occur outside of my home. After those sessions I leant to take action when my child comes to report anything to me."* (**Participant 4, Focus group 1**)

The participants shared similar feelings regarding the importance of establishing a relationship with their children. The above responses highlight their knowledge regarding the importance of listening to their children. In addition, the participants displayed an understanding of taking action in matters involving their children, to establish trust.

4.3.4. Key theme 4: Parental support services

Many of the participants stated that their first exposure to any form of parental support from social work services was when a social worker knocked on their door to investigate a case. The participants also disclosed that information on child protection seemed to be exclusive to professionals, and not readily available to parents, or any other lay person. "It is without doubt to argue that South African legislation is progressive and its policies are compact, but it is still apparent that translating legislation and policies into reality is still a problem" (Naidoo & Nadvi, 2013, p. 145).

The participants indicated that, following the parenting skills training, they were capacitated with knowledge about regulations that govern parenting in South Africa, as well as its impact on children. They were able to understand the relevance of authoritative parenting, and the positive outcomes thereof, in terms of children's development, as well as the benefits of not being abusive, or neglectful parents.

4.3.4.1. Sub-theme 4.1: Empowerment

The findings revealed the level of empowerment that the participants procured through the parenting skills workshops. As mentioned above, the participants appeared to have been enlightened by the implications of positive parenting, and its benefits to parents, as well as children. Some of the participants were unaware of the Children's Act (RSA, 2005), which safeguards the best interests of the child. The following extracts illustrate the participants' knowledge about the Children's Act (RSA, 2005):

> *"It's only when this thing of laws, children's act, that we must raise children by was mentioned that I heard about it, either than that I've always been aware that our laws are always for children and not us parents." (Participant 6, Focus group 1)*

> *"It was my hearing about it, the Act, maybe I would have done fewer mistakes in raising all my kids." (Participant 4, Focus group 2)*

The above quotations illustrate the exposure of the participants to the regulations that govern their parenting, in the South African context. Prior to the parenting skills training, they had no understanding, or little understanding of these regulations, and the implications thereof, should they not be adhered to by caregivers.

The participants shared numerous views about their perceptions of family preservation. Family preservation, as clearly mapped out in Chapter 8 of the Children's Act (RSA, 2005), falls under the banner of prevention and early-intervention, which seeks to capacitate the parents with skills, thereby creating a safe and healthy environment for the child. The participants, however, recognised their negative parenting strategies that could have been damaging their parent-

child relationship, and of which they were unaware. This is reflected in the following extracts of the participants' responses:

"I never knew that the was a difference between punishment, through attending, I learnt that I'm a parent that punishes, a lot, but because I felt justified, and also believed that they are not listening, the children." ***(Participant 1)***

"I think also because I'm not really a sentimental person so it never crossed my mind to do this parenting thing any other way. I think also in my busyness to try and fix my life and so that we can get out of poverty I didn't really think being tender, like a soft hearted person and things like that was necessary." ***(Participant 5)***

"Labelling the child and calling them stupid or things that like that." ***(Participant 3)***

The above extracts revealed that the participants observed negative ways in which they rearing their children. The participants realised this after learning about positive parenting strategies that could prove to be beneficial to parents, as well as children. Before attending any positive parenting workshops, their way of conducting themselves as parents was the norm, and appeared permissible. However, the participants shared various ways in which they were personally empowered, to parent in more positive ways, which are depicted in the following verbatim extracts:

"Well, one thing that came up during the parenting workshops is that when you are disciplining a child in a form of spanking for an example, you need to have a little something to do that with and not with your hands because hands are meant for affection and not something to inflict pain that was very specific for me." ***(Participant 3, Focus group 2)***

"Yes, the workshops made me to be very much self-aware, when I parent my child, and also know exactly what I want my child to get out of having a mother like me." ***(Participant 4)***

"I think there are two tools that helped me. The robot and one called the pyramid of success. You know the shape of a pyramid is a triangle. So from that I have learnt that in that pyramid it is my responsibility as a parent to lay a foundation, it's where I express and communicate my values and everything that I think it's important in my child's growth. So the 2 tools have assisted me in a great way." **(Participant 7)**

"The major one was when we were taught about developing a relationship with your child. It hit home that that is something that I never paid attention to it as I've said that my life is very busy trying to fix everything so that we can have a good life." **(Participant 3, Focus group 1)**

The participants' accounts suggest areas, in which they were capacitated to employ better parenting strategies. The above accounts illustrate how some participants learnt the difference between punishment and discipline, as well as the importance of building a relationship with their children. The above accounts suggest that the participants felt equipped after participating in positive parenting workshops. In addition, the participants emphasised that they were empowered, not only for the actual act of parenting, but also to become more self-aware, which allowed them to consider what the recourse should be, when dealing with their children, before taking action.

4.3.4.2. Sub-theme 4.2: Available resources

The participants agreed that parenting was not an easy task, and disclosed coping mechanisms that they had employed to cope with the increasing demand of parenting. In the following extracts, the participants mention the resources they employed to be better parents:

"I also surround myself with good male figures where by as I am raising a boy child and being a single mother I have a council of men that can speak into my child's life and offer guidance." **(Participant 2)**

> *"I ensure that the my children attend church and are part of the activities, because they must know God as they grown." (**Participant 1**)*

After attending the workshops, the participants identified ongoing support groups, and on-going positive parenting skills training for parents, to be the resources that should be made available, predominantly, as indicated in the following extracts:

> *"More of these workshops are needed especially by our people, in the townships or even rural areas." (**Participant 1**)*

> *"These workshops are very important, it must not be a once in a long while time of these kinds of workshops." (**Participant 4**)*

> *"If maybe we would be taught, like a foundation to be laid where both parents and the children would be present." (**Participant 5, Focus group 2**)*

> *"Like I think if maybe there could be more workshops like this, maybe they might help us as parents. We need to learn to take better care of our children." (**Participant 8**)*

4.3.4.3. Sub-theme 4.3: Support groups

It is vital that parents learn about parenting strategies and the importance of consistency, which will affect their parenting, positively (Lachman et al., 2016). Positive parenting encourage forms of discipline that are non-violent, or punitive, towards the child, to an extent that the child is isolated through suppression of emotions (Fleckman et al., 2018). Parenting management programmes support parents, who are faced with conditions that require discipline to be effected. These programmes are aimed at enabling parents to perceive the situation accurately, evaluate and interpret the situation, adapt applicable information and discipline alternatives, and ultimately, monitor the delivery of physical discipline (Rodriguez & Wittig, 2019).

The findings revealed the participants' need for on-going parenting skills workshops; however, the findings also reflect the need for the participants/parents

to procure support from each other. The findings suggest that the participants would benefit from meeting and discussing issues of parenting, while sharing their challenges and milestones in a non-judgemental environment. Participation in positive parenting skills workshops, provided the participants with insight into their own shortfalls in parenting, and the realisation that they could learn and grow by sharing their experiences. The following extracts confirm these sentiments:

> *"Let's say a parent has a child that doesn't listen and another parent shares how they are dealing with it and deeper information is shared, this means people will learn and grow." (**Participant 7**)*

> *"I also suggest ongoing sessions for single parent where we can even share where we are failing and help each other, because it's really hard." (**Participant 3**)*

> *"If we also meet in workshops and then we share, other people maybe they will learn how they can also parent their children." (**Participant 2**)*

> *"Planned days in a much, like every Thursday we know we meet as parents just to offload with in a safe space and also get advices about being a mom. Something that we will make it fun for ourselves and still get something that will build as moms. I found that I need that as a single mom of 4kids." (**Participant 3, Focus group 2**)*

The above reveals the eagerness of the participants to form part of support groups, and their confidence that, by so doing, they would learn and develop in their parenting capacity. Research suggests that parents with insufficient knowledge of parenting skills are more eager, and likely to participate in parenting management programmes. This is because of their awareness that their skills are limited, and the realisation that they need assistance, as opposed to the parents, who possess more skills in parenting, and have children with fewer behaviour challenges (Andrade et al., 2015).

In the following chapter, the researcher presents the summary of the findings, limitations of the study, recommendations, and conclusion to the research study.

CHAPTER FIVE

SUMMARY, LIMITATIONS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

The focus of this chapter is on summarising the research findings, as well as presenting the limitations of this current study. In addition, the researcher provides recommendations for positive parenting skills training workshops, and future research prospects.

5.2. Summary of the findings

Recently, in social service organisations, the reported cases of children in need of care and protection, according to the Children's Act (RSA, 2005) have been escalating. Evidently, in these cases, prevention and early-intervention services are effected, only after the problem had occurred. However, being proactive, and capacitating parents with positive parental strategies, has proved to be most beneficial. This current research study explored the views of parents, regarding the implementation of knowledge and skills learnt through participation in positive parenting skills workshops. The researcher sought to determine the challenges and feasibility of applying the new information learnt in positive parenting workshops, in the parents' contexts, with their own children.

As this current study progressed, the researcher was able to identify common characteristics in the participants, which not only emphasised the similarities of the participants, but also helped to validate their experiences (Manion et al., 1998). The first common characteristic was that all the participants originated from a low-income background. Low-income communities are usually characterised by extreme poverty and excessive violence, with limited resources (Meth, 2013). The second common characteristic was the gender of the participants (mostly female with one male). The third common characteristic was that the participants were single parents. An interesting factor was that, even those participants, who disclosed having partners, still considered parenting their sole obligation.

The findings represent an overall description of the experiences of parents in holistic parenting, before and after they had acquired new parenting skills. Four key themes emerged through the process of data analysis, namely: *Parental obligations* of the parents towards their children; the *Impact of the caregiver's childhood experiences on their child rearing*; the *Process of forming new parenting habits* after acquiring new knowledge and skills; and *Parental support services*. From these key themes, sub-themes emerged. The sub-themes presented the opportunity to describe and understand the participants' experiences, completely. Boothby

The sub-themes that emerged from the first key theme, *Parental Obligations*, were *providing basic needs*, *responsibilities/sacrifices* and *socialising the child*. The participants emphasised that, when parents rear children, they take on the obligation of ensuring that their children's needs are met. The participants added that, responding to children's needs, goes beyond providing for them materially, as it also involves communication. Mutual communication and responsiveness towards children's needs, are meaningful contributions to the positive development of children (Chng et al., 2014). In addition, the participants considered that, in order to achieve favourable results, in terms of meeting children's needs, parents have to accept the responsibilities, and sacrifices have to be made. The role of socialising the child also rests with the parents, which could be achieved by communicating with, and teaching the child. Communication has been viewed as the most instrumental measure of family socialisation (Chng et al., 2014).

The sub-themes that emerged from the second key theme, *Impact of the caregiver's childhood experiences on their child rearing* were *finding the balance* and *internal parental conflict*. The participants acknowledged that their childhood rearing transpired at a different time, and possibly, in a different area. The way in which their parents reared them, therefore, might not necessarily be relevant to this present age of information, in which they are raising their own children. Evidently, the participants were aware of the negative aspects of their upbringing; consequently, they wanted to ensure that their own children were not exposed to the same childhood traumas. The findings of this current study revealed that certain negative strategies in parenting, stem from what parents had experienced in their own childhood. Life events, such as trauma in childhood and adulthood may be some of the contributing factors, as well as the fact that the world is evolving.

The third key theme, *the process of forming new parenting habits*, produced two sub-themes, namely, the parents' ability to *unlearn harmful traits and control emotions*, and the development of the *parent child relationship*. The findings of this current study revealed that positive parenting skills training allowed the participants to reflect on their methods of parenting. This reflection provided them the opportunity to abandon parenting practices that were detrimental to their children's development. The findings suggest that the participants acquired in-depth knowledge of the various parenting styles, as well as the effects of each on the parent-child relationship, and overall child development. The participants were convinced that it was crucial to integrate positive parenting strategies, in their own context, with their own children, for the benefit of the family system, in its entirety.

The sub-themes that emerged from the fourth and final key theme, *Parental support services,* were the *empowerment* of parents, *available resources* and *support groups*. The findings revealed that the participants were in need of on-going support with the parenting process. The findings also revealed that capacitating parents was a need that was not necessarily freely communicated by parents. In addition, the findings revealed that, as the participants were empowered with new skills to parent, in a safe and non-judgmental environment, they became more inclined to share their personal stories, regarding their parenting journey. The findings revealed that, when the participants were empowered in areas of parenting, which had been taken for granted, they started to make better choices that were beneficial to their children's overall development. According to the findings, even the best parents have anxieties and uncertainties, which could be addressed in on-going group meetings with other parents, who are willing to share their ideas on effective parenting.

5.3. Limitations

It is a known phenomenon in research that every study has its limitations, no matter how well it is structured. The researcher, therefore, has noted the following as some of the limitations that impacted the outcomes of the current study. The participants were all isiXhosa-speaking individuals; therefore, the researcher had to translate the questions, which were drafted in English, into the language that all the participants understood. This compromised the original meaning of the questions, as some English words do not have an isiXhosa translation; therefore, the way in which the participants responded to some questions was not entirely

accurate. Subsequently, the transcripts had to be translated into English, which also compromised the participant's description of some experiences.

Another limitation was that only one male participated in this current study. Even though the research was opened to parents at large, only one father agreed to participate, which resulted in an imbalance of views from both genders. The male participant was recruited for the individual interviews, while only female participants were involved in the focus group discussions. Consequently, the perspectives provided in this current study, might not necessarily be accurate, according to gender. The researcher is of the opinion that the research could have been more descriptive, if a greater effort was made to involve more than one father.

The questions that the researcher formulated served as an exceptional guide for the interviews and focus group discussions with the participants. However, the participants' knowledge that the researcher was a social worker prompted them to express their current social problems instead, when replying to the interview questions. This meant that the researcher frequently received information that was not relevant to the study.

The research was conducted in predominantly Black African townships, characterised by poverty and unemployment, as research suggests (Meth, 2013). Therefore, the research was not inclusive of all race groups, as well as other diverse areas in the Western Cape, as opposed to Langa and Gugulethu. Finally, the views of the children, in terms of how their lives evolved, following their parents' involvement in parenting workshops, do not feature in this current study, or in previous studies, which is yet another limitation.

5.4. Recommendations

It is recommended that positive parenting skills training be prioritised as a prevention strategy, more than an early-intervention one. The participants disclosed that, often, only when concern is raised by a social service organisation, parents would be referred for parenting skills training. However, if all parents could be capacitated, even when no conflict exists, they would know which course of action to follow, when their children present with behaviour challenges.

Collaboration with the Education Department is recommended, so that parenting skills could be integrated into the schooling system. Positive parenting skills, therefore, could be offered

at schools every quarter. This implies that parents would be expected to attend a positive parenting group at school, similar to them being expected to attend parent-teacher meetings.

Additionally, it is recommended that positive parenting skills be offered to educators, which could prove to be beneficial, as it would capacitate them to discipline proficiently in the classroom. The parenting skills would assist teachers to know which learner challenges they could manage by themselves, and which ones they would need to refer.

It is further recommended that sustainable on-going parental support groups be established in the community, as suggested by a number of participants, because, from their personal experiences, they admitted to needing these on their parenting journey.

As a recommendation, this study should be replicated with parents from different communities, who had attended positive parenting skills, as in Langa and Gugulethu. Such research is crucial, to determine whether the experiences, identified in the findings of this current study, are consistent with the qualitative experiences encountered by other parents, who had attended positive parenting skills in different communities. Additional studies on lack of male participation are also recommended, regarding issues of parenting in low-income communities.

The researcher recommends that the focus of positive parenting skills not only be on relationship building and effective discipline, but also on the inclusion of sections of the Children's Act that are relevant to parenting practices. Lastly, it is recommended that parental capacity building be offered to parents in rural areas, with content presented in a simplified manner, or even with pictures to reach as many people as possible, as well as with the goal of researching their experiences, from a rural perspective.

5.5. Conclusion

The study concluded with the participants' wishes for positive parenting skills to be offered as a preventative measure, along with on-going parenting support groups. In this current study, the researcher acknowledged what was previously stated by other researchers in the global, continental, and local perspective; the purpose of prevention and early-interventions services, such as positive parenting skills training, is to preserve the family structure.

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APPENDICES

APPENDIX A: ETHICS APPROVAL LETTER

OFFICE OF THE DIRECTOR: RESEARCH
RESEARCH AND INNOVATION DIVISION

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UNIVERSITY *of the*
WESTERN CAPE

25 March 2020

Ms N Mdidimba
Child and Family Studies
Faculty of Community and Health Sciences

Ethics Reference Number: HS18/10/44

Project Title: Parents views and experiences regarding the implementation of knowledge and skills acquired in parenting skills training.

Approval Period: 24 March 2020 – 24 March 2021

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

NHREC REGISTRATION NUMBER - 130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE

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APPENDIX B: LETTER OF REQUEST FOR PERMISSION FROM UMTHOMBO WOBOMI-WELL OF LIFE TO CONDUCT RESEARCH

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South
Africa
Tel: +27 838585328
E-mail: 2936808@myuwc.ac.za

The Manager

Umthombo Wobomi-Well of Life

Gugulethu

7755

Date: 22/12/2018

Dear Ms Lonzi

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Ncumisa Mdidimba student number 2936808 , I am currently a Masters candidate in Child and Family Studies at the University of the Western Cape in the faculty of Community and Health Sciences. I am doing My Masters by research and my topic is on the experiences of parents who have attended parenting skills and how they are implementing the knowledge and skills that they have acquired during that process. The objective of my study are ;

- To explore and describe the views of parents who participated in a prevention and early intervention training program about parenting.

- To describe barriers and enablers associated with the implementation of the knowledge and skills obtained from the prevention and early intervention training program.
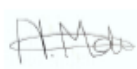
I am interested in Umthombo Wobomi-Well of Life to be a place where I conduct my research with the parents that you conduct your parenting workshops with.

For more information do not hesitate to contact the following myself on 2936808@myuwc.ac.za or my Supervisor Prof J. Frantz on jfrantz@uwc.ac.za

Looking forward to hearing from you.

Kind regards

Ncumisa Mdidimba

Signature:

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APPENDIX C: LETTER OF APPROVAL FROM UMTHOMBO WOBOMI-WELL OF LIFE TO CONDUCT RESEARCH

Dear Ncumisa Mdidimba

RE: CONDUCTING RESEARCH AT UMTHOMBO WOBOMI-WELL OF LIFE

I trust that this finds you in good health. This letter is to grant permission that you may carry out the research study at the above mentioned organization. we welcome the partnership to use what we do her as a tool to add knowledge.

We as Umthombo Wobomi are looking forward to more exciting partnerships in the future to help better our society.

Yours Sincerely

Nomhle Brenda Lonzi

(Managing Director)

Y 21-157, Gugulethu 775 • +27 71 526 3720 • hlelonzi@gmail.com . NPO 184-919

WELL OF LIFE

APPENDIX D: INFORMATION SHEET

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2911

E-mail: 2936808@myuwc.ac.za

INFORMATION SHEET

Project Title: Parental views and experiences with implementing knowledge and skills acquired in parenting skills training**.**

What is this study about?

This is a research project being conducted by _Ncumisa Mdidimba_____at the University of the Western Cape. We are inviting you to participate in this research project because you are the relevant *person* are a parent who has received parenting skills training and you will able to share your experiences as the research's focus is on the lived experiences of parents who been through the training and how they are applying the knowledge and skills learnt**.** The purpose of this research project is to explore and describe the experiences of parents who have received parental training and their implementation of the knowledge and skills acquired.

What will I be asked to do if I agree to participate?

You will be asked to be at the research site at the time agreed to. Give as much information and be as open and honest as possible in answering the questions related to the research. Each session is 1:30 hours long. These are some of the questions that will be part of the research;

What is your understanding of Parenting?

What were your experiences as a parent before attending parenting skills training?

What are your experiences after attending parenting skills training?

What are your challenges in implementing the knowledge and skill that you have learnt from parenting skills workshop?

What knowledge have you gained from the parenting skills training that has helped you to parent better?

What are your recommendations with regard to parenting skills training?

Would my participation in this study be kept confidential?

The researchers undertake to protect your identity and the nature of your contribution.

To ensure your confidentiality, the data collected will not include your identity i.e. your identity will be kept anonymous or a pseudonym will be used. All records will be kept confidential and will be placed in lockable storage. Data will be kept in a locked file that is code protected and the data codes from the data forms will be used as identification codes.

If we write a report or article about this research project, your identity will be protected.

In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities information that comes to our attention concerning child abuse or neglect or potential harm to you or others. *In this event, we will inform you that we have to break confidentiality to fulfil our legal responsibility to report to the designated authorities.*

This study will use focus groups and the extent to which your identity will remain confidential is dependent on participants' in the Focus Group maintaining confidentiality.

What are the risks of this research?

There may be some risks from participating in this research study.

All human interactions and talking about self or others carry some amount of risks. We will nevertheless minimise such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study.

Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about the application of knowledge and skills learnt by parents in parenting skills training. We hope that, in the future, other people might benefit from this study through improved understanding of the importance of family preservation by capacitating parents through prevention and early-intervention in the form of parenting skills training.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?

This research is being conducted by Miss Ncumisa Mdidimba from the Social *Work* department in the Child and Family Studies unit at the University of the Western Cape. If you have any questions about the research study itself, please contact Ncumisa Mdidimba at: +27838585328 e-mail 2936808@myuwc.a.c.za

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Head of Department:

Dr Londt

University of the Western Cape

Private Bag X17

Bellville 7535

mlondt@uwc.ac.za

Dean of the Faculty of Community and Health Sciences:

Prof Anthea Rhoda

University of the Western Cape

Private Bag X17

Bellville 7535

chs-deansoffice@uwc.ac.za

This research has been approved by the Humanities and Social Sciences Research Ethics Committee of the University of the Western Cape.

APPENDIX E: CONSENT FORM

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2911

E-mail: 2936808@uwc.ac.za

CONSENT FORM

Title of Research Project: Parental views on implementing knowledge and skills acquired in parenting skills training.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name………………………..

Participant's signature…………………………….

Date………………………

APPENDIX F: FOCUS GROUP CONFIDENTIALLY BINDING FORM

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2911

e-mail: 2936808@myuwc.ac.za

FOCUS GROUP CONFIDENTIALITY BINDING FORM

Title of Research Project: Parental views on implementing knowledge and skills acquired in parenting skills training.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits. I understand that confidentiality is dependent on participants' in the Focus Group maintaining confidentiality. I hereby agree to the following:

___ I agree to uphold the confidentiality of the discussions in the focus group by not disclosing the identity of other participants or any aspects of their contributions to members outside of the group.

This research project involves making audiotapes of you. The audiotapes are for the purpose of capturing the data for the purpose of transcribing the data not to compromise its quality because missing information from the interview. Only the researcher will have access to the tapes and they will be stored safety in a secured area.

____ I agree to be audiotaped during my participation in this study.

____ I do not agree to be audiotaped during my participation in this study.

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Prof JM Frantz

jfrantz@uwc.ac.za

0219593245

Participant's name………………………………………..

Participant's signature…………………………………..

Date………………………

APPENDIX G: INTERVIEW GUIDE

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2911

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INTERVIEW GUIDE

Title of Research Project: Parental views on implementing knowledge and skills acquired in parenting skills training.

Questions to parents

- What is your understanding of Parenting?

- What were your experiences as a parent before attending parenting skills training?

- What are your experiences after attending parenting skills training?

- What are your challenges in implementing the knowledge and skill that you have learnt from parenting skills workshop?

- What knowledge have you gained from the parenting skills training that has helped you to parent better?

- What are your recommendations with regard to parenting skills training?

APPENDIX H: EDITORIAL CERTIFICATE

Idea Corporation t/a

AQUARIAN PUBLICATIONS

31 March 2020

To whom it may concern

Dear Sir/Madam

RE: Editorial certificate

This letter serves to prove that the thesis listed below was language edited for proper English, grammar, punctuation, spelling, as well as overall layout and style by myself, publisher/proprietor of Aquarian Publications, a native English speaking editor.

Thesis title

PARENTS' VIEWS REGARDING
THE IMPLEMENTATION OF KNOWLEDGE AND SKILLS ACQUIRED
IN PARENTING SKILLS TRAINING

Author

Ncumisa Mdidimba

The research content, or the author's intentions, were not altered in any way during the editing process, and the author has the authority to accept, or reject my suggestions and changes.

Should you have any questions or concerns about this edited document, I can be contacted at the listed telephone and fax numbers or e-mail addresses.

Yours truly

E H Londt
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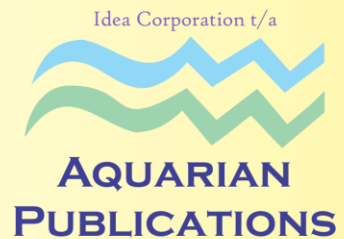
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