

EXPLORING THE PARENT-CHILD RELATIONSHIP IN YOUTH

ABUSING ALCOHOL

by

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To my saviour, thank you for making this possible

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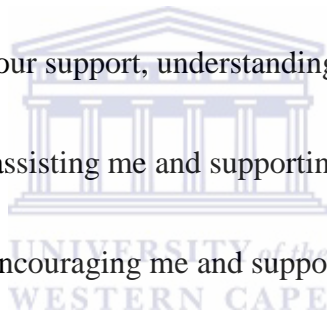
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ABSTRACT

Alcohol abuse in youth is an ever growing problem in South Africa. The phenomenon leads to a variety of other problems, including the relationships that these youth have with their parents. The aim of the study was to explore the parent-child relationship in youth abusing alcohol. The first objective of the study was to explore and describe alcohol abuse in youth and the parent-child relationship from the youth's perspective. The second objective was to explore and describe alcohol abuse in youth and the parent-child relationship from the parents' perspective. A qualitative research approach has been used. Non probability purposive sampling has also been employed. The sample comprised of youth between the ages of 18-25 from a township area in the Western Cape, as well as a number of parents. The data collection process took place in the form of one-to-one interviews. The data analysis was done by means of coding and identification of themes. The findings revealed that factors such as family boundaries, relationships, economic factors, and problem and risk behaviour negatively influenced parent-child relationships in youth abusing alcohol. The recommendations had a strong emphasis on social work intervention that focus on strengthening family relationships. Youth were also advised to join programmes as a direct intervention for their alcohol abuse.

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CHAPTER 1

GENERAL INTRODUCTION

1.1 Introduction

Alcohol abuse is a growing problem globally. The WHO global report on Health (2011) found that while most of the adult population drinks at low levels, the broad range of alcohol consumption patterns, from daily heavy drinking to occasional hazardous drinking, creates significant public health and safety problems in nearly all countries. There has been a notable increase in hazardous drinking patterns among adolescents and young adults (WHO, McAllister & Lancet in WHO, 2011). Regional estimates of alcohol consumption suggest a stable consumption trend in most of the regions, while an increase can be noted in the African Region and the South-East Asia Region (WHO, 2011). Substance abuse is a growing problem in South Africa, and alcohol is the primary drug of abuse in this country. When one looks at alcohol use statistics in South Africa, it becomes quite evident that more and more people (especially youth) are engaging in substance abuse and the onset age of these users is getting younger and younger (http://www.tnt.org.za/index.php?option=com_content&view)

[Accessed February 24, 2011]. The question would therefore be how this abuse affects these youth, their lives and families. In his speech, during the State of the Nation address, President Jacob Zuma said: “We will not tolerate tavern owners who sell alcohol to our children”

[http://www.iol.co.za/news/south-africa/western-cape/state-of-the-nation-address-](http://www.iol.co.za/news/south-africa/western-cape/state-of-the-nation-address-1.1024456#.UoNIKCdY5w0)

[1.1024456#.UoNIKCdY5w0](http://www.iol.co.za/news/south-africa/western-cape/state-of-the-nation-address-1.1024456#.UoNIKCdY5w0) [Accessed February 24, 2011]. Research by the Medical Research Council (2010) indicated that alcohol affects 17.5 million South Africans. This

influences not only the person who abuse alcohol but also those around them, especially those who live with them.

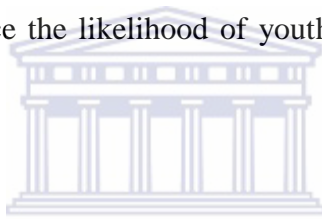
Cherpitel, Ye, Bond, Borges, Chou, Nilsen, Ruan, Xiang (2012) did a study that examined alcohol related injury in 19 countries, of which South Africa was one. The majority of the participants were youth from the ages of eighteen to twenty nine years. This study found that frequent heavy drinking was predictive of alcohol related injury.

Parry (2010) conducted a study on alcohol policy in South Africa. He reviewed the policy development process in South Africa between 1994 and 2009. The findings suggested that when the policy process resulted in a tangible outcome there was always a clear recognition of the problem and policy alternatives, but success was more likely if there was alignment of political forces. This study further concludes that alcohol policy in South Africa appears to be a product of competing interests, values and ideologies. Having a better understanding of these factors (media, community mobilization, NGOs, research and the liquor industry) may ensure that the process can be engaged by alcohol policy advocates in a way that is more likely to lead to the desired policy outcomes within a shorter period of time. It is evident that South Africa is approaching alcohol policy development in a piecemeal fashion.

Parry, Pluddemann and Bhana (2009) in their article monitored alcohol and drug abuse trends in South Africa and reflections on treatment demand as part of the South African Epidemiology Network on Drug Use project. It describes selected trends in treatment demand for alcohol and other drug use over a period of ten years. The data suggested that treatment demand in Cape Town has increased. It also suggested that the amount of youth admitted to treatment centres has significantly increased. The decision to focus on treatment by these

authors has been influenced by the governments increased focus on treatment issues through the implementation of national norms and standards for in- and out-patient treatment services and the amount of people who are currently receiving substance abuse treatment in South Africa (+/- 20, 000 annually).

According to the National Youth Policy (2009) in the year 2003 it was found that the overall youth that consumed alcohol at harmful levels was 3.1% with very little difference between male and female youth. This was mentioned under the section that focused on youth at risk. The policy went on to say that there is a great need for measures to be put in place to target the youth who are already abusing substances such as alcohol. There also needs to be measures in place that will reduce the likelihood of youth who might be vulnerable to this problem.



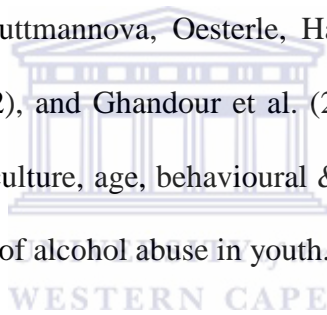
The influence of the media on alcohol abuse, especially in youth is emphasized by various authors. In South Africa the Minister of Health, Aaron Motsoaledi, expressed great concern regarding the advertising of alcohol. In a speech he said he would not back down until alcohol advertisements were completely banned, as these greatly influenced children. He said that banning these advertisements could reduce the number of people who consume alcohol <http://news.iafrica.com/sa/779277.html> [Accessed March 02, 2012]. Similarly to the former Steven Otter (2010) wrote an article on banning alcohol advertising in South Africa. In this article he states that 67% of domestic violence in the Western Cape is alcohol related. Social development of society is possible only if the problems of alcohol and drug abuse are appropriately tackled. A study by HSRC <http://www.westerncape.gov.za/speech/banning-alcohol-advertising-not-silver-bullet-important-element-multi-pronged-approach> [Accessed April 16, 2014] in a rural community found that 68% of women and 62% of men believed

that alcohol advertising should be stopped. This article concludes that stopping alcohol advertising is not the ultimate solution to the problem of alcohol abuse and related issues, but it's an important element in what must be a multi-pronged approach. In their study on youth exposure to alcohol use and alcohol brand appearances in popular contemporary movies, Cin, Worth, Dalton and Sargent (2008) found that most movies depicted alcohol use and the rest contained at least one alcohol brand appearance. These movies exposed the average US adolescent of 10-14 years of age to 5.6 hours of movie alcohol use. This is also in line with what Cin et al. (2008) suggested about the influence of media in relation to alcohol abuse in youth.

Grant and Dawson (2002) examined the age at onset of alcohol use and its association with alcohol abuse and dependence. They used a survey to examine the relationship between age at first use of alcohol and the prevalence of lifetime alcohol abuse and alcohol dependence among all US adults 18 years of age and over within subgroups defined by sex and race. Spak, Spak and Allebeck (1997) explored the factors in childhood and youth predicting alcohol dependence and abuse in Swedish women. This study found that experiences of sexual abuse before the age of 13 years, a history of psychological or psychiatric problems, early deviant behaviour and an episode of alcohol intoxication before the age of 15 years were significantly associated with alcohol dependence/abuse in a logistic model.

Wu, Goodwin, Fuller, Liu, Comer, Cohen and Hoven (2010) examined the gender differences in patterns of the co-occurrence of alcohol abuse and depression in youth. This study showed that alcohol abuse/dependence was associated with elevated rates of depression in youth. Gender differences were found in the patterns of co-morbidity.

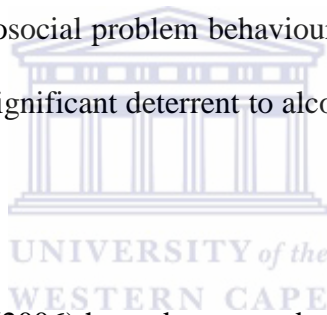
Youth may be shielded from trying alcohol due to social factors such as culture and religion. In their study Ghandour, Karam and Maalouf (2009) examined alcohol consumption and the role religiosity plays in alcohol use disorders in Christian, Druze and Muslim youth in Lebanon. The findings of this study showed that alcohol use was more common in Christians who started drinking at a younger age and were more likely to be diagnosed with abuse and dependence. However, among ever drinkers, the odds of alcohol use disorders were comparable across religious groups. This study concludes that students belonging to conservative religious groups may be shielded from the opportunity to try alcohol. Once one is an ever drinker, however, religion is not related to the odds of them acquiring an alcohol use disorder. Religiosity is, nevertheless, related inversely to alcohol related problems, even among drinkers. Bailey, Hill, Guttmanova, Oesterle, Hawkins, Catalano and McMahon, (2013), Grant and Dawson (2002), and Ghandour et al. (2009) in their studies suggest that phenomenon like race, religion, culture, age, behavioural & psychological challenges have a great influence on the prevalence of alcohol abuse in youth.



The parent-child relationship and alcohol abuse in youth is affected by various factors such as communication, rules and discipline, support and nurturance, parent child conflict and family stress. This in turn influences the prevalence of alcohol use in youth (Ennet, Bauman, Foshee, Pemberton and Hicks 2001). Parents' emotional stress, substance abuse, educational level, parental socialization and marital relations have an influence on the escalation of alcohol use in youth. Alcohol use in youth results in a series of problems, such as psycho-social behaviours and family challenges (Barnes and Welte, 1986).

Parent-child communication about alcohol use is assumed to be critical to child use of alcohol (and tobacco), but has rarely been systematically described and related to adolescent use. In a

study conducted by (Ennet et al., 2001) factor analysis of parent reports of communication identified three domains: rules and discipline, consequences and circumstances, and media influences. Communication in these domains varied according to family characteristics, including parents' substance use and mothers' educational levels. Contrary to assumptions, parent-child communication was not related to initiation of smoking or drinking. Additional analyses suggested, however, that parent-child communication about rules and discipline predicted escalation of use. This research suggests that parent-child communication is vital in escalating the use of alcohol in youth, but does not relate to the initiation of alcohol use. Problem behaviours that arise from alcohol abuse in youth may have negative effects on the parent-child relationship. Barnes (in Barnes and Welte, 1986) found that adolescent alcohol abuse is part of a complex psychosocial problem behaviour syndrome and that a high degree of parental nurturance may be a significant deterrent to alcohol abuse and more general abuse and deviant behaviours.



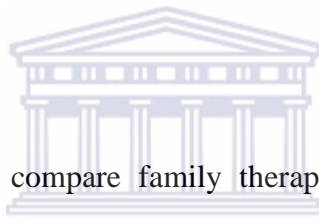
Amoateng, Barber and Erickson (2006) have done a study on family predictors of adolescent substance use. It was done amongst high school students in the Cape Metropolitan area. This study found that substance use was predicted by parental behavioural control, parental monitoring/knowledge and limit setting, marital relations and family stress. McBride, Freier, Hopkins, Babikian, Richardson, Helm, Boward and Marshak (2005) examined the quality of the parent-child relationship and adolescent HIV risk behaviour in the Caribbean. This study showed that a 'great' relationship with both parents, as perceived by the adolescent, was significantly associated with lower rates of tobacco and alcohol use as well as lower rates of sexual activity.

Even though alcohol abuse in youth gives rise to problem behaviours that negatively affect the parent-youth relationship, parenting, marital relations and family challenges also contribute to the use of alcohol among youth. Therefore prevention and intervention strategies that relate to alcohol abuse in youth should include family systems. Fischer, Pidcock and Fletcher-Stevens (2007) conducted a review on family response to adolescence, youth and alcohol. Based on the findings of their research, these researchers state that the review of risk factors examined multiple levels of risk related to adolescent substance use as represented by individual personality factors, family factors involving dysfunction, monitoring, parental addiction, and intra-familial and extra-familial deviant peers.

Pacileo and Fattore (2009) focused on alcohol abuse prevention in young people. This study was conducted in Milan, Italy. They looked at the educational programmes available to young people as well as their drinking behaviour and whether these programmes are viable from an economic point of view. This study suggests that, given the relevance of alcoholism and related harm, the magnitude of the investment made so far in preventative programmes is limited. The interventions analysed in the review show that prevention of alcohol use among young individuals is not a priority in terms of allocation of collective resources. This study also shows that the impact of intervention to counter alcohol abuse is a phenomenon which is embedded in social, cultural and economic contexts and it thus depends on many factors that are difficult to control in detection of the impact of a specific and often limited intervention. The latter proves that preventative measures are significant in curbing alcohol abuse in youth. These measures can also assist parents as there will be less alcohol abuse amongst youth.

Mason, Haggerty, Fleming and Casey-Goldstein (2012) conducted a study which looked at family intervention to prevent depression and substance use among adolescents of depressed

parents. The purpose of the study was to develop and preliminarily evaluate Project Hope, a family intervention for the prevention of both depression and substance use among adolescents. The findings of this study supported the notion that children of depressed parents were more likely to abuse substances, with alcohol being the most commonly used substance. The findings of the evaluation of Project Hope suggest that results for adolescent-reported proximal targets related to family interactions, family management, substance use beliefs, refusal skills, and adolescent coping as well as depression and substance use primary outcomes are reported. Project Hope was developed by blending and extending two existing, evidence-based, family interventions. The former highlights the significance of family interventions in addressing prevention of depression and substance use among adolescents of depressed parents.



Slesnick and Prestopnik (2009) compare family therapy outcome with alcohol-abusing, runaway adolescents. These researchers say that research supports the powerful effect of family based interventions in reducing substance use among adolescents; however, the impact of family therapy for primary alcohol problem youth, and more specifically runaway youth, is less known. In this study, the impact of family therapy (both home and office based) was especially pronounced on alcohol use.

1.2 Problem formulation

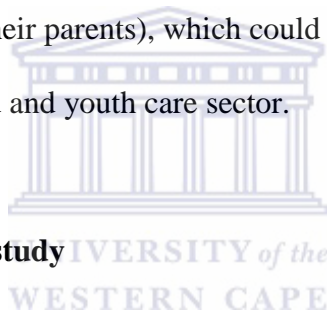
Existing literature that focuses on alcohol abuse in youth concentrates on the physical effects of alcohol abuse, problem behaviours that arise from this, dependence in relation to family relationships and parenting practices and also factors such as religion and culture (Barnes, 2001; Barnes and Welte, 1986; Grant and Dawson, 2002).

The literature also suggests that little is known regarding family based therapy in youth abusing alcohol (Slesnick and Prestopnik, 2009). Therefore more information is required in relation to alcohol abuse and parent-youth relationships. It is against this background that the researcher wishes to explore the parent-child relationship in alcohol abusing youth.

Whilst other studies have focused on statistics

http://www.tnt.org.za/index.php?option=com_content&view [Accessed February 24, 2011]

of substance abuse, this study focused on the effect that alcohol abuse in youth has on the parent-child relationship specifically. No study has been previously conducted to specifically explore alcohol abuse in youth and the parent-child relationship. This research hopes to contribute to new findings regarding youth who abuse alcohol (and how this influences the relationship that they have with their parents), which could be instrumental in developing intervention strategies in the child and youth care sector.



1.3 Aims and Objectives of the study

1.3.1 The aim of the study

The aim of the study was to explore the parent-child relationship in youth abusing alcohol.

1.3.3 Objectives

The objectives of the study were to:

- Explore and describe alcohol abuse in youth from the youth's perspective.
- Explore and describe the parent-child relationship from the youth's perspective.
- Explore and describe alcohol abuse in youth from the parent's perspective.
- Explore and describe the parent-child relationship from the parents' perspective.

1.4 Research question

The research question as a result of the problem formulation was: How does alcohol abuse in youth contribute towards the parent-child relationship?

1.5 Research Methodology

The study adopted a qualitative methodological approach. Qualitative research uses multiple methods that are interactive and humanistic. Qualitative research involves active participation by participants and is sensitive to the participants in the study. Qualitative researchers look for involvement of their participants in data collection and seek to build rapport and credibility with the individuals in the study. They do not disturb the site any more than is necessary. In addition, the actual methods of data collection are traditionally based on open-ended observations, interviews, and documents now include a vast array of materials, such as sounds, e-mails, scrapbooks and other emerging forms (Creswell, 2003). This approach was best for the study because the researcher wanted to get a sense of the problem from the participants' perspective.

1.6 Population and sample

The population includes all who have the characteristics of the participants of the study (De Vos, Fouché, Delpont and Strydom, 2005). The universe of this study was drawn from Mfuleni, which is situated in the metro East region on the Cape Peninsula in the Western Cape Province.

Non-probability purposive sampling was used to select the participants. Non-probability sampling is favoured by qualitative researchers. It does not claim to be representative and

does not necessarily allow the researcher to generalize the results. No population unit has an equal chance of selection (D’Cruz and Jones, 2004). This form of sampling was used as it was relevant to the nature of the current study.

The participants in this study were purposively selected. They included parents as well as youth who family preservation workers work with at a community development organization. These participants should have been with the organization for more than a year. Participants came from diverse ethnic and language backgrounds. The latter also enabled the researcher to get a broad and more general overview of the issue at hand. The youth abusing alcohol were between 18-25 years and included male and female participants. The parents were parents of youth not participating in the study. Interviews continued until data saturation was reached.

1.7 Data collection

In order to collect the necessary data for the research one-on-one semi-structured interviews were used. The interviews were in-depth and semi-structured (please see appendix 4). This type of interview is most appropriate because it elicits the views of the participants in a private context. Semi-structured interviews are also suitable where an issue is personal or controversial (De Vos et al., 2005). Therefore interviewees were more comfortable in answering the questions with regards to alcohol abuse and the parent-child relationship. Interviews created an opportunity for the participants to ask for elaboration if they did not understand a particular question and also give the researcher an opportunity to rephrase and elaborate on the questions. Interviews allowed for deep exploration, which elicited relevant information. The recording device used during the interviews was a tape recorder at the consent of each participant (please see appendix 2). In conducting the interviews the researcher also gave each participant an opportunity to read the interview schedule before the interview process began. Each participant could therefore choose which question they would

like to answer first. This gave the participants a strong role in determining how the interview proceeded (De Vos, et al., 2005). This was important due to the sensitive nature of the topic.

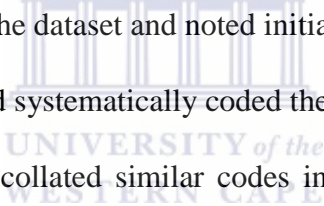
1.8 Data analysis

Data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables or discussion (Creswell, 2007). This process demands a heightened awareness of the data, a focused attention to the data, and openness to the subtle, tacit undercurrents of social life. Identifying salient themes, recurring ideas or language, and patterns of belief that link people and settings together is the most intellectually challenging phase of data analysis and one that can integrate the entire endeavour (De Vos et al. 2005). Grbich, Braun and Clarke (in Silverman, 2011) state that the researcher should follow the following steps in doing a thematic data analysis:

- Familiarize yourself with the dataset. Note initial comments and ideas.
- Generate initial codes. Systematically code whole dataset.
- Search for themes. Collate similar codes into potential themes. Gather all data for potential theme.
- Review themes. Check if themes work in relation to the dataset. Check for examples that do not fit. Generate a thematic map or diagram
- Refine themes. Refine specifics of each theme and the linkages between them. Generate propositions, look for complexity and associations.

In order to analyse the data the researcher has done a qualitative analysis that involves careful scrutiny of the data (that involves coding and identification of themes). This has enabled the researcher to discover all the different themes that have emerged from the data.

She has carefully read the transcripts and focus in-depth. The researcher has generated categories, themes and patterns. The researcher has done this by carefully reading through the transcripts and writing down the ideas that surface, then selecting each interview and thinking about the underlying information. When this task was completed for all participants the researcher made a list of all the topics and then clustered all similar topics together. The topics that were unique and left over were left in different columns. The topics were then turned into categories by grouping the topics that related to each other. The researcher then made a final decision on the abbreviations of each category, alphabetized these codes and assembled the data material and performed a preliminary analysis (Tesch in Cresswell, 1994). In order to perform a thematic data analysis the researcher has followed the steps as outlined by Grbich, Braun and Clarke (in Silverman, 2011) as follows:

- 
- Familiarized herself with the dataset and noted initial comments and ideas.
 - Generated initial codes and systematically coded the entire dataset.
 - Searched for themes and collated similar codes into potential themes. Gathered all data for potential theme.
 - Reviewed themes and checked if themes work in relation to the dataset. Checked for examples that do not fit. Generated a thematic map or diagram.
 - Refined the themes and refined specifics of each theme and the linkages between them. Generated propositions, and looked for complexity and associations.

1.9 Trustworthiness

In order to ensure the trustworthiness of the study the researcher will use Guba and Lincoln (1985) and De Vos et al. (2005) as follows:

- *Confirmability*

Confirmability encompasses the level to which data and the outcomes of interviews are entrenched in the participant's contexts, rather than from the researcher's perspective or imagination (Guba and Lincoln, 1985). There's a need to ask whether the findings of the study indeed represent the influence of alcohol abuse in youth on the parent/child relationship. By establishing this, the evaluation from some inherent characteristic of the researcher (objectivity) is removed and the data represents the context. Thus the qualitative criterion is: Do the data help confirm the findings and lead to the implications? This is the appropriate qualitative criterion (De Vos et al., 2005). Triangulation by doing interviews with parents and youth, interview transcripts were validated by the supervisor and contributed to confirmability.

- *Credibility*

Credibility can be compared to internal validity or the extent to which the investigator's realities are believable to the original constructors of reality (Guba and Lincoln, 1985). Establishing credibility means that the researcher must be able to prove that the data from the study appropriately reflects the data that it represents. The researcher asked the participants whether or not their realities have been represented appropriately in the study (member checks). As part of triangulation, the researcher also used interviews with parents and youth and validating data from both parties (Guba and Lincoln in De Vos et al., 2005). The interview transcripts were verified after the preliminary analysis, and the researcher will re-examine each case to identify common themes and discard disconfirming information (Guba and Lincoln, 1985).

- *Transferability*

Transferability is possible and achievable when the context in which the research is conducted have the same characteristics with one another where some of the knowledge can

be transferred. Findings are not generalizable in qualitative research. Therefore the researcher did not use transferability in this study.

- *Reflexivity*

Qualitative research is becoming more about self-disclosure in the process of research. It is no longer acceptable to be the distanced qualitative researcher. All researchers shape the writing that emerges, and qualitative researchers need to accept this interpretation and be open about it in their writings (Creswell, 2007). In this research the researcher used a reflective journal during the research process where she documented her entire experience of the research process. The researcher reflected on the interpretation of the data based on the cultural, social, class and personal politics that participants brought into the research (Creswell, 2007).



1.10 Ethical statement

As part of the ethical issues in data collection Creswell (2009) highlights the significance of gaining agreement from the research participants or sites in order to access information. The participants were provided with an information sheet about the study which gave them more information regarding the study (please see appendix 3). Houghton, Casey, Shaw and Murphy (2010) also state that the ethical challenges that are pertinent to qualitative research concern the issues of informed consent. The researcher needed permission from the participants to be part of the study; hence they signed a consent form that gave them the ability to grant consent in order to be part of the study. The consent form also granted the researcher permission to conduct the interviews with the participants. It is significant to be aware of and adhere to such guidelines in order to avoid violation of the research participants Horner and Minifie (in Creswell, 2009). Avoidance of harm to the participants has been ensured by informing the participants about the potential impact or risks of being part of the

research. This was included in the information sheet. In order to avoid deceiving research participants the researcher has not withheld information or offered incorrect information to them about the research. The researcher ensured privacy and confidentiality to the participants by not using their real names in the research and also by allowing the participants to agree or disagree regarding who can have access to the information generated from the research Strydom (in De Vos et.al, 2005).

In order to gain support from participants, a qualitative researcher conveys to participants that they are participating in the study, explains the purpose of the study, and does not engage in deception about the nature of the study (Creswell, 2007). The researcher explained the procedures and what would happen during the interview in order to ensure that the participants were aware of exactly what they were consenting to. She informed the participants that there were possibilities that the interview may raise certain emotional thoughts and that they had the right to withdraw at any time. The researcher informed the participants why she was doing the research. She asked the participants for permission to record the interviews as they spoke. The researcher ensured that the interviews were conducted in a safe place. She informed the participants that the information gathered from the interview will be seen by the internal and external academic assessors. Therefore she would ensure that they remained anonymous throughout the process. The researcher informed the participants of their right to withdraw from the study at any point. If a participant decided that they wanted to withdraw their participation, the researcher would respect their decision and thank them for participating up to that point.

It is significant to acknowledge the fact that participants can be harmed during the research process. In order to protect participants from possible emotional or physical discomfort and

harm the researcher used avoidance of harm and consent forms. The participants were thoroughly informed in advance about the potential impact of the interview. This offered the respondents the opportunity to withdraw from the research if they wished. An information sheet, appendix A, was provided to participants. It contained adequate information regarding the research, including the goal and procedures of the research. The researcher also explained the advantages, disadvantages and even dangers which the respondents may be exposed to Williams et al. (in De Vos et al., 2005).

1.11 Definition of terms

The following is a definition or explanation of some of the main terms used in the study:

Relationship

Relationship is defined as the way in which two or more people or things are connected. It could also mean the way in which two or more people or groups behave towards each other (Soanes, Hawker and Elliot, 2005: 764). In the context of this study, the term relationship will mainly be used to refer to the way in which the youth and the parents relate to each other.

Youth

The term youth is used inclusively to refer to young people that fall within the age group of 14 to 35 years (National Youth Policy, 2009). It is also defined as the period of life between childhood and adult age (Soanes et al., 2005: 1077). In the context of this study, the term youth will generally refer to people between the ages of 18 to 25.



Alcohol

Alcohol is defined as a colourless flammable liquid which is the ingredient that gives drinks such as wine, beer, and spirits their intoxicating effect. It is also defined as drinks containing alcohol, such as wine, beer, and spirits (Soanes et al., 2005: 20).

Abuse

Abuse is defined as to use badly or wrongly (Soanes et al., 2005: 4).

Parents

Parent is defined as father or mother. It is also defined as an animal or plant which younger ones are derived (Soanes et al., 2005: 652).



Child

A child is defined as a young human being below the age of full physical development. It is also defined as a son or daughter of any age (Soanes et al., 2005: 148).

Peers

Peer is defined as person who is the same age or who has the same status as you (Soanes et al., 2005: 662). Foster (in Halliday and Kwak, 2012) also uses an alternative definition of peer group, 'all students residing in rooms that are on the same wing of a residence hall floor as the given student,' though it is less clear why this should be the correct peer group of interest

Conflict

Conflict is defined as a serious disagreement. It is also defined as a lack of agreement between opinions (Soanes et al., 2005: 182).

Behaviour

The term behaviour is defined as the way in which someone or something behaves (Soanes et al., 2005: 73). In the context of this study this term will mainly be used alongside the term youth, when looking at their behaviour.

Communication

Communication is defined as the action of communicating. It could also letter or message. Communication can refer to a means of sending information or travelling, such as telephone lines or roads (Soanes et al., 2005: 174).



1.12 Chapters to follow

The forthcoming chapters in this study are as follows:

Chapter two- focuses on the theoretical framework of the current study.

Chapter three- is the review of relevant literature.

Chapter four- focuses on the research methodology.

Chapter five - is the presentation of research findings.

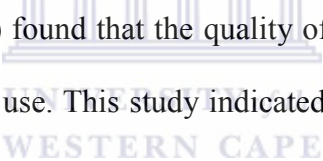
Chapter six - is the summary, conclusions and recommendations of the current study.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Introduction

Previous research studies have found that family factors are associated with alcohol abuse in youth. Horton and Gil (2008) have found that factors such as parent-child communication can be associated with lower levels of alcohol use in adolescents. The former study indicated the effects of family factors on adolescent alcohol use. Children from homes characterized by poor family functioning are at increased risk of drug initiation and drug use Hawkins, Catalano and Miller (in Shelton and van den Bree, 2010). These studies show that family relationships play a significant role in alcohol abuse in youth.



Shelton and Van Den Bree (2010) found that the quality of the parent-child relationship was associated with increased alcohol use. This study indicated that the associations between the quality of parent-child relationships and adolescent substance use are likely to unfold in a complex, transactional fashion. Frequent and heavy use of cigarettes and alcohol appeared to disrupt the closeness of the parent-child relationship, particularly for on-time and late maturing adolescents. The former finding may reflect an increase in the time adolescents spend away from the home with peers (who use substances) as well as the difficulties of managing a close parent-child relationship.

Mothers' depressive symptoms have been associated with alcohol use in youth. Lamis, Malone, Lanford and Lochman (2012) found that maternal depressive symptoms significantly predicted an earlier onset of alcohol use in youth. The depressed mothers were also found to

use harsh discipline with youth, which was also found to be one of the parenting factors that directly contribute towards alcohol consumption in youth.

Cordova, Huang, Pantin and Prado (2012) explored whether family intervention in drug and alcohol abuse in youth varied according to nativity status. This study found no significant differences by condition of nativity status. This study recommended further research aimed at developing a better understanding of key mechanisms by which prevention interventions are efficacious in preventing or reducing substance use, including alcohol and drug use. Similarly to the findings of studies such as the former, not everything is known about alcohol abuse in youth and family interventions. Through her experience in working with youth and families this researcher is of the view that this study will provide more insight into parent-child relationships and youth abusing alcohol. This information will enable the enhancement of intervention programmes concerning parent-child relationships and alcohol abuse in youth.

This chapter will focus on parent-child relationships, youth abusing alcohol and the effects thereof, the experiences and perceptions of youth who abuse alcohol and parents of such youth, with particular focus on the parent-child relationship.

2.2 Theoretical framework

The family systems theory is employed as a theoretical framework for this study. Dupuis (2010) states that before one can fully conceptualize the difficulties faced by the blended family, it is first important to have an understanding of the family systems framework. Families are considered systems because they are made up of interrelated elements or objectives (Morgaine, 2001). They have regular interactions and they are interdependent on one another. The components of the family systems theory are described as having interrelated elements and structure. The elements of a system are the members of the family.

Each element has characteristics; there are relationships between the elements; the relationships function in an interdependent manner. The researcher saw the former as a representation of the parent-child relationship. All of these create structure, or the sum total of the interrelationships among the elements, including membership in a system and the boundary between the system and its environment. Dupuis (2010) also mentioned that boundaries are quite an important concept in a family system.

Magnavita (2012) sees family as best conceptualized as a system, which exists within the context of larger systems that shape and influence how a family functions and becomes dysfunctional. This theory encourages family theorists to understand the need to account for complex factors inherent in the human ecological system in their theoretical development and intervention strategies. This theory operates at various levels. Level one focuses on the individual's brain and its activities. Level two focuses on the interpersonal aspects. For instance; how relationships between two people influence them and therapy. Level three is the relational-triadic matrix. What occurs in this level is depicted in dyads. Triangular configurations are evident when an unstable dyad seeks to stabilize itself by seeking another usually vulnerable individual such as a child or an extramarital partner. Level four focuses on socio cultural-familial factors. This puts an emphasis on how all the other levels interact in a process of mutual influence. This level encompasses the interrelationships among the family, the individual and the socio cultural system in which we are embedded. Similarly to Magnavita (2012), Dupuis (2010) also mentions that in a family system, a sub-system can comprise of an individual or dyad. Relationships such as parent-child relationships, sibling relationships and spousal relationships are also regarded as sub-systems or dyads.

In their article Kelly, Maynigo and Wesley (2013) state that it's important to understand the family systems framework in order to be able to provide effective therapy for challenges that African American families face. Family systems theory contextualizes the youth and their accompanying behaviour with reference to the broader family system O'Gorman (2012). Family therapists have involved youth in family therapy sessions to varying degrees. Behavioural concerns are tied to the current functioning of the entire family system and a shift in one part (i.e., the youth's behaviour) is likely to impact upon other parts (i.e., the nature of the family relationships) and vice versa. The researcher found this theory to be applicable to this study due to the nature of parent-child relationships.

This framework views families as interacting in patterns. There are predictable patterns of interaction that emerge in a family system. This framework further views family as having boundaries that can be viewed on a continuum from open to closed. Every system has ways of including and excluding elements so that the line between those within the system and those outside is clear to all. If a family is permeable and vague and has unclear boundaries it is considered "open". The open boundary system allows elements and situations outside the family to influence it. Closed boundary systems isolate members from the environment and seem isolated and self-contained. No family system is completely closed or completely open. The researcher associates the latter with alcohol abuse in youth and how it affects the parent-child relationship. Family systems function by composition of law: the whole is more than the sum of its parts. Every family system, even though it is made up of individual elements, results in an organic whole. Unique behaviours may be ascribed to the entire system but that does not appropriately describe the individual elements. Every family system contains a number of small groups, usually made up of two to three people. The relationships between these people are known as subsystems, coalitions, or alliances. Each subsystem has its own

rules, boundaries and unique characteristics. For the current study this relates to how parent-child relationships are characterised. Family systems use messages and rules to shape members. Messages and rules are relationship agreements which prescribe and limit a family member's behaviour over time. They are repetitive and redundant. They give power; they induce guilt; they control or limit behaviours. Most messages and rules can be stated in one of a few words (Morgaine, 2001). The researcher relates the messages and rules to the factors that impact on the youth's alcohol abuse. These might also have a strong influence on how the youth's alcohol abuse influences the parent-child relationship.

2.3 Conclusion

This chapter focused on the theoretical framework that is used for this study. The family systems theory puts parent-child relationships in the context of family as well as other systems surrounding it. This theory also highlights factors such as relationships, family boundaries and how these all influence individual family relationships and the entire system in which these exist. The following chapter will focus on the review of literature.

CHAPTER 3

LITERATURE REVIEW

3.1 Introduction

The researcher found it necessary to review existing literature which is relevant to parent-child relationships, youth alcohol abuse and related factors. The review of literature begins with an overview of South African youth and alcohol abuse, then proceeds to looking at youth in other parts of the world and alcohol abuse. Literature regarding parent-child relationships will then be explored as well as social, cultural influences, economic influences and youth assets. The researcher will also review literature concerning risk behaviour, conflict and communication.



3.2 The incidence of alcohol abuse in youth

The global incidence of youth alcohol abuse

The harmful use of alcohol causes an estimated 2.5 million deaths every year, of which a significant amount occur in the young. Alcohol use is the third leading risk factor for poor health globally. A wide variety of alcohol-related problems can have devastating impacts on individuals and their families and can seriously affect community life (WHO, 2010).

Henry, McDonald, Oetting, Walker, Walker and Beauvis (2011) conducted a study that explored the role played by early first intoxication on later alcohol use and alcohol problems in American Indians. The study found that alcohol use among American Indians is largely initiated and to a considerable extent exacerbated during adolescence. The study also found that a number of different factors were significantly related to early intoxication. Children who experienced their first intoxication by age 14 were also more likely to demonstrate early

delinquency, more likely to have a biological parent with an alcohol abuse or dependence diagnosis, to live in poverty, to not live with both biological parents, to have higher family-based conflict, and to have less family-based cohesiveness.

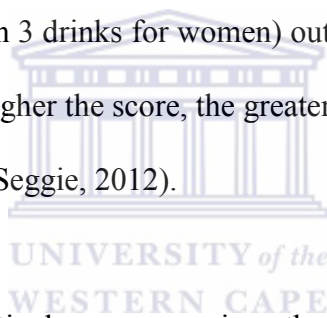
Jackson (2010) found that geographic concentrations were associated with risk factors for child endangerment. Their study, conducted in Pennsylvania, also found alcohol use to be among this array of demographic risk factors. This included the child or adolescent's awareness of the norms and values of a particular geographical area, and adhering to them. Therefore this study indicates that alcohol abuse is not only associated with child endangerment, but also where the youth live might elevate the risk of alcohol abuse.

Cheng and Robinson (2013) conducted a study on factors leading African Americans and Black Caribbeans to use social work services for treating mental and substance use disorders. This study found that the use of social work services was increased by substance use disorder and mental disorder.

The South African incidence of youth alcohol abuse

Understanding youth and alcohol in South Africa is essential for the understanding of how this influences the parent-child relationship. It is significant to view alcohol abuse in youth in the context of their country, so as to enhance awareness on related factors. The researcher is of the opinion that alcohol abuse and parent-child relationships are complex issues. Therefore it facilitates better understanding to understand each of these individually and then explore how they interrelate.

Violence, alcohol misuse and mental disorders are inextricably linked and are leading contributors to the burden of disease in South Africa, each in their own right but particularly where they overlap to produce a perpetuating cycle of harmful outcomes. South African drinkers rank in the top five riskiest drinkers in the world, with an estimate of 33% to 40% of drinkers consuming alcohol at risky levels (Corrigall and Matzopoulos, 2013). According to Seggie (2012) South Africa is a hard drinking country. It is reckoned that South Africans consume in excess of 5 billion litres of alcohol annually. The World Health Organization (WHO) report released in 2011 (in Seggie, 2012), position that it is among the highest per capita consumption rates in the world, and it is continuing to rise. More alarming still is that the WHO awards South Africa a score of 4 (drinking 5 or more beers or glasses of wine at one sitting for men, and more than 3 drinks for women) out of 5 on a least risky to most risky patterns-of-drinking scale – the higher the score, the greater the alcohol-attributable burden of disease for the country WHO (in Seggie, 2012).



Alcoholism among youth is a particular concern, given that at least half of SA's population is categorised as young people, under the age of 35. Surveys have shown that alcohol use among our youth is common, and increases with age for both males and females. There is also a tendency to more harmful binge drinking. Reasons for use and misuse of alcohol include peer pressure and a desire to fit in, poor home environs and boredom, ignorance of alcohol's harms, and the relative cheapness of alcohol products and their ease of access. High youth unemployment rates must be an exacerbating factor. In South Africa, alcohol is easily purchased from bottle stores, supermarkets, bars and shebeens and other unlicensed liquor outlets, which outnumber licensed ones, particularly in disadvantaged communities (Seggie, 2012).

In their study on the prevalence of substance abuse of high school students in South Africa and America Reddy, Resnicow, Ouardien and Kambarran (2007) found that substance abuse in South African youth is lower than that found among their American counterparts. But these findings also showed that monthly use of alcohol and tobacco was higher in South Africa than in the United States. Even though residing in a country that is undergoing an economic, social and cultural transition rates South African youth, overall, lower in substance abuse than youth residing in long-established industrialized countries, such as America, alcohol abuse in South Africa is still a huge concern.

Moodley, Matjila and Moosa (2012) did a study on the epidemiology of substance use among school learners in Gauteng. This study found alcohol to have the lowest mean age of initiation, with some learners reporting to have first used alcohol in primary school. Alcohol was found to be the substance most commonly used by learners in Atteridgeville. According to Palen, Smith, Caldwell, Mathews and Vergani (2009) youth initiate substance abuse as their first risk behaviour, before moving on to sexual intercourse at a later point. It may be that the initiation of substance abuse causes interpersonal changes that make the initiation of sexual intercourse more likely. This proves that substances such as alcohol can be a great influence in other risk behaviours in youth.

Amoateng, Barber and Erikson (2006) conducted a study on family predictors of adolescent substance use in high school youth in Cape Town. They found that youth who reported higher levels of family conflict also reported higher levels of substance use. Parenting measures such as behavioural control, parental knowledge and limit-setting, were significantly associated with lower levels of substance use. Alcohol use in youth was also found to be one of the

factors significantly associated with school dropout rates among youth (Flisher, Townsend, Chikobvu, Lombard and King 2010).

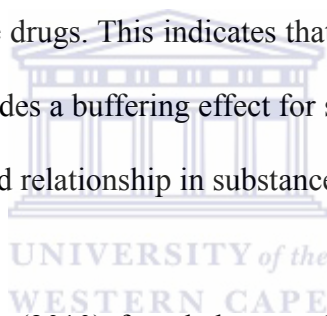
The Medical Research Council (2011) survey on substance use, risk behaviour, and mental health among grade 8 to grade 10 learners in schools in the Western Cape had significant key findings on alcohol. This study found that alcohol was the most frequently reported substance used, with two thirds of all learners reporting the lifetime use of alcohol. The results suggested a possible increase in lifetime alcohol use among learners.

Mothiba and Malema (2009) examined the perceptions of community members towards youth abusing alcohol in the Capricorn District of the Limpopo Province. The participants reported anti-social behaviour (such as fights) and poor interpersonal behaviour among youth who abuse alcohol. Some of the participants perceived alcohol abuse in youth as a cause of family disorganization and eventually family break ups. The youth were also perceived to have poor interaction with family members, as well as having made poor educational progress. The participants reported perceiving youth who abuse alcohol as not having a good future, resulting in unemployment and poverty. This also illustrates the fact that youth alcohol abuse is not only a concern for the youth and their families, but affects the larger community as well.

3.3 Parent-child relationships

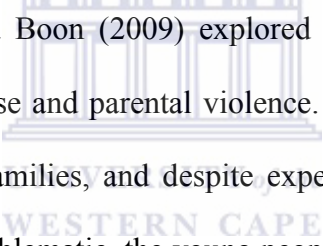
Examining parent-child relationships in general is important in exploring the current research topic. Hardt, Herke and Schier (2011) did a study that explored suicide ideation in youth and parent-child relationships. This study found that both maternal and paternal love also predicted suicide in youth. Even though additional dimensions of the parent-child relationship

are affected by abuse in the family, they do not correspond to higher levels of suicide ideation when love from both parents is considered. This makes parental love, or warmth, a central concept in the genesis of suicidal ideation. Similarly, Fang and Schinke (2013) found that strengthening the quality of girls' relationships with their mothers while increasing the girls' resilience to substance abuse can be a factor in the prevention of substance use in adolescent girls. Mother-daughter closeness, mother-daughter communication, maternal monitoring, and family rules against substance use improved self-efficacy, refusal skills and lowered the intentions to use substances in the future. Just like the previous studies Stewart and Bond (2002), in his study, found that factors such as parental monitoring and family curfews demonstrated significance across substances. The adolescents with acknowledged family boundaries were less likely to use drugs. This indicates that a strong relationship between the adolescent and their parents provides a buffering effect for substance use. These studies prove the significance of the parent-child relationship in substance abuse.



In their study Mayer and Blome (2010) found that youth who reported negative parental attitudes toward substance use and who had more parent involvement had lower odds of heavy episodic drinking. Youth who missed more days from school, had school peers who drank alcohol and reported better relationships with teachers had higher odds of heavy episodic drinking. These results suggest that social work interventions need to be sustained, implemented within multiple environments, and started prior to adolescence. These data add to the body of literature that asserts that on-going intervention is necessary at both the family and school environmental levels. Interventions to prevent heavy episodic alcohol use must recognize the relevance of targeting the quality and context of family interactions as well as the influence of peers on the decision-making capacities of adolescents.

The study conducted by Downing-Matibag (2009) looked at parents' perceptions of their adolescent children, parental resources, and parents' satisfaction with the parent-child relationship. The results suggest that parental satisfaction is negatively related to parents' perceptions that their adolescents are involved in problem behaviours or experiencing challenges in other areas of their lives. An important finding in this study is that parental satisfaction is most likely to be enhanced when parents perceive that their adolescent children are fulfilling their character-related expectations for them, with regard to their trustworthiness and ability to control their tempers. This study also found adolescents' engaging in problem behaviours such as substance use or early-age sexual intercourse is negatively related to parental satisfaction.



Templeton, Velleman, Hardy and Boon (2009) explored the experiences of young people living with parental alcohol misuse and parental violence. This study found that despite the prevalence of conflict in these families, and despite experiencing the existence of alcohol misuse and domestic abuse as problematic, the young people spoke more about the impact of the drinking. For instance, young people mentioned recent key events in their lives alongside whether or not their parents had been drinking, rather than aggressive or violent incidents. There is also evidence which indicates that it is usually the conflict and disharmony accompanying alcohol misuse, rather than the drinking itself, which causes greater problems Velleman & Orford (in Templeton et al., 2009). This study highlights the fact that the parent-child relationship is not only influenced by youth's alcohol abuse, but also parents' use of alcohol.

3.4 Social influences

Social influences on youth alcohol abuse are also worth exploring. Cin et al. (2008) examined youth's exposure to alcohol use and brand appearances in popular movies. This study found that since alcohol-related content is prevalent in current popular movies and youth are exposed to this content. Movies may serve as a source of information regarding the prevalence, acceptability and function of alcohol in social life. Rodgers, Nichols and Botvin (2011) examined social influences on substance use abstinence among black non-Latina and Latina urban adolescent girls. This study found social influences (i.e., friend or family use, drug access) to be significantly associated with girls' substance use abstinence.

In their study, Fang and Schinke (2013) looked at alcohol use among Asian American adolescent girls and the impact of immigrant generation status and family relationships. Results demonstrated the effects of immigrant generation status, family relationships, and peer alcohol use on girls' alcohol use. Furthermore, it also highlighted the mediating role of family relationships and peer alcohol use. In the current study, as girls' immigrant generation status increases, they have a better relationship with their mothers and are less likely to drink alcohol. Positive family relationships observed in strong parental involvement, low parent-child conflicts, appropriate parental monitoring, and enhanced parent-child communication were associated with lower levels of depressed mood, decreased affiliation with drinking peers, and reduced underage drinking among adolescent girls.

Hemovich, Lac and Crano (2011) conducted a study on early onset of alcohol abuse in youth. This study looked at family structure, social factors and interpersonal perceptions of use. This study found that youth from single parent families engaged in significantly higher levels of substance use than those from dual-parent households. Youth from father-only households engaged in higher levels of cigarette, alcohol and marijuana use than those from mother-only

and dual-parent households. Adolescents from mother-only households engaged in significantly more cigarette and marijuana use than those from dual-parent households. These findings indicate that family structure plays a role in youth's substance abuse. This study clearly shows how family structure influences alcohol use in youth. Similarly to the former study Dintwat (2010) found that there is a relation between socioeconomic factors and family structure. This study also revealed that there has been a change in family structure in Botswana, resulting in the replacement of nuclear families. Dintwat (2010) also mentions that as a result of these changes African families are faced with political and socioeconomic circumstances characterized by domestic dynamics such as economic fragility, poverty, poor governance and civil conflicts.

3.5 Economic influences

Caetano, Ramisetty-Mikler and Rodriguez (2008) conducted a Hispanic Americans Baseline Alcohol Survey. This survey was aimed at examining differences in alcohol consumption among Hispanic national groups in the United States and identifying socio-demographic predictors of drinking and binge drinking. Having completed high school, having some college education, or completing a college degree are protective factors. Similar to the former Aspy, Vesley, Oman, Tolma, Rodine, Marshall and Fluhr (2012) did a study on school related assets and youth risk. They looked at alcohol consumption and sexual activity. School related behaviours, such as not skipping school, staying out of trouble and paying attention, were positively associated with reporting no alcohol consumption in the past 30 days. This study concluded that the relationship that youth have with school can be a positive asset that protects youth from risky behaviours such as sexual initiation and alcohol consumption.

3.6 Youth assets

Dunn, Kilts, Lewis, Goodrow and Scherzer (2011) examined the associations of youth assets and adolescent engagement in alcohol. The results of this study suggest that some youth assets are associated with a lower prevalence of adolescent substance use and sexual behaviour. Significant relationships were found between non-use of alcohol and the availability of peer help, parental expectations, and positive peer influence. These results are in line with previous research that found that positive peer relationships and parental expectations are protective factors for alcohol use.

In their study Harris, Oman, Vesely, Toma, Aspy, Rodine, Marshall and Flur (2007) investigated significant relationships between youth assets and youth alcohol, tobacco, and drug use that differ according to family structure (one- or two-parent households). This study found that, when considering specific risk behaviours, certain assets are uniquely important for youth living in one-parent households. Perhaps these assets are more important because they help to improve the potential detrimental effects that youth might experience by living in a household lacking a second parent. The descriptive results, stratified by family structure, suggest that youth living in one-parent households are more likely to report using alcohol, drugs, or tobacco. These studies indicate that youth assets and economic factors are associated with alcohol abuse in youth.

3.7 Cultural influences

Edwards, Giroux and Okamoto (2010) reviewed literature on Native Hawaiian youth and drug use. They found that Hawaiian youth are at much greater risk than their non-Hawaiian counterparts for substance use and abuse and concomitant social problems. This review also found that there are few programs specific to drug use of Hawaiian youth that have been informed by theory, research and culture. It recommends that future drug prevention

programs should focus on bridging these areas to provide the most effective drug and alcohol interventions for these youth.

Choi, He and Harachi (2008) conducted a study to establish whether the clash between parents and children over cultural values could contribute to problem behaviours. This included whether this clash of cultural values predicts parent-child conflict and whether parent-child conflict has a direct effect on youth problem behaviour. This study also aimed to find out whether positive bonding with parents mediates the effects of such conflict on youth problem behaviours. The findings indicated that the culture clash between youth and their parents indirectly predicts problem behaviours in youth by increasing parent-child conflict, which in turn weakens parent-child bonding.



3.8 Risk behaviour

Maldonado-Molina, Jennings and Komro (2010) conducted a study on the effects of alcohol on physical aggression on urban youth. This study found that alcohol use was an important risk factor in the trajectories of physical aggression among urban adolescents. In comparison to the former study, Mason, Hitch, Kesterman, McCarty, Herrenkohl and Hawkins (2010) found that early alcohol use predicted a higher level of, and a faster rate of increase in, adolescent drinking, which predicted, in turn, young adult alcohol-use disorders and risky sex. They also saw significant group differences and stronger associations between adolescent delinquency and each young adult outcome for youth from low compared to those from middle income backgrounds.

Green and Plant (2007) did a study which examined bars and factors such as the setting and how this contributes to alcohol related risk behaviours. This study indicates that external

factors are associated with risks related to bars. These factors include geographical location of the bar, the surrounding neighbourhood, as well as the density of such establishments in the area. The study found that factors such as internal physical characteristics and atmosphere, organizational factors, patron characteristics and external characteristics are associated with the elevated risk that a bar will be a focus of problematic behaviour.

Masetti, Vivolo, Brookmeyer, DeGue, Holland, Holt, Matjasco (2011) conducted a study on individual risk factors for youth. Factors such as exposure to stress and victimization, and early puberty, parent-child relationships or parental monitoring and supervision, parent criminal and antisocial behaviour, and family conflicts and instability have been found to be relationship-level risk factors. Peer risk factors include deviant peer affiliation and gang membership. Risk factors at community level include economic deprivation; community disorganization; the availability of drugs, alcohol, and firearms, and neighbourhood crime. In relation to the former, Xu and Chaloupka (2011) found that alcohol price increases can help reduce the risk of adverse consequences of alcohol consumption and abuse. This includes drinking and driving, alcohol involved crimes, liver cirrhosis and other alcohol related mortality, risky sexual behaviour and its consequences, and poor school performance in youth. All of these findings indicate that increases in alcoholic beverage taxes could be a highly effective option for reducing alcohol abuse and its effects.

3.9 Conflict and communication

Parent communication is significant in parent-child relationships and youth abusing alcohol. Sherif, Cox, Coleman and Roker (2008) found that many parents lack the guidance needed to convey 'sensible drinking' messages to young people, and wish for greater information and support about young people and alcohol. Furthermore, the results revealed concerns over how

to start conversations about alcohol, at a time when communicating about all manner of subjects may be challenging.

Miller-Day (2008) conducted a study on parents' communication strategies about drugs. This study focused on youth's views. The findings suggested that consensual families tended to invoke a no tolerance rule on youth, while placing considerable emphasis on open discussion of drugs and the provision of rewards for non-use. Consensual family environments prove to be effective environments for inhibiting late adolescent drug-use.

3.10 Conclusion

This chapter focused on youth alcohol abuse and related factors. It looked particularly at parent-child relationships and youth alcohol abuse. The review of literature has indicated that a lot of research has been done around the issue of alcohol abuse in youth and family relationships. However, there are still gaps in the literature, especially regarding culture, alcohol abuse in youth and parent-child relationships.

The literature clearly indicates that family relationships play a significant role in preventing alcohol abuse in youth. The literature also highlights how alcohol abuse in youth influences the parent-child relationship. In addition to the former, youth assets such as parental-warmth are significant to consider in factors associated with alcohol abuse in youth. Therefore it is significant to understand how the parent-child relationship is specifically influenced by youth alcohol abuse. The following chapter will present the findings of the current research study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

Research methodology refers to the discussion of the way in which the researcher went about developing rich insights (Mark in De Vos et al., 2005). This chapter focuses on the manner in which the researcher went about conducting the research. The study adopts a qualitative methodological approach. Qualitative research uses multiple methods that are interactive and humanistic. Qualitative research involves active participation by participants and is sensitive to the participants in the study. Qualitative researchers look for involvement of their participants in data collection and seek to build rapport and credibility with the individuals in the study (Creswell, 2003). This approach was the best for this study because the researcher wanted to obtain a sense of the problem from the participants' perspective.

4.2 Research goals and objectives

The researcher must explicitly delimit the focus of the study and discuss the research goals and objectives. Mark (in De Vos et al., 2005) emphasizes that the researcher should ensure that the problem has been defined specifically enough for the reader to understand what the

proposed research includes and what it omits. The objectives should be specific, clear and achievable. The aims and objectives of this study were as follows:

- *The aim of the study*

The aim of the study was to explore the parent-child relationship in youth abusing alcohol.

- *Objectives*

The objectives of the study were to:

- Explore and describe alcohol abuse in youth from the youth's perspective.
- Explore and describe the parent-child relationship from the youth's perspective.
- Explore and describe alcohol abuse in youth from the parent's perspective.
- Explore and describe the parent-child relationship from the parents' perspective.

4.3 Research approach

The study took on a qualitative research approach. This research approach differs inherently from other research designs as it does not provide the researcher with a step-by-step plan or recipe to follow. In qualitative research the researcher's choices and actions will determine the design or strategy. Qualitative researchers will, during the research process, create the strategy best suited to their research, or even design their entire research project around the strategy selected (De Vos et al., 2005). Qualitative researchers do not disturb the site any more than is necessary. In addition, the actual methods of data collection are traditionally based on open-ended observations, interviews, and documents and now include a vast array of materials, such as sounds, e-mails, scrapbooks and other emerging forms (Creswell, 2003). The researcher therefore found the qualitative research approach to be more appropriate for this study. A research approach such as quantitative research would have not been

appropriate for the current study as quantitative research is an approach that is usually associated with statistics. It often uses numbers (quantitative), or using closed ended questions (quantitative hypothesis) rather than open-ended questions (Creswell, 2009).

4.4 Population and sample

The population includes all who have the characteristics of the participants of the study (De Vos et al., 2005). The universe of this study was drawn from the broad community of Mfuleni in the metro East region of the Cape Peninsula coast in the Western Cape Province.

Non-probability purposive sampling was used to select the participants. Non-probability sampling is favoured by qualitative researchers. It does not claim to be representative and does not necessarily allow the researcher to generalize the results. No population unit has an equal chance of selection (D’Cruz and Jones, 2004).

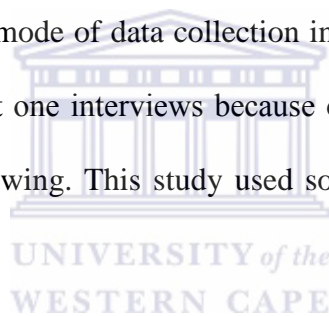
The participants were purposely selected and include parents as well as youth which the family preservation workers work with at a community development organization. These participants had to have been with the organization for more than a year. Participants were from diverse ethnic and language backgrounds. The former also enabled the researcher to obtain a broad and more general overview of the issue at hand.

The youth abusing alcohol were between 18-25 years and included male and female participants. The parents were parents of youth not participating in the study. Interviews continued until data saturation was reached.

4.5 Data collection

In order to collect the necessary data for the research, one-on-one semi-structured interviews were used. Semi-structured interviews are defined as those organised around areas of particular interest, while still allowing considerable flexibility in scope and depth (May in De Vos et al., 2005). Semi-structured interviews generally last for a considerable period of time and can become intense and involved, depending on the particular topic. It is important to facilitate and guide them, rather than dictate the encounter after the participant are comfortable and at ease (De Vos et al., 2005).

Interviewing is the predominant mode of data collection in qualitative research. Seidman (in De Vos et al., 2005:1) states that one interviews because one is interested in other people's stories. Stories are a way of knowing. This study used some of the following interviewing techniques:



- The participant will do 90% of the talking. An interview is not a dialogue. The whole point is for the participant to tell the story. The researcher will limit their own remarks, listen more and talk less.
- Ask clear and brief questions. It is important to use words that make sense to the participants. The questions will be easy to understand, short and devoid of jargon.
- Ask truly open-ended questions that do not predetermine the answers. They will allow room for the participants to respond in their own terms.
- Allow for pauses in the conversation and not let periods of silence fluster them. Give the participants a chance to think of what they want to add before rushing to the next question (De Vos et al., 2005:288).

The researcher used some of the following communication techniques during the interviews:

- Minimal verbal responses. A verbal response that correlates with occasional nodding. This will show the participant that the researcher is listening.
- Paraphrasing. This involves a verbal response in which the researcher will enhance meaning by stating the participant's words in another form with the same meaning.
- Clarification. This embraces a technique that will be used to get clarity on unclear statements e.g. "Could you tell me more about...", "You seem to be saying..."
- Reflection. Reflect back on something important that the person has just said in order to get him or her to expand on a particular idea. "So, you believe that suicide is sinful?"
- Probing. The purpose of probing is to deepen the response to a question, to increase the richness of the data being obtained, and to give cues to the participant about the level of response that is desired. It is a technique to persuade the participant to provide more information about the issue under discussion (De Vos et al., 2005:290).

4.5.1 Sampling and sampling criteria

In this study the researcher used non-probability purposive sampling. In qualitative studies non-probability sampling methods are utilised and, in particular, theoretical or purposive sampling techniques are used rather than random sampling. Denzin & Lincoln (in De Vos et al., 2005) point out that qualitative researchers seek out individuals, groups and settings where the specific processes being studied are most likely to occur. In purposive sampling a particular case is chosen because it illustrates some feature or process that is of interest for a particular study (Silverman in De Vos et al., 2005). In purposive sampling the researcher must first think critically about the parameters of the population and then choose the sample

case accordingly. Clear identification and formulation of criteria for the selection of respondents is, therefore, of cardinal importance (De Vos et al., 2005:329).

Non-probability purposive sampling was used to select the participants. Non-probability sampling is favoured by qualitative researchers. It does not claim to be representative and does not necessarily allow the researcher to generalize the results. Each population unit does not have an equal chance of selection (D’Cruz and Jones, 2004).

4.6 Data analysis

Analysis begins by going back to the purpose of the study. A key principle is that the depth and intensity of analysis is determined by the purpose of the study Krueger & Casey (in De Vos et al., 2005). Researchers frequently ask how they will know when enough participants have been interviewed. Some argue that the number should not be established ahead of time. There are criteria for “enough”. One criterion is saturation of information. This is the point in the study where the researcher begins to hear the same information repeatedly and no longer learns anything new Seidman (in De Vos et al., 2005).

Data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables or discussion (Creswell, 2007). This process demands a heightened awareness of the data, a focused attention to the data, and openness to the subtle, tacit undercurrents of social life. Identifying salient themes, recurring ideas or language, and patterns of belief that link people and settings together is the most intellectually challenging phase of data analysis and one that can integrate the entire

endeavour (De Vos et al., 2005). Grbich and Braun & Clarke (in Silverman, 2011) state that the researcher should follow the following steps in doing a thematic data analysis:

- Familiarize yourself with the dataset. Note initial comments and ideas.
- Generate initial codes. Systematically code the whole dataset.
- Search for themes. Collate similar codes into potential themes. Gather all data for potential theme.
- Review themes. Check if themes work in relation to the dataset. Check for examples that do not fit. Generate a thematic map or diagram
- Refine themes. Refine specifics of each theme and linkages between them. Generate propositions, look for complexity and associations.

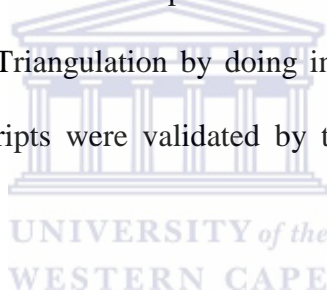
In order to analyse the data the researcher undertook a qualitative analysis that involved careful scrutiny of the data (including coding and identification of themes). This enabled the researcher to discover all the different themes that emerged from the data. She also carefully read the transcripts and focus in-depth. The researcher generated categories, themes and patterns by carefully reading through the transcripts and writing down the ideas that surfaced. The next step was to select each interview and think about the underlying information. When this task was completed for all participants the researcher made a list of all the topics and clustered all similar topics together. The topics that were unique and left over were left in different columns. The topics were then turned into categories by grouping those that related to each other. The researcher then made a final decision on the abbreviations of each category, alphabetized these codes and assembled the data material and performed a preliminary analysis Tesch (in Creswell, 1994).

4.7 Trustworthiness

In order to ensure the trustworthiness of the study the researcher used Guba and Lincoln (1985) and De Vos et al. (2005) as follows:

Confirmability

Confirmability encompasses the level to which data and the outcomes of interviews are entrenched in the participants' contexts and not from the researcher's perspective or imagination (Guba and Lincoln, 1985). The question arises whether the findings of the study indeed represent the influence of alcohol abuse in youth on the parent/child relationship. By establishing the former, some inherent characteristic of the researcher (objectivity) are removed and the data represent the context. Thus the qualitative criterion is: Does the data help confirm the findings and lead to the implications? This is the appropriate qualitative criterion (De Vos et al., 2005). Triangulation by doing interviews with parents and youth, field notes and interview transcripts were validated by the supervisor and contributed to confirmability.



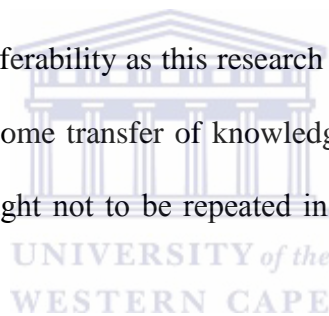
Credibility

Credibility can be compared to internal validity or the extent to which the investigators' realities are believable to the original constructors of reality (Guba and Lincoln 1985). Establishing credibility means that the researcher must be able to prove that the data from the study appropriately represents the data that it represents. The researcher has asked the participants whether or not their realities have been represented appropriately in the study (member checks). As part of triangulation the researcher has also used interviews with parents and youth and validating data from both parties Guba and Lincoln (in De Vos et al., 2005). The interview transcripts were verified after the preliminary analysis, and the researcher has re-examined each case to identify common themes and discard disconfirming information (Guba and Lincoln, 1985).

Reflexivity

Qualitative research is becoming more about self-disclosure in the process of research. It is no longer acceptable to assume the position of a distanced qualitative researcher. All researchers shape the writing that emerges, and qualitative researchers need to accept this interpretation and be open about it in their writings (Creswell, 2007). In this research the researcher has used a reflective journal during the research process where she has documented her entire experience of the research process. The researcher has reflected on the interpretation of the data based on the cultural, social, class and personal politics that the participants brought into the research (Creswell, 2007).

The researcher has not used transferability as this research does not share sufficient features with another context that allow some transfer of knowledge gained. Dependability was also not used “as research designs ought not to be repeated in a different context” (D’Cruz and Jones, 2004:75).



4.8 Ethical issues

The term ethics implies preferences that influence behaviour in human relations, conforming to a code of principles, the rules of conduct, the responsibility of the researcher and the standards of conduct of a given profession (DeVos, Strydom, Fouche` and Delport, 2011).

Ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students. Ethical guidelines also serve as standards and a basis upon which each researcher ought to evaluate his or her own conduct (DeVos et al., 2011).

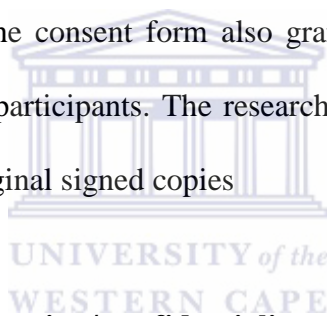
4.8.1 Avoidance of harm

The fundamental ethical issue of social research is that it must bring no harm to participants Babbie, 2007: 27 (in DeVos et al., 2011). Participants can be harmed in a physical and/or emotional manner. One may accept that harm to participants in the social sciences will mainly be of an emotional nature, although physical injury cannot be ruled out completely (DeVos et al., 2011). The researcher tried not to counsel the participants during or after the interviews, but she informed them that they could contact her should they feel they needed any form of counselling and she would then put them in touch with the relevant services closest to them. It is important to be aware of and adhere to such guidelines in order to avoid possible violation of the research participants Horner and Minifie (in Creswell, 2009). Avoidance of harm to the participants was ensured by informing the participants about the potential impact or risks associated with being part of the research. This was included in the information sheet. In order to avoid the deception of research participants the researcher did not withhold information or offer incorrect information to them about the research.

4.8.2 Informed consent

Respect for persons requires that subjects be given the opportunity to choose what shall or shall not happen to them Grinnell and Unrau (in DeVos et al., 2011). Obtaining informed consent implies that all possible or adequate information on the goal or goal of the investigation; the expected duration of the participants' involvement; the procedures which will be followed during the investigation; as well as the possible advantages and dangers to which respondents may be exposed Royse and Williams, Tutty and Grinnell (in DeVos et al., 2011). For the current study the researcher provided an information sheet and consent form for all the participants. The information sheet contained all relevant information about the

study, as well as how confidentiality will be maintained. The researcher read the information sheet to all participants individually prior to each interview. It was highlighted to the participants that they may withdraw their participation at any point during the study and that will not be held against them in any way. The researcher also explained how she would record the data, how the data would be presented in written form and who would have access to the information. The researcher provided all the participants with a copy of the information sheet. Houghton, Casey, Shaw and Murphy (2010) state that the ethical challenges that are pertinent to qualitative research concern the issues of informed consent. The researcher needed permission from the participants in order for them to be part of the study; hence they signed a consent form (please see appendix 2) that gave them the ability to give consent in order to be part of the study. The consent form also granted the researcher permission to conduct the interviews with the participants. The researcher gave the participants copies of the consent form and kept the original signed copies



4.8.3 Violation of privacy / anonymity / confidentiality

Violation of privacy, the right to self-determination and confidentiality can be viewed as being synonymous. Privacy, in its most basic meaning, is to keep to oneself that which is normally not intended for others to observe or analyse. Every individual has the right to privacy and it is his or her right to decide when, where, to whom and to what extent his or her attitudes, beliefs and behaviour will be revealed (DeVos et al., 2011). The researcher conducted the interviews herself. She handled all the interview transcripts and recorded data herself as well and ensured that no one else had access to this information. The researcher ensured that the participants were anonymous to each other. She used pseudonyms in order to ensure that the participants could not be linked to the data contained in the study or any personal information that they provided. The researcher ensured privacy and confidentiality

to the participants by not using their real names anywhere in the research and also by allowing the participants to agree or disagree regarding who will have access to the information generated from the research Strydom (in De Vos et.al 2005).

4.8.4 Actions and competence of researcher

Researchers are ethically obliged to ensure that they are competent, honest and adequately skilled to undertake the proposed investigation Walliman (in DeVos et al., 2011). When sensitive investigations are involved, this requirement is even more important. Even well-intentioned and well-planned research can fail or produce invalid results if the researchers and/or fieldworkers are not adequately qualified and equipped, and if there is not adequate supervision of the project (DeVos et al., 2011). With the researcher having acquired interviewing and research skills during training she felt comfortable and competent enough to conduct the interviews. The researcher is also a qualified social worker and conducts interviews on sensitive subjects with clients on a daily basis. It was challenging for the researcher to avoid giving advice or guidance during the interviews, as the participants sometimes expected this. The researcher completed research modules during her undergraduate studies. During the current study the researcher was guided by her supervisor from the University of the Western Cape. Therefore the researcher felt confident that she was competent enough to complete the research.

4.8.5 Release or publication of findings

The findings of the study must be introduced to the reading public in written form otherwise even a highly scientific investigation will mean very little and will not be viewed as research. Report writing includes doing all that one can to make sure that one's report is as clear as possible and contains all the information necessary for readers to understand what is being

conveyed (DeVos et al., 2011). The researcher has presented the final research in written form and ensured that all sources utilized in the research are adequately acknowledged and referenced. The mini-thesis will be available for perusal at the University of the Western Cape library.

4.9 Conclusion

This chapter concentrated on research methodology. It had a particular focus on how the research was conducted where issues such as research goals and objectives were outlined. It also looked at the research approach, population and sample, data collection, data analysis, trustworthiness and ethical issues. The former have clearly indicated the research methods and tools that the researcher has used as part of the qualitative research approach.



CHAPTER 5
RESEARCH FINDINGS



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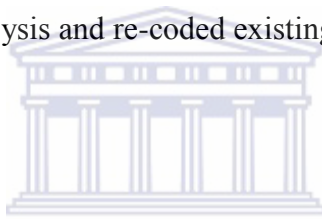
5.1 Introduction

In this chapter the research findings will be presented. The researcher will initially present the demographic data of the research participants; the family profiles and then the presentation of themes and sub-themes will follow. The research was inductive and the quotes will be presented verbatim and relevant literature will be included. The names of participants and any persons mentioned by participants during their responses have been replaced by pseudonyms, so as to limit any information that may jeopardise the anonymity of the participants and also maintain the level of confidentiality.

Eight research participants took part in this research. Of these eight participants four were alcohol abusing youth and four participants were parents of other (not the youth included in

the study) alcohol abusing youth. All the participants were asked all the questions contained in the interview schedule (please see appendix 4). This process continued until data saturation was reached. Probing, clarification and paraphrasing were some of the communication techniques used by the researcher during the interview in order to elicit more information from the participants (De Vos et al., 2005).

In order to analyse the data the researcher followed the steps outlined by Creswell (in De Vos et al., 2005) which are as follows: The researcher first read the data and got a sense of the whole. She selected one interview and made a list of all the topics. She abbreviated the topics as codes. The researcher then turned topics into categories and alphabetized the codes. She then performed a preliminary analysis and re-coded existing data when necessary.



5.2 Demographic data

The researcher found it necessary to include the demographic data of the research participants. This data will illicit information about the participants, which may be relevant for the findings of this research.

The following are figures that will present the demographic data of the research participants. Table 5.1 presents the demographic data of the youth participants. Table 5.2 presents the demographic data of the parent participants.

TABLE 5.1 DEMOGRAPHIC DATA OF YOUTH

| Participant | Gender | Age | Ethnic group | Educational level |
|---------------|--------|--------------|--------------|--------------------------------------|
| Participant 1 | Male | 19 years old | Xhosa | Dropped out of high school (grade 8) |
| Participant 2 | Male | 18 years old | Xhosa | Dropped out of |

| | | | | |
|---------------|--------|--------------|----------|--|
| | | | | primary school (grade 4) |
| Participant 3 | Male | 20 years old | Xhosa | Currently in high school (grade 11) |
| Participant 4 | Female | 19 years old | Coloured | Dropped out of high school (grade 9) |

TABLE 5.2 DEMOGRAPHIC DATA OF PARENTS

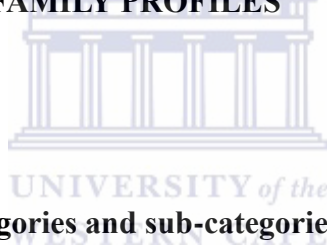
| Participant | Gender | Age | Ethnic group | Educational level |
|--------------------|---------------|------------|---------------------|--------------------------|
| Participant 5 | Male | Unknown | Sotho | Dropped out of school |
| Participant 6 | Female | Unknown | Xhosa | Dropped out of school |
| Participant 7 | Female | Unknown | Xhosa | Dropped out of school |
| Participant 8 | Male | Unknown | Xhosa | Dropped out of school |

The researcher deemed it necessary to include the family profiles and living conditions of the participants in order to ensure rich data. The family profiles provide data that is significant to the research as it might highlight social and economic factors. The researcher found it unnecessary to include the ages of the parents, as that information is irrelevant to focus of the study. As indicated in chapter 3 (3.5 and 3.6) literature revealed that both social and economic factors can be associated with the parent-child relationship and alcohol abuse in youth.

| | |
|---------------|---|
| Participant 1 | Participant 1 is a youth participant. He is 19 years old and lives in an RDP dwelling in the township of Mfuleni. He is currently employed and works at a factory. He lives with his biological mother, his step father, one brother and two cousins. |
|---------------|---|

| | |
|---------------|--|
| Participant 2 | Participant 2 is a youth participant. He is 18 years old and lives in an RDP dwelling in the township of Mfuleni. He lives with his older brother, whom he regards as his parent. Their mother passed away in November 2012 and they do not know their father. He is unemployed. His brother is a student at a nearby college and is studying through a bursary. |
| Participant 3 | Participant 3 is a youth participant. He is 20 years old and lives with his biological parents, two brothers, one sister, one niece and one nephew. He lives in an informal settlement on the outskirts of the township of Mfuleni. He is currently in high school in grade 11. |
| Participant 4 | Participant 4 is a youth participant. She is 19 years old and is currently employed. She lives in an RDP dwelling in the township of Mfuleni with her biological father and one brother. Her mother lives in nearby township and no longer has a relationship with her father. |
| Participant 5 | Participant 5 is a parent. He is unemployed. He lives in an RDP dwelling in the township of Mfuleni with his two daughters. The older daughter is 22 years old. The younger one is 20 years old. Both of his daughters abuse alcohol. They both dropped out of high school and are unemployed. Their mother is in the Eastern Cape and is no longer in a relationship with their father. |
| Participant 6 | Participant 6 is a parent. She lives in an RDP dwelling in the township of Mfuleni with her son, daughter and two grandchildren. She works part time as a domestic helper and is training to be a Sangoma. Her 21 year old son abuses alcohol. His father “disappeared many years ago, when he was young”. |
| Participant 7 | Participant 7 is a parent. She lives in an RDP dwelling in the township of Mfuleni and is working at a restaurant. She has daughters, one of which (aged 22) abuses alcohol. She completed her matric and is currently unemployed. |
| Participant 8 | Participant 8 is a parent. He lives in an RDP dwelling in the township of Mfuleni. He is unemployed. He has one daughter who is 23 years old. The daughter abuses alcohol. She is unemployed and dropped out of high school. The mother of his daughter lives in Johannesburg and they separated years ago, around the year 1991. |

TABLE 5.3 PARTICIPANT’S FAMILY PROFILES

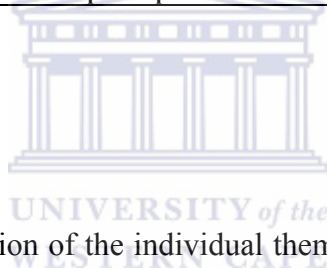


5.3 Presentation of themes, categories and sub-categories

Themes, categories and sub-categories as derived from the interviews are illustrated in Table 5.4. Each will include direct quotes from the participants of the study as these will have detailed responses. These responses are the integral focus of the study, hence it is significant for them to be presented in their true form. The themes and categories will be presented through discussion of each theme, category and sub-category. The relevant quotes will be included with the former. The study was inductive and relevant literature will also be incorporated with the quotes so as to substantiate and elaborate on their meaning. The themes, categories and sub-categories derived from the data will be presented in a table. The themes, categories and sub-categories are as follows:

TABLE 5.4: THEMES, CATEGORIES AND SUB-CATEGORIES

| THEMES | CATEGORIES |
|---|---|
| THEME ONE: FAMILY BOUNDARIES | <u>Discipline</u> <ul style="list-style-type: none"> • Reasons for discipline • Methods of discipline • Fear of consequences of punishment • Despondence <u>Rules</u> <ul style="list-style-type: none"> • Rules from the perspective of parents • Rules from the perspective of youth <u>Communication patterns</u> <ul style="list-style-type: none"> • Constructive communication patterns • Destructive communication patterns |
| THEME TWO: RELATIONSHIPS | <u>Nature of parent-child relationship</u> <ul style="list-style-type: none"> • Parents' views of the parent-child relationship • Youths' views of the parent-child relationship <u>Relationship with Peers</u> <ul style="list-style-type: none"> • Influence on alcohol abuse • Parent's views on youth's peers <u>Relationship with other family members</u> <ul style="list-style-type: none"> • Youths' relationship with siblings • Youths' relationship with relatives |
| THEME THREE: ECONOMIC FACTORS | <u>Financial dependence versus independence</u> <u>Educational level</u> <ul style="list-style-type: none"> • Parents views on youths education |
| THEME FOUR: PROBLEM AND RISK BEHAVIOUR | <u>Problem behaviour in youth</u> <ul style="list-style-type: none"> • Types of problem behaviour • Impact of problem behaviour on parents <u>Parents risk behaviour</u> <ul style="list-style-type: none"> • Related behaviour as result of parent alcohol use • Impact of parent alcohol use on youth |



The following will be a presentation of the individual themes, categories and sub-categories.

These themes, categories and sub-categories will initially be presented in a table, followed by a discussion of each theme, category and sub-category. The presentation of this information will start with theme one and continue until theme four.

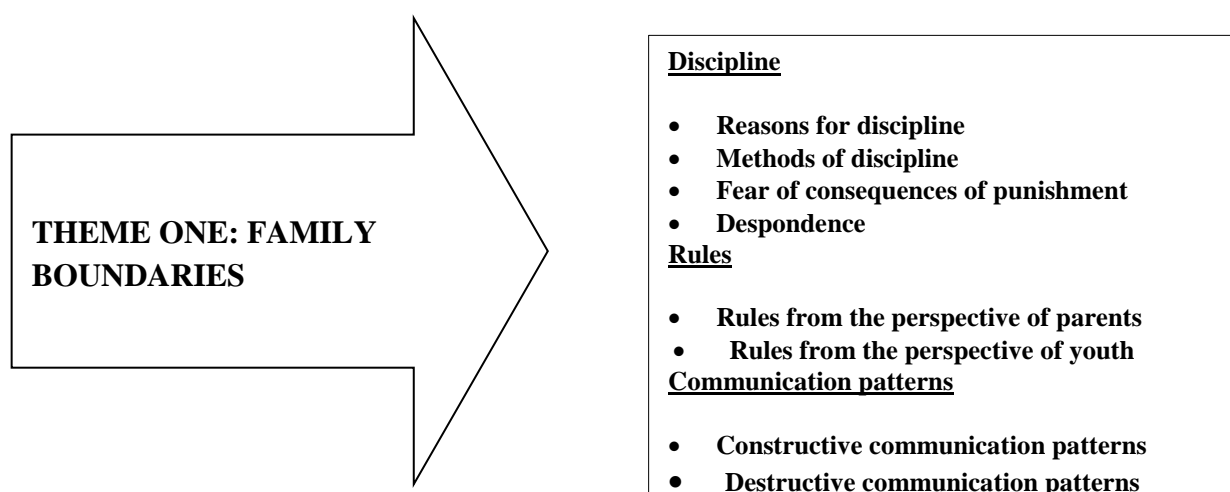


FIGURE 5.1: THEME ONE - FAMILY BOUNDARIES

5.3.1 Family Boundaries

Boundary theory argues that people maintain boundaries that function as gateways in role domains. Social scientists define boundaries as conceptual lines of demarcation that separate domains and separate domain-relevant behaviour Ashforth and Clark (in Mathews, Barnes-Farrell and Bulger, 2010). The participants' responses indicated that family boundaries influence parent-child relationships in youth abusing alcohol. These responses reflected discipline, rules and communication patterns as categories under the theme family boundaries.

5.3.1.1 Category 1: Discipline

Discipline was mentioned by participants as a factor in family boundaries influencing the parent-child relationship in youth abusing alcohol. Discipline after alcohol abuse of youth was indicated in the following quotes:

- **Reasons for discipline**

The parents have mentioned the problem of youths not adhering to timeframes to be at home, girls being with boys and abuse of alcohol as reasons for disciplining the youth: *"...coming back late at night, being busy with boys going to drink, and coming back drunk..."* *"You see if the other one arrives at their own time at night..."* *"....If they go at night and not even say where they are going."* Other parents resulted discipline to youth's alcohol consumption: *"It's only this alcohol of theirs..."* The youth mentioned alcohol abuse and smoking as the main reasons for disciplining in the following quotes: *"Just my drinking and smoking."* *"To me he is referring to my drinking and smoking ...he is usually referring to my brother when he smokes dagga. Because my brother smokes dagga"*

Two participants mentioned that their parents discipline them because they do not get permission from their parents and come home later than their parents have required: *“Sometimes when I go out too much without saying where I’m going”* and *“...when I come back home late.”* Another participant explained that parents discipline them because they have conflict with their younger siblings, when saying: *“Sometimes when I argue and fight with my younger siblings...”* and the fact that a participant didn’t do household chores and abused alcohol contributed to him being disciplined: *“I drink or when I don’t feed the dogs.”*

- **Methods of discipline**

Methods of discipline were mentioned by the participants as a factor in family boundaries influencing the parent-child relationship in youth abusing alcohol. The youth mentioned being shouted at as a discipline method: *“He shouts at me, I listen and then sometimes we talk politely and smile.”* *“...My mother shouts at me when she is upset...”* *“...They would shout at me and even not talk to me for a week.”* Another youth participant said that their parents speak to them without shouting: *“They tell us and teach us that no means no.”* Youth also mentioned that parents sometimes use physical beatings as a discipline method: *“My father will beat you... He usually shouts. But it’s my brother who usually does that. So he shouts at my brother and beats my brother.”* The youth are sometimes punished by not being given food: *“He punishes me by not giving me food. If I arrive late at night he beats me.”*

The parents mentioned shouting at the youth as part of discipline: *“...I then asked them where they come from and started shouting at them... They listen to me for now when I shout at them or when I am upset.”* *“...Sometimes I shout at her to show her that I don’t like what she is doing, it’s not right.”* They mentioned using corporal punishment as ways of disciplining the youth: *“I smack them sometimes. But the older ones I just shout and*

sometimes not give them their supper.” One parent said that she does not give the youth food when they return home late and under the influence of alcohol: “...She knows that when she gets home late at night from her drinking sprees she won’t eat at home. I am too tired and weary to be beating a child.”

In a study conducted by Ennett et al. (2001) it was found that fewer parents spoke to their children about methods of discipline in relation to alcohol abuse. This study found that even parents’ who did communicate about methods of discipline with their children, would not actually carry out the punishment. The youth are, however, aware of discipline methods that are important in alcohol prevention and reduction of use in youth.

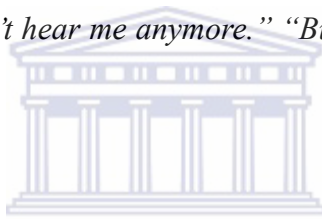
- **Fear of consequences of punishment**

Some parents mentioned beating as a method of punishment but they are also afraid of the consequences because the children are aware of their rights and they might report them to the police. “...if the other one arrives at their own time at night...sometimes they are drunk...I am afraid of this thing of beating them up to punish them. Then they go to the police station and say that I’m abusing them, then I get arrested.” They emphasized fear of what might happen to them if they were to beat the youth as a way of disciplining them. “In our time we used to get smacked and that used to work...” “...we can’t even smack children these days. If you do you get arrested by the police because it seems as if you are abusing the child.” Some of the parents seemed almost certain that if they were to beat the youth as a means of discipline it would be effective. “I think it would work... smacking a child to punish them.”

- **Despondence**

In the current study a parent expressed the view that existing discipline methods do not yield positive results: *“I don’t know what works anymore because if there was something that worked things wouldn’t be as they are. At times I ask God what have I done to deserve a child like him.”*

Some of the parents said this was the result of child protection legislation (illegalization of corporal punishment) and government. *“...it’s this government and their rights.”* Parent participants reported to feel overwhelmed and helpless when it comes to discipline methods: *“There are no discipline measures that help. I just give them all the freedom that they want...”* Some of them mentioned seeking the assistance of professionals *“I wish I could get social workers to come in and talk to them. Maybe they would listen if it’s someone else that talks to them. ...Because they don’t hear me anymore.”* *“But if they get to be too much, I will call in Social Workers.”*



Smacking and other forms of physical punishment to children are prohibited by child protection legislation. Professionals working with children and families are often called upon to advise on parenting practices (Rae, McKenzie and Murray, 2010).

Some of the parents reported approaching other family members for assistance when it comes to disciplining the youth: *“I talk to other members of the family and tell them how she misbehaves. They then talk to her and tell her not to stress me.”* The parents expressed frustration and loss of hope when it comes to disciplining the youth.

There are notable discrepancies in research on alcohol specific socialization and parenting strategies in research. This could be a contributing factor towards parental despondence. It

also creates a gap for further research on alcohol specific socialization and how this can be accomplished effectively (Koning, van den Eijnden, Engels, Verdurman and Volleberg, 2010).

5.3.1.2 Category 2: Rules

Rules were mentioned by the participants as a factor in family boundaries influencing the parent-child relationship in youth abusing alcohol. The former is indicated in the responses regarding the parents and youths' perspectives on the rules.

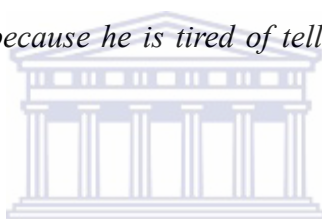
- **Rules from the perspective of the parents**

Parents have mentioned various rules that their children have to adhere to in the household. One of these was the curfews imposed on youths when it comes to returning home. *“They should not come back home late at night.” “I give them a time to go and a time to come back. I also tell them that I don’t want them to have unruly, corrupt friends.” “...she should cook first before visiting her friends. When she visits her friends she should come home before dark before we sleep...”* The former also shows that parents mentioned the youth’s friends as part of the rules. The parents reported on rules involving household duties of the youth: *“They should not leave dirty dishes in the sink. They should do all their homework and not have bad friends.”* Only one parent mentioned a rule pertaining to alcohol consumption: *“...I had told her that she should not consume alcohol many times.”*

Ryan, Jorm and Lubman (2010) examined rules about alcohol and found that strategies other than rules about alcohol reduce adolescents' alcohol consumption. They found factors such as parental modelling; limiting availability of alcohol to the child, parental monitoring and parent-child relationships are factors that could have a bearing on reduced levels of later drinking by adolescents.

- **Rules from the perspective of the youth**

Some of the youth participants were clear about the rules in their household. They mentioned some of their household duties as part of the rules. *“Before I go wherever I need to go I need to ensure that I cook for the dogs.”* They also mentioned their curfews regarding going out. *“There are rules that children should not be out till late. They should cook and clean.”* The participants reported how the household rules include the youth performing their household duties. *“If I maybe clean the house and not roam the streets a lot...”* *“...When I cook and clean...”* When it came to the rules regarding alcohol, the youth said: *“... We are also not allowed to bring alcohol in the house...it is against our household rules”* *“My father does not want me to drink at home...because he is tired of telling me not to drink or smoke. He doesn't like it when I do that.”*



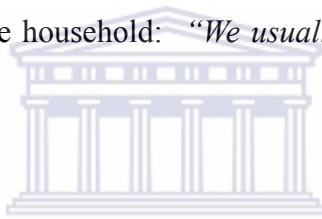
It is interesting to note that most of the rules do not speak against alcohol consumption by the youth. Even the youth who reported on rules pertaining to alcohol stated that they were not allowed to drink at home or bring alcohol home. But no rule was mentioned that spoke directly against the consumption of alcohol. Parental rules and strict attitudes regarding alcohol consumption are, however, a significant factor in preventing alcohol consumption by youth (Koning et al., 2010).

5.3.1.3 Category 3: Communication patterns

Communication patterns were mentioned by the participants as a factor in family boundaries influencing the parent-child relationship in youth abusing alcohol. The former is indicated in their responses in relation to constructive and destructive communication patterns.

- **Constructive communication patterns**

Positive or constructive communication is a significant factor in parent-child relationships. Pokhrel, Unger, Wagner, Ritt-Oslon and Sussman (2008) found that parent-child communication is one of the protective factors against alcohol abuse in youth. In the current study some of the youth mentioned that their parents have constructive communication where they sit and discuss the issues: *“I ask both my parents aside if I want to discuss things. We sit down and talk. We also have family meetings.”* The youth mentioned family meetings as a platform at which family discussions occur. *“Yes, recently we had a family meeting at which we discussed this. Even then it was his influence that made this meeting happen...”* The youth also mentioned that they sometimes have family meetings where they discuss some of the issues pertaining to conflict in the household: *“We usually discuss the conflict between my uncle and I.”*



Parents also mentioned that they sometimes sit and talk to their children not only about their alcohol abuse but also other issues, such as having children. *“We sit down and talk. Like when they have a chance we sit together and have discussions about their lives.”* *“Sometimes I ask them about this thing of theirs of having kids, and point out that the fathers of these kids do not support them. Then they say that they didn’t know that it was going to be like this.”* One parent felt confident that they have open communication with the youth: *“Yes I feel that they tell me everything. I cannot really know about things that I don’t know about. But what they tell me makes me feel satisfied that they do tell me everything...I would say our relationship is good because they tell me everything that is going on in their lives. They tell me we are doing this and that.”*

A study by Xiao, Li and Stanton (2011) found that adolescents' perception of the openness of family communication plays a role on their psychosocial adjustment. This study also recommended programmes to improve the openness of parent-adolescent communication in the family, especially, socioeconomically disadvantaged families.

- **Destructive communication patterns**

The youth have mentioned various ways in which communication is destructive to the relationship between them and their parents: *“Actually we don't discuss those things...” “The verbal fights.”* Other youth gave reasons as to why they find it challenging to initiate open communication with their parents and said that they find it easier to do this when they want to ask for something. *“I have not had a chance to sit my parents down and talk to them. I don't think it's easy for me to do that because I'm one of the young ones at home. I usually talk to them when I maybe ask for something.”* They also said that the unpleasant communication is usually centred on their drinking and related problem behaviour: *“He was complaining that I drink a lot.” “When I get home then my mother starts shouting at me about the fights that had happened.”*

The parents mentioned destructive communication between them and the youth abusing alcohol. Some parents spoke strongly against the disrespect of youth towards their parents when they are under the influence of alcohol: *“When you talk to him when he's drunk he just answers you in a disrespectful way. He does not show remorse for what he is doing. It seems he does not care what anyone says.”* They reported that the communication is usually unpleasant, like shouting or rebuking the youth for something. *“I argue and fight with them...I shout at them...”* Parents reported that some of the unpleasant communication occurs when they are unhappy about something that the youth has done. *“Sometimes I shout at her to*

show her that I don't like what she is doing, it's not right. If I'm nice all the time, even when she does the wrong thing it wouldn't be good." The destructive communication is also usually related to alcohol abuse by the youth: *"We always fight about her drinking."*

The responses regarding destructive communication imply that the parents and youth communicate in conflict or unpleasant situations. This is closely related to how this impacts on the parent-child relationship. A study conducted by King and Vidourek (2012), in Ohio (USA), found that effective parent-child communication is associated with decreased involvement in youth substance and drug abuse. This study recommends a parent-child communication approach that utilizes a range of strategies and one which specifically focuses on enhancing family connectedness.

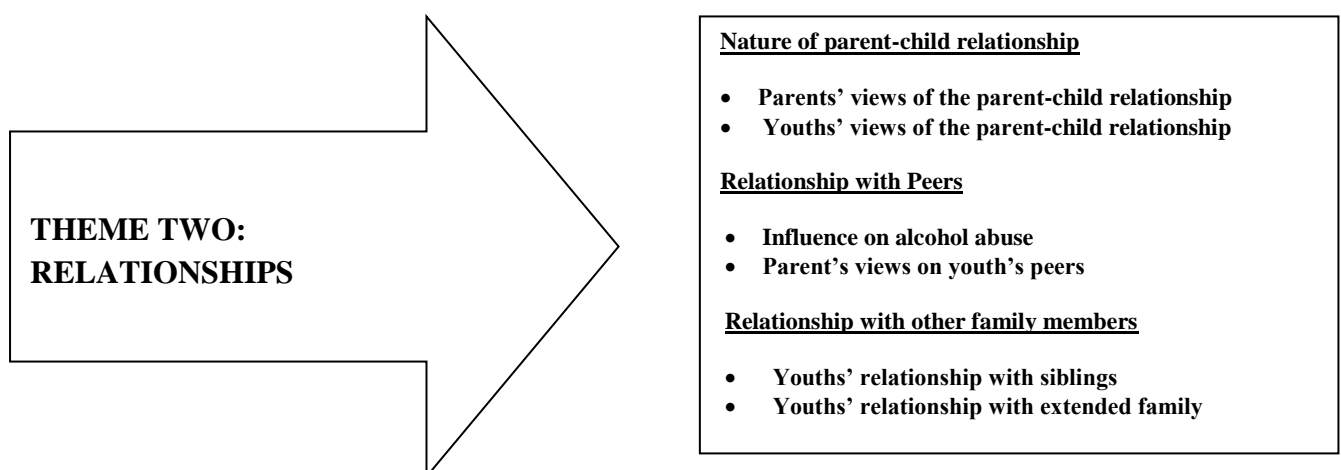


FIGURE 5.2: THEME TWO - RELATIONSHIPS

5.3.2 Relationships

Relationships of youth with various people have an impact on their lives. How they relate or interact with these individuals in their lives is also influenced by their alcohol abuse and thus the parent-child relationship, or vice versa. The latter is supported by findings that family activities and influence can be associated with lower alcohol use in youth (Jimenez-Iglesias, Moreno, Rivera, Garcia-Moya, 2013).

The data analysis indicated that relationships influence the parent-child relationship in youth abusing alcohol. The participants' responses reflected parents, peers and other family members as categories under the theme relationships.



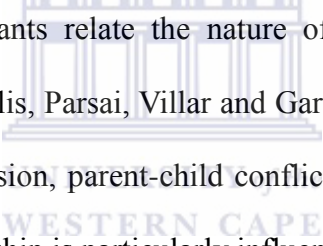
5.3.2.1 Category 1: Nature of the parent-child relationship

The relationship with parents was mentioned by the participants as a factor in relationships influencing the parent-child relationship in youth abusing alcohol. The influence of alcohol abuse on the relationship was indicated as follows:

- **Parent's views of the parent-child relationship**

In the initial response of a participant alcohol was mentioned as being associated with the behaviour of the youth and thus influencing the relationship. *"The relationship is bad...because the things she does when she is drunk leave me speechless"* The participants attributed the unpleasant parent-child relationship to alcohol abuse. *"It's not good at all to*

such an extent that it's inexplicable.” “*Our relationship is okay when she is not drunk... When she is drunk I even wish she would not be here at home.*” The participants continued to express helplessness in terms of how they can help improve the relationship. “*The relationship is bad. I feel that the alcohol is ruining our relationship. If there was someone I could go to make drinking go away I would go. She is so young and has given in to alcohol so much...I don't like this at all.*” Some of the parents even felt that they no longer would like to share a household with the youth as they felt that they had no peace. “*It is not good, not good at all. When they are drunk I feel that they should even go and visit their mother so that I can be at peace.*” These responses imply that the participants regard parent-child relationships to be dysfunctional or in an unpleasant state.



It was evident that the participants relate the nature of the parent-child relationship to alcohol. A study by Marsiglia, Kulis, Parsai, Villar and Garcia (2009) indicated that there is a relationship between family cohesion, parent-child conflict and adolescent alcohol use. The nature of the parent-child relationship is particularly influenced by the youth's alcohol abuse.

- **Youth's view of the parent-child relationship**

The youth reported their relationship with their parents to be unpleasant “*We fight all the time. There are times when we do not get along.*” The participants mentioned the nature of the parent-child relationship in the context of the entire family: “*...We don't get along here at home but we pretend to be fine in front of people.*”. “*...there are a lot of arguments and fights amongst us as a family.*” The participants reported the nature of the parent-child relationship to be affected by various factors such as their going out late at night and their alcohol abuse: “*Sometimes my parents are unhappy with me when I come back home late.*” “*When I drink then he gets very angry.*” The participants stated that factors such as not going out are some

of the things that contribute to a good relationship between them and their parents. *“When I stay at home and don’t visit friends...”*

The youth’s responses indicate that the parent-child relationship is unpleasant. The relationship is characterised by arguments and fights between the youth and their parents. They relate this to factors such as alcohol abuse and coming back home late at night. A study by Roeters, van der Lippe and Kluwer (2010) on work characteristics and parent-child relationship found that parents who spend less time with their children have a lower parent-child relationship quality. This study was conducted amongst Dutch households in the Netherlands. In the current study the youth’s responses indicated that they spent more time with their friends and peers rather than with their parents. Vanassche, Sodermans, Matthijs and Swicegood (2013) found that children who live in non-intact families are more likely to consume alcohol. Their study was conducted amongst high school youth in Flanders Belgium. This study also revealed that high levels of parent-child conflict increases delinquency in boys and alcohol use for girls.

5.3.2.2 Category 2: Relationship with Peers

The relationship with peers was mentioned by the participants as a factor in relationships influencing the parent-child relationship in youth abusing alcohol. The youth participants reported the relationship with their peers to play a significant role in their lives. The time spent with peers and the influences of alcohol are also factors that came up and they were indicated in quotes.

- **Influence on alcohol abuse**

The majority of the youth participants reported that they consume alcohol in the presence of their peers: *“Now I part time all the friends that I drink with.”* The youth also mentioned that they drink alcohol with their peers as a way to forget about their problems. *“When we are drunk we feel happy and carefree. We feel that the problems are off our shoulders. But when we are sober we feel ay.”* (Shakes her head) The responses that indicate that youth saw drinking with their friends as a social activity suggest that peers play a significant role in youth alcohol-abuse and related behaviour. *“It’s usually just too fun. When it gets late it’s when parties start to be fun and vibrant. I also can’t drink during the day.”* *“We drink just to have fun.”*

The youth participants reported that they spend their time with friends engaging in various activities. *“We go drinking. Sometimes we go to malls. We also go and play soccer.”* It transpired that most of these activities included alcohol consumption; in fact, the activities are centred on alcohol consumption. *“I can say that alcohol is something one can spend money on for the day. Here in Mfuleni there is not much one can do besides going to drink. Sometimes you get bored and want to be amongst other people. So I can say we drink because of boredom, just to have fun.”* The former shows that some of the youth associated this with living in an environment that lacks resources for extra-mural activities that do not involve alcohol. *“We watch movies, chat and drink alcohol.”* *“We drink just to have fun.”*

It becomes apparent from these responses that the youth also regard their consumption of alcohol as a social activity. Hence most of the time they spent with their peers was spent consuming alcohol.

A study conducted by Vaughan, Corbin and Fromme (2009) confirms that social motives and behaviours were consistently associated with alcohol use. These findings support the findings

of Bacio and Mays (2013). Their study found that as youth associated with substance-using peers their substance use increased. The youth in this study report to consume alcohol in the presence of their peers. Therefore these quotes also indicate that the youth's friends have an influence on the alcohol abuse of the youth. The finding that youth who associate with more substance abusing peers are more likely to indulge in problematic drinking (Bacio, Mays & Lau, 2013) is consistent with the former. From these and similar responses, youth attributed their drinking habits to social reasons and activities. Vaughan and Corbin (2009) found that social motives were a risk factor and strong predictor of alcohol abuse among students. Consistent with the former White & Jackson (in Vaughan, Corbin and Fromme, 2009) supports the notion that many youth social activities are centred on drinking.

- **Parent's views on youth's peers**

Parent participants expressed negative views regarding the friends of the youth: "...*Look now a boy was killed on the next street because of this friend thing.*" Parents saw youth's friends as having a negative influence on the youth: "*My son is a hooligan and he has bad friends that influence him negatively.*" They placed particular focus on the youth's friends when reporting about the youth's alcohol abuse and associated behaviour. "*They drink with their friends. These friends that I'm talking about that I don't like.*" "*I mean friends who drink a lot and who go around with many different boys. I don't like that you see. Maybe I should put it like this. I would like them to have friends who do not influence them negatively. Friends who can give them positive advice...*" The former also shows that parents also wished that the youth would associate with peers that had a positive influence on them. They also suspected that youth's friends might influence them to take drugs: "...*He is seems so wild and drunk that it seems that he did not drink alcohol alone. I wonder if he did not take some kind of drug. It happens often when he come home drunk...It's these friends that he has.*"

It is interesting to note that the parent participants attribute the youth's alcohol abuse and related problem behaviours to the type of peers that the youth has as friends. They saw this relationship as negatively impacting on the youth, especially in relation to the youth's alcohol abuse. "...*She sits with friends when she drinks and always with friends when she drinks.*"

The parents reported not to like the peers that the youth associate with. They saw this as a big influence on the youths' alcohol abuse and a major factor in problem behaviours. In relation to the former, a study by Park, Kim and Kim (2009) found that peers are one of the most important social networks for youth and usually the key to solving various youth problems. This study also found that youth who received more peer support than parental support were at more risk of substance abuse.



5.3.2.3 Category 3: Relationship with other family members

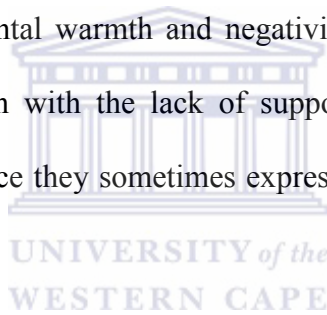
The relationship with other family members was mentioned by the participants as a factor in relationships influencing the parent-child relationship in youth abusing alcohol. The following quotes indicate the relationship that youth have with their siblings as well as the relationship they have with relatives.

- **Youth's relationship with siblings**

The youth reported that they often fight with their siblings and how this affects the relationship with their parents: "*Sometimes when I argue and fight with my younger siblings. They would shout at me and even not talk to me for a week.*" They also reported that these fights are also triggered by the fact that when they are out drinking, the siblings would find an opportunity to misuse some of their personal items and even eat their food. "*We fight about*

them stealing my clothes to wear them, for example my socks. When I go out they think it's a chance for them to wear my clothes in my absence. Sometimes when I skip my supper the previous night I tell myself that I will eat it the following day when I come from work. I get back only to find that they've eaten my food. I then shout at them and sometimes smack them. My mother also gets upset when I smack them. But she knows that I don't like these things because I complain about them all the time."

Some of the youth participants mentioned reporting the conflict that they have with their siblings to their parents, but showed disappointment (in their non-verbal responses) that the parents did not take any action about their complaints. In relation to this, Feinberg et al. (2012) found that levels of parental warmth and negativity influence sibling relationships. They youth expressed frustration with the lack of support from their parents when they complain about these issues; hence they sometimes expressed their frustration by physically fighting with their siblings.



The youth also mentioned how their siblings unnecessarily fuel conflict between them and their parents: *"Because my brother goes and tells my mother stuff that is not true about me. My mother believes him. My brother and I also don't get along."* The participant's responses indicate that the relationship that the youth have with their siblings is not a healthy one. Feinberg, Solmeyer & McHale (2011) also found that sibling relationships are a significant influence on adolescent adjustment problems, including internalizing and externalizing behaviours and substance use. The youth participants reported on conflict that they have with their siblings.

- **Youth's relationship with extended family**

The majority of the youth participants commented on how their relationship with other family members impacts on the parent-child relationship and their alcohol abuse, with one youth having particularly strong feelings regarding his uncle: *“He usually undermines what I say or do. He also wants me to be around him all the time so that he can see what I do, but I don’t get that chance... It’s just me and him that don’t get along...”* Youth mentioned how their relationship with other family members impacts on the family as a whole. *“When he is there.... there are a lot of arguments and fights amongst us as a family. But when he is not there everything is normal like in other families...When my uncle is not there we are fine.”* The youth mentioned some of the ways in which their relationship with other family members affects their relationship with their parents: *“But when he’s there they take his side and listen to him when he does things or says bad things about me.”* They also mentioned how their relationship with their relatives impact on their alcohol consumption. *“Like sometimes my cousins or brother just call me to come and drink and persuade me.”* Youth also mentioned that even the relatives who do not consume alcohol do not have a problem with them consuming alcohol in their presence: *“I visit my cousin. She does not drink. I just sit there with her and drink.”*

In a study on the influence of parents and friend relationships on adolescent substance use, in a large metropolitan city in the Western United States, Branstetter, Low and Furman (2011) found that close friendships were most predictive of frequent and problematic substance use in adolescents as well as the negative outcomes thereof. The study also found that mother-adolescent support predicted lower levels of all substance use. This suggests that adolescents who had supporting parents were more likely to consume less alcohol and substances. The former study supports the findings of the current study which imply that the relationships that

youth have with their parents, siblings, peers and other relatives play a significant role in the parent-child relationship, alcohol abuse and related problems.

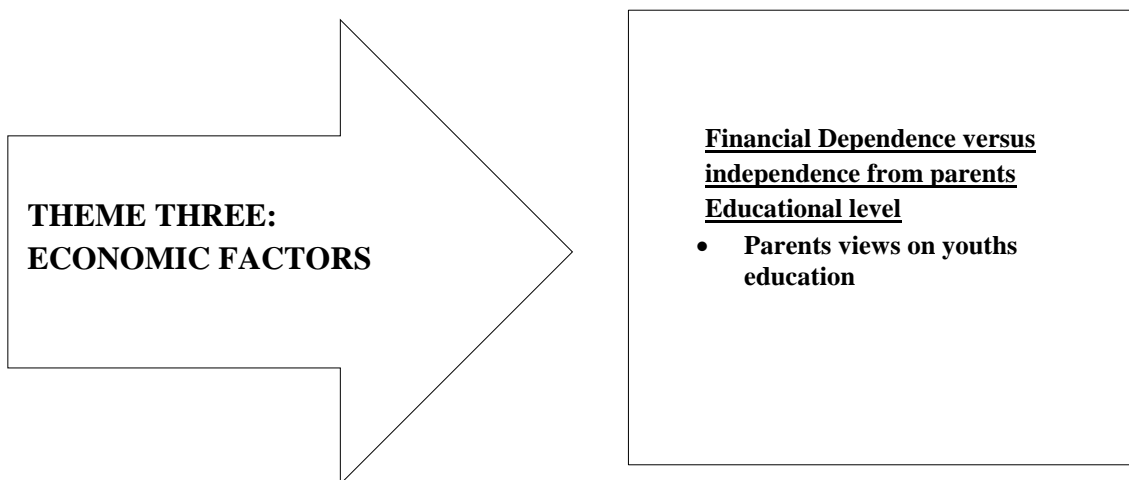


FIGURE 5.3: THEME THREE - ECONOMIC FACTORS



5.3.3 Economic factors

Economic factors are significant when dealing with issues relating to youth alcohol abuse. Economic factors were mentioned by the participants as a factor influencing the parent-child relationship in youth abusing alcohol. The economic factors transpire as a theme. From the participants' responses financial dependence versus independence came out strongly as well as educational levels, parents' views on youth's education as well as alcohol abuse.

5.3.3.1 Category 1: Financial dependence versus independence from parents

The financial dependence or independence of youth and how it influences their alcohol abuse emerged under economic factors. The youth who are financially dependent on their parents mentioned how they ask their family members for money specifically to buy alcohol: *"I ask my brother."* Some of the youth find other ways of sourcing money to purchase alcohol, such as money they get when they win sports leagues: *"We use the money that we won from the*

league.” The youth who are financially independent reported on how they and their friends contribute money towards their alcohol consumption. *“We put money together and buy the alcohol.” “They also pay. We put money together.” “Since I work, I pay for my drinks.”* The youth also mentioned how they contribute financially to the household *“I go to work and help my family as much as I can.”* They reported on how they plan their drinking with neighbours and peers: *“...That depends on us, as we plan it.”* also adding how they are sometimes invited by neighbours to come and drink with them: *“... Even now the people who live next door want us to put money together to go and drink.”*

From the participants' responses it is quite clear that the youth find ways of buying the alcohol even though some are not financially independent. Those who are working find it easier to plan for their drinking and related activities, but those who are unemployed still follow similar trends of drinking and related activities. According to Giskes, Turrell, Bentley and Kavanagh (2011) the number of days per week an individual consumes alcohol is associated with income and education. Interestingly, this study found that people from low income households were less likely to consume alcohol. The former study also found that individuals who are socioeconomically advantaged were more often consumers of alcohol. Contrary to the latter and the former, in the current study the participants' responses indicate that even though the youth come from low income households and are unemployed, they still frequently consume alcohol.

The parent had strong views regarding the dependence and independence of youth in relation to their alcohol abuse. They mentioned how youth's alcohol abuse is hampering their financial independence: *“Yes. If he didn't like alcohol so much he would probably have time to focus on looking for a job to better his life...”* Parents expressed dissatisfaction in the fact

that youth ask them for money. *“She was asking for money to come back to Cape Town because the boyfriend was beating her up.”* Parents also expressed concern regarding what might happen when they are no longer alive to support the youth financially: *“A child must be disciplined, good and look for a job and work. They must prepare for their own future, because we will die one day.”* The parent participants reported on the frustration that they feel in relation to youth’s economic dependence. They perceive the youth’s alcohol abuse as being a barrier to the youth’s development in terms of seeking employment. The parent participants showed concern and linked the youth’s alcohol abuse to the low economic status of the family.

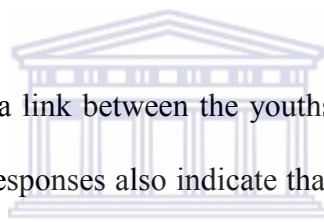
Contrary to the study of Giskes et al. (2011) it is also interesting to note from the findings of the current study that all the participants come from relatively low socio-economic backgrounds. Therefore the youth’s financial dependence or independence does not influence their alcohol consumption. But this does, somehow, influence the economic status of the family.

5.3.3.2 Category 2: Educational level

Educational level was mentioned by the participants as a factor influencing the parent-child relationship in youth abusing alcohol. From the participants' responses parents' views as well as the relationship between educational level and socio-economic status emerged strongly. The former is reflected in the following quotes:

- **Parent’s views on youth’s educational level**

The parents expressed strong feelings regarding the youth's interest in their education: "...*She has a matric.*" Parents felt that if the youth had focused on their education, then they wouldn't be abusing alcohol: "*What I forgot to mention is that I asked her to go to school but she refused.*" They are also unhappy about the fact that the youth dropped out of school and are not focusing on completing or furthering their education. They associated the youth's dropping out of school with the alcohol abuse: "*At the time that she was still at school she did not drink alcohol at all. I think the minute she dropped out of school she started having bad friends and started drinking.*" Parents expressed strong views regarding the youth's lack of interest in furthering their studies and finding employment: "...*She can go and find work and may be able to even further her studies because we don't have that money.*"



The parents' responses indicated a link between the youths' alcohol abuse, educational level and socio-economic status. The responses also indicate that the parents are frustrated that the youth are not focusing on developing themselves in terms of looking for work: "...*If he didn't drink things wouldn't be like this. He would probably be working at a decent job.*" Parents expressed how the youth's lack of interest in their education contributes to their current and future lifestyle: "*If she had gone to school maybe things would have been better by now.*" "*I think children who drink do not have a future. They don't have a good life.*"

When the researcher looks at the demographic data of this study as well it is significant to note that none of the parent participants completed their schooling either, just as most of the youth participants did not. The parent participants' responses above may indicate that these participants are picking up similar associations (between alcohol abuse and level of education) in the behaviour of their children and are aware of the effects thereof. They attribute the former and the latter to the youth's alcohol abuse and related behaviour.

Similarly, Mayer and Blome (2010) found that adolescents who have less commitment to school will engage in more heavy episodic drinking. The former is consistent with the notion that being academically oriented may reflect more conventional attitudes contributing to lower levels of alcohol use Baer (in Vaughan et al., 2009).

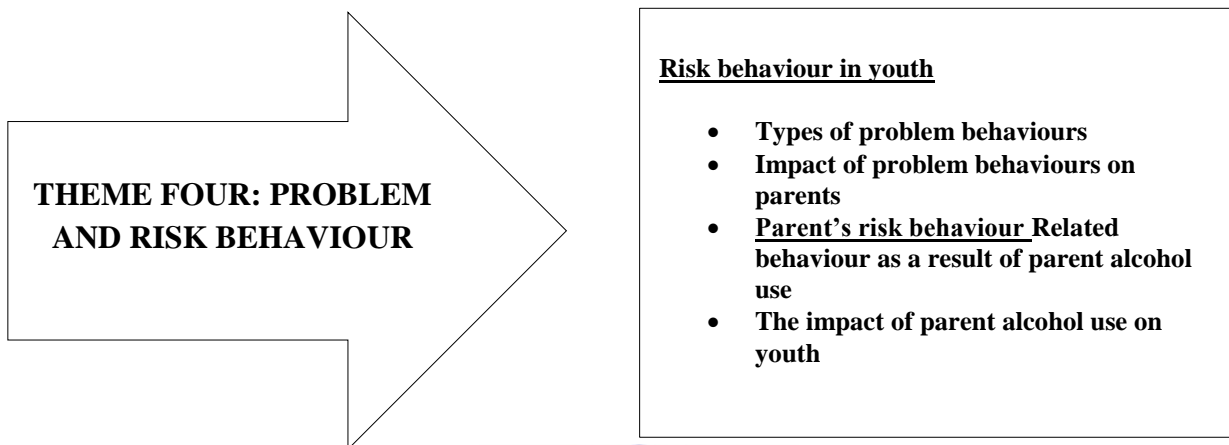


FIGURE 5.4: THEME FOUR - PROBLEM AND RISK BEHAVIOUR

5.3.4 Problem and risk behaviour

Youth alcohol abuse can be associated with various problem and risk behaviours. The former can be seen in the problem and risk behaviours that were mentioned by the participants as a factor influencing the parent-child relationship in youth abusing alcohol. The youth's problem behaviours, influence of alcohol, parents' use of alcohol and the influence of peers also emerged secondary, as categories to the theme of problem behaviours.

5.3.4.1 Category 1: Problem behaviour in youth

Various types of problem behaviours and impact on parents were mentioned by the participants as a factor in youths' problem behaviours influencing the parent-child relationship in youth abusing alcohol. The participants reported as follows:

- **Types of problem behaviours**

The participants reported on some of the problem behaviours that they present when they are under the influence of alcohol: *"...Sometimes we fight amongst ourselves."* Some of the problem behaviours reported by the participants included the youth being aggressive and also exposing themselves to danger: *"Maybe we fight over alcohol or sometimes over a girl."* They also mentioned how some of these behaviours also involve creating an unpleasant atmosphere in the household: *"For example, since I like going to the sports field and usually come back drunk and do bad things at home and cause a riot..."*

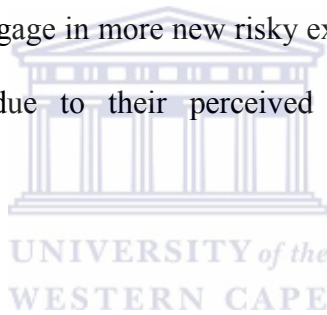
The parents also reported some problem behaviours of the youth. They mentioned how youth come home with their friends and make noise at night: *"They just keep quiet for a short time and then make noise again. So I just leave them."* Another parent mentioned how her daughter becomes promiscuous when under the influence of alcohol: *"When she drinks she becomes loose. Every man can take her to his place. She cannot control herself at all."*

The youth also mentioned the problem behaviours that they engage in with their peers: *"For instance, if someone hits one of our friends in the group. We all go there and hit that person, sometimes until that person dies. Some of my friends do drugs like tik and some of them rob people."* The youth said that mostly what they do with their peers is engage in fights and alcohol related activities: *"Most of us like drinking and then we go and fight."* The youth reported how they sometimes leave their households for days without their parents' knowledge of where they are: *"I sometimes go for the entire weekend. For instance, if I'm walking down the street and I meet one of my friends who says let's go somewhere. I just go with them and not come back."*

They mentioned attending traditional events and visiting shebeens at which they consume alcohol: *"What we also do is we go to traditional events."* *"We go to Mzi's, Derick's,*

Upstairs and Solly's place." "...Sometimes at night we go to the shebeen..." "Oh a lot of places.... Sometimes here around Mfuleni, Buti's tavern, Mzi's. Sometimes we do go to Khayelitsha, but we don't always go out of Mfuleni." "...Mzi's. We go and check if our other friends are there as well." Youth reported that at these places is where most of the fights that youth become involved in occur. They gave some examples of scenarios that lead to fights: *"Older people want to send you around. Then I tell them that I'm also there to drink. Then they get upset and we fight."*

The youth mostly reported on the problem behaviours involving fights and causing an unpleasant atmosphere in the household. Arnett (in Brody, Yu, Chen, Kogan & Smith, 2012) notes that emerging adults can engage in more new risky experiences than any individuals in other developmental periods, due to their perceived freedom to engage in alcohol consumption.



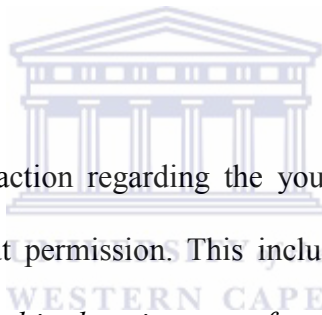
- **Impact of problem behaviour on parents**

The parent participants expressed strong feelings related to the problem behaviours of youth when they are under the influence of alcohol and how they impact on them. The majority of the parents also strongly mentioned their frustration due to lack of skills of how to deal with this. They reported on how the youth take their money and damage their clothes: *"She takes my clothes and even tears zips off my pants. Sometimes she takes my money without asking and goes and buys beer with it. When I ask she says that she doesn't know where the money went. That is quite stressful."*

The parents reported how youth disturb their sleep by making a noise in the household with their friends: *"Sometimes they come back home with a bunch of friends when they are drunk."*

They then make a noise the whole night and play this music of theirs loud... Sometimes one of them comes to do small talk with me about things that don't make sense. I just chase them out the main house and say that they must go to the back room. It's better when they make their noise there because I can then try to get some sleep in the house."

The parents mentioned how the youth sometimes wear their clothes and how they lie. It seems the parents cannot trust the youth because of that: *"He takes things from my room, even my clothes. Sometimes he even wears my T-shirts. I don't even bother to ask him because I know he will lie. He is the type of child who lies through his teeth unless you catch him red handed doing something. When you ask him, he will just lie because he knows that you have no proof."*



Parents expressed great dissatisfaction regarding the youth's problem behaviour in taking their personal belongings without permission. This included siblings' food at times: *"For example after supper we leave food in the microwave for one of his siblings who is not home at the time. He would eat that food, or even just remove the meat from the plate and leave it like that. When we get back and ask who did that, he will deny it. He is not honest at all. Sometimes he becomes too irritable and rude... I hate it when he knocks late at night when he's drunk. He bangs the door and when we don't open he even knocks at my window. These things hurt me a lot because I have to wake up to go to work the following day and I leave him at home, sleeping."* Some of the problem behaviours reported by the participants included the youth exposing their parents' to dangerous situations.

As can be seen from the participants' quotes, the parent participants expressed strong feelings in their discontent with the problem behaviours related to the youth's alcohol abuse. Parents

strongly disapprove of the youth's alcohol abuse and problem behaviour. Similarly, Percy, Thornton and McCrystal (2008) also found that parents disapprove of adolescents' alcohol consumption, especially if the adolescent is the same age as their child.

Consistent with the former, Mrug and McCay (2013) in their study also found high levels of parental disapproval of adolescent alcohol use. This could also be attributed to the youth's problem behaviours as a result of alcohol use. Glatz, Stattin and Kerr (2012) support the former by finding that parent's reacted to their youth's alcohol related problem behaviours and also their first-encounters with their youth's intoxication.

5.3.4.2 Category 2: Parent's risk behaviour

The parents' risk behaviour was mentioned by the participants as a factor in youths' problem or risk behaviours influencing the parent-child relationship in youth abusing alcohol. Related behaviour as a result of parent alcohol use and impact of parent alcohol use on youth emerged as sub-categories. The participants reported as follows:

- **Related behaviour as a result of parent alcohol use**

The youth reported on their parents' behaviour when their parents are under the influence of alcohol: *“Yoh we fight all the time...One day I got home drunk then I went to him to fetch the key because he was not home. He said that I must leave him alone and started hitting me. I then also hit back.”* Youth reported on the physical fights that often occur when their parents are drunk: *“When we argue, the fights are usually verbal. Then my brother goes to his friends, comes back drunk and then we fight physically...”* *“...when he's drunk, he swears at me and beats me.”*

The parent participants also mentioned some of their behaviours towards the youth when they are drunk: *“There was a time when I got home drunk ...and started shouting at them.” “I argue and fight with them usually when I’m drunk. I shout at them and cause chaos.”* The parent said that he would normally speak to the youth nicely if he was sober: *“No, not all. I was going to talk to them nicely. It usually happens when I’m drunk only that I shout at them.”*

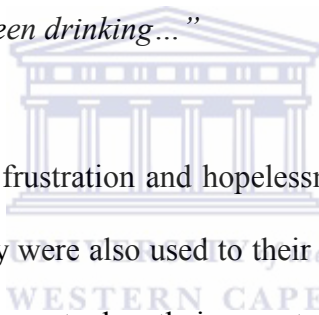
The responses from the participants indicate that alcohol abuse and related behaviours by parents also influence the parent-child relationship. This is supported by a study which examined domestic abuse experienced by young people living in families with alcohol problems (Velleman, Templeton, Reuber, Klein and Moesgen, 2008). This study found that young people who had been exposed to their parents' drinking over a long period suffered a significant number of negative experiences. Even though the study showed that parents were physically aggressive to each other much more than they were towards their children, when they were aggressive towards their children it was often on extreme levels. Some of the children reported physical assaults. It was also found that parents who had an alcohol problem used higher levels of various forms of aggression and violence against the child.

- **Impact of parent alcohol use on youth**

The youth reported on how their parents' use of alcohol impacts on them as well as their relationship: *“There are times when we do not get along...Like when he’s drunk we don’t get along.”* The youth highlighted the parents' different behaviour towards them when they are drunk and when they are sober: *“If he is drunk then he shouts at me still. But if he is sober he’s okay, he doesn’t say anything. But I stay anyway.”* Some of the youth mentioned how

their parents' use of alcohol influences their own alcohol abuse: *“Because he is the one who initially influenced me to drink. He started taking me to shebeens.”*

The youth participants also felt that if their parents did not consume alcohol there would be fewer physical fights between them. *“It affects it badly because if I we did not drink alcohol we would not fight this much.”* One youth participant just felt that her father drinks excessively: *“He drinks too much.”* Some of the youth participants mentioned avoiding going home after drinking if they know that their parents are also drunk: *“Yoh! Because I know that I will fight with my father. He is drunk and I’m also drunk.”* Youth expressed feelings of disappointment and discontent regarding their parents' alcohol abuse. *“Even now this early he’s already at the shebeen drinking...”*



The youth expressed feelings of frustration and hopelessness when it came to their parents' use of alcohol. It seemed that they were also used to their parents' behaviour patterns to such an extent that they knew what to expect when their parents were drunk. They were well aware and fully conscious of how this impacts on them, as well as their relationship with their parents.

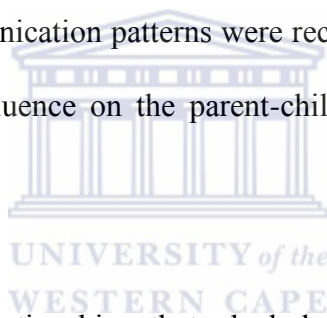
These findings indicate that parents' use of alcohol plays a significant role in the parent-child relationship in alcohol abusing youth. Merline, Jager and Schulenberg (2008) found in their study that parental drinking, amongst other factors, predicted heavy drinking to age 35. This is a significant factor for alcohol-abusing youth who have alcohol abusing parents as Baily et al. (2013) found that parents who used substances later practised low-skilled parenting and this related to children externalizing problems. The former is supported by Haugland (2003) who found that children of alcohol abusing fathers have more adjustment problems than other

children. Similarly Vaughan et al. (2009) also found that alcohol use by youth with a family history of alcohol problems was more likely to be associated with social motives and behaviours.

5.3 Conclusion

The following themes emerged from the current study:

Theme one investigated family boundaries. The categories that emerged from the data were discipline, rules and communication patterns. Parents disciplined youth mainly for alcohol abuse and related behaviour. The parents expressed despondence regarding their discipline methods. Youth revealed that rules were more about alcohol related problems than the alcohol abuse itself. Parent-child communication patterns were recognized as mostly destructive. All these factors had a negative influence on the parent-child relationship in alcohol abusing youth.

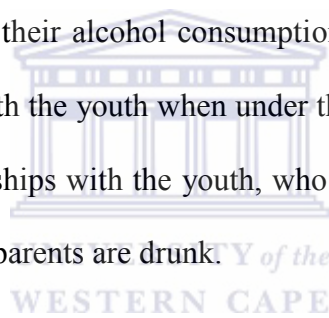


Theme two investigated the relationships that alcohol abusing youth had with various individuals in their lives. The nature of the parent-child relationship was explored, as were relationships with peers and other family members. Both the youth and parents experienced the parent-child relationship as an unpleasant state. They attributed this to the youth's alcohol abuse and related behaviour. Peers appeared to play a significant role in the youth's alcohol abuse. The parents had strong views against the youths' friends. The youths' relationship with their siblings was characterised by conflict. Extended family members played a role in the youths' alcohol abuse, as well as the conflict between the youth and their parents.

Theme three explored economic factors. Youth's financial dependence and independence came out as a strong factor influencing the parent-child relationship. Whether youth were

employed or not proved insignificant to their alcohol abuse. The parents were frustrated about the youth's lack of focus on their personal development and saw that as having a direct impact on the family's financial situation. The parents also felt that youth should be focusing on furthering their education or seeking employment rather than spending their time and resources on alcohol abuse and related activities.

Theme four focused on problem and risk behaviour. Problem behaviour in youth and parent's risk behaviour were the categories that emerged. Youth exhibited various problem behaviours as a result of alcohol abuse. Some of these included aggression and fighting. Others included taking parents' belongings without permission as well as sometimes exposing parents to danger. Parents also reported on their alcohol consumption as well its effects on the youth. They reported mostly fighting with the youth when under the influence of alcohol. This had a negative impact on their relationships with the youth, who sometimes would avoid returning home if they are aware that their parents are drunk.



CHAPTER 6

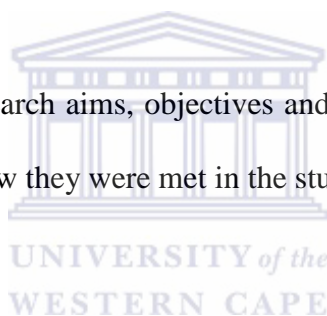
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter will be the discussion of the researcher's summary of the findings. There will be particular focus on whether the research question was addressed as well as how study met its' aims and objectives. Subsequent to the former will be the conclusions and recommendations.

6.2 Summary

This section will address the research aims, objectives and the research question. These will be further discussed as well as how they were met in the study.



6.2.1 Objectives of the study

The objectives of the study were to:

- Explore and describe alcohol abuse in youth from the youth's perspective.
- Explore and describe the parent-child relationship from the youth's perspective.
- Explore and describe alcohol abuse in youth from the parent's perspective.
- Explore and describe the parent-child relationship from the parents' perspective.

The following will be a discussion of each individual objective in relation to how it was achieved in the study.

Objective one and two:

- Explore and describe alcohol abuse in youth from the youth's perspective.

- Explore and describe the parent-child relationship from the youth's perspective.

The above mentioned objectives were achieved through empirical research. The data collected from the participant's responses during the one-on-one semi-structured interviews revealed that the youth associated their alcohol abuse with social motives. They were aware that this has a negative impact on their relationship with their parents. Bu they also associated the former with factors such as, influence of other relatives as well as parents' use of alcohol. Participants shared their personal views, experiences and related feelings.

Objective three and four:

- Explore and describe alcohol abuse in youth from the parent's perspective.
- Explore and describe the parent-child relationship from the parents' perspective.

These objectives were achieved by means of empirical research. From the data collected from the one-on-one semi-structured interviews the parent participant's responses revealed that the parents associated the youths' alcohol abuse with the peers that the youth has. They saw the parent child-relationship to be negatively influenced by the youths' alcohol abuse as well as related problem behaviour's. The participants were afforded the opportunity to relate their own views, experiences and related feelings.

6.2.2 Aim of the study

The aim of the study was to:

Explore the parent-child relationship in youth abusing alcohol. This aim was achieved by meeting all the objectives of the study. The following is a summary of how the research aim was achieved:

The literature review section of this study explored the following factors: relationships, alcohol-abuse, youth, peers, conflict, behaviour, communication and how these influence the parent-child relationship in relation to alcohol abuse in youth. The literature also elaborated on South Africa's statistics of youth alcohol abuse, problem behaviours, rules and discipline, youth's exposure to alcohol and preventative measures. The role of professionals in prevention and supporting families, religion and culture as a way to shield the youth from engaging in alcohol use were also discussed.

The empirical research generated the following themes: family boundaries, relationships, economic factors and problem behaviours. Each of the former themes had sub-themes. The sub-themes enabled the researcher to provide information on the parent-child relationship in youth abusing alcohol. Family boundaries had the sub-themes of discipline, rules, communication patterns and family cohesion. The theme relationships revealed the sub-themes parents, peers, siblings, other family members. Economic factors had sub-themes of dependence, independence and educational level. Problem behaviours exposed the sub-themes of youth's problem behaviours, influence of alcohol, parent's use of alcohol as well as influence of peers.

6.2.3 Research question

The research question was as follows:

How does alcohol abuse in youth contribute towards the parent-child relationship?

After the transcription of the data that was collected from the semi-structured, one-on-one interviews various themes and sub-themes were found. Since the study adopted a qualitative research approach the information obtained was deep and detailed. Therefore the themes and

sub-themes related to the views, perceptions and experiences of the participants in relation to the parent-child relationship in youth abusing alcohol:

- Theme one: Family boundaries
- Theme two: Relationships
- Theme three: Economic factors
- Theme four: Problem behaviours

The following themes as well as their sub-themes have been discussed in detail in the previous chapter.

TABLE 6: TABLE OF THEMES AND CATEGORIES

| THEME | CATEGORIES |
|---|---|
| THEME ONE: FAMILY BOUNDARIES | <p><u>Discipline</u></p> <ul style="list-style-type: none"> • Reasons for discipline • Methods of discipline • Fear of consequences of punishment • Despondence <p><u>Rules</u></p> <ul style="list-style-type: none"> • Rules from the perspective of parents • Rules from the perspective of youth <p><u>Communication patterns</u></p> <ul style="list-style-type: none"> • Constructive communication patterns • Destructive communication patterns |
| THEME TWO: RELATIONSHIPS | <p><u>Nature of parent-child relationship</u> Parents' views of the parent-child relationship Youths' views of the parent-child relationship</p> <p><u>Relationship with Peers</u></p> <ul style="list-style-type: none"> • Influence on alcohol abuse • Parent's views on youth's peers <p><u>Relationship with other family members</u></p> <ul style="list-style-type: none"> • Youths' relationship with siblings • Youths' relationship with relatives |
| THEME THREE: ECONOMIC FACTORS | <p><u>Financial dependence versus independence</u></p> <p><u>Educational level</u></p> <ul style="list-style-type: none"> • Parents views on youths education |
| THEME FOUR: PROBLEM AND RISK BEHAVIOUR | <p><u>Problem behaviour in youth</u></p> <ul style="list-style-type: none"> • Types of problem behaviour • Impact of problem behaviour on parents <p><u>Parents risk behaviour</u></p> <ul style="list-style-type: none"> • Related behaviour as result of parent alcohol use • Impact of parent alcohol use on youth |

6.3 Conclusions

According to the researcher's opinion the findings of this current study cannot be generalised, but could possibly be transferrable to a similar environment with similar circumstances. The data analysis was conducted using the data analysis process of the qualitative research approach.

The information gathered from the research participants was in the form of descriptions, words and gave meaning to the experiences of the parent and youth respondents on how alcohol abuse in youth contribute towards the parent-child relationship. The former proves that utilizing the qualitative research approach, using one-on-one semi-structured interviews is the appropriate research design in eliciting the required information. Using the semi-structured interview schedule (please see appendix 4) allowed for the researcher to obtain first-hand information as making use of this tool allowed for further exploration and probing on certain topics. One can therefore conclude that making use of the semi-structured interview schedule was effective in addressing the research question. The researcher can therefore recommend making use of these methods to future researchers who are aiming to explore the same research topic as this current study.

6.3.1 Theme one: Family boundaries

Family boundaries play a significant role in the functioning of each family. The researcher argues that relationships amongst family members are highly dependent on and highly influenced by family boundaries. In this study the research participants' responses reflected discipline, rules and communication patterns as strong factors relating to family boundaries. The former proved to be significant in exploring the parent-child relationship in youth abusing alcohol. Most of the participant's responses indicated that the family boundaries

were not clear and did not directly relate to addressing issues relating to the parent-child relationship in youth abusing alcohol. It is the researchers' opinion that if the family boundaries of each research participant related directly to clearly addressing issues of the parent-child relationship in youth abusing alcohol this would have had a positive influence on the parent-child relationship in youth abusing alcohol.

Category: Discipline

The youth participants mentioned being shouted at by their parents as part of discipline. The participants gave the reasons for the former being alcohol abuse and related behaviour. The parent participants' responses indicated that they are not confident in their current discipline methods. They also mentioned being overwhelmed by the youth's behaviour and seeking professional intervention from social workers. The researcher is of the opinion that parents are not sure of how to discipline the youth since corporal punishment has been made illegal. Most of the parent participants mentioned that they would use corporal punishment to discipline the youth. They also insinuated that the former would possibly yield positive results if it were still legal. But they were fearful, recognising that they would be committing a crime if they were to do that and thus be held accountable. This resulted in the feelings of despondence in parents when it came to discipline issues.

Category: Rules

The participants mentioned the youth doing their household chores and abiding to their curfews as part of the rules. The parents mentioned the youth's friends as part of the rules. They mentioned that they inform the youth that they should not have bad friends. None of the participants mentioned any rule that directly spoke against the youth consuming alcohol. There were rules such as not drinking inside the household or not bringing alcohol inside the

home, but the youth did not recognize those rules as prohibiting them from consuming alcohol. It is of the researcher's opinion that it would have been important for the parent participants to have a clear rule regarding alcohol consumption. Seeing that there is no clear rule against alcohol consumption might play a role on the youth's alcohol abuse.

Category: Communication patterns

The parent participants only mentioned communicating with the youth, when they are unhappy about the youth's behaviour, in an argument or fight. They also reported that the communication is usually unpleasant, like shouting or rebuking the youth for something. The latter and former indicates that the parenting practices of the parent participants do not hold a strong emphasis on constructive communication. The youth participants' responses indicated that they do not have daily open communication with their parents. They also recognized the communication patterns as mostly destructive. It is of the researchers' opinion that constructive communication is significant for the parent-child relationship. As literature has indicated that the former might also assist the youth and the parents in addressing alcohol abuse and related issues, which might in turn improve the parent-child relationship.

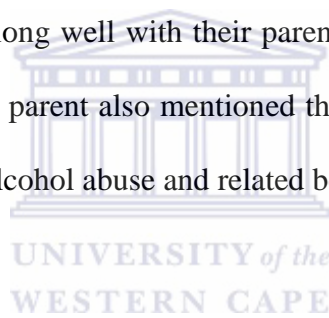
6.3.2 Theme two: Relationships

Relationships of youth with various people have an impact on their lives. These relationships also have a strong influence on the parent-child relationship and their alcohol abuse. The nature of the parent-child relationship, relationship with peers and relationship with other family members came out strongly in the participants' responses relating to relationships and alcohol abuse. It also came out strongly that the relationships that alcohol abusing youth have with their parents, peers, and other family members are negatively influenced by the alcohol abuse in youth. These relationships also had an influence on the youth's alcohol abuse. The

latter and the former therefore also influenced the parent-child relationship negatively. The researcher is of the opinion that if the youth abusing alcohol had positive relationships. This would in turn have a positive influence the parent-child relationship as well as their alcohol abuse.

Category: Nature of parent-child relationship

Participants regarded the nature of the parent-child relationship to be somewhat dysfunctional or in an unpleasant state. In their initial responses some of the participants even mentioned alcohol abuse in youth to be associated with the negative nature of the parent-child relationship. It came out strongly as well that these associations are negative. The youth mentioned that they do not get along well with their parents. They related it to their alcohol abuse and related behaviour. The parent also mentioned that they do not get along well with the youth and associated it with alcohol abuse and related behaviour.



Category: Relationship with peers

The participants reported the relationship with their friends to play a significant role in their alcohol abuse. The majority of the youth participants reported to consume alcohol in the presence of their peers. The peers that the youth associated with proved to be a significant factor in their alcohol abuse. Just as literature suggests, the youth saw alcohol consumption amongst peers as an integral part of their social activities. Parents expressed negative views regarding the friends of the youth. These findings suggest that peers play a significant role in youth alcohol-abuse and related behaviour. It is of the researcher's opinion that this could be the reason why the parent participants mentioned friends as part of the rules in the previous theme.

Category: Relationship with other family members

The youth participants mentioned their relationship with other family members in relation to alcohol. For instance, in their responses they mentioned that they drink with their cousins. One youth participant consistently expressed dissatisfaction in his uncle's contribution towards the conflict between him and his parents. It is interesting to note, though, that the conflict is as a result of the youth's alcohol abuse and related behaviour. The other participants mentioned family members' intervention or roles during times of conflict that relate to youth's alcohol abuse. It is of the researcher's opinion that the other family members either contribute towards the alcohol abuse and the conflict in the family in some way or they try to intervene in trying to resolve conflict between the youth and their parents. The youth participants reported on conflict that they have with their siblings. They mentioned reporting the conflict that they have with their siblings to their parents, but were disappointed that the parents did not do take any action about their complaints. It is of the researcher's opinion that the unpleasant relationship between the youth and their siblings may be exacerbated by the fact that parents show lack of interest in the youth's complaints regarding their siblings. This might increase the youth participants' frustrations. The former might also negatively influence the parent-child relationship and even be a contributing factor in their alcohol abuse.

6.3.3 Theme three: Economic factors

Economic factors relate to whether the youth can or cannot afford to purchase alcohol, which in turn impacts on their level on consumption, which in turn influences the parent-child relationship. In families who are struggling financially it might add frustration on parents to have youth who utilize financial resources towards alcohol abuse. Parents also feel strongly

about the youth's interest in furthering their studies, as a result of the youth's alcohol abuse. The financial dependence and independence of youth from parents as well as the level of education play a major role in factors contributing to the parent-child relationship in alcohol abusing youth.

Category: Financial dependence versus independence from parents

Being financially independent or dependent from parents is a significant factor in alcohol abuse in youth. The participant's responses indicated that the youth abused alcohol regardless of the economic circumstances. They always found a way to purchase alcohol or get it for free at events. The parents saw this as a barrier to the youth's success as they mostly used all financial resources towards alcohol consumption. The participant's responses indicated that the parents were frustrated that the youth are not focusing on developing themselves in terms of looking for work. The parents felt that youth could have utilized their time and financial resources towards developing their lives. The former influenced the parent-child relationship negatively. The researcher is of the opinion that economic factors proved not to play a significant role in establishing youths' level of alcohol consumption and therefore the youth's dependence or independence had no significant role in the alcohol abuse itself but did influence the parent-child relationship of youth abusing alcohol.

Category: Educational level

The parents were unhappy about the fact that the youth dropped out of school and were not focusing on completing or furthering their education. They attributed the former to the youth's alcohol abuse and related behaviour. The parents had strong views on how the youth's level of education and alcohol abuse play a role in the financial situation of the entire family. The researcher linked that to demographic data which showed that this could also be

linked to the parent's personal educational and financial achievements and experiences. The demographic data also highlighted that the parents themselves have little formal education and hence they were either unemployed or not permanently employed. Therefore the researcher is of the opinion that the parents were highly concerned about the youth's alcohol abuse particularly in relation to the youth not furthering their education as they could easily make the association between the levels of education, employment and economic status.

6.3.4 Theme four: Problem and risk behaviours

Youth alcohol abuse can be associated with various problem behaviours. This theme came out strongly from the participant's responses. The responses indicated that problem behaviours are closely associated with the youths' alcohol abuse. What is important to note from the participant's responses is that they indicated that the parent participants were mostly against the youth's problem behaviours rather than the youth's alcohol abuse. The researcher is of the opinion that if the parent participants had placed a strong concern or emphasis on the youth's alcohol abuse and taken positive steps in addressing this, it would possibly have an impact on the problem behaviours as well. The former would thus influence the parent-child relationship positively.

Category: Problem behaviour in youth

Parent participants expressed strong feelings in their discontent with the problem behaviours related to the youth's alcohol abuse. Some of the problem behaviours reported by the participants included the youth being aggressive, exposing themselves and sometimes their parent's to danger. The youth mostly reported on the problem behaviours involving fights and causing an unpleasant atmosphere in the household. The problem behaviours were closely linked to youth's alcohol consumption and related activities. The participants reported the

youth's problem behaviours to cause conflict between the youth and their parents. The parents expressed great frustration regarding the youth's problem behaviours. Therefore the researcher can conclude that the youth's problem behaviours have a negative influence the parent-child relationship of youth abusing alcohol.

Category: Parent's risk behaviour

The participants' responses indicated that parent's use of alcohol plays a significant role in the parent-child relationship in alcohol abusing youth. The conflict, arguments and sometimes physical fights, were reported to occur most often when the youth's parents or both of the youth and their parents are under the influence of alcohol. The majority of the participants also recognised and mentioned how the former negatively impacts on the parent-child relationship. The youth would not even return home if they were aware that their parents are under the influence of alcohol as they were avoiding conflict between them and their parents. The researcher is of the opinion that the parent's use of alcohol plays a significant role in the conflict between the parents and the youth abusing alcohol. The former then indicates that the parent's use of alcohol negatively influences the parent-child relationship in youth abusing alcohol.

6.4 Recommendations

The following recommendations will be made per theme:

6.4.1 Recommendations - Theme one: Family boundaries

Family boundaries play a significant role in the functioning of each family. From this study it was indicated that the family boundaries were not clear, and this disrupted the daily functioning of the participants' families. The former also contributed to the youth's alcohol abuse not being addressed effectively. The researcher is of the opinion that if family

boundaries were communicated, discussed and clarified the family will experience more pleasant and healthy relationships. Issues related to family functioning will also be appropriately addressed. The parents should also be able to communicate clearly to the youth regarding issues of discipline and rules. The parents should also be more aware of the communication patterns between them and the youth. The latter will also enable parents to be able to communicate constructively regarding alcohol abuse in youth and its influence on the parent-child relationship.

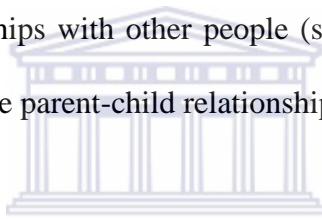
Social work intervention in this regard is also recommended. The social worker will assist families with organizing and conducting family meetings and conferences so that family members can be able to address matters in an enabling manner and safe environment. The social worker should be experienced in dealing with alcohol abuse in youth, related issues and parent-child relationships. The social worker will also assist the parent's and the youth in identifying the exact influence that alcohol abuse in youth has on the parent-child relationship and how family boundaries can create an opportunity for these issues to be addressed appropriately.

6.4.2 Recommendations - Theme two: Relationships

It is important to note that relationships of youth with various people have a significant impact on their lives. These relationships also have a strong influence on the parent-child relationship and their alcohol abuse. Therefore families need support and guidance in their daily interaction with each other. The researcher is of the opinion that relationships are often regarded as significant only when there's a major challenge in the family, as in this instance with the youth's alcohol abuse. Therefore it is advised that families be educated about the

significance of relationships. It is important for families to also recognize the significance of healthy relationships in preventing alcohol abuse in youth and related challenges.

Professional intervention is also recommended in this instance. Social workers can be instrumental in designing and developing prevention programmes that have a strong focus on maintaining healthy relationships in families. The parents and youth can also visit non-profit agencies to seek assistance regarding relationship interventions. Participating in family programmes from agencies and attending relevant workshops will enable youth to have access to information and advice on how to improve and maintain healthy relationships. The former will assist the parents and youth not only to improve the parent-child relationship, but to also understand how relationships with other people (such as peers and extended family members) have an influence on the parent-child relationship, as well as their alcohol abuse.



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6.4.3 Recommendations - Theme three: Economic factors

Economic factors were found to be closely related to youth's alcohol abuse and related behaviours. Literature also supported the former and highlighted that financial resources are closely associated with alcohol consumption, amongst other factors. It is therefore highly important for youth to be educated on these issues, as well as how these issues impact on their family life and personal development. It is advised that youth programmes and related interventions put a strong educational emphasis on how economic factors play a role in alcohol abuse in youth. The former will also facilitate the understanding of youth on how this influences the parent-child relationship.

Consulting a social worker in this instance is also recommended. The youth might receive guidance and support on how to improve their socio-economic situation. A discussion on how

alcohol abuse influences their finances and personal development might be vital for positive behaviour change in youth. The social worker may also refer the youth to appropriate resources regarding furthering their education or acquiring skills that might enable them to improve their financial circumstances. The social worker might also assist the youth in taking initiative and being accountable for their personal development. The parents can also be assisted in exploring ways of how to support the youth in this regard.

6.4.4 Recommendations - Theme four: Problem and risk behaviours

Problem behaviours are often recognized as big contributor to conflict in families. This came out strongly in the current study as parent participants expressed a great amount of frustration regarding this. What was interesting is that the parent participants focused mostly on the problem behaviours and their effects instead of the actual alcohol abuse in youth. It is recommended that families be supported by sharing of information regarding referral resources for youth alcohol abuse. Families should also be aware of what to do before the problem behaviours become extreme or more complicated to manage or address. What was also notable was that parents were more against the problem behaviours of the youth than the alcohol abuse itself. It's important for parents to be able to recognize how alcohol abuse in youth plays a role in the problem behaviours. Parents should also be advised to address that fact accordingly instead of focusing on problem behaviours alone.

Social work intervention is recommended. Families should consult social workers regarding intervention and also be aware of rehabilitation centres and application procedures thereof. The social worker will be able to assess the youth and give professional advice on relevant intervention. The parents and youth will also receive counselling to address the frustrations and experiences regarding the problem behaviours as a result of alcohol abuse. The youth

might also be referred to agencies, such as rehabilitation centres, that specialize in issues related to alcohol abuse in youth. Parents might also be referred to similar agencies that will equip them with skills that will enable them to support the youth during the process of behaviour modification or rehabilitation.

6.4.5 Recommendations for further research

Future research on the parent-child relationship in youth abusing alcohol should be conducted with youth and parents from different backgrounds in terms of race, culture and ethnicity. Geographical location should be considered in order to establish whether these factors can be associated with the parent-child relationship in youth abusing alcohol. A larger, national, quantitative study looking at the effectiveness existing programmes and interventions for youth abusing alcohol, their parents and families is another recommendation. Examining the effectiveness and significance of involving family in these interventions would also be valuable.

6.4.6 Conclusion

Factors such as family boundaries, relationships, economic factors, and problem and risk behaviour have various negative influences on the parent-child relationship in youth abusing alcohol. It can also be concluded that parent-child relationships can be an instrumental factor for intervention in alcohol abuse in youth. Therefore it is significant for social workers to develop interventions that include parents and family members of youth in addressing youth alcohol abuse and related problems. Parents should be educated and equipped with skills regarding youth alcohol abuse and related problems. Family members be encouraged to work collectively in addressing issues relating to parent-child relationships and youth abusing

alcohol. The researcher is of the opinion that youth alcohol rehabilitation interventions should, to a high extent, involve parents.



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APPENDICES



UNIVERSITY *of the*
WESTERN CAPE

The logo of the University of the Western Cape, featuring a classical building with a pediment and columns.

APPENDIX 1:
INTERVIEW TRANSCRIPTS
UNIVERSITY *of the*
WESTERN CAPE





APPENDIX 3:

UNIVERSITY *of the*

INFORMATION SHEET



APPENDIX 4:

UNIVERSITY *of the*

INTERVIEW SCHEDULE



APPENDIX 5:

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LETTER FROM EDITOR

Interview 8 - Parent

Participant 8 – Xhosa single father who is unemployed. He has one daughter who is 23 years old. The daughter abuses alcohol. She is unemployed and dropped out of high school. The mother of his daughter is in Johannesburg and they separated years ago, around the year 1991.

Interviewer: “Good afternoon sir, how are you?”

Participant: “Good afternoon my child, I’m okay thank you and you?”

Interviewer: “I’m alright, thank you. I am Nomalungelo Mjwara. I had sent one of my colleagues to arrange this interview. I will give you a bit of information about the research before we start. Here is the information sheet and consent form that needs to be read and signed before the interview. Would you like me to explain it in Xhosa for you?”

Participant: “Yes please.”

Interviewer: “Okay. The research is about alcohol abusing youth and the relationship with their parents. It’s part of my research for me to complete my degree at UWC. The information sheet and consent form also highlight that we will treat all information that you give me with strict confidentiality. Your identity will be protected and you have a right not to do the interview, to stop me during the interview if you feel uncomfortable. You can also report me at the University using these numbers should you feel the need to. Do you understand?”

Participant: “Yes.”

Interviewer: “Can we go ahead with the interview.”

Participant: “Yes.”

Interviewer: "Alright. Tell me about your relationship between you and your child."

Participant: "The relationship is bad."

Interviewer: "Bad how?"

Participant: "Because the things she does when she is drunk leave me speechless"

Interviewer: "What does she do?"

Participant: "Too many things."

Interviewer: "Like?"

Participant: "She takes my clothes and even tears zips off my pants. Sometimes she takes my money without asking and goes and buys beer with it. When I ask she says that she doesn't know where the money went. That is quite stressful."

Interviewer: "How often did this happen?"

Participant: "Usually on weekends."

Interviewer: "How does this affect your relationship?"

Participant: "It affected our relationship very badly. As a result I don't even feel like living with her anymore. I feel like just locking my house and letting her go."

Interviewer: "What role does alcohol play in all this?"

Participant: "I think it's the alcohol that makes her do all this, takes my things without permission and so on. It's the alcohol because if she is not drunk then she does not misbehave."

Interviewer: "Tell me about the things that contribute to a good relationship between you."

Participant: “Yes when she is not drunk things are much better. But I don’t tell her that, I shouldn’t (laughs).”

Interviewer: “Why shouldn’t you tell her?”

Participant: “Because she will be more out of hand. In Xhosa we believe you shouldn’t praise a naughty person when once in a while they decide to do good.”

Interviewer: “Tell me about the things that make the relationship bad or things that you argue and fight about. For instance friends, school, alcohol.”

Participant: “I would say that it’s things that relate to alcohol. At times I would get home and the house is dirty, she didn’t clean. At times I leave washing and ask her to do it for me.

When I come back I find that she has not done it. That makes my heart sore because other children do wash their parent’s clothes (sighs).

Interviewer: “Is there anything else?”

Participant: “What I forgot to mention is that I asked her to go to school but she refused. She was too busy with boys. If she had gone to school maybe things would have been better by now.”

Interviewer: “How do you think that things would have been better? Do you think that if she were at school she would not drink?”

Participant: “At the time that she was still at school she did not drink alcohol at all. I think the minute she dropped out of school she started having bad friends and started drinking. She sits with friends when she drinks and always with friends when she drinks.”

Interviewer: “Explain the rules of the household to me?”

Participant: “They are that she should cook first before visiting her friends. When she visits her friends she should come home before dark before we sleep. I hate it when I’m sleeping nicely and then someone wakes me up with a knock (shakes his head).”

Interviewer: “Are these the only rules that she should cook before visiting friends and come back before you sleep when she visits her friends?”

Participant: “Yes.”

Interviewer: “Was there ever a rule that concerned alcohol?”

Participant: “Yes there was. I had told her that she should not consume alcohol many times. Because a girl child might go to these shebeens and not even come back. She might come back pregnant and not even know who made her pregnant because she was drunk.”

Interviewer: “What was her reaction to the rule.”

Participant: “She would listen, but go back and do the same thing.”

Interviewer: “What are the consequences if the rules are not followed?”

Participant: “I talk to other members of the family and tell them how she misbehaves. They then talk to her and tell her not to stress me.”

Interviewer: “What else do you do?”

Participant: “Sometimes I shout at her to show her that I don’t like what she is doing, it’s not right. If I’m nice all the time, even when she does the wrong thing it wouldn’t be good.”

Interviewer: “What are the things that you discipline them for?”

Participant: “I want her to stop doing wrong things. I shout at her because we can’t even smack children these days. If you do you get arrested by the police because it seems as if you are abusing the child.”

Interviewer: "What are the wrong things that she does?"

Participant: "Coming back late at night, being busy with boys going to drink, coming back drunk and knocking rudely on the door sometimes. The other time I was almost robbed because of her."

Interviewer: "What happened?"

Participant: "I went to the toilet outside after I opened for her at night. When I got outside I heard a few footsteps, then some gangster pointed me with a knife and asked for money. She then switched on the outside light. When the gangsters saw the light they ran."

Interviewer: "What role do you think alcohol has played in your relationship?"

Participant: "I feel that alcohol is ruining our relationship. If there was a person I could go to who will make her stop drinking I would go. She is so young and has given in to alcohol so much. She is in her twenties now. Imagine how she will be when she gets to age thirty. I don't like this at all."

Interviewer: "Which methods do you think are the best when you discipline your child?"

Participant: "In our time we used to get smacked and that used to work. These days you just shout. Sometimes it doesn't even work. I think it would work, it's this government and their rights."

Interviewer: "What would work?"

Participant: "Smacking a child to punish them."

Interviewer: "Do you have anything else that you would like to add?"

Participant: "No."

Interviewer: “Okay. Thank you, goodbye.”

Participant: “Bye.”



Interview 4 – Youth

Participant 4 – Coloured female youth. 19 years old and employed. She dropped out of high school. Lives at home with biological father and an older brother. Her mother stays in Malibu village and is longer in a relationship with her father.

Interviewer: “Good afternoon. How are you?”

Participant: “I’m okay thank you, and yourself?”

Interviewer: “I’m okay, thank you. Thank you for being here at this time on Saturday and for being part of this research. Here is an information sheet that gives you more information on what the research is about. This is the consent form that you need to sign to give me permission to be part of the interview. When you are ready, we can start.”

Participant: “Okay.”

Interviewer: “Do you understand everything written on those documents?”

Participant: “Yes.”

Interviewer: “Which language would you like me to speak? English or Xhosa?”

Participant: “Any of them is fine.”

Interviewer: “Okay then, let’s stick to English. Can we start?”

Participant: “Yes.”

Interviewer: “Tell me about your relationship with your parents.”

Participant: “We fight all the time. We don’t get along here at home but we pretend to be fine in front of people.”

Interviewer: “Why do you say that?”

Participant: “How can I put it now? My father doesn’t like my mother and I have my mother’s traits even in my behaviour, for instance, I have a short temper. That is why we don’t get along.”

Interviewer: “Tell me about the things that contribute to a good relationship between you.”

Participant: “When I stay at home and don’t visit friends. When I cook and clean and do what a girl is supposed to do here at home. Then things are fine between us. But when I’m not here I’m at work or something then things are not fine. It’s like he doesn’t want me to work. “

Interviewer: “What do you mean he doesn’t want you to work?”

Participant: “It’s like in the morning I have to get up for work, he doesn’t want me to. He says I shouldn’t go. He wants me to be here in the house.”

Interviewer: “What does he say he wants you to do in the house.”

Participant: “He doesn’t say.”

Interviewer: “Tell me how you and your parents discuss things that are important to you.”

Participant: “Actually we don’t discuss those things because he is always drunk. When he’s drunk he wants to talk and I don’t want to talk. When he’s sober and I want to talk then he doesn’t want to talk.”

Interviewer: “Tell me about the things that make the relationship with your parents bad or things that you argue and fight about example friends, school and alcohol.”

Participant: “When I drink then he gets very angry.”

Interviewer: “And what happens?”

Participant: "Then he wants to throw me out of his house. Then he does it really."

Interviewer: "And where do you go when that happens?"

Participant: "I go next door to my friend."

Interviewer: "Do you come back?"

Participant: "Yes I come back the next morning."

Interviewer: "Tell me more about your drinking."

Participant: "When I drink he fights with me and swears."

Interviewer: "When you are drunk?"

Participant: "Yes."

Interviewer: "Where?"

Participant: "I don't drink at home, maybe at my friends."

Interviewer: "Why don't you drink at home?"

Participant: "My father does not want me to drink at home. He's usually here with his friends and I don't do that."

Interviewer: "How does your drinking affect your relationship with your father?"

Participant: "Yoh, we fight all the time."

Interviewer: "How do the fights happen?"

Participant: "We fight physically."

Interviewer: "Give me an example of a fight."



Participant: "One day I got home drunk then I went to him to fetch the key because he was not home. He said that I must leave him alone and started hitting me. I then also hit back."

Interviewer: "And what does your father say when you come back?"

Participant: "If he is drunk then he shouts at me still. But if he is sober he's okay, he doesn't say anything. But I stay anyway."

Interviewer: "Tell me more about your father's drinking."

Participant: "He drinks too much. Even now this early he's already drinking at the shebeen next door."

Interviewer: "Explain the rules of the household to me?"

Participant: "The only rule is don't smoke in the house, that's all."

Interviewer: "You smoke?"

Participant: "Yes."

Interviewer: "When do you smoke?"

Participant: "I smoke regularly, two cigarettes a day."

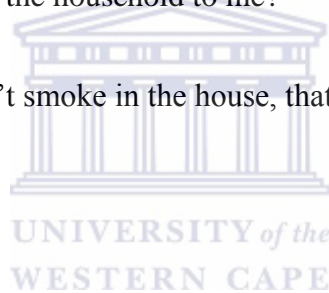
Interviewer: "What happens when you don't follow the rules?"

Participant: "My father will beat you."

Interviewer: "Yes. He usually shouts. But it's my brother who usually does that. So he shouts at my brother and beats my brother."

Interviewer: "How do your parents discipline you?"

Participant: "He doesn't discipline us at all. He doesn't do that."



Interviewer: "So there's no discipline at all?"

Participant: "He talks a lot when he's drunk. But he's sober he doesn't say much. He just says leave that child. That's not my child. Let them do that stuff."

Interviewer: "What is he referring to when he says let them do that stuff?"

Participant: "He is usually referring to my brother when he smokes dagga. Because my brother smokes dagga. To me he is referring to my drinking and smoking."

Interviewer: "Tell me more about that. Why do you think he says that?"

Participant: "He says that because he is tired of telling me not to drink or smoke. He doesn't like it when I do that. He says it's my life."

Interviewer: "Is there anything else that he disciplines you for?"

Participant: "Yes. When my baby's father comes here then he shouts and says it's his fault that his grandchild died."

Interviewer: "Your baby died?"

Participant: "Yes I had a miscarriage."

Interviewer: "What happened?"

Participant: "I fell off the stairs at my boyfriend's house."

Interviewer: "Tell me about the things that contribute to discipline by your parents."

Participant: "Just my drinking and smoking."

Interviewer: "Tell me about your friends."

Participant: "Chantal (pseudonym) is the only friend that I have, no other friend."

Interviewer: "What can you tell me about her?"

Participant: "She is a very kind friend. She doesn't drink a lot. She works also and takes good care of her child."

Interviewer: "Tell me about the things you and your friends like doing."

Participant: "We don't do much because we are usually at work. When we are off we go out and drink. Sometimes we go shopping or we go to the beach. But when we drink we don't drink here at home. We drink at some other place. "

Interviewer: "What do you drink?"

Participant: "We drink hot stuff, brandy. We don't drink beer."

Interviewer: "Why not beer?"

Participant: "We don't like beer." (Laughs and shakes her head)

Interviewer: "What do you do when you are drunk?"

Participant: "I like to dance and sing, and I can sing. Chantal can also sing."

Interviewer: "Which places do you go to drink?"

Participant: "We go to Mzi's, Derick's, Upstairs and Solly's place."

Interviewer: "What is the role of alcohol use in your relationship?"

Participant: "When we are drunk we feel happy and carefree. We feel that the problems are off our shoulders. But when we are sober we feel ay." (Shakes her head)

Interviewer: "How do you feel when you are sober?"

Participant: “We feel as if this world is not meant for us. Even now the people who live next door want us to put money together to go and drink.”

Interviewer: “Are there ever times when you drink alone?”

Participant: “Yes. Most of the time I drink alone.”

Interviewer: “Where do you drink when you are alone?”

Participant: “I visit my cousin. She does not drink. I just sit there with her and drink.”

Interviewer: “And then?”

Participant: “I usually drink and sleep there then I’m alright. I wake up the next morning and go home.”

Interviewer: “Why do you not go back home when you are done drinking?”

Participant: “Yoh! Because I know that I will fight with my father. He is drunk and I’m also drunk.”

Interviewer: “What problems are you referring to?”

Participant: “The fact that my mother and I are not on speaking terms.”

Interviewer: “Why?”

Participant: “Because my brother goes and tells my mother stuff that is not true about me. My mother believes him. My brother and I also don’t get along.”

Interviewer: “Do you have anything else that you would like to add?”

Participant: “No, nothing.”

Interviewer: “Alright, thank you for your time. Goodbye.”

Participant: "Bye."



Consent form



University of the Western Cape

Faculty of Community and Health Science

Department of Social Work

Telephone number: 021 959 2821

Supervisor: Dr. A. Beytell

The aim of this study is to explore alcohol abuse in youth and the parent-child relationship.

This consent form serves to grant my consent to complete and participate in an individual interview with the interviewer. It is an in-depth discussion to explore and describe the relationship between alcohol abusing youth and their parents.

I am aware that I may withdraw from the study at any time should I not feel comfortable discussing the topic. I understand that the information is private and will be managed by the interviewer, confidentially and anonymously.

I understand that I give consent that the information gathered during the interviews will be typed and anonymously presented in research reports, publication articles and form part of academic data/records.

This letter was and signed onday ofmonth of the year.....

Signature of interviewee:

Interview schedule

The following is the possible questions that the researcher will ask all the participants that will take part in the study. The researcher will focus on the broad questions and themes and probe further during the interview.

Questions for youth participants

Theme – Relationship between parent/child

Tell me about your relationship with your parents

Tell me about the things that contribute to a good relationship between you

Theme – Communication

Tell me how you and your parents discuss things that are important to you

Tell me about the things that make the relationship with your parents bad or things that you argue and fight about example friends, school and alcohol.

Theme – Rules

Explain the rules of the household to me?

What happens when you don't follow the rules?

Theme – Discipline

How do your parents discipline you?

Tell me about the things that contribute to discipline by your parents

Theme – Problem behaviors and peers

Tell me about your friends

Tell me about the things you and your friends like doing

What is the role of alcohol use in your relationship?

Questions for the parent participants

Theme – Communication

Tell me about your relationship between you and your child

Tell me about the things that contribute to a good relationship between you

Theme – Problem behaviors and peers

Tell me about the things that make the relationship bad or things that you argue and fight about. For instance friends, school, alcohol

Theme – Rules

Explain the rules of the household to me?

What are the consequences if the rules are not followed?

Theme – Discipline

What are the things that you discipline them for?

Which methods do you think are the best when you discipline your child?



Information Sheet



University of the Western Cape

Title: Exploring the parent-child relationship in youth who abuse alcohol

What is the study about?

This is a research project being conducted by Nomalungelo Mjwara at the University of the Western Cape. We are inviting you to participate because you would assist in generating the information sought for the research. The purpose of the research project is to explore alcohol abuse in youth and the parent-youth relationship.

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

You will be asked to take part in a one-to-one interview with the researcher. An interview schedule will be given to you to read together with the researcher. You will then be asked to answer the questions that are on the interview schedule. The interview will take place at an office in your community and it will last for an hour.

Would my participation in this study be kept confidential?

We will do our best to keep your personal information confidential. To help protect your confidentiality we will offer you with a consent form which will provide the contact details of the student's supervisor. Your name and other identifying details will not be used throughout the research to ensure that you remain anonymous. The research information will be kept in password protected computer files, which only the researcher has access to. The academic staff from the university and external assessors will not be able to identify you.

November 15 2013

To whom it may concern

This serves to confirm that I, as a professional editor, have edited and proofread the mini thesis by Nomalungelo Mjwara, a student in the Faculty of Community and Health Sciences at the University of the Western Cape, titled ."Exploring the parent-child relationship in youth abusing alcohol".

Yours faithfully

David Capel
Cell: 072 6606211

