



**Dissertation By**  
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**PARENTS' EXPERIENCES OF MONITORING**  
**THEIR ADOLESCENTS'**  
**COMPLIANCE WITH DIVERSION ORDERS**

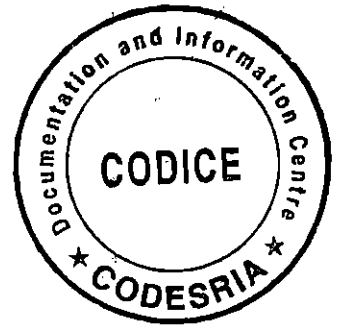
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**January 2014**



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**PARENTS' EXPERIENCES OF MONITORING THEIR ADOLESCENTS'  
COMPLIANCE WITH DIVERSION ORDERS**



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Submitted in partial fulfilment of the requirements for the degree Magister Artium  
in Social Work (Clinical)

In the Faculty of Health Sciences at the Nelson Mandela Metropolitan University

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**Nelson Mandela  
Metropolitan  
University**

*for tomorrow*

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**QUALIFICATION:** Magister Artium in Social Work (Clinical)

**TITLE OF PROJECT:** Parents' experiences of monitoring their adolescents' compliance with diversion orders

**DECLARATION:**

In accordance with Rule G4.6.3, I hereby declare that the above-mentioned treatise is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

**SIGNATURE:**

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**DATE:** 6 January 2014

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## ABSTRACT

The increased incidence of children committing crime and the realisation that the existing legislature dealing with offenders failed to cater for the rights and needs of child offenders gave rise to the introduction of the Child Justice Act 75 of 2008. This Act enables the South African criminal justice system to deal with children in a manner appropriate to their developmental stage. One of the initiatives introduced by the Act is termed 'diversion', where children are diverted from the criminal justice system into restorative developmental programmes, offered by organisations such as NICRO (National Institute for Crime Prevention and the Reintegration of Offenders). Their parents or guardians are tasked with the responsibility of monitoring their compliance with the diversion order in terms of Section 24(5) of the aforementioned Act. The monitoring responsibility assigned to the parents of diverted adolescents prompted the research question and aim of this study, namely to explore parents' experiences in monitoring their adolescents' compliance with diversion orders and to identify service needs in supporting parents in fulfilling their role as stipulated in the Act. This was a qualitative study that was exploratory-descriptive and contextual in nature. A non-probability purposive sampling technique was employed to identify the parents or guardians of adolescents aged 14 to 17 years that had been diverted to NICRO between June 2011 and June 2012. Individual semi-structured interviews were conducted with the selected parents, and the data collected was analysed using thematic data analysis. The trustworthiness of the research process and the findings was enhanced by employing a variety of data verification strategies. This research contributes to a greater understanding of parents' monitoring experiences of their adolescents' compliance with diversion orders. The study revealed that most parents experienced their role as an additional responsibility; they needed access to counseling and information on the child justice process.

**Key words: adolescence; child justice; delinquency; diversion; monitoring; parent.**

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## CHAPTER ONE

### GENERAL INTRODUCTION AND ORIENTATION TO RESEARCH METHODOLOGY

#### 1.1 Introduction

Adolescents who clash with the law have been found to be more likely to come from communities with a high incidence of crime and from urban areas, characterised by poor socio-economic conditions, “inadequate parenting, child maltreatment, family disruption, poor parental supervision and parent criminality” (Arthur, 2007:8-9). Parents play a critical role in guiding and monitoring adolescents’ adherence to socially acceptable norms. Parents’ failure to fulfill this role may lead to adolescents becoming vulnerable to alternative influences which may lead to their involvement in anti-social behaviour. Wilson’s (1980, cited *in* Arthur, 2007:19) research on the impact of parental supervision, established a high incidence of delinquency in homes where parents were lenient in their monitoring and supervision of adolescents. The issue of children in conflict with the law gained much attention during 2010, when South Africa reached an important milestone in terms of children’s rights in the promulgation of the Child Justice Act 75 of 2008, following consultation, lobbying and advocacy spanning over five years (Sloth-Nielsen and Gallinetti, 2011:63). The Act provides the legislative framework for dealing with three categories of children in conflict with the law, i.e. children aged ten years and below who cannot be included in criminal proceedings; children aged between 10 and 14 years, as well as children aged between 14 and 18 years at the commission of the crime. While both these categories of children can be included in criminal proceedings, the latter mentioned category, namely children aged between 14 and 18 years, formed the subject of this research study. The Act recognises that the

developmental stage of these categories of children warrant that they be dealt with differently from adults when in conflict with the law.

Through its introduction of diversion, the Child Justice Act 75 of 2008 makes provision for children to receive diversion services aimed at holding children accountable; restoring the damage caused by the crime; and addressing the offending behaviour through rehabilitative programmes. Diversion, as defined in the Act, means diverting a child in conflict with the law away from formal criminal court processes (Sloth-Nielsen and Gallinetti, 2011:74). All children may be considered for diversion, provided they acknowledges responsibility; the crime is a schedule one or two offence; they have not been unduly influenced; there is a prima facie case against them and, if available, the parent / appropriate adults consent to the diversion. According to Section 57(1) and (2) of the Act, the supervision of the diversion orders is the joint responsibility of the accredited diversion service provider, such as the National Institute for Crime Prevention and the Reintegration of Offenders (NICRO), the probation officer and the child's parent or guardian. During 2010/11, over 16 462 diversion orders were issued in South Africa, and a monthly average of 45 adolescents aged 14 to 17 years were diverted at the Nerina One Stop Youth Justice Centre in Port Elizabeth to NICRO's diversion services during the same period (Muntingh and Ballard, 2012:5; NICRO 2010/11 Diversion Registers). Annually, this translates into over 500 parents in Port Elizabeth becoming legally responsible for monitoring their adolescent children's compliance with the diversion order. The concept of parental responsibility can be viewed in terms of Section 3(18) (2 a, b, c and d) of the Children's Act 38 of 2005 as meaning *'the responsibility to care for the child, to maintain contact with the child, to act as guardian of the child, and to contribute to the maintenance of the child'*. This parental responsibility is implied in the Child Justice Act, but is further built on in terms of parents' responsibility to monitor their children's behaviour to prevent their involvement in crime.

Parents or guardians are central to monitoring and ensuring their diverted adolescents' compliance with diversion orders. Kerr, Stattin and Burk (2010:39-64) state that "*parental monitoring efforts did not predict changes in delinquency over time*" as adolescents' involvement in delinquent activities resulted in them concealing information about their daily activities out of fear of punishment or parental disapproval. Delinquency refers to "*the participation of minors in illegal behaviour that fall under the age of eighteen years*" (Siegel and Welsh, 2012:9). According to the NICRO website (2013), the types of offences committed by adolescents diverted to NICRO are primarily theft, attempted theft, shoplifting, assault and possession of narcotics ([www.nicro.org.za](http://www.nicro.org.za), 2013). One of the possible reasons why adolescents could commit these crimes is that parental monitoring of these adolescents is at a level that allows them the freedom necessary to perpetrate these offences. This implies that parents would need to adjust their level of monitoring to prevent future recidivism among diverted adolescents.

Although a decrease in parental monitoring is necessary for autonomy development during adolescence, the parents of diverted adolescents will need to increase their level of monitoring to ensure the adolescents' compliance with diversion orders. The parents of adolescents are faced with the developmental task of autonomy development by renegotiating boundaries to accommodate their adolescent children's increased desire for autonomy (Sorkhabi, 2010:762; Fourie, 2007:22-23). The primary role of parents during their children's adolescent phase is to encourage age appropriate autonomy, while maintaining relatedness to the family (Willemen, Schuengel and Koot, 2012:569; Yau, Tasopoulos-Chan and Smetana, 2009:1482; Allen, Porter, McFarland, Marsh and McElhaney, 2005:757). During adolescence, there is a decrease in both parental monitoring and parental knowledge of the adolescents' daily activities (Kerr *et al.*, 2010:39; Yau *et al.*, 2009:1492). A decrease in the level of parental control and monitoring during adolescence is associated with positive adolescent development. However, adolescent delinquency warrants increased parental

control, as delinquency has been found to decrease adolescents' level of self-disclosure about their daily activities, thereby decreasing their parents' opportunity to influence or prevent any delinquent behaviour (Poulin, Nadeau and Scaramella, 2012:437; Williams and Steinberg, 2011:633; Keijsers, Branje, Vander Valk and Meeus, 2010:88; Kerr *et al.*, 2010:41-42). As observed in practice and supported by the findings of Mankayi (2007:69-70), diverted adolescents tend to challenge parental authority, abuse illegal substances, spend many hours out of the home, and are easily influenced by their friends. Parents' role in facilitating positive adolescent development is to decrease the level of monitoring to enable autonomy formation. In assigning parents legal responsibility for monitoring their adolescents' daily activities it is unclear what impact the prescripts of the Act have on the parental monitoring of adolescents in conflict with the law. The concepts of adolescents, parenting and parenting adolescents in conflict with the law will be further elaborated on in Chapter Two.

## **1.2 Problem formulation and motivation for the study**

The adolescent developmental stage is characterised by a decrease in the adolescents' level of self-disclosure about their daily activities and challenging parental authority in an attempt to increase their level of autonomy. Adolescents who have been in conflict with the law often have a history of engaging in abusing illegal substances and spending many hours out of the home; they are generally easily influenced by their friends and tend to conceal information about their daily activities (Kerr *et al.*, 2010:41-42; Mankayi, 2007:69-70). Parents of diverted adolescents, as described in Section 41 of the Child Justice Act, are required by the Act to increase their level of control and monitoring of their adolescent children. Practice observations and literature findings indicate that the parents of adolescents and particularly the parents of diverted adolescents find the monitoring of adolescents challenging, as these adolescents tend to limit self-disclosure about their daily activities in all social domains.

Limited knowledge exists on the experiences and the support needs of parents or guardians of adolescents in conflict with the law in assuming their responsibilities in relation to their child as contained in the Child Justice Act 75 of 2008. Consequently limiting appropriate support services to enable parents or guardians' competent execution of their responsibilities as set out in the Act.

### **1.3 Research question**

The study sought to answer the following primary research question:

*What are the experiences of parents in monitoring adolescents' compliance with diversion orders?*

The following secondary research questions were formulated:

- *How do parents of diverted children perceive their role in monitoring their adolescents' compliance with diversion orders?*
- *How do parents monitor their diverted adolescents' daily activities to ensure compliance with diversion orders?*
- *What support services do these parents need to fulfill their parental responsibilities in monitoring their adolescents' compliance with diversion orders?*

The following research goal and objectives were formulated to guide the research study.

### **1.4 Research goal and objectives**

The overarching goal of this study was to explore parents' experiences of monitoring their adolescents' compliance with diversion orders, issued in terms of the Child Justice Act 75 of 2008. The research study achieved this goal by reaching the following objectives:

- Exploring and describing parents' understanding of their role in ensuring their adolescents' compliance with diversion orders in terms of Section 24 (5) of the Child Justice Act 75 of 2008.
- Exploring and describing parents' experiences of monitoring their adolescents' daily activities to ensure compliance with diversion orders.
- Exploring and describing what monitoring activities parents employ to ensure adolescents' compliance with diversion orders.
- Identifying and describing parents' support needs in ensuring adolescents' compliance with diversion orders and fulfilling their parental role in terms of the Child Justice Act 75 of 2008.

In achieving the research goal and objectives, the study was framed in a theoretical context to clarify and support the selected research topic.

### **1.5 Contextual information on topic of research**

The **Life Course Developmental approach** (Bengston and Allen, 1993:469) was selected for the purpose of this study. This approach proposes that life stage transitions occur sequentially throughout life with prescribed age appropriate behaviours, roles, expectations and events during each life stage (Rodgers and Bard *in* Adams and Berzonsky, 2003:7-8). According to this perspective, the parent and the adolescent start preparing for the adolescent stage, with the parent expecting to decrease the level of monitoring, while the adolescent prepare to increase the level of autonomy (Nixon and Halpenny, 2010:16). The decrease in parental regulation or monitoring and the related opportunity for adolescents to make more choices within various domains can be explained through Turiel's (1983) **Social Domain theory** (cited by Smetana, 2013:1). This theory was selected to clarify the domains in which parents monitor adolescents, particularly diverted adolescents' daily activities. This theory explains how monitoring activities within the different domains affect parenting experiences during adolescence. This theory has been extensively cited by researchers



interested in the study of parental monitoring of adolescents and its impact on adolescent autonomy development (Kerr *et al.*, 2010; Sorkhabi, 2010; Keijsers *et al.*, 2010; Yau *et al.*, 2009; Brown, Bakken, Nguyen and Von Bank, cited *in* Yau *et al.*, 2009; Smetana, cited *in* Yau *et al.*, 2009). Parental monitoring of children's daily activities poses various challenges as they transition from infancy, through childhood and into adolescence (Wray-lake, Crouter and McHale, 2010:637). Various research studies have focused on adolescents and parental monitoring with most recent studies citing Kerr and Stattin's (2000) study of parental monitoring, which established that parental knowledge of adolescents' daily activities was gained primarily as a result of adolescents' disclosure to parents rather than parental solicitation.

Kerr, Stattin and Burk's (2010) longitudinal study on whether disclosure, control and solicitation contribute to parental knowledge showed that adolescents control parental knowledge about their daily activities and that adolescent disclosure, and not parental solicitation, increases parental knowledge. The study also showed that adolescent delinquency negatively impacts on adolescent disclosure, as adolescents are likely to conceal their delinquent activities, for fear of punishment (Kerr *et al.*, 2010:43-44). Similar conclusions were drawn in subsequent research on parental monitoring during adolescence and particularly delinquency (Williams and Steinberg, 2011:633; Keijsers *et al.*, 2010:88; Yau *et al.*, 2009:1492; Pillay, 2008:41-42; Rimkus, 2008:91). Kerr *et al.* (2010:42) assert that *"delinquency might leave parents so discouraged that they give up and reduce their monitoring efforts"*. Yau *et al.* (2009:1492) observe that the monitoring of delinquent activities has not received much attention in previous research. Several researchers (Poulin *et al.*, 2012:457; Kerr *et al.*, 2010:57; Keijsers *et al.*, 2010:88; Cottrell, Li, Harris, D'Allesandri, Atkins, Richardson and Stanton, 2003:179-195) point out that very few parental monitoring studies have examined parents' direct monitoring activities and the efficacy of parental monitoring.

Building on Stattin and Kerr's earlier (2000) research, a study undertaken by Yau and other researchers among Chinese, Mexican, and European American adolescents (Yau *et al.*, 2009) examined what information adolescents disclosed to parents and the reasons for not disclosing certain activities. The findings of the study indicated that adolescents were less likely to disclose information that fell within the personal domain, as they considered it to be private and not harmful, and thought that their parents would not understand. Domains based on the Social Domain theory (Turiel, 1983, cited in Smetana, 2013:1) refer to the areas or domains in a child's life over which parents have authority. Failure to disclose activities in the social conventional and prudential domains were primarily based on adolescents' fear of parental disapproval, punishment or conflict. This was consistent with the findings of Kerr *et al.* (2010) and Sorkhabi (2010), in that adolescents' management of information and their level of disclosure about their activities are determined in part by their judgement of what they think parents are obliged to know and the parents' anticipated reaction to the disclosed information. Sorkhabi (2010:766) notes that parents and adolescents differ in their views of which domains parents should have jurisdiction over, with the majority of adolescents agreeing that parents should have limited control over the personal domain, but may have some jurisdiction over the other three domains.

The adolescents' stance can be understood from the life course developmental perspective of autonomy formation, which requires them to have more control over their personal domain. This difference of opinion about which domains parents should have jurisdiction over during adolescence could be viewed as a potential risk for adolescents, as their perceptions may render them less likely to access parents as a resource when faced with stressors in the personal domain. Willemsen *et al.* (2012:569) highlight the positive impact quality parent-adolescent interactions can have in protecting adolescents against the negative effects of stressful life events in all four domains. This study also found that parenting that promotes autonomy while maintaining relatedness to parents, family and community is associated with resilience in times of stress. During the literature

search; no South African studies were found on parental monitoring of adolescents.

The theme that emerged from the literature review is that adolescence as a developmental stage in a person's life course requires adolescents to develop a sense of autonomy, which necessitates the renegotiation of the parent-adolescent boundaries. Adolescents' need to exercise more control over the four social domains, particularly the personal domain, and parents have to relinquish some control over what adolescents do, what they wear, where they go, and with whom they interact. This push and pull between the adolescent and the parent to create a balance between autonomy and relatedness is a necessary part of adolescent development. However, adolescent delinquency often disturbs this process of autonomy formation, as it warrants increased parental control over all four domains, particularly the personal, social conventional and prudential domains. In an effort to retain control over these domains, adolescents involved in delinquent activities conceal information about their activities to avoid parental punishment and disapproval.

Various research papers consulted for this study (Poulin *et al.*, 2012:457; Kerr *et al.*, 2010:57; Keijsers *et al.*, 2010:88; Yau *et al.*, 2009:1492; Cottrell *et al.*, 2003:179-195) state that the role of parental monitoring and delinquency in adolescence warrants further research. The researcher has observed that limited support services exist for the parents of diverted adolescents in fulfilling their parental responsibilities, as prescribed by the Act in Section 24(5), which states that the parent must ensure the child's presence on a predetermined court date and ensure that the child complies with any condition set by the court. This research study proposes to contribute to current research on adolescents in conflict with the law, particularly parents' experiences of monitoring their diverted adolescents and the support they require in fulfilling this role.

## 1.6 Definition of key terms

**Adolescent** – According to Lerner and Spanier (*in* Lerner and Galambos, 1998:414-416), an adolescent may be defined as a person whose bio-psycho-social characteristics are changing from what is typically considered child-like to what is considered adult-like. Typically, adolescence starts from the age of 12 until 18 years, characterised by rapid physical and psychological changes that prepare the adolescent for adulthood.

**Delinquency** – Delinquency refers to criminal behaviour committed by minors (Flannery, Hussey, Biebelhausen and Wester, *in* Adams and Berzonsky, 2003:502). Delinquency refers to children, below the age of eighteen years, participating in illegal behaviour (Siegel and Welsh, 2012:9). The Child Justice Act refers to delinquents as children in conflict with the law, because the term delinquency is regarded as having a negative connotation. This study used the term delinquency and children in conflict with the law interchangeably, as contained in the Act.

**Diversion** – Diversion in terms of the criminal justice process means the channeling of children away from court-based processes to programmes and developmental measures (Sloth-Nielsen and Gallinetti, 2011:74). Diversion, defined in the Child Justice Act 75 of 2008, means the diversion of a matter involving a child away from the formal court procedures in a criminal matter (Muntingh and Ballard, 2012:8). The latter definition was applicable in this study.

**Parent or guardian** – Parent or guardian, as defined in Section 1 of the Children's Act 38 of 2005, means "*a parent or other person who has guardianship of a child*" and a person who "*has parental rights and responsibilities in respect of the child*". A parent is a person regarded by children as a parental figure that provides for their physical needs, protect them from

harm and impart skills and cultural values until they reach legal adulthood (Draft Integrated Parenting Framework, 2011:35).

**Parental monitoring** – Parental monitoring is defined as the supervision of adolescents and communication between parents and adolescents (Cottrell *et al.*, 2003:179). Parental monitoring refers to parents' monitoring “*of their child's activities and their degree of watchfulness or vigilance*” (Farrington and Loeber cited in Arthur, 2007:19).

**Parental responsibility** – Parental responsibility can be viewed in terms of Section 3(18) (2a, b, c d) of the Children's Act 38 of 2005 as meaning “*the responsibility to care for the child, to maintain contact with the child, to act as guardian of the child, and to contribute to the maintenance of the child*”. According to the Draft Integrated Parenting Framework (2011:15), “*every child has the right to family care and parental care. Families have the responsibility of providing children with the environment and experiences they need to help them understand the world*”.

## **1.7 Research design and methodology**

This section briefly describes the research design selected for this study and the research methodology applied in achieving the research goal. Chapter Three will elaborate on the research process followed by the researcher to operationalise the current study. The research process, as described in Chapter Three, will be reported in the first person as far as possible to reflect the researcher's journey.

### **1.7.1 Research approach and research design**

Research methods are either quantitative or qualitative in nature, or a combination of the two. Quantitative research involves seeking explanations, describing or evaluating phenomena through surveys and experiments.

Qualitative research is aimed at exploring, describing or evaluating a phenomenon, using methods such as observation, interviews and focus groups (Engel and Schutt, 2005:16).

Creswell (cited by Delpont and Fouché *in De Vos, Strydom, Fouché and Delpont, 2005:268*) defines “*design in the qualitative context as the entire process of research from conceptualising a problem, to writing the narrative*”. According to Delpont and Fouché (*in De Vos et al., 2005:269*), the qualitative research design differs from the quantitative research design in that it does not always follow a sequence of planned steps.

This research study was qualitative in nature and exploratory-descriptive-contextual, because it involved the researcher engaging with parents and guardians to collect qualitative data on their actual experiences as related to the research problem by conducting semi-structured interviews and asking exploratory questions thereby gaining descriptions of the parents’ experiences of monitoring their adolescents. The study’s focus was contextual, as it involved interviewing parents who had been involved in the child justice process at the Nerina One Stop Youth Justice Centre in Port Elizabeth. “*Exploratory research seeks to find out how people get along in the setting under question, what meanings they give to their actions and what issues concern them. Descriptive research aims to define and describe the phenomenon of interest*” (Engel and Schutt, 2005:11-12). The characteristics of qualitative research according to Fortune and Reid (cited by Fouché and Delpont *in De Vos et al., 2005:74*), are:

- The researcher gains first-hand holistic understanding of the phenomenon.
- Methods such as semi-structured and unstructured interviews and observations are used to acquire in-depth knowledge of how the persons involved construct their social world.

- As more knowledge is gained, the research question may shift and the data collection method may be adjusted accordingly.
- Qualitative methodology rests on the assumption that valid understanding can be gained through accumulated knowledge acquired first hand by a single researcher.

From the discussion above, it is evident that the qualitative research approach, located in the interpretivist paradigm, was better suited to the primary research question of this study as opposed to the quantitative, positivist approach (Thomas, 2009:75).

### 1.7.2 Researcher's position

According to Miller and Glasser (2011:136), *"attention should be paid to how our (the researcher's) positionality affects the production of qualitative research data"*. The researcher, Zurina Abdulla, has been involved with the criminal justice system as a Social Worker since 1999. The researcher's approach to research is based on interpretivism, as she is interested in how people perceive, understand, experience and relate to others in their world (Thomas, 2009:75). Focusing on the familiar may allow *"easier entrée and development of rapport as well as a head start in knowledge about the topic"* (Padgett, cited by Fouché and De Vos in De Vos et al., 2005:90). The researcher was aware that in her position as Area Manager at NICRO the possibility of subjectivity or of being too close to the subject matter being researched, existed (Miller and Glasser in Silverman, 2011:36; Padgett cited by Fouché and De Vos in De Vos et al., 2005:90). The possibility of ethical dilemmas or bias was reduced by the fact that the researcher was not directly involved in casework with diverted adolescents and their parents. The researcher informed the participants that she was conducting the research in her capacity as research student to learn from them. The researcher wrote reflective notes on the research process, which she subsequently discussed

during research supervision. This, together with the independent coder assisted with verifying the data and the research process.

### **1.7.3 Research methodology**

#### **1.7.3.1 Population and sampling procedure**

Babbie (2010:199) explains that *“a population is the theoretically specified aggregation of study elements ... a study population is that aggregation of elements from which the sample is actually selected”*. The population from which the sample or subset of the population (Hesse-Biber and Leavy, 2006:79) for the proposed study was selected, comprised the parents of children in conflict with the law aged 14 to 17 years who had been dealt with in terms of the Child Justice Act 75 of 2008 at the Nerina One Stop Youth Justice Centre in Port Elizabeth between June 2011 and June 2012.

Sampling in qualitative research involves the selection of a small sample that has *“similar characteristics that address the research topic”* and facilitates in-depth understanding (Hesse-Biber and Leavy, 2006:70-79). The researcher employed a purposive sampling method to identify potential research participants. Non-probability purposive sampling involves the selection of willing participants with interest or knowledge peculiar to the research topic (Olivier *in* Jupp, 2006:244). The sampling criteria for inclusion in this study were that participants had to be parents or guardians of adolescents aged 14 to 17 years who had appeared at the Nerina One Stop Youth Justice Centre in Port Elizabeth after being diverted to NICRO for diversion services between June 2011 and June 2012; they had to be English- speaking or Afrikaans-speaking and had to be willing as well as available to participate in the research study. At least one parent or guardian per adolescent was included in the research study.



The process of sampling involved the researcher issuing a written request to the Chief Executive Officer of NICRO to request permission that NICRO social workers identify suitable research participants from their case files, guided by the sampling criteria stated above. The required permission having been granted, the participants were identified by social workers employed at NICRO's Port Elizabeth office that assessed and/or rendered diversion services to adolescents in conflict with the law. The social workers first contacted the identified parents to ask consent for them to provide the researcher with their (the parents' or guardians') names and contact details. Once consent was granted to the social worker, the names and contact details of the parents were provided to the researcher, who contacted the parents telephonically to introduce herself and explain the nature of the research study. The researcher invited the parents to attend individual information meetings, during which the scope of the research study and the issues of consent and voluntary participation would be discussed and clarified. The individual information meetings were conducted to assure the potential participants that their anonymity would be protected and to ensure that they were not influenced by others to participate in the research study. During the individual information meetings with the researcher, the participants were requested to volunteer to sign a consent and voluntary participation form and were also informed of the scheduled date(s) for the individual semi-structured interviews.

#### **1.7.3.2 Entry to research site**

The researcher submitted a research proposal to the Faculty Research Technology and Innovations Committee (FRTI) of the Faculty of Health Sciences at the Nelson Mandela Metropolitan University, and subsequently to the University's Research Ethics Committee. Upon the approval of the proposal by the aforementioned Committee and by the Chief Executive Officer of NICRO, the researcher conducted a pilot study, followed by semi-structured interviews with participants. The participants' adolescent children had appeared at the Nerina

One Stop Youth Justice Centre, Port Elizabeth and received diversion services from NICRO between June 2011 and June 2012.

### **1.7.3.3 Method of data collection**

The researcher considered the various qualitative methods of data collection, including structured interviews, semi-structured interviews and unstructured interviews. Interviewing participants involves a description of the experience, but also reflection on the experience (Greeff *in De Vos et al.*, 2005:287). The researcher chose semi-structured interviews as data collection method, because structured interviews would have limited the opportunity for exploration while unstructured interviews might have resulted in the exploration of issues unrelated to the research topic (Wooffitt and Widdicombe *in Drew, Raymond and Weinberg*, 2006:29-31). The primary objective of qualitative interviewing is to gain an authentic insight into people's experiences (Silverman, 2001, cited *in Silverman* 2011:132-133).

The semi-structured interviews allowed the researcher to pose questions related to the issue being researched, thereby focusing on the participants' responses. It was also flexible, in that it allowed the researcher the in-depth exploration of themes that emerged during the interview (Wooffitt and Widdicombe *in Drew et al.*, 2006:29; Greeff *in De Vos et al.*, 2005:293). The decision to use semi-structured interviews with participants as method of data collection was motivated by the need for the researcher to explore the participants' experiences and direct discussions during the interviews. Data was collected until a point of saturation was reached. The interviewing techniques that were used, included verbal responses, paraphrasing, clarification, reflection, reflective summaries, listening and probing as described by Greeff (*in De Vos et al.*, 2005:289-290). These were employed as required, to ensure that rich descriptions were elicited.

The researcher requested permission from participants to make audio recordings of the interviews so as to ensure the accuracy of data collection (see Appendix 3). The researcher also took written notes during the interviews to record participants' responses and gestures. As recommended by Greeff (*in De Vos et al.*, 2005:296), the researcher had predetermined interview questions available in English and Afrikaans, which helped guide the interview process and facilitated the achievement of the research objectives (see Appendix 5).

#### **1.7.3.4 Data analysis**

The process of data analysis in qualitative research starts during the data collection process and involves exploring emerging themes. The data collected are transcribed, and then repeatedly read by the researcher, who records his or her impressions of the data. A step-by-step approach is taken to analyse each participant's answers to each question, to identify similarities and differences. Through analysis, the researcher searches for meaning, interrelated concepts and relationships. The researcher makes notes of these and, through a process of coding or categorizing, identifies patterns, themes and coherent categories into which the information can be organised for interpretation (Hesse-Biber and Leavy, 2006:8; Engel and Schutt, 2005:380; Taylor-Powell and Renner, 2003:1-6).

The data collected through the semi-structured interviews were analysed and interpreted following the phases or steps of qualitative data analysis, as described by Engel and Schutt (2005:386) and Dey (1993:8).

- The documentation of the data commenced during the process of data collection. The audio-recorded interviews were transcribed, and interview notes were taken per participant.
- The data were managed by reading and annotating the data. The researcher managed the data by listing each participant's response to

the same question, repeating this process for each question posed to participants. The transcripts were read repeatedly, with the researcher making notes in the margins of the transcripts of her impressions of the participants' responses.

- Organisation/Categorisation of the data into concepts. The data were then organised into categories of related/similar concepts that were used to develop a checklist matrix (Engel and Schutt, 2005:389-390).
- Linking of data to show how one concept may influence another. Using a checklist matrix the data were linked to show the relationships between concepts or patterns within the categories.
- The researcher connected these categories to create meaning and establish greater understanding of participants' responses.
- Alternative explanations were evaluated through corroboration, and disconfirming evidence was sought through a critical review of the previous research and the literature related to the research questions. This was done with a view to interpreting the findings of the research study within a theoretical framework (Fouché and Delpont *in* De Vos *et al.*, 2005:84). "*Theory provides an explanation for a phenomenon, it helps us make sense of and see patterns in diverse observations, it helps direct our inquiry into those areas that seem more likely to show useful patterns and explanations, it helps us distinguish between chance occurrences and observations that have value in anticipating future occurrences*" (Henning, Rensburg and Smit, 2004:14; Rubin and Babbie, 2001:51 cited *in* Delpont and Fouché *in* De Vos *et al.*, 2005:262).
- Producing the account (reporting the findings), the researcher compiled the report to publicise the findings of the research, thereby adding to the existing knowledge base on the research topic.

The data analysis was conducted under the supervision of two research supervisors and an independent coder was used to authenticate the data and

their interpretation. The research report has been guided by the professional input of the research supervisors.

#### 1.7.3.5 Ensuring trustworthiness

According to Krefting (1991:215), in qualitative research, truth value (trustworthiness) is usually obtained from the discovery of human experiences as they are lived and perceived by informants. Lincoln and Guba (1985) term this “credibility” (cited in Krefting, 1991:215). Whitehead and McNiff (2006:97) state that “*validity (credibility) is about establishing the truth value, or trust worthiness, of a claim to knowledge*”.

To test the credibility and dependability of the research study, the data generated and analysed were assessed in terms of the following criteria (Krefting, 1991:215-17):

- Credibility involves the researcher representing those multiple realities revealed by informants as adequately as possible. Sandelowski (1986, cited in Krefting, 1991:216) suggests that a qualitative study is credible when it presents such accurate descriptions or interpretations of human experience that people who also share that experience would immediately recognise the descriptions.
- Transferability “*refers to applying the findings of a study in contexts similar to the context in which they were first derived*” (Pidgeon and Henwood in Hayes, 1997:271). Applicability refers to the degree to which the findings can be applied to other contexts and settings or with other groups; it is the ability to generalise from the findings to larger populations. Guba (1981, cited in Krefting, 1991:216) refers to *fittingness, or transferability*, as the criterion against which the applicability of qualitative data is assessed.
- Dependability, according to Guba (1981, cited in Krefting, 1991:216), implies trackable variability, that is, variability that can be ascribed to

identified sources. Qualitative research emphasises the uniqueness of the human situation, so that variation in experience rather than identical repetition is sought (Field & Morse, 1985, cited *in* Krefting, 1991:216).

- Neutrality refers to the freedom from bias in the research procedures and results (Sandelowski, 1986 cited *in* Krefting, 1991:216). Neutrality refers to the degree to which the findings are a function solely of the informants and conditions of the research and not of other biases, motivations and perspectives (Guba, 1981 cited *in* Krefting, 1991:216).

The nature of qualitative research is gathering data directly from participants and analysing their audio-recorded responses to identify themes. This study's credibility, dependability and neutrality were strengthened by maintaining accurate typed records of the data collection and analysis processes used, as well as the audio-recording of the interviews with the participants. The credibility of the research was further strengthened, as the findings generated from the interviews conducted by the researcher were verified by an independent coder and the research supervisors. The researcher maintained field notes throughout the research process, as further evidence of the authenticity of the research process, particularly the data collection process.

#### **1.7.3.6 Pilot study**

In a qualitative study, the pilot study is usually informal. A few participants possessing the same characteristics as those of the main investigation can be involved in the pilot study, merely to ascertain certain trends (Royse, 1995, cited *in* Strydom and Delpont *in* De Vos *et al.*, 2005:331). The purpose of a pilot study is to determine whether the relevant data can be obtained from the participants (Royse, 1995, cited by Strydom and Delpont *in* De Vos *et al.*, 2005:331). The researcher conducted a pilot study by leading separate semi-structured interviews with one English-speaking participant and one Afrikaans-speaking

participant to assess whether the interview questions were understood by the participants and provided answers to the research questions. As described in Chapter Three, the pilot study allowed the researcher to make changes, where necessary, before embarking on a full-scale research study.

## 1.8 Ethical considerations

Research ethics according to King (*in* Forrester, 2010:99) “*is concerned with providing guidance to researchers as to how they should carry out their work in a morally defensible manner*”. Ethical principals in research prescribe the moral principles and guidelines that should be adhered to by researchers in their study of and interaction with the research subjects. Ethical guidelines therefore serve as standards and a basis against which each researcher ought to evaluate his or her own conduct (Strydom *in* De Vos *et al.*, 2005:57). The following ethical issues were relevant in the proposed study:

Williams *et al.* (cited by Strydom *in* De Vos *et al.*, 2005:59) state that **informed consent** implies that all possible or adequate information on the goal of the investigation, the procedures that will be followed during the investigation, the possible advantages, disadvantages and dangers to which participants may be exposed, as well as the credibility of the researcher, will be given to potential subjects or their legal representatives. All participants in this study signed a written consent form and were provided with all relevant information pertaining to the study to ensure that their consent was based on accurate information (see Appendix 3).

**Privacy** is defined by Sieber (cited by Strydom *in* De Vos *et al.*, 2005:61) as that which normally is not intended for others to observe or analyse. According to Strydom (*in* De Vos *et al.*, 2005:61), confidentiality means the handling of information in a confidential way, while Sieber (cited by Strydom *in* De Vos *et al.*, 2005:61) explains confidentiality as agreements between persons that limit others’ access to private information. At the time of the study the researcher was

registered as a social worker with the South African Council for Social Service Professions and was therefore bound by the Professional Social Work Code of Ethics. The researcher endeavored to ensure that participants' right to confidentiality and privacy was respected through the use of the informed consent form, which was explained to participants before they consented to participate in the research study (see Appendix 4). The participants were interviewed at their homes or at the NICRO Office on an individual basis, which minimised their exposure to risk or harm from external sources as well as increased the possibility of privacy.

The researcher addressed the issue of her dual role by informing participants that she was employed as an Area Manager at NICRO and that her role in the proposed research study was that of a student of the Nelson Mandela Metropolitan University fulfilling her post-graduate studies. The researcher provided the participants with the contact details of the NICRO Supervisor responsible for resolving client queries or concerns.

The sample criteria purposely included parents of adolescents who had been diverted to NICRO between June 2011 and June 2012, as their criminal cases had been concluded and their participation in NICRO's diversion services would have been terminated by March 2013. This prevented parents from feeling compelled to participate in the proposed research study, which commenced in May 2013, to avoid perceived or assumed negative consequences for non-participation.

### **1.9 Permission to recruit participants**

The researcher submitted a written request to the Chief Executive Officer of NICRO for permission to ask social workers employed at NICRO's Port Elizabeth Office to provide the researcher with the contact details of twenty-five parents of adolescent children who had received diversion services and appeared at the



Nerina One Stop Youth Justice Centre between June 2011 and June 2012 (see Appendix 1).

### **1.10 Risks**

King (*in* Forrester, 2010:102) states that “*researchers have the responsibility of assessing the risk of harm coming to participants from their involvement*” in the research study. The possibility existed that the participants might experience emotional distress when sharing information about the challenges they faced as parents or guardians. The researcher ensured that information was available for the participants regarding available support and/or the counseling services they could access to deal with their distress.

### **1.11 Benefits**

The research enabled the participants to reflect on their experiences as the parents or guardians of adolescent children in conflict with the law and informed them of the nature of support services available from the child justice system to enable them to competently fulfill their role. The research study made recommendations to child justice officials on the type of support interventions that could be provided to the parents or guardians of adolescent children in conflict with the law.

### **1.12 Dissemination of results**

The researcher submitted a hard copy and an electronic copy of the completed research report to the Nelson Mandela Metropolitan University’s Library and the National Institute for Crime Prevention and the Reintegration of Offenders for distribution to their nine provincial offices. The researcher will present the research findings at a seminar hosted at the Nerina One Stop Youth Justice

Centre to all relevant Child Justice stakeholders and submit a journal article, with the aim of publication.

### **1.13 Structure of the report**

**Chapter One:** General introduction and orientation to research methodology

**Chapter Two:** Theoretical perspectives on parenting adolescents

**Chapter Three:** Application of research methodology

**Chapter Four:** Discussion of findings and literature control

**Chapter Five:** Summary, conclusions and recommendations

### **1.14 Chapter summary**

This chapter provided a general introduction and orientation to the research methodology applied in the study, aimed at exploring parents' experiences in monitoring their adolescents' compliance with diversion orders. The motivation for the study was clarified, based on existing research and practice observations. The contextual framework and key concepts operationalised in this study were described, to lay the foundation for Chapter Two. The research design selected for the study and the research methodology applied were described in an attempt to reveal how the research process, as described in Chapter Three, was planned. Reference was made to the steps taken to ensure the trustworthiness of the study and the ethical considerations taken into account during the study. The following chapter will provide a thorough review of the literature and research related to the research topic.

## CHAPTER TWO

### THEORETICAL PERSPECTIVES ON PARENTING ADOLESCENTS

#### 2.1 Introduction

The aim of a literature review is to contextualise a study, critically synthesise the available literature on the topic and identify the gap addressed by the study (Henning, van Rensburg and Smit, 2004:27). In identifying the available literature and research studies done on the research topic, the key words and their synonyms 'parental monitoring'; 'adolescence'; 'delinquency' and 'child justice' were used to narrow down the search. This involved the inspection of the computerised databases EBSCOHOST Academic Search Premier; E-Journals; Humanities International Index; MasterFile premier; Psycinfo; NEXUS; SABINET online; SAGE; Science Direct; Google Scholar; International Repositories and literature. Studies, articles and books were included in the literature review if they related to adolescence, delinquency, delinquency during adolescence, the Child Justice Act, diversion, parenting, parenting during adolescence, parental monitoring and monitoring during adolescence.

For the purpose of this research study, literature was consulted to frame the gap identified in the research, as described in Chapter One; while Chapter Two contextualises the core concepts to be operationalised within the selected theoretical perspective, namely the Life Course Development Theory and the Social Domain Theory. These theories will be presented at the outset, followed by the literature review on the salient perspectives on these theories with reference to parenting adolescents. This chapter will provide an overview of the primary theoretical perspectives on parenting during adolescence, parenting adolescents, the adolescent life stage and parenting adolescents in conflict with the law. The following sections will explain the literature reviewed for this study

and published findings related to the themes that emerged from this study (literature control).

This chapter provides an overview of primary theoretical perspectives on parenting adolescents; a discussion on the literature reviewed and related research on parenting adolescents; adolescence as a life stage; and parenting adolescents in conflict with the law.

## **2.2 Overview of primary theoretical perspectives on parenting during adolescence**

A review of literature and research on adolescence indicates that adolescence and the role of parents during the adolescent phase can be understood from three primary theoretical perspectives, namely the Transition Behaviour Perspective, the Problem Behaviour Perspective, and the Life Course Developmental Perspective (Rodgers and Bard, cited *in* Adams and Berzonsky, 2003:6-8). The Transition Behaviour Perspective (Graber, Brooks-Gunn and Galen, *in* Jessor, 1998:273) views adolescents as having more choices and using healthy or unhealthy transitional behaviour to signal impending adulthood. This theory explains that adolescents progress through a period of biological and social transitions, which require readjustment at various levels in their life (Graber, *et al.*, *in* Jessor, 1998:273). Consistent with this perspective, it has been found that parents' role entails creating opportunities for adolescents to become involved in family decisions and providing guidance to navigate their way through choices characteristic of this transition phase, e.g. friends and sexuality (Wray-lake, Crouter, and McHale, 2010:637-638). The Problem Behaviour Theory (Jessor, Donovan and Costa, 1991:11) postulates that adolescent development can be observed as moving in two directions, either toward problem behavior, or toward conformity. This Theory expands on unhealthy or mildly deviant behaviour during adolescence and particularly focuses on the manifestation of delinquency prevalent in adolescence, as well as delinquency that persists beyond

adolescence (Vrselja, 2010:145). This Theory postulates that adolescents are at increased risk of becoming involved in risk taking or mildly deviant behavior, such as substance abuse. The parental role involves setting boundaries that guide adolescents to assume healthy behaviour and monitor them to prevent their involvement in unhealthy behaviour. The theories selected to frame this study include the Life Course Developmental Perspective and the Social Domain Theory. The theories were selected, as they complement each other in describing the adolescent life stage as revolving around adolescents' need for autonomy development and the domains within which parents facilitate adolescent autonomy development. An explanation of the two theories selected for this study follows.

**The Life Course Developmental Perspective** (Bengston and Allen, 1993:469) proposes that life stage transitions occur sequentially throughout life with prescribed age appropriate behaviours, roles, expectations and events during each life stage (Rodgers and Bard, *in* Adams and Berzonsky, 2003:7-8). According to this perspective, the parents and the adolescents start preparing for the adolescent stage with the parents expecting to decrease their level of monitoring, while conversely, the adolescent prepares to increase their level of autonomy (Nixon and Halpenny, 2010:16). This perspective views parents as having the primary role in supporting adolescents through this stage. Parents' awareness of the developmental milestones during this stage requires adjustment in their level of regulation of adolescents to facilitate increased autonomy in preparation for the adulthood stage. The Life Course Developmental Approach was selected for the purpose of this study to explain adolescence and delinquency, as it *"helps to clarify the role of the different domains of risk factors in the emergence of conduct problems (as it) emphasizes the interaction between the individual's prior dispositions, and learning and the environments s/he is placed or selects"* (Dishion, French and Patterson, cited by Capaldi and Wu Shortt *in* Adams and Berzonsky, 2003:473). In using the Life Course Developmental Approach, the adolescent developmental stage and its

associated developmental task of autonomy formation, as well as the parents' role in enabling adolescents' achievement of this developmental task, are better understood as a normal life stage. It allows one to view the dynamics of the parent-adolescent dyad and parents' decreased control within the various social domains as a necessary part of positive adolescent development (Lerner and Galambos, 1998:414-415).

The application of the **Life Course Developmental Theory** (Bengston and Allen, 1993:469) in this study facilitated an understanding of the adolescent stage and in particular, parents' role in facilitating adolescent autonomy formation with adolescents who have been diverted. The decrease in parental regulation or monitoring and the related opportunity for adolescents to make more choices within various domains can be explained through the **Social Domain Theory** (Turiel, 1983, cited by Smetana, 2013:1). This Theory will be applied to clarify the domains in which parents monitor adolescents', particularly diverted adolescents', daily activities and how monitoring activities within the different domains affect parenting experiences during adolescence. The application of the Social Domain Theory in this study allowed the researcher to conceptualise the focus and function of parental monitoring during adolescence, particularly when the monitoring is as a result of the adolescents' involvement in a delinquent activity. This Theory has been extensively cited by researchers interested in the study of parental monitoring of adolescents and its impact on adolescent autonomy development (Kerr *et al.*, 2010; Sorkhabi, 2010; Keijsers *et al.*, 2010; Yau *et al.*, 2009; Brown, Bakken, Nguyen, and Von Bank, cited *in* Yau *et al.*, 2009; Smetana, cited *in* Yau *et al.*, 2009). Parental monitoring of children's daily activities poses various challenges as they transition from infancy, through childhood and into adolescence (Wray-lake *et al.*, 2010:637).

**The Social Domain Theory** (Turiel, 1983, cited *in* Smetana, 2013:1) states that there are four domains within which parents control and monitor their children's activities. These domains include the social conventional domain, which refers to

actions that cause harm or rules that define roles; the prudential domain, which includes actions that harm the actor but not others or adolescents' health and safety; the personal domain which relates to the adolescents' personal identity or appearance; and multi-faceted domain, which refers to overlapping domains, such as choice of friends, which are personal and prudential (Sorkhabi, 2010:765-766). The application of this theory within the Life Course Developmental perspective allows one to understand the parent's role in regulating and monitoring adolescents' opportunity to develop decision-making autonomy in specific areas in their lives, while maintaining control over domains that require parental regulation. Based on the Life Course Developmental Approach, each stage during the child's life course presents with various milestones, transitions and adjustments within the four social domains, which must be accommodated as well as supported by the parents (Rodgers and Bard, *in* Adams and Berzonsky, 2003:7). As children grow into adolescents, parental control over the four domains decrease proportionally; however, a fine balance must be maintained to ensure positive adolescent development.

The following section describes the milestones, dynamics and adjustments during the adolescent stage and parenting during this stage, referring to salient perspectives from these complementary theories and related theoretical perspectives.

### **2.3 Parenting adolescents**

In an effort to clarify and elaborate on the salient theoretical perspectives of the **Life Course Developmental Theory** and the **Social Domain Theory**, which were adopted for this study the following section presents selected existing publications on normative adolescent development. The latter part of this section will focus on parenting adolescents and parenting adolescents in conflict with the law.

### 2.3.1 Adolescence as a life stage

Based on the Life Course Developmental Perspective, adolescence can be viewed as a particular stage in human development that has characteristic milestones in terms of cognitive development, developmental tasks, as well as physical and psychosexual development (American Psychological Association, 2002:5). Adolescence marks the period of transition from childhood to adulthood, from the age of twelve to eighteen years. Physical signs of adolescence or puberty may, however, become visible as early as ten years of age, with girls experiencing menstruation or boys and girls experiencing pubic hair growth (Pinyerd and Zipf, 2005:76-77). This period of transition is characterised by an increase in negative emotions during early adolescence, which appears to stabilise during late adolescence (Larson, Moneta, Richards and Wilson, 2002:1151-1165). Various theorists explain the adolescent life stage by focusing on a particular aspect of development; however, the interplay between the psychological, cognitive, social and biological factors during adolescence cannot be ignored (Lerner and Galambos, 1998:415). While there are individual differences in temperament, attitude, emotional regulation and intelligence between adolescents, there appear to be normative processes all adolescents experience during this life stage (Eriksson, Cater, Andershed and Andershed, 2011:115).

In terms of Piaget's Theory (1950) on cognitive development, adolescents are in the formal operational stage, as they are capable of engaging in abstract thought, understanding and applying ethical or moral principles, and possess reflective thought, high levels of empathic understanding and a sense of what is best for society (cited *in* Thompson, Rudolph and Henderson, 2004:12 and 17). Piaget recognises that adolescents are able to think and conceptualise not only the difference between right and wrong, and truth and lies, but are also able to understand the consequences of their choices and commit to a moral code. Piaget's Theory supports the Transition behaviour perspective, as it emphasises



the adolescents' ability to make decisions based on what is right/healthy or wrong/unhealthy. Piaget's Theory lends itself to the notion that autonomy development is necessary for adolescents to have an opportunity to develop the skills necessary for autonomous decision-making in preparation for the adult stage.

Influenced by Piaget's Theory (1950), Kohlberg's Theory (1984, cited *in* Le Roux, Pretorius and Smit, 2004:xiv-xv) on moral development further states that humans progress through a sequential process of moral development. During adolescence, they are expected to progress from the pre-conventional stage two to the conventional stage three of morality. During the pre-conventional stage, the adolescent is more focused on obedience to superiors, not to do right, but driven by self-interest; to have their own needs met. During the conventional stage, adolescents' moral choices are guided by their need for approval from the significant people in their lives, such as peers and family. Moral choices are therefore influenced by social conformity, to maintain interpersonal relationships. Viewing Kohlberg's Theory within the frame of the Social Domain Theory, this theory states that parents and adolescents agree that the social conventional domain falls within the jurisdiction of parental control or monitoring. This implies that adolescents expect parents to provide moral standards and guidance for them to progress to the conventional stage of moral development (Sorkhabi, 2010:766).

The importance of interpersonal relationships during adolescence is central to Erikson's Developmental Theory (1968 cited *in* Becvar and Becvar, 2009:111), which forms the basis of the Life Course Developmental Theory and emphasises the developmental tasks humans have to complete during each stage in their lives within the context of these relationships to successfully reach all their developmental milestones. Erikson (1968 cited *in* Becvar and Becvar, 2009:111) names adolescence as a stage of 'identity vs. role confusion' as it involves the adolescents' need to develop their self-image or ego-development and sense of

independence, gain an increased sense of self awareness and contemplation, as well as prepare for their future role in society (Becvar and Becvar, 2009:111). Consistent with this theory, autonomy development has been found to gradually increase across childhood, with a sharp increase during adolescence, when they are expected to regulate their own behaviour and interactions (Wray-lake *et al.*, 2010:636:651). The development of autonomy and a positive self-concept becomes central in helping adolescents progress through this developmental stage, with peer and family relationships providing the context within which adolescents figure out who they are and their future role. Adolescents' self-esteem directly influences their self-concept, which in turn influences their behaviour. The study of Levy (2001:333-346) using a sample of 365 adolescents (including 54 adolescents in a state juvenile Centre) administering the Tennessee self-concept scale total revealed that the participating adolescents engaging in delinquent behaviour were more likely to have self-depreciating self-concepts than non-delinquent adolescents. It also emphasised the interrelationships between adolescents' moral principles, self-image and their behaviour. Freud's Theory (1905 cited *in* Thompson and Henderson, 2011:158) on psycho-sexual development makes particular reference to adolescents' sexual identity and relationships; describing adolescence as the genital stage, which marks the final stage of human psycho-sexual development, with the primary focus directed to gaining the interest of the opposite sex, with the view to sexual pleasure and procreation.

According to Bengtson and Allen (1993:469), the Life Course Developmental Perspective views adolescent development within the context of the family and society, as it emphasises that the 'transitions and transmissions' of the life changes experienced during adolescence influence not only how they develop during this stage but also the impact of these transitions on their relationships. This perspective emphasises that the research on human development should take into consideration the time, context, process and meaning of each life stage for the individual within the family and have been found to be applicable to

qualitative research on the social construction of the meaning of significant life events such as adolescence (Bengtson and Allen, 1993:469 and 490). As mentioned earlier, this study is rooted in the Life Course Development perspective, as it clarifies the interconnected relationship between adolescent development and the role of parents in facilitating positive adolescent development.

Consistent with the Life Course Developmental Theory, adolescent development research recognises the context of adolescents' social and family relationships and its influence on their development of autonomy and self-identity. Adolescents' process of self-definition has been found to be based on independent and interdependent self-definition, (Pomerantz, Qin, Wang and Chen, 2009:792-807). In their study on adolescents' inclusion of parents in their self-definition, Pomerantz *et al.* (2009:792-807) have found that independent self-definition emphasises adolescents' sense of autonomy, uniqueness and individual achievement, while interdependent self-definition involves an encompassing definition of self as meaningful in relation to others. The study further revealed that adolescents viewed their relationships with their parents as self-defining and that their perception of the quality of their relationship with their parent had a direct bearing on their subsequent emotional functioning. Parents' relationship with their adolescents are a central source of healthy adolescent development however adolescents' peer relationships have also been found to support self-definition and autonomy development (Allan *et al.*, 2005).

A multi-method, longitudinal study conducted by Allan *et al.* (2005:747-760) with a diverse sample of 185 adolescents (13 to 14 years) focused on how adolescents' peer relationships and their popularity within their peer group influenced their adaptation and development of their ego during adolescence. The findings of the study revealed that popular adolescents showed positive ego development, and enjoyed close relationships with their friends and mothers. Further analysis of the longitudinal findings indicated that the popular

adolescents are more likely to conform by engaging in behaviour considered acceptable by their peers. These behaviours could be positive, but would, however, at times include risk taking behavior, such as substance use, shoplifting and viewing sexually explicit material. Based on the Life Course Development Theory, relationships provide a platform for adolescents to practise autonomous decision-making. However, based on the Social Domain Theory, the adolescents' choice of friends has been found to be a point of contention between parents and adolescents (Sorkhabi, 2010:766).

The influence of friends during adolescence supports Kohlberg's theory (1984) that adolescents conform to social standards to facilitate attachment to people of value to them such as friends. Parents' view that choice of friends falls under their jurisdiction, within the prudential domain, is supported by Abbott-Chapman, Denholm and Wyld's (2008:611-627) research among Australian adolescents where they measured the factors that inhibited and encouraged adolescent risk taking. Based on the Personal Risk Score Category Index administered during the study, the findings revealed that adolescents who had supportive relationships with their friends, parents and family were less likely to engage in risk taking behavior, whereas adolescents who relied mostly on their peers for support had an increased tendency to engage in high risk behaviour. Secure attachments with family and friends, characterised by nurturance, support, good parent-child relationships and pro-social peer relations have been found to promote healthy adolescent development (Eriksson *et al.*, 2011:115). The importance of secure parental attachment in adolescent ego development was emphasised in Bulanda and Majumdar's (2009:203-212) study of adolescents. Their findings suggest that availability, involvement and quality relations with both parents are each independently and positively associated with adolescent self-esteem. The quality of parent-adolescent relationships, characterised by parents promoting adolescent autonomy while maintaining relatedness, has been found to promote positive adolescent development (Willemen *et al.*, 2012:569-575). This study has further established that parents' relationship with their

adolescents and their supportive role during adolescence are central to adolescents navigating their way through the stressors associated with this life stage. The adolescents' need for autonomy development often strains the parent-adolescent relationship, as the parent may struggle to find a balance between relatedness and autonomy which is necessary for positive adolescent development (Lerner and Galambos, 1998:414).

In summary, this section revealed that adolescent development can be understood as a transition from childhood to adulthood and as a developmental life stage. Changes occur on biological, psychological, cognitive and social levels with particular development milestones that need to be achieved by the adolescent within the context of various relationships. Autonomy development is a central developmental task required to accommodate the adolescents' increased need for independence, particularly within the personal domain. Parental support of autonomy development seems to encourage adolescents' successful transition through this life stage. The next section will describe the nature of parenting adolescents through this life stage.

### **2.3.2 Parenting during adolescence**

The ensuing section will focus on the dynamics present in the parent-adolescent relationship to contextualise the adolescents' autonomy formation against the backdrop of parental monitoring within the four social domains. The dynamics involved in parenting during adolescence will be discussed by first focusing on the parent-adolescent relationship and, secondly, the role of parenting in facilitating autonomy during the adolescent life stage.

A study exploring parents and adolescents' view of a good parent-adolescent relationship has established that adolescents have a positive view of their relationship with their parents and that they value their parents' opinion (Fourie, 2007:11-13). The study has also found that most adolescents maintain warm,

caring and supportive relationships with their parents; however, adolescents who do experience relationship problems with their parents desire for these relationship problems to be resolved. Both the adolescents and their parents interviewed for the purpose of Fourie's (2007) study revealed that a quality parent-adolescent relationship was dependent on the presence of mutual respect, trust, love and honesty. Parents indicated the need for adolescents to cooperate, while adolescents indicated the need for parents to provide guidance and friendship. Fourie's (2007) findings concur with the findings of a later study on adolescents' conception of a good parent-adolescent relationship (Crockett, Brown, Iturbide, Russell and Wilkonson-Lee, 2009:575-587). This study revealed that adolescent girls and boys agreed that communication, trust and parental support were indicators of a good parent-adolescent relationship. Several studies have cited the reciprocal and interrelated nature of the parent-adolescent relationship (Williams and Steinberg, 2011:633-645; Nixon and Halpenny, 2010:6; Shek, 2010:251-265).

The reciprocal effect of parenting during adolescence formed the subject of a three-year longitudinal study with a sample of 1354 adolescents who had been convicted of committing petty to serious offences and were aged between 14 and 17 years when they enrolled for participation in the study (Williams and Steinberg, 2011:633-645), the adolescents completed self-report measures about their parents' behaviours during every six-month period in which they spent any time living at home. The study established a bidirectional relationship between parenting and adolescent behavior, in that higher parental hostility predicted a decline in psychosocial maturity and academic orientation, as well as an increase in internalised problems in adolescents. A high level of parental warmth during adolescence had the opposite effect, with an increase in psychosocial maturity and a decline in internalised problems among adolescents. Adolescents who displayed higher levels of psychosocial maturity and academic orientation elicited higher levels of parental warmth and lower levels of hostility. Adolescents who displayed higher levels of internalised stress and delinquency

experienced a decline in parental warmth and an increase in parental hostility. This bidirectional relationship between parents and adolescents was also found in Shek's (2010:251-265) longitudinal study on perceived trust between adolescents and their parents. The study found that the level of perceived trust by both parents and adolescents predicted different dimensions of parent-adolescent relational qualities with overall relational satisfaction in the parent-adolescent relationship predicting trust in the father-adolescent relationship, but not in the mother-adolescent relationship. The perceived satisfaction and quality of the parent-adolescent relationship therefore set the scene for parents and adolescents' experience of parenting during adolescence.

The shift in the parent-adolescent relationship marks the impending need for autonomy development and requires adjustment in the way parents view, interact with, support and monitor their adolescents' to navigate through this life stage (Sorkhabi, 2010:762). Consistent with the Life Course Development Theory, issues related to autonomy have been found to cause high levels of stress during adolescence, with parent-adolescent arguments relating to difficulties in communicating and adolescents' right to increased autonomy in the personal domain (Seiffge-Krenke, Aunola and Nurmi, 2009:259-279). There are various ways in which parents can accommodate autonomy development during adolescents; these include parents allowing adolescents greater participation in family decision-making, parents increasingly using reasoning or explanations when justifying their directives or requests, and parents allowing adolescents autonomy over decisions about personal matters (Sorkhabi, 2010:762). Willemen *et al.* (2012:569-575) have established that autonomy and relatedness serve a protective function during adolescence against the negative effects of stressful life events and emphasise the importance of interventions that support parents to promote autonomy and relatedness. The earliest decision-making autonomy has been found to emerge in the personal domain and the multi-faceted domain, when decisions relate to issues of a personal nature. Wray-lake *et al.* (2010: 632-651) found in their longitudinal study among twenty families that decision-

making autonomy increased gradually across childhood and adolescence; rising sharply during late adolescence. This study further revealed that, from parents' perspective, decision-making autonomy increased from age 15 and was characterised by joint decision-making. Adolescents and parents agreed that the social-conventional domain fell within the parents' decision-making jurisdiction. The differing views between adolescents and parents on parental jurisdiction was revealed in a study by Darling, Cumsille and Martinez (2008:1103-1118) as lying in the prudential domain, relating to personal issues, i.e. choice of friends and the personal domain. This study showed that parental authority over the personal domain is inappropriate as parental authority in this domain should decrease as the child gets older. However, it also revealed that the authoritative parenting style is characterised by greater adolescent acceptance of the legitimacy of parental authority in the prudential and multi-faceted domains. Research has shown that adolescents restrict parental authority over the personal domain and the prudential domain on issues of a personal nature by managing information about these two domains (Yau *et al.*, 2009:1481).

The legitimacy of parental authority over different social domains has formed the subject of various studies, as the Social Domain Theory maintains that parents exercise decision-making over four domains, namely the personal, prudential, social-conventional and multi-faceted domains (Kerr *et al.*, 2010; Sorkhabi, 2010; Wray-lake *et al.*, 2010; Yau *et al.*, 2009; Darling *et al.*, 2008). As illustrated in Figure 1 of the social domain matrix, the parental role during adolescence requires adjustment in parental control primarily within the personal domain and, to a lesser degree, also in the other domains. The personal domain therefore falls under the jurisdiction of adolescents with them enjoying a high level of decision-making autonomy, while the parents have high decision-making authority in the social conventional and prudential domains. Decision-making authority in the multi-faceted domain, as illustrated, is domain specific. This implies that parenting during adolescence involves a renegotiation of the level of control and areas of parental jurisdiction over the four social domains. The



changes in parental jurisdiction is characteristic during adolescence, as the parent-child relationship shifts from dependence during childhood to interdependence during adolescence (Robinson, Power and Allan, 2011:57-63; Scott Brown and Wright, 2001:15).

**FIGURE 1: Social Domain matrix**

<p><b>High adolescent decision-making autonomy</b></p>	<p><b>Personal domain</b>  Personal appearance, dress style, hairstyle, personal preferences</p>	<p><b>Social conventional domain</b>  Manners, responsibility regarding household chores, rules that define roles to create order</p>	<p><b>High Parental decision-making authority</b></p>
<p><b>Decision-making authority depends on specific domain</b></p>	<p><b>Multi-faceted domains</b>  Overlapping domains, such as choice of friends'-perceived by adolescents as personal, but by parents as prudential</p>	<p><b>Social domains</b>  <b>Prudential domain</b>  Issues related to the health and safety of adolescents</p>	<p><b>High Parental decision-making authority</b></p>

(Adapted from: Sorkhabi, 2010; Wray-lake *et al.*, 2010; Darling *et al.*, 2008)

Parents assume various styles of parenting and, these different styles either promote or inhibit positive adolescent development and the maintenance of their parental authority. According to Knafo and Schwartz (2003:579), monitoring relates to the demands parents place on adolescents and the control parents exercise over their adolescents' behaviour and has been found to be indicative of the relevant parental style, which can be autocratic, indulgent, permissive or authoritative. Autocratic parenting is described as high on demandingness and low on emotional warmth: the parent sets explicit standards for adolescent behaviour with no opportunity for negotiation, thereby limiting autonomy

development. Indulgent parents are high on emotional responsiveness and low in demandingness, while permissive or indifferent parenting is low on responsiveness and demandingness. The authoritative parent is both demanding and responsive in terms of warmth, and willing to negotiate standards that take the adolescents' point of view into consideration (Knafo and Schwartz, 2003: 579). The authoritative parenting style has been found to support autonomy development and has been associated with reduced parent-adolescent conflict (Sorkhabi, 2010:778). Authoritative parents are high in exercising behavioural control; however, they explain the reasoning behind the negotiated standards, often set in the personal domain, with the adolescent (Darling *et al.*, 2008:1103 and 1118).

Chao's (2001:1832-1843) study on the consequences of parenting styles for adolescents revealed that adolescents responded positively to an authoritative parenting style with the presence of emotional closeness between parents and adolescents. This parenting style was further found to be more effective if the adolescent experienced overall satisfaction with the parent-adolescent relationship. Adolescents' view of their parents also change as they no longer idealise the parent and start questioning parental authority over all domains (Sandhu and Kaur, 2012:29). The difference in adolescents and parents' perception or opinion over which domain parents should have authority has been found to be a source of conflict during adolescence (Sorkhabi, 2010:762). Adolescents seem to agree that parents should monitor their behaviour as a means to provide guidance and support and ensure their well-being. However, they emphasise the need for parents to be willing to negotiate rules and boundaries (Nixon and Halpenny, 2010:2). The different styles of parenting may influence how parents view their jurisdiction over the social domains, as autocratic parents may feel justified in making decisions for the adolescent within the personal domain, while permissive parents may neglect to monitor the social conventional and prudential domains, which may compromise the adolescents' wellbeing. It has consistently been found that the authoritative parenting style

takes cognisance of the adolescents' need for jurisdiction over the personal domain; however, it simultaneously provides boundaries in the remaining domains with opportunity for negotiation on issues of a personal nature (Nixon and Halpenny, 2010:13).

Openness to parental supervision and monitoring during middle childhood have been found to predict greater decision-making autonomy during adolescence, as it indicates to parents that their adolescents can be trusted to handle autonomy (Wray-lake *et al.*, 2010:632-651). Adolescents' increased need for autonomy means that they spend more time outside the family context and engage in activities that are unsupervised by their parents. Parental monitoring during adolescence have been studied extensively, with particular focus on its effectiveness in parents gaining knowledge of adolescents daily activities, while supporting autonomy development (Keijsers *et al.*, 2010; Kerr *et al.*, 2010; Sorkhabi, 2010; Cottrell *et al.*, 2003; Stattin and Kerr, 2000). Parental monitoring activities have been found to involve parental solicitation and adolescent self-disclosure about their daily activities (Keijsers *et al.*, 2010:88). This study has revealed that maternal solicitation predicts adolescent disclosure about their activities, while adolescents' disclosure in turn predicts parental solicitation. Similar to the findings of Stattin and Kerr's study (2000:1072-1085), Keijsers *et al.* (2010:88-1130) have established that parents' knowledge of adolescents' activities depends mainly on adolescents' willingness to disclose information and that parental solicitation facilitates adolescents' disclosure indirectly. This study has also revealed that adolescents' management of parental knowledge seems to be directly related to the domains over which adolescents perceive their parents to have limited authority, namely the personal and prudential domains. Adolescents employ various methods to manage their parents' knowledge of their daily activities, such as omitting certain information; changing the subject under discussion; avoiding parents or avoiding particular subjects; or lying to their parents (Bakken and Brown, 2010:359-388). This study has revealed that adolescents justify their management of parental knowledge as a means to

reduce possible conflict with their parents, avoid losing their parents' trust, or to prevent being forbidden to participate in particular activities with their friends, thereby compromising their autonomy.

In summary, it seems as if adolescents experience conflict with their parents as a major source of stress and generally desire to maintain positive relationships with their parents. Conflict may, however arise, when differences exist regarding parental authority on particular domains in adolescents' lives. Parent-adolescent relationships are reciprocal in nature, with positive parental responsiveness encouraging positive adolescent development, while a lack of parental responsiveness elicits poor adolescent development. Parents and adolescents agree that the presence of trust, respect and communication supports close parent-adolescent relationships, which facilitate openness to parental monitoring or supervision.

### **2.3.3 Parenting adolescents in conflict with the law**

This section will briefly describe the prevalence of adolescents' clashing with the law and explain the legislative response to dealing with these adolescents, which includes diversion and legally mandating increased parental monitoring. This section will also discuss the factors that influence delinquency during adolescence and its impact on parenting adolescents in conflict with the law.

An estimated 100 000 children, including adolescents, clash with the law each year in South Africa (Rousseau; Kruger and Van Oosterhout, 2011:6). The Child Justice Act 75 of 2008 aims to ensure that the criminal justice system adopts a restorative justice approach to child justice. The restorative measure adopted by the Act includes diverting children in conflict with the law away from the criminal justice system, providing them an opportunity to be held accountable for their actions and upholding their rights, as well as the rights of their victims. The diversion options recommended in the Child Justice Act 75 of 2008 include level

one and level two diversion options, with the latter reserved for more serious offences.

### **Level 1 Diversion**

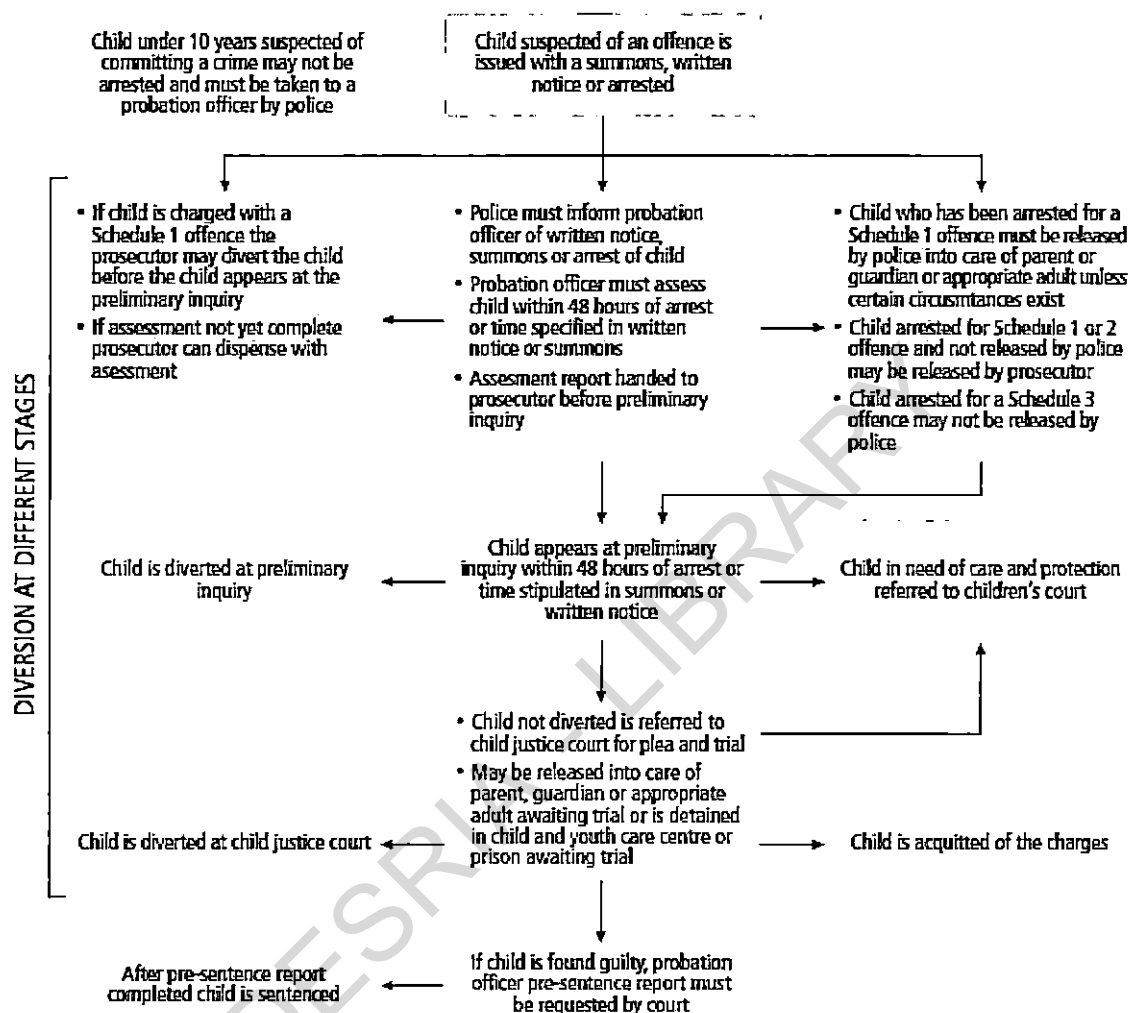
- An oral or written apology to the victim; formal caution, with or without conditions.
- Placement under a supervision and guidance order; reporting order; compulsory school attendance order; family time order; peer association order; good behaviour order; an order prohibiting the child from visiting, frequenting or appearing at specified places; referral to counselling or therapy; and compulsory attendance of vocational, educational or therapeutic programmes.
- Symbolic restitution; restitution of a specified object; community service.
- Provision of some service or benefit by the child to a victim.
- Payment of compensation.

### **Level 2 Diversion - Addition to Level One option:**

- Compulsory attendance of vocational, educational or therapeutic programmes, which may include a period of temporary residence.
- Referral to intensive therapy, which may include a period of temporary residence; and placement under the supervision of a probation officer, on conditions which may include the restriction of the child's movement without prior written approval.

The following Diagram (A) illustrates the various points or stages at which children can be diverted during the child justice process to allow as many as possible children in conflict with the law to benefit from diversion.

## Diagram (A): Diversion at different stages



(Adopted from Gallinetti, 2009:65)

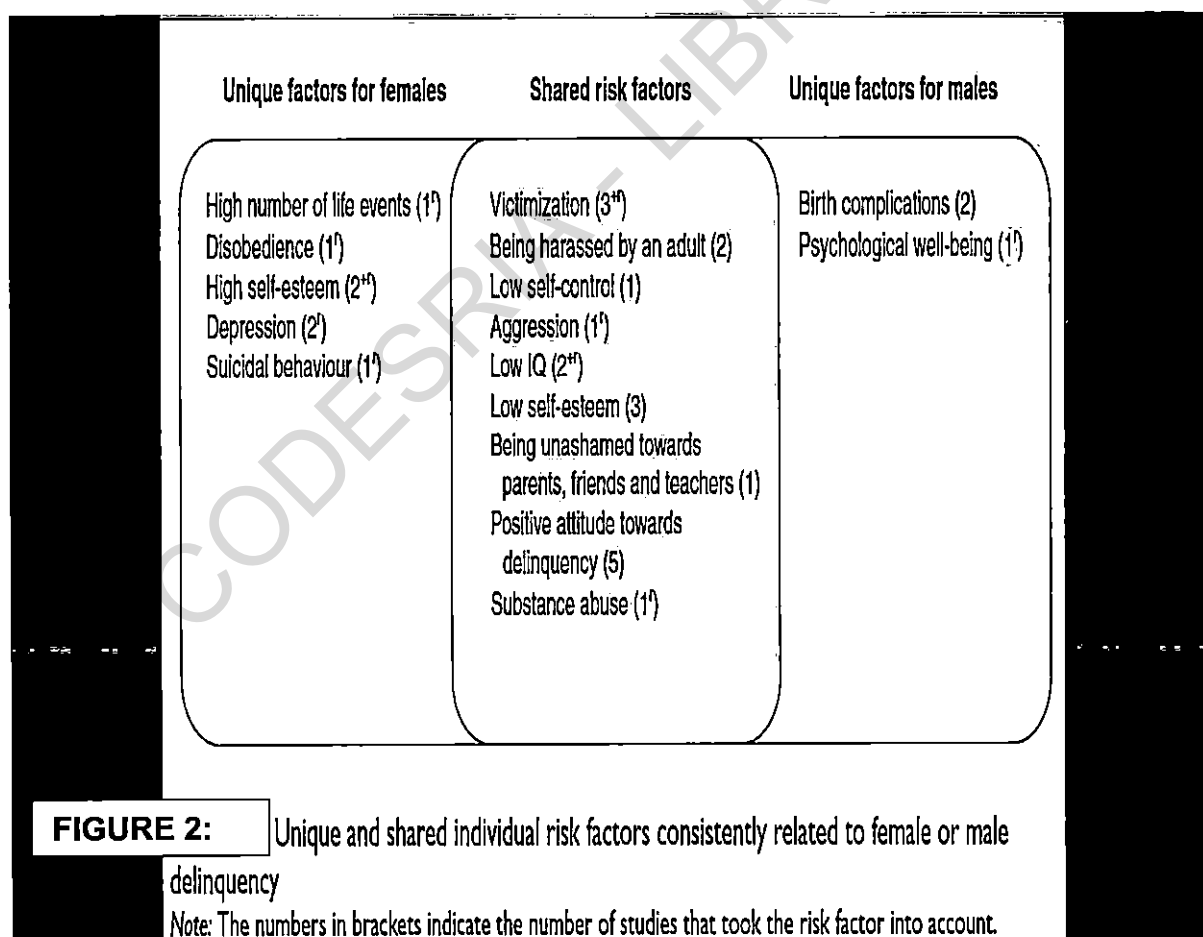
All children in conflict with the law are required to be accompanied and supported by parents or guardians as they proceed through the child justice process. Parents' or guardians' role is further extended to include their responsibility to ensure that their diverted adolescent complies with the conditions of the diversion order (Child Justice Act 75 of 2008). The incidence of delinquency during adolescence presents the parent with a situation that requires an adjustments in their style of parenting and monitoring to ensure the adolescents' safety

(prudential domain) and the safety of others (social conventional domain). It has been argued that the incidence of anti-social behavior, such as underage drinking, drug use and crime, increases during adolescence. This argument is supported by Moffit's (1993) developmental taxonomic theory, which distinguishes between two types of offending behaviour during adolescence, namely life course persistent and adolescent limited offending behaviour (cited in Fairchild, Van Goozen, Calder and Goodyer, 2013:925). Life course persistent offending is characterised by childhood onset of delinquency that persists beyond adolescence and comprise the smaller portion of the offender population that is responsible for a larger portion of more serious crimes. Adolescent limited offending is characterised by the onset of delinquency during adolescence, desisting before the adolescent enters adulthood (Fairchild *et al.*, 2013: 925). Lerner and Galambos (1998:432) cite three types of adolescent risk behaviours that are indicative of possible delinquency, namely anti-social behaviour at the age of 9 or 10 years; consistent involvement in risk behaviour rather than experimentation; or leading a 'risk behaviour lifestyle'.

Various factors contribute to adolescents' involvement in crime, which may manifest at personal, familial or environmental levels. A study into the factors that predispose children to break the law, has found that personal factors, such as peer pressure, substance abuse, poor coping skills, poor sense of self-worth, and low self-esteem predispose adolescents' to be in conflict with the law (Cindi, 2006:32-36). A comprehensive study by the Eastern Cape Department of Social Development, South Africa (2008:62 and 72), on current departmental programmes for young people in conflict with the law has established that in a sample of 36 children in conflict with the law 81% abused drugs including alcohol and only 27% had committed the offence on their own. This study further revealed that 88% of the remaining children committed offences with their friends. Peer pressure is a recurring theme that emerges in research on adolescents in conflict with the law as adolescents' affiliation with anti-social peers have been associated with problem behaviour (Harrison, 2008:142; Pillay,

2008: iv; Allan *et al.*, 2005: 755). Cindi (2006:32-36) also cites familial factors, such as divorce, absence of fathers, single parenting, step-parenting and lack of parental supervision as contributing to adolescents' transgressing the law. This was consistent with other studies (Maughan and Moore, 2010:59; Harrison, 2008:142; Ehrensaft, 2005:47) which established that adolescents in conflict with the law tended to be poorly supervised and more inclined to be negatively influenced by their peers. Wong, Slotboom and Bijleveld (2010:274), in their review of 30 European studies on risk factors for delinquency in female adolescents, compared to male adolescents, have listed various individual risk factors found to be shared and gender specific.

**FIGURE 2: Unique and shared individual risk factors consistently related to female or male delinquency**



(Adopted from Wong *et al.*, 2010: 274)



Figure 2, lists the unique and shared individual risk factors consistently related to female or male delinquency (Wong et al., 2010:274). Their findings indicate that females' risk factors are related to specific life events, disobedience and issues related to their emotions. The shared risk factors seem to reflect issues related to relationships, lack of self-regulation and positive attitudes towards delinquency. Research indicates that gender differences exist in relation to adolescent delinquency with more males arrested than females and females having a greater likelihood of committing crimes against family or intimate partners, while boys tend to be involved in more socially aggressive crimes (Ehrensaft, 2005:47).

Parenting adolescents in conflict with the law requires parents to reflect on the role they need to assume in equipping their adolescents to face complex life decisions to prevent recidivism and enable positive development outcomes (Anderson and Branstetter, 2012:1). Research indicates that when adolescents become involved in crime, it impacts on the parent-adolescent relationship and the dynamics within the relationship (Tolou-Shams, Hadley, Conrad and Brown, 2012:449-456, Yau *et al.*, 2009:1493). Parent-adolescent relationships characterised by poor communication, unresponsiveness, lack of emotional connection, lack of parental monitoring and support have been found to predispose adolescents to participate in high risk behaviour (Tolou-Shams *et al.*, 2012:449-456; Ryan, Miller-Loessi and Nieri, 2007:1068; Lerner and Galambos, 1998:434). The bi-directional nature of the parent-adolescent relationship can be viewed in two ways, namely as a negative or a positive 'reinforcing causal cycle'. A negative 'reinforcing causal cycle' for example, is where poor parenting may lead to adolescents clashing with the law and harsh parental responses result in adolescents concealing their further involvement in crime (Keijsers *et al.*, 2010:107, Lauritsen, 2005:213). This bi-directionality is also evident in a positive 'reinforcing causal cycle' (Lauritsen, 2005:213) where supportive parenting effects positive adolescent conduct and competence, which facilitate increased autonomy (Hillaker, Brophy-Herb, Villarruel and Haas, 2008:591). Research has revealed that the parents of adolescents involved in anti-social behavior, such as

delinquency and substance abuse, tend to respond to them with harsh and coercive parenting (Bjørknes, Kjøbli, Manger and Jakobsen, 2012:101-114). This study investigated the mediating role of parenting in child conduct problems and revealed that positive parenting as opposed to harsh parenting- not only effect changes in conduct problems, but also protected the child against the effect of contextual risk factors. This finding is consistent with that of Buehler's study (2006:121-122) and Stavrinides' (2011:52) findings, namely that coercive and critical interactions in the parent-adolescent relationship are associated with deviant problem behaviours, a decrease in parental monitoring, and lower parental control. The parents of adolescents in conflict with the law seem to substitute warmth and support with strict control after their clash with the law (Harrison, 2008:118). Adolescent girls perceive their parents as 'too strict' resulting in them engaging in rebellious behaviour (Pillay, 2008:43). Boys and girls in conflict with the law tend to be punished harshly, are rejected by their parents, and are generally poorly supervised (Ehrensaft, 2005:47). Harrison (2008:113) has established that adolescents' involvement in crime is as a result of a lack of parental control, regulation and parental unavailability to provide guidance in moral behaviour.

A range of family and parent related risk factors have been identified by Wong et al. (2010:274) as being consistently associated with adolescents clashing with the law. Figure 3, (*unique and shared family risk factors consistently related to female or male delinquency*), lists gender specific family risk factors and the shared risk factors that have been found to be positively related to delinquency during adolescence (Wong et al., 2010:274). Parenting factors directly associated with delinquency include parental monitoring, parenting styles, parental involvement and parental warmth. Poor parent-adolescent relationships appear to have a closer association with female delinquency than with male delinquency.

**FIGURE 3: Unique and shared family risk factors consistently related to female or male delinquency**

Unique factors for females	Shared risk factors	Unique factors for males
<ul style="list-style-type: none"> <li>Maternal parenting style (1)</li> <li>Low child disclosure (2)</li> <li>Being seldom at home (1<sup>r</sup>)</li> <li>Physical abuse by parents (1<sup>r</sup>)</li> <li>Low parental trust (2)</li> <li>Low maternal support (1<sup>r, l</sup>)</li> <li>Low-quality mother-child relationship (3)</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate parenting (father or both parents) (3)</li> <li>Paternal parenting style (1)</li> <li>Overall parental monitoring (7<sup>r</sup>)</li> <li>Decreasing parental monitoring (1)</li> <li>Low involvement of parents in school (3)</li> <li>Small number of rules at home (1)</li> <li>Harsh discipline (3)</li> <li>Low parental warmth (2)</li> <li>Conflicts within family (4)</li> <li>Low-quality father-child relationship (2)</li> <li>Convicted father (2)</li> <li>Delinquent sibling (1)</li> <li>Living in a disadvantaged neighbourhood (1)</li> </ul>	<ul style="list-style-type: none"> <li>High parental knowledge about friends (1)</li> <li>Convicted mother (2)</li> <li>Single parenthood (9)</li> </ul>

**FIGURE 3:** Unique and shared family risk factors consistently related to female or male delinquency

Note: The numbers in brackets indicate the number of studies that took the risk factor into account. Superscript r: results from all studies come from a regression analysis; superscript +r: results from some of the studies come from a regression analysis; superscript l: results from all studies come from a longitudinal analysis.

(Adopted from Wong *et al.*, 2010: 274)

A lack of parental supervision has been found to be significantly associated with delinquency during adolescence and in later adulthood (Maughan and Moore, 2010:59). In a review of 113 studies of parental monitoring, the lack of parental supervision has been strongly correlated with problem behaviour during adolescence, particularly anti-social behaviour, association with anti-social friends, risky sexual behaviour and substance abuse (Hayes, 2004 cited in Hayes, Smart, Toumbourou and Samson, 2004:28). Girls who experience a

father-daughter relationship characterised by low warmth and high hostility were found to be more likely to be involved with boyfriends who encourage antisocial behaviour (Cauffman, Farruggia and Goldweber, 2008:709). The same link was found in the mother-daughter dyad. Girls seem to be monitored more than boys, as they are perceived by parents to be more in need of protection while boys are believed to be more capable of self-protection (Pillay, 2008:41). Parental neglect has been associated with an increase in adolescent anti-social behavior, while parental care, particularly paternal care, has been associated with a decrease in adolescent delinquency (Yuan, Lee, Shin Yng and Wun, 1998:28-30). Parents' role in discouraging their adolescents' transgression of the law involves creating and maintaining a parent-adolescent relationship where adolescents feel free to express their emotions, concerns and transgressions without fear of harsh parental discipline (Stavrinides, 2011:52).

This section described parental responses to adolescents in conflict with the law as characterised by either parental withdrawal or harsh parental control. Parents seem to withdraw warmth and support and increase monitoring in an effort to discourage the adolescents' involvement with anti-social peers and activities subsequent to the adolescents' clash with the law.

## **2.4 Chapter summary**

In conclusion, this chapter reviewed the existing theory and research on adolescent development, parenting adolescents in general and adolescents who have been in conflict with the law. The research indicates that adolescence as a developmental life stage is characterised by bio-psycho-social changes, which in turn influence adolescents' relationships with their parents as well as peers. The facilitation and parental support of autonomy development during adolescence was discussed as a critical outcome for positive adolescent development. Parenting styles in facilitating adolescent development and parental authority over the four domains of adolescents' lives were shown to influence the quality of

the parent-adolescent relationship. The reciprocal nature of this relationship was discussed and it was established that parental monitoring on its own was not an indicator of parental knowledge of adolescents' activities, but rather adolescents' willingness to share and openness to parental supervision. In response to the adolescents' clash with the law and its impact on the parent-adolescent relationship, parents tend to adjust their parenting. The incidence of adolescents' conflict with the law, and the personal and family factors that increase adolescents' risk of offending was explored and gender differences were highlighted. The Child Justice Act's provision for responding to adolescents in conflict with the law through diversion was discussed briefly, as it was covered extensively in Chapter One of this research report. Parenting responses to adolescents' conflict with the law seem to involve increased monitoring, harsh discipline and coercion to ensure that adolescents desist from committing crime. However, positive and supportive parent-adolescent relationships are indicated as protective factors in facilitating increased adolescent disclosure about their activities and their likelihood to access parental support. The next chapter will present the research methodology employed in this study.

## CHAPTER THREE

### APPLICATION OF RESEARCH METHODOLOGY

#### 3.1 Introduction

Chapter one gave an overview of the background and motivation for this study, as well as defined key concepts related to the study. It also presented an overview of the research design and methodology applied in the study. As mentioned in Chapter One, this chapter describes, in the first person, the methodology applied to operationalise the present study. Methodology within the context of this study refers to how I conducted the research and the reasons, assumptions and methods used to operationalise the research (Schensul in Given, 2008:516). According to Henning *et al.* (2004:36) and Porta and Keating (2008:28), methodology refers to how the study will be done, the ways in which methods are used and the methods used to generate the data needed to answer the research question. Kaplan (1998:7 and 18) supports this description, stating that methodology is the study of methods and their description, explanation and justification, as it is concerned with how the research will be conducted. Methodology is interwoven throughout the research process, as it encompasses the relationships between the various aspects of research, i.e. how the research questions relates to the research goal, how the field work related to the data analysis, and how ethical issues are addressed (Clough and Nutbrown, 2012:39). The methodology therefore provides a clear indication of the path taken to plan and operationalise the research, as well as the underlying justifications for selecting the particular path. This chapter seeks to describe the path chosen for this research and will cover the following topics:

- Choice of research problem

- Decision on a qualitative approach
- Selection of exploratory, descriptive and contextual design
- Participants and sampling procedure
- Pilot study
- Data collection methods
- Data analysis
- Data verification
- Ensuring trustworthiness
- Reflexivity
- Ethical considerations
- Conclusion

### **3.2 Choice of research problem**

Identifying a problem or a phenomenon that requires further investigation is the *“starting point for practitioner researchers to formulate answerable questions for a service issue”* (Fox, Martin and Green, 2007:7). According to Kumar (2011:45) research problems in social science emanate primarily from four areas, namely people, problems, programmes or phenomena and often involve at least two of these areas. The research problem informed the selection of the research design, the sampling method that was employed and the method of data collection used to investigate the selected research problem.

This study was embarked on following my practice observations and literature findings, which indicated that parents of adolescents and more so, parents of adolescents diverted from the criminal justice system found parental monitoring of adolescents challenging, because of the latter’s tendency to limit self-disclosure about their daily activities in all social domains. Through a literature review, I discovered that limited knowledge existed on the experiences and the support needs the parents or guardians of adolescents in conflict with the law in assuming their responsibilities in relation to their child as contained in the Child

Justice Act 75 of 2008. This lack of knowledge, has limited the degree to which appropriate support services have been able to equip parents' or guardians' to competently execute their responsibilities, as set out in the Child Justice Act. This realisation gave rise to the formulation of the primary research question for this study, namely: *What are the experiences of parents in monitoring their adolescents' compliance with diversion orders?* The secondary research questions formulated were:

- *How do parents of diverted children perceive their role in monitoring their adolescents' compliance with diversion orders?*
- *How do parents monitor their diverted adolescents' daily activities to ensure compliance with diversion orders?*
- *What support services do these parents need to fulfill their parental responsibilities in monitoring their adolescents' compliance with diversion orders?*

The goal and objectives of this study, as described in Chapter One and reiterated below, were guided by the research problem.

**Goal:** The goal of this study was to explore parents' experiences of monitoring their adolescents' compliance with diversion orders, issued in terms of the Child Justice Act 75 of 2008.

**Objectives:**

- To explore and describe parents' understanding of their role in ensuring their adolescents' compliance with diversion orders in terms of Section 24 (5) of the Child Justice Act 75 of 2008.
- To explore and describe parents' experiences of monitoring their adolescents' daily activities to ensure compliance with diversion orders.
- To explore and describe what monitoring activities parents employed to ensure adolescents' compliance with diversion orders.



- To identify and describe parents' support needs in ensuring adolescents' compliance with diversion orders and fulfilling their parental role in terms of the Child Justice Act 75 of 2008.

The selection of the research problem enabled me to demarcate the focus of the research and consider the most suitable research design to address the selected research topic. The decision-making process I embarked on in selecting the chosen research approach is outlined in the next section.

### **3.3 Decision on qualitative approach**

The selection of the research approach was guided by the interpretivist paradigm or belief system on which I based the current study (Joubish, Khurram, Ahmed, Fatima and Haider, 2011:2083; Guba and Lincoln as cited by Denzin and Lincoln, 1994:106). As stated by Creswell (2009:4 and 8), based on social constructivism, the interpretivist paradigm forms the basis of the qualitative approach. Qualitative research is interested in the meaning people ascribe to their problems and their contexts (Creswell, 2009:4 and 8). It involves the collection of data in the participants' setting in a quest to answer emerging questions. The data are analyzed to build general themes and, through the researcher's interpretations; meaning is assigned to the data (Creswell, 2009:4). This research study was rooted in the interpretivist paradigm, which views knowledge as contextual and interested in people's interpretation of their reality (D'Cruz and Jones, 2004:51).

My selection of a suitable research approach was based on whether the selected approach would provide in-depth answers to the research question. The qualitative and quantitative approaches differ in that qualitative research is interested in intensive real world interaction with participants that generate rich data, while quantitative research emphasise careful control and measurement using quantitative means (Mark, 1996:61). Qualitative research, which is rooted

in the interpretivist paradigm, focuses on participants' experiences of certain problems or services (D'Cruz and Jones, 2004:63). Quantitative research, which is rooted in the positivist paradigm, focuses on testing hypothesis and scientific research (Fox *et al.*, 2007:11; D'Cruz and Jones, 2004:63). Data collection and analysis in qualitative research involve identifying themes, relations and understanding from data generated through interviews, observations or focus groups. Data collection and analysis in quantitative research focus on testing hypotheses or measuring causality or effects of variables through experiments or surveys (Fox *et al.*, 2007:11).

The qualitative design, which is rooted in the interpretivist paradigm, was selected for this study, as the research aimed to explore the experiences of people within a particular context, implying an interest in their reality as they see it. Through exploration of the subjective experiences of participants, I achieved an enhanced understanding of parents' experiences of monitoring their adolescents' compliance with diversion orders and was able to achieve the goal of the research study, as stated in Chapter One of this research report and reiterated in section 3.2 of this chapter. In qualitative research the research question allows for the in-depth exploration of specific experiences of participants and guides the focus of the research (Sandelowski *in* Given, 2008:786). The research question, as reflected in the preceding section 3.2, guided the researcher to use data collection methods that were flexible enough to probe for deeper meaning during the data collection process which provided rich answers to the research questions.

The primary research question formulated to guide this study is:

*What are the experiences of parents in monitoring their adolescents' compliance with diversion orders?*

The following secondary questions were answered:

- *How do parents of diverted children perceive their role in monitoring their adolescents' compliance with diversion orders?*
- *How do parents monitor their diverted adolescents' daily activities to ensure compliance with diversion orders?*
- *What support services do these parents need to fulfill their parental responsibilities in monitoring their adolescents' compliance with diversion orders?*

The qualitative design is descriptive and exploratory in nature, which allowed me to explore an area in which limited research has been undertaken and to describe participants' experiences. According to Mark (1996:25), descriptive studies are applicable when the researcher is interested in a particular individual or group of people, when the researcher wants to gain a better understanding of a phenomenon, or when needs are assessed. In resonance with this view, this qualitative study was interested in exploring and describing the experiences of a particular group, consisting of parents or guardians responsible for monitoring their adolescents' compliance with diversion orders. The contextual, exploratory and descriptive nature of this study will be discussed in the ensuing section.

### **3.4 Selection of exploratory, descriptive and contextual design**

A research design provides the structure or plan describing what the research aims to achieve and how it plans to answer the research question. According to De Vaus (2001:9), the function of a research design is to ensure that the data generated during the data collection process enables the researcher to answer the research question unambiguously. The selection of the research design is therefore determined by which design type will generate in-depth data that will answer the research question (Henning *et al.*, 2004:33). A prime example of a qualitative research design type is case studies, which may include interviews as a method, through which the researcher is able to generate data on how participants experience a particular problem within their context or service

received (D'Cruz and Jones, 2004:63; De Vaus, 2001:10). According to Cournoyer and Klein (2000:85), there are three aims to social science research, namely to develop description, prediction and explanation which require either an inductive, deductive or theorizing-testing approach. The qualitative approach is inductive in nature, as it is interested in attaching meaning and making descriptive inferences by drawing general conclusions from specific cases (Cournoyer and Klein, 2000:85). The inductive nature of qualitative research warrants use of data collection methods such as interviews or focus groups that allow for in-depth exploration and understanding of participant's responses. The qualitative study can therefore be exploratory, descriptive or contextual. As stated in Chapter One, this study was guided by an exploratory, descriptive and contextual design.

Rubin and Babbie (1997:108) agree with Creswell (2009:18) that an exploratory study involves exploration of a new interest, a fairly new or unstudied area or phenomenon, to test the feasibility of a more in-depth research study or to refine the methods for a more comprehensive study. This study was based on exploratory research, as limited research exists on the topic in the Child Justice and Social work context within South Africa. Descriptive design aims to describe relationships between variables or describe a person, group or community in great detail to better understand what we are studying (Mark, 1996:25). According to De Vaus (2001:1), descriptive design expands our knowledge base in terms of the '*shape and nature*' of a problem, a phenomenon or society. Descriptive research is useful when studying a fairly new area of interest, when attempting to identify a need or when there is very limited theory on the particular topic (Mark, 1996:25). This study was descriptive, as it provided comprehensive descriptions of parents' experiences of monitoring their adolescents' compliance with diversion orders and gave an indication of the support needs of these parents. The study was also contextual in design, as it explored the contextual elements of parents' journeys through the child justice process and their experience during this process. Exploration of the context allowed the researcher

to frame the participants' experiences and identify their needs in the particular context. De Vaus (2001:235) emphasises that *"the study of context is important because behaviour takes place in a context and its meaning stems largely from that context"*.

### **3.5 Participants and sampling procedure**

The population from which the sample for the study was selected is the parents of children aged 14 to 17 years in conflict with the law who have been dealt with in terms of the Child Justice Act 75 of 2008 at the Nerina One Stop Youth Justice Centre in Port Elizabeth between June 2011 and June 2012. The population size for the period is estimated at 500 parents or guardians who were assigned legal responsibility to monitor their children's compliance with diversion orders. In selecting a sample, both probability and non-probability sampling was considered. Uprichard (2013:3) explains that non-probability sampling involves sampling where the researcher has limited pre-existing knowledge of the sample and expects to generate in-depth knowledge to contribute to existing knowledge about the sample itself. Probability sampling involves the selection of a sample from a population where the researcher has pre-existing knowledge of the sample and aims to expand that initial knowledge (Uprichard, 2013:3). This study employed non-probability sampling as the researcher had limited pre-existing knowledge about the sample and expected to generate as well as expand on existing knowledge about the sample itself. Participants in the present study were all parents or guardians of adolescents who had been in conflict with the law and diverted in terms of the Child Justice Act 75 of 2008. I employed a non-probability purposive sampling method to identify potential research participants, as it allowed me to select participants on the basis of predetermined inclusion criteria (Denscombe, 2010a:25; D'Cruz and Jones, 2004:100). Purposive sampling involves the selection of a group of participants that fit a set of predetermined criteria and are in the best position to answer the research question (Saumure

and Given *in Given*, 2008:562). The sampling criteria for inclusion in the study were that participants had to be parents or guardians of adolescents who

- *had appeared at the Nerina One Stop Youth Justice Centre in Port Elizabeth;*
- *had been diverted to NICRO for diversion services between June 2011 and June 2012;*
- *and who were either English- or Afrikaans-speaking and had to be willing as well as available to participate in the research study.*

At least one parent or guardian per adolescent was included in the research study, and the sample size was determined by my plan to collect data to the point of saturation. The number of participants in this research study comprised twelve parents, including biological mothers, a biological father, stepfathers and grandmothers. The time-frame from which the sample was selected (June 2011 to June 2012) was decided upon to ensure that participants consented to their inclusion in the study voluntarily and not for fear of legal consequences for non-participation if their child was still subject to the conditions of the diversion order. A sample selected from a period after June 2012 would have included participants whose children were still subject to the diversion orders, while a sample selected prior to June 2011 may have struggled to recall some of the information explored during the study.

The process of sampling involved the researcher issuing a written request to the Chief Executive Officer of NICRO seeking permission for NICRO social workers to identify suitable research participants from their case files, guided by the sampling criteria stated above. Participants were identified by social workers employed at the NICRO Port Elizabeth Offices that assessed and/or rendered diversion services to adolescents in conflict with the law. The social workers contacted the identified parents, requesting for their (the parent or guardian's) name and contact details to be shared with the researcher. Once consent was secured by the social worker, the names and contact details of parents were

provided to the researcher, who contacted the parents telephonically to introduce herself and explained the nature of the research study. According to Creswell (2009:177-178), qualitative research requires that the researcher invest time in gaining access to participants which allows the researcher to gain “*sustained intensive experience*” of the participant’s reality. Characteristic of the time consuming nature of qualitative research, I set aside time to meet with each participant for an individual information meeting, which had the dual purpose of establishing rapport with each potential participant and to explain the purpose of the research study in detail. The individual meetings with the participants allowed them the opportunity to seek clarity regarding any issue related to the research study and gave me the opportunity to clarify my dual role as an employee of NICRO and researcher. This clarification was necessary, as NICRO was the diversion service provider responsible for ensuring children’s participation in the diversion programme. Through clarification of my current role as a researcher, the participants became aware of and understood my interest in them as participants rather than their children who had received services from NICRO. During the individual interviews participants could discuss any issue they wished NICRO to attend to and I was able to arrange for a social work consultation with one of the parents who required information from NICRO related to their child’s case.

The issues of consent and voluntary participation were also discussed and clarified at these individual meetings. The individual information meeting ensured the protection of participants’ anonymity and prevented participants from being influenced by others to participate in the research study. During the individual information meeting with the researcher, the research contracting took place, during which participants signed a consent and voluntary participation form and then agreed to a scheduled date for the individual semi-structured interviews. The time period between the individual meeting and the subsequent interview with participants provided them an opportunity to reflect on what they had consented to and retract their consent, should they change their mind. This

resulted in three potential participants cancelling scheduled interviews, despite their initial consent, as they had discussed their participation in the study with their family, who felt that intimate family affairs should not be discussed with the researcher. Denscombe (2003:19) explains that the willingness of people to participate in research can be affected by whether they view the subject being studied as taboo or embarrassing and may result in participants declining to be interviewed. In these instances, the researcher thanked the potential participants for having met with her and expressed respect for their decision.

### **3.6 Pilot study**

A pilot study is a smaller scale study aimed at testing research instruments and the feasibility of a larger study (Yujin, 2010:191). A pilot study involves posing the questions developed for the semi-structured interview to participants who fit the inclusion criteria for the larger scale study (D'Cruz and Jones, 2004:69). According to Van Teijlingen and Hundley (2001:2), a pilot study may be conducted to test and refine the data collection methods, as well as identify possible challenges in their application. A pilot study was undertaken with one Afrikaans-speaking and one English-speaking participant separately to assess whether the interview questions had elicited in-depth data about their experiences in monitoring their adolescents' compliance with diversion orders. The lessons learnt from the pilot study allowed the researcher to make changes, where necessary, before embarking on a full-scale research study. These changes made as a result of the pilot study are discussed in the following paragraph.

Analysis of the audio-recorded interviews conducted during the pilot study revealed the importance of an introductory question to take participants back to the time of their adolescents' arrest. According to D'Cruz and Jones (2004:68) *"use of retrospective information, recollections of experiences of the past may pose problematic"* as it requires participants to recall information they may



struggle to remember. This was evident during the pilot study, as both participants struggled to recall some details of the process related to their children's arrest. Through discussion with the research supervisor and review of my reflective notes, it emerged that I would have to adjust my line of questioning to trigger participants' memory recall in subsequent interviews when exploring their experience during their children's' arrest. I decided to explore participants' feelings during the time of their children's' arrest and asked clarification questions when they struggled to recall detail. Participants' memory recalls improved when they became in touch with the emotional responses their children's arrests elicited, allowing them to provide more in-depth information about their experiences during the time of arrest. The time from arrest to the child's first court appearance follows a sequential process, which was mentioned by the researcher to further encourage the recall of information by participants. The introductory question triggered participants to recall the contextual elements of their experience and allowed them to reflect on their unique experiences.

### **3.7 Data collection methods**

The selection of an appropriate data collection method was guided by the qualitative research approach and the research design, which sought to gather in-depth descriptive data through exploration. Interviews are more suitable for generating data based on participants' emotions and experiences, as it allows for in-depth exploration (Denscombe, 2003:165). I employed semi-structured interviews and utilised an interview guide with open-ended questions with participants, as this data collection method was flexible and allowed the participants to speak widely on the topic to reveal their personal experiences (Denscombe, 2010b:175). The selection of semi-structured interviews allowed me the opportunity to pose open-ended questions and encouraged participants to elaborate on key areas of interest to the research study. The use of the semi-structured interview further assisted me in conducting the interviews in a manner that showed genuine interest in what the participants had to share and enabled

me to revisit certain points as the participants became more comfortable with me (Bergman, 2003, cited by Henning *et al.*, 2004:78). Compared to the structured interviews which require rigid closed ended questions; the flexibility of semi-structured interviews lends itself to the use of open-ended questions, which enables participants to elaborate on key points of interest (Denscombe, 2010b:167). The pilot study was conducted three weeks prior to commencing the data collection with participants in an effort to allow time to review the data collection methods and adapt the data collection tool if necessary. During the pilot study, the limitations of using Afrikaans (my second language) as a medium of interviewing was revealed, cautioning the researcher to pose the interview questions both in English and Afrikaans and then allowing the participants to answer in the language they felt most comfortable with. In instances where the participants experienced few challenges in monitoring their child's compliance with the diversion order, the researcher posed hypothetical questions related to how they would have felt and coped if their child had failed to comply. During the pilot study, the researcher became aware that she repeated questions when the participants struggled to respond and, upon reflection with the research supervisor, became mindful to allow sufficient time for participants to process the questions before they respond.

The same procedure as with the pilot study was followed in preparing participants and securing their voluntary participation. The rapport established with participants during the introductory meeting helped to set the participants at ease during the subsequent semi-structured interviews. The researcher developed a range of questions that assisted in eliciting participants' responses on their unique experiences. These questions served as a guide; however, the researcher actively listened to participants' responses to identify key areas of interest that warranted further exploration. Reflecting on participants' earlier responses during the interview and linking it to later responses made by the participant during the interview helped the researcher gain a holistic picture of each participant's experience and demonstrate actively listening. I summarised

and paraphrased participants' responses to check the accuracy of my understanding as well as to display my genuine interest in participants' stories. Whilst I acknowledged participant's feelings and accounts of their experience in order to communicate my presence I was mindful to not assume a social work practitioner role. Prior to each interview I prepared myself by reading over the interview schedule and reflecting on my feelings, thoughts and expectations. Each interview was followed by the researcher writing reflective notes on her experience, observations, thoughts and feelings during and after the interview to enhance awareness of and separate her subjective bias from the actual information gathered during the interviews (Denscombe, 2003:175).

Creswell (2009:179) adds that interviews are helpful, as they allow the researcher personal interaction with participants' stories and observation of their emotional response to their unique stories. Mason (2010:1) argues that qualitative studies generally follow the concept of collecting data until the point of saturation, meaning that the researcher collects data until recurring themes or responses emerge and no new information is discovered during the data collection process. The researcher followed this concept and interviewed participants until the point of saturation. The interview schedule used during the semi-structured interviews contained the following questions (see Appendix 5):

- Share with me how you heard that your child had clashed with the law, how were you informed?
- From the moment you heard your child had clashed with the law, what did you understand about what was happening?
- Can you explain to me what happened after the Police informed you of your child's arrest, what did they explain to you about what will happen next?
- Share with me what you thought the court expected from you when they sent your child to the diversion programme? (the researcher

explored specific expectations through the use of interviewing techniques.)

- Tell me what was it like having to monitor/check that your child attended the diversion programme on a weekly basis and stayed out of trouble?
- Can you give me some examples of how you monitored your child's activities and what did you do to check that he attended the diversion programmes?
- What made it difficult for you to monitor your child's compliance with the diversion order?
- How did you deal with those difficulties to ensure your child's compliance?
- What type of support or service could have assisted you in monitoring your child's compliance with the diversion order?

I ended each interview by thanking the participants for sharing openly during the interview and enquired about how they experienced talking about their experiences. I allowed participants to reflect on their feelings and thoughts after having participated in the interview and acknowledged participants' insights as valuable in helping social workers understand parents' experiences and respond with appropriate support services. All the participants expressed relief that they were able to monitor their children despite some challenges. Participants felt proud of the fact that they could give other parents in similar situations advice and provide input to officials in the child justice system on how to support parents of children in conflict with the law. All the participants stated that they had experienced the interview as positive, and none requested counseling as a result of having shared their story. After each interview, I informed the participant about the anticipated date when a copy of the condensed research report could be requested from me. Throughout the data collection process, I analysed the information gathered by listening to the recorded interviews, writing reflective notes and discussing the interviews with the research supervisor. This reflection

allowed me to identify themes needing further exploration or clarification. As recommended by Charmaz (2002 cited in Henning *et al.*, 2004:73) planning interviews involves thinking ahead to the analysis and interpretation of the data and through reflection of the research notes I adjusted my line of questioning to ensure data collected during each interview contributed to answering the research questions. An example of this is when some participants shared that they experienced no difficulties in monitoring their child's compliance with diversion orders and I posed a hypothetical question to ask the participant to consider what difficulties he/she might have experienced had his/her child not complied with the diversion order. This question allowed parents to reflect on their observations of other parents' experiences whose children failed to comply with the diversion order. Parents were able to report on challenges they observed and provide possible advice on what they found helpful to ensure their own children's compliance.

### **3.8 Data analysis**

The analysis of qualitative data can be done using various approaches depending on the data being analysed and may include framework analysis, thematic analysis, interpretative phenomenological analysis or constructivist grounded theory (Rapley, cited in Silverman, 2011:274-275). Data analysis in qualitative research is an ongoing process that begins from the first interview to the last interview, as it involves exploring emerging themes during data collection. This study employed the method of qualitative data analysis, which prescribes a cyclical process of reviewing the data generated as "*communication is not linear and the interpretation of meaning should not be linear either*" (Henning *et al.*, 2004:105). This method also takes into account the context within which the data is generated as behaviour and communication takes place in a context (De Vaus, 2001:235). In line with interpretive analysis the focus is holistic and contextual in nature (Porta and Keating, 2008:30). The application of this method of analysis allowed the researcher to seek relationships in meaning

between all categories and view the data to interpret its meaning in the context of what is already known. The advantages of using this method of analysis are that the descriptions and theory generated is grounded in reality, it generates thick descriptions, and there is a tolerance of alternative explanations and contradictions (Denscombe, 2003: 280-281). The data analysis method selected for this research study involved recording all interviews, maintaining written reflective notes before and after each interview, listening to the recorded interviews and reading the transcripts to help the researcher make sense of the data (Henning *et al.*, 2004:104-109). Analysing the data generated after each interview allowed the researcher to identify key areas requiring further exploration or clarification. Reading and annotating the individual transcripts and as a collective further enabled me to identify relationships, similarities and differences in participants' responses. Through analysis, I searched for meaning, interrelated concepts and relationships. I made notes of these and, through a process of coding and categorizing identified patterns, themes and coherent categories into which the information was organised and interpreted (Hesse-Biber and Leavy, 2006:8; Engel and Schutt, 2005:380; Taylor-Powell and Renner, 2003:1-6).

The data collected through the semi-structured interviews were analysed and interpreted following the phases or steps of qualitative data analysis, as described by Engel and Schutt (2005:386) and Dey (1993:8):

- Documentation of the data commenced during the process of data collection. The audio-recorded interviews were transcribed and I made detailed notes after each interview to capture my own thoughts and feelings during the interview as well as my observations of participants' non-verbal messages such as their tone, gestures, emotional state, etc. during the interviews.
- The data were managed by reading and annotating the data. I managed the data by listing each participant's response to the same question and

repeating this process for each question posed to participants. The transcripts were read repeatedly and I made notes on the side of the transcripts of my impressions of the participants' responses.

- The data was then organised into categories of related/similar concepts and used to develop a checklist matrix (Engel and Schutt, 2005:389-390).
- Use of the checklist matrix allowed the analysis of the data to reveal relationships and linkages between concepts or patterns within the categories and their influence on each.
- I connected these categories to create meaning and understanding of participants' responses.
- A critical review of previous research and literature related to the research questions guided the consideration of alternative explanations and disconfirming evidence to search for a non-normative case or "*experiences that are contrary to the emerging theory and that provide new dimensions*" to the theory (Richards and Morse, 2013:90). This enabled interpretation of the findings of the research study within a theoretical framework (Fouché and Delpont *in* De Vos *et al.*, 2005:84). The theoretical framework underpinning this study namely the Life Stage Development theory and the Social Domain theory, allowed the researcher to make sense of the data generated during the interviews as parent's responses confirmed some of the assertions made in terms of adolescents' responses to parental monitoring and parent's monitoring methods in the different domains. Theory helped in guiding the researcher's exploration of particular areas of interest related to the research topic, anticipate predictable patterns and recognize isolated occurrences (Rubin & Babbie, cited by Delpont & Fouché *in* De Vos *et al.*, 2005:262; Henning *et al.*, 2004:14).
- I compiled the research report with the view to publicise the findings of the research and add to the existing knowledge base on the research topic.

The data analysis was concluded under the supervision of two research supervisors and an independent coder was used to authenticate the data and the interpretation. I also conducted a discussion interview with the transcriber after she completed the transcriptions to explore themes she could identify when listening to participants' responses. The compilation of the research report was guided by the professional input of the research supervisors.

### **3.9 Data verification**

According to Creswell (2013:244-253), data verification or validation refers to the strategies employed throughout the research process to ensure the authenticity and "correctness" of the researcher's findings as reported by the participants. Strategies used to assess and verify the findings in this research include peer reviews and debriefing by research supervisors and the independent coder. The two research supervisors considered all research processes and posed questions to uncover the researcher's decision-making process, her interpretation of the data and allowed the researcher opportunity to discuss her thoughts and feelings throughout the research process. The researcher further ensured consistency of her findings and interpretations by engaging in a consultation with the independent coder and transcriber to elicit their view of the emerging themes and compared it to the researcher's interpretation of the findings. Their interpretations were very similar with the independent coder's analysis focusing on the content and themes while the researcher focused on the thematic and theoretical analysis. Comparison of the researcher's analysis and the independent coder's analysis indicated similarities in terms of parents' initial feelings regarding their children's clash with the law, their experience of the criminal justice system at pre-trial phase, and their experience of monitoring compliance. The researcher's analysis reflected the process parents went through from their child's arrest to diversion and their perceptions of the process. As recommended by Guba and Lincoln (*in* Denzin and Lincoln, 2005:210), I



wrote reflective observation notes throughout the research process to record my own views and feelings in an effort to separate my subjective bias from the data produced during the interviews with participants. I also provided thick descriptions of the sample and the setting that formed part of the research study.

### **3.10 Ensuring trustworthiness**

Guba and Lincoln (cited in D'Cruz and Jones, 2004:73) argue that *“all researchers must attend to the questions underpinning trustworthiness”* and propose that the researcher irrespective of its paradigm must *“attend to the truth value of the findings (i.e., credibility), the applicability to other contexts (transferability), consistency of the findings (dependability) and neutrality”* in representing the views of the research participants. These authors propose that the trustworthiness of the research study can be increased by having an independent peer review the interpretation or conclusions drawn by the researcher, documenting the entire research process and keeping a journal to document the researcher's observations and reflections during the data collection process (D'Cruz and Jones, 2004:76). Krefting (1991) supports this view and proposes that the trustworthiness of the research findings is based on its credibility, transferability, dependability and neutrality. The ensuing section will describe how trustworthiness was strengthened in this study using Krefting's (1991) criteria for ensuring trustworthiness.

#### **3.10.1 Credibility**

Thomas and Magilvy (2011:152) describe credibility as the *“element that allows others to recognize the experiences contained within the study through the interpretation of participants' experiences”*. They further explain that credibility can be increased by the researcher reviewing the data as a whole to identify representativeness, similarities and differences in participant's experiences. I ensured the credibility of the data by reviewing each interview separately and as

part of the collection of interviews. I recorded each participant's response to each question to explore and identify similarities, differences and relationships between participant's responses. Discussions with the research supervisor, the independent coder and transcriber allowed the objective peer review of the interpretations and conclusions drawn by the researcher, thereby increasing the credibility of the research study. The findings generated by the research will be disseminated widely to ensure scrutiny from the wider community. The recommendations in terms of the support needs of parents and guardians of children diverted in terms of the Child Justice Act will provide usable data for the development of practice guidelines within the child justice system. The measures taken to ensure credibility of the findings is discussed individually under the headings recommended by Henning *et al.*, (2004:148-149).

### **Peer review**

The peer review of the findings generated through this research involved the research supervisor checking the recorded interviews, the transcriptions, the researcher's analysis and questioning the interpretations and theories drawn by the researcher. Lincoln and Guba (1985:308) refer to this as peer debriefing, as it helps researchers remain 'honest' in their interpretation and test emerging themes in their minds. Comparison of the researcher's thematic analysis with the coded analyses of the independent coder was done through an in-depth discussion with the coder and the research supervisor. Through this comparison, the researcher noted salient similarities in terms of participant's observations, emotional responses and experiences in monitoring their adolescents' compliance with diversion orders. Participants' reflections, emotional response and non-verbal cues during the interview were also recorded in my reflective notes (Holstein and Gubrium, *in* Gubrium and Holstein, 2003:74-75). My interpretation of the data corresponded with that of the independent coder and was verified by the research supervisor. My interpretation was, however, more descriptive of the contextual and process elements present during the interviews

and supported by my reflective notes taken before and after each interview. The discussion of negative or non-normative information that was contrary to the themes was noted and added to the credibility of the findings (Creswell, 2009:192).

### **3.10.2 Transferability**

Transferability refers to “the ability to transfer research findings or methods from one group to another and can be established by providing comprehensive description of the demographics and geographic boundaries of the population being studied (Thomas and Magilvy, 2011:153).

#### **Description of research process**

The research process followed by the researcher and the methods used have been described in detail and observation notes were maintained throughout the research process. The demographics and geographic boundaries of the sample as well as the sampling method used were clearly described which facilitated the transferability of the research findings. The transferability of the research study has been strengthened by the thick descriptions provided in the research report on the motivation and decision-making process followed by the researcher in her choice of design, methods, sampling as well as the provision of the interview schedule used during the interviews. The steps taken to strengthen the transferability of this study are described below.

#### **Applicability of findings to other setting**

The sampling criteria used during the research further strengthen the transferability of the research study as it clearly describes the participants included in the research study and the setting from which the participants were drawn, namely the child justice courts. Although the sample size was small, the

thick descriptions provided through the selected research method enabled the findings to be transferable to similar settings, as all parents or guardians of children in conflict with the law are subjected to the same legislative pre-trial processes, as prescribed by the Child Justice Act.

### **Contribution to existing knowledge**

Through literature control the findings of the research was rooted in a theoretical framework and interpreted against existing literature on the research topic. The findings corresponded with similar studies on parental monitoring and adolescents in conflict with the law. However, limited knowledge exists on the experiences of parents in monitoring their adolescents' compliance with diversion orders and their support needs. The findings of this research study therefore propose to contribute to expanding the limited available research and make recommendations on future research in the field of child justice and parenting adolescents in conflict with the law.

#### **3.10.3 Dependability**

Dependability "*occurs when another researcher can follow the decision trail used by the researcher*" (Thomas and Magilvy, 2011:153). These authors suggest that the dependability of the research study can be increased by the researcher describing how they arrived at their decisions regarding the purpose of the study, the reason for the selection of the specific population, the data collection and analysis process followed and the interpretation as well as dissemination of the research results. Description of the techniques used to increase the trustworthiness of the research and how the research data has been peer reviewed further increase dependability. The study's dependability was strengthened by describing the aim and motivation for the research, based on the researcher's practice observations and literature review. Dependability of the study was further strengthened by describing the research objectives and the

path followed by the researcher in achieving the research objectives such as decisions taken in the selection of the research sample, data collection method and analyses. I engaged in face-to-face, telephonic and electronic discussion with the research supervisor throughout the research process and provided evidence of the processes implemented and the data generated. On-going review and feedback by the research supervisor on the submissions enabled the researcher to maintain an audit trail, which was recorded in her research supervision reports.

#### **3.10.4 Neutrality**

Neutrality is achieved when credibility, dependability and transferability are present during the research process and the resulting research report (Thomas and Magilvy, 2011:154). It refers to researchers' awareness and journaling of their feelings, perceptions and biases during the research process; particularly when they engage in the data collection process with participants. This allows researchers to separate their personal impressions from the data generated during the data collection process to maintain their position of neutrality. I maintained field notes throughout the research process as evidence of authenticity of the research process and to separate my subjective impressions of the participant's' responses. Discussions with the research supervisor also allowed me to reflect on my personal impressions during and after participant interviews to understand their meaning and relation to the data generated.

#### **3.11 Reflexivity**

Reflexivity involves the researcher's awareness of him/herself as an instrument in the research process and reflecting on their self within the research process. It is the recognition that in engaging with the participants the researcher becomes part of the data generation process and influences the context within which the data is generated (Guba and Lincoln, *in* Denzin and Lincoln, 2005:210-211; Ellis

and Berger, *in* Gubrium and Holstein, 2003:159). I approached the research process being aware of my subjective biases and having clarified my position in the research proposal. I stated in the research proposal my interest in the topic and how my practice observations as well as a subsequent literature review guided my interest in the topic. In clarifying my position, I also stated my awareness that having worked in the field of child justice for over fourteen years I held the assumption that parents and guardians responsible for monitoring children in conflict with the law experience difficulties in monitoring their children's activities. Having this awareness prepared me to be mindful of not interjecting my own feelings, views and perceptions during the interviewing process, but to focus on using the self to reflect and make meaning of what the participants were saying. I used reflective notes throughout the research process to record, reflect and understand my own perceptions, feelings, views and observations both before and after the interviews. I also engaged in reflective discussions and peer reviews with my research supervisor to help question and clarify my role and myself as a research instrument. A particular personal observation that elicited feelings of disbelief was when participants alluded to the researcher's racial group being more prone to committing crime than their own racial group. This view was in contradiction with what I knew based on my professional knowledge and also due to my personal view that drawing generalisations based on race is discriminatory. I discussed my struggle in not challenging the participants' views and realised that during the interview I had decided against challenging the view, as it was not the focus of the interview and my research, but rather my personal view, which I suspended during the interview process. Reflection also allowed me to vent anxieties about the first few interviews, as I lacked confidence due to my inexperience as a researcher and was able to build on my confidence as I noted improvements with each interview.

### **3.12 Ethical considerations**

According to Strydom (*in De Vos et al.*, 2005:60), informed consent ensures the full knowledge and cooperation of subjects, while also resolving or at least relieving any possible tension, aggression, resistance or insecurity of the subjects. Conducting interviews pose various ethical challenges that had to be considered during the research process. The ethical issues that had to be considered during this research study included voluntary participation, informed consent, risk to participants, privacy and confidentiality. Measures taken to address each ethical issue will be discussed in the in the ensuing sections.

#### **Voluntary participation**

Voluntary participation is a principle of social research that requires all research participants to consent to participation in any research study without coercion or fear of victimization (De Vaus, 2001:83). The principle of voluntary participation by participants was adhered to in this research study by the researcher providing the NICRO social workers comprehensive information about the research study and requesting them to relay the information about the intended study to clients matching the sample criteria. As a NICRO employee, I clarified my role as researcher when I requested the social workers to identify potential participants and worked through the NICRO Chief Executive Officer and Supervisor to gain access and communicate with the social workers about the intended research study. Clients were provided an opportunity to indicate their interest and willingness to be approached by the researcher telephonically to clarify the focus of the study and to schedule an individual information meeting. During the individual meeting, I explained the aim of the study, the method of data collection, clarified the potential participant's queries and scheduled an individual interview. During the information meeting, the participants indicated that they had discussed the researcher's telephone call and the intended study with their adolescent children. Some participants indicated that their children were fine with

them participating in the research and enquired whether they needed to be present during the interview with the researcher. The consent of the children for their parents to participate in the research study was not explicitly sought during the research study, as the focus of the research was on the parents' experiences. During the individual information meeting, the researcher was able to discuss the issue of voluntary participation, informed consent, privacy and anonymity. Potential participants were also informed that they may withdraw from the research study at any time, and this resulted in three participants withdrawing their participation prior to the interview, due to objections from their family against discussing family issues with the researcher. All participants signed an informed consent form and confirmed that they were participating in the study voluntarily.

### **Informed consent**

All participants involved in this study participated in a telephonic and face-to-face information session where they were informed about the aim of the research study verbally and in writing, the research method that would be used, the use of an audio-tape recorder during the interview, transcription of the recorded interviews and the dissemination of the findings in a research report. Participants were provided with an opportunity to ask questions about the intended research study and were given time during the individual information meeting to read the consent form as prescribed by the Nelson Mandela Metropolitan University's Research Ethics Committee. Participants also had to read and sign a separate consent form related to their awareness and consent that the interview would be recorded and transcribed.

### **Risk to participants**

The participants experienced emotional distress when recalling the arrest of their children at the beginning of the interview; however, as the interview progressed; participants began to reflect on how they coped during that time and they



expressed relief that they were able to support their children. Reflecting and acknowledging participants feelings and views during the interview seemed to create a safe environment in which they could share their experiences and its affect. I also checked with each participant how they felt after the interview and whether they needed to speak to a social worker. None of the participants requested referral to a social worker or psychologist, stating that they felt no need for counseling. One participant shared that talking to the researcher was like counseling for her, as the researcher showed interest in what she was saying.

### **Privacy and confidentiality**

**Privacy** is defined by Sieber (cited by Strydom *in De Vos et al.*, 2005:61) as that which normally is not intended for others to observe or analyse. According to Strydom (*in De Vos et al.*, 2005:61), confidentiality means the handling of information in a confidential way and Sieber (cited by Strydom *in De Vos et al.*, 2005:61) explains confidentiality as agreements between persons that limit other's access to private information. The researcher is registered as a Social Worker with the South African Council for Social Service Professions and is bound by the Professional Social Work Code of Ethics. I ensured that the participants' right to confidentiality and privacy was respected by using informed consent forms explaining the aim of the research to participants before they consented to participate in the research study. The independent coder and the transcriber both signed a confidentiality agreement to destroy all records related to the research study once they had completed their tasks. During the interview, I refrained from using the participants' names to further protect their privacy. Participants' names, addresses, contact details, audio-recordings and transcriptions of the interviews will be retained for five years as prescribed by the Nelson Mandela Metropolitan University's Ethics Committee. Participants were interviewed in the privacy of their home and some participants chose to be interviewed at the NICRO office which they felt offered more privacy than their

homes. Interviewing participants at home and the NICRO office minimised their exposure to risk or harm from external sources and increased the possibility of privacy.

### **3.13 Dissemination of results**

The researcher will submit a hard copy and an electronic copy of the completed research report to the Nelson Mandela Metropolitan University's Library and the National Institute for Crime Prevention and the Reintegration of Offenders for distribution to their provincial offices. The researcher will present the research findings at a seminar hosted at the Nerina One Stop Youth Justice Centre to all relevant Child Justice stakeholders and will submit a journal article with the aim of publication. A condensed copy of the research report will also be made available to all participants of this study.

### **3.14 Chapter summary**

This chapter described the methodology applied to operationalise the present study and documented the researcher's motivation for selecting a qualitative approach that is descriptive, exploratory and contextual in nature. The chapter clearly defined and described each step followed by the researcher during the research process. The steps taken to maintain trustworthiness throughout the research process and the ethical considerations of the research study were discussed comprehensively. The next chapter will report on the findings of the research study described in this chapter.

## CHAPTER FOUR

### DISCUSSION OF FINDINGS AND LITERATURE CONTROL

#### 4.1 Introduction

The previous chapter described the application of the research methodology and research process embarked on in achieving the research goal and objectives as stated in Chapter One and reiterated here. The goal of the study was to explore parents' experiences of monitoring their adolescents' compliance with diversion orders, issued in terms of the Child Justice Act 75 of 2008. The following objectives were formulated to guide the achievement of the study's goal:

- To explore and describe parents' understanding of their role in ensuring their adolescents' compliance with diversion orders in terms of Section 24(5) of the Child Justice Act 75 of 2008.
- To explore and describe parents' experiences of monitoring their adolescents' daily activities to ensure compliance with diversion orders.
- To explore and describe what monitoring activities parents employ to ensure adolescents' compliance with the diversion order.
- To identify and describe parents' support needs in ensuring adolescents' compliance with diversion orders and fulfilling their parental role in terms of the Child Justice Act 75 of 2008.

This chapter describes the findings that emanated from the analysis of the data generated through the semi-structured interviews conducted with parents and guardians of diverted adolescents and assigned the responsibility of monitoring their adolescents' compliance with diversion orders. A thematic data analysis as described in Chapter Two, was done following the phases or steps of qualitative data analysis. The findings based on this analysis will be reported under themes, sub-themes and categories, identified from extensive analysis of the transcribed

interviews conducted with parents and guardians who participated in this study. The themes, sub-themes and categories will be presented in table form in the introduction of this chapter for ease of reference. The findings of the study will be presented by discussing each theme set against a literature control and supported by excerpts from participant interviews. The term 'parent' or 'participant' will be used interchangeably to refer to both parents and guardians involved in the study as only three participants were guardians. The terms 'arrested adolescent' and 'diverted adolescent' will be used to refer to adolescents in conflict with the law whose parents participated in the study. This chapter will conclude with a summary of the main findings and a reflection on the achievement of the research goal.

**4.2 Demographic information of participants**

The participants in this study all resided in Port Elizabeth, South Africa and were from different neighbourhoods however all their adolescents aged 14 to 17years had appeared at the Nerina One Stop Youth Justice Centre in Port Elizabeth. The participant profile is reflected in **table 1** below.

<b>TABLE 1: Demographic information of participants</b>			
<b>Race</b>			
<b>White</b>	<b>Asian</b>	<b>Indian</b>	<b>Coloured</b>
2	1	3	6
<b>Relationship to diverted adolescent</b>			
<b>Biological parents</b>		<b>Step-parents</b>	<b>Grandparents</b>
1 Father	7 Mothers	2 Stepfathers	2 grandmothers
<b>Language</b>			
9 English-speaking		3 Afrikaans-speaking	

<b>Employment status</b>		
7 Employed	3 Self-employed	2 Unemployed

### 4.3 Findings relating to parents' experiences of monitoring their adolescents' compliance with diversion orders

The emerging themes, sub-themes and categories in this study of parents' experiences in monitoring their adolescents' compliance with the diversion order are reflected in Table 2:

**TABLE 2: Outline of emerging themes, sub-themes and categories in this study of parent's experiences in monitoring their adolescents' compliance with the diversion order**

<b>Themes</b>	<b>Sub-themes</b>	<b>Categories</b>
<b>Theme 1:</b> Parents informed of adolescents' arrest	1.1 Method of being informed of their adolescents' arrest	
	1.2 Parents' responses to being informed of their adolescents' arrest	1.2.1 Parents' emotional responses to being informed of their adolescents' arrest
		1.2.2 Parents' behavioural responses to being informed of their adolescents' arrest
<b>Theme 2:</b> Parents' understanding of	2.1 Diversion described as a non-custodial	

diversion	sentence	
	2.2 Parents' description of diversion	
	2.3 Parents' understanding of their role in diversion	2.3.1 Parents' feelings about their role relating to diversion
<b>Theme 3:</b> Parents' methods of monitoring their adolescents' compliance with diversion orders	3.1 Parents' description of their monitoring methods	3.1.1 Parents' description of direct methods of monitoring their adolescents' compliance with diversion orders
		3.1.2 Parents' description of indirect methods used to monitor their adolescents' compliance with diversion orders
		3.1.3 Parents' reflection on monitoring methods that worked
		3.1.4 Parents' reflection on monitoring methods that did not work
	3.2 Parent's experience of implementing the monitoring methods	
	3:3 Adolescents'	

	responses to parental monitoring methods	
<b>Theme 4:</b> Support needs expressed by parents in terms of monitoring their adolescents' compliance with diversion orders	4.1 Family support	
	4.2 Professional support	4.2.1 Counseling services
		4.2.2 Support from Child Justice Officials
<b>Theme 5:</b> Participants' advice offered to parents in similar position to ensure their adolescents' compliance with diversion orders	5.1 Participants' advice regarding parent-adolescent relationship	
	5.2 Participants' advice relating to parents' attitude towards diversion programme	

#### **4.3.1 Theme 1: Parents informed of adolescents' arrest**

In order to set the scene for the data generation with the participants, the researcher asked them to describe the first time they learnt about their adolescents' arrest. Theme 1 details this discussion as two separate sub-themes, focusing firstly on the ways in which the participants made this discovery and secondly a description of their behavioural and emotional responses to being informed about their adolescent children's arrest.

#### 4.3.1.1 Sub-theme 1.1: Method of being informed of their adolescents' arrest

All the parents were informed of their adolescents' arrest by Police officers as prescribed by the Child Justice Act. Most parents reported being at home when the Police informed them of their adolescents' arrest, and at least four parents were awoken in the early hours of the morning by Police informing them of their adolescents' arrest. Two parents recalled their experiences as follows:

*"Between twelve and one, maybe just after one, we got a call from the Walmer Police Station to say that he was caught."*

*"En ek sien net die lig buitekant en ek maak die deur oop en hier staan hy met die Polisie, en obviously [klaarblyklik] daai tyd jy's deur die slaap, jy weet nie wat gaan aan nie, en hulle bring hom toe in." [I just saw the light outside and I opened the door and there he stood with the Police and, obviously, at that time you are sleepy, you are not aware of what is going on, and they brought him in.]*

Some parents reported not being clear of where they must attend court and had to sit at the court the entire day without understanding the procedure, as the Police had simply instructed them to be at court on a specific date. Consistent with the provisions of the Child Justice Act 75/2008, Sections 18 and 19, the Police officers notified the parents of the adolescents' arrest. However, only two parents made reference to a written notice or summons being handed to them or their adolescent, which one parent recalled as follows:

*"Even when the Police gave the letter, they couldn't even really give details; it just said you got to be there so and so."*



The rest of the participants reported that the Police informed them verbally when they must attend court. Whilst the parents' accounts of events are acknowledged, it is possible that their emotional state at the time of the police's visit and the time lapse since the incident may have diminished their recall of the detail regarding the written notice or summons. This is similar to the finding by Peterson-Badali and Broeking (2004, *in* Broeking and Peterson-Badali, 2010:42) that parents are often disengaged at the time of their adolescent child's arrest. The majority of the parents expressed the arrest of their adolescents as unexpected. The Police informing parents of the adolescents' arrest elicited various responses from them, which are discussed in sub-theme 1.2.

#### **4.3.1.2 Sub-theme 1.2: Parents' responses to being informed of their adolescents' arrest**

The findings suggest that parents experienced the news that their adolescent had been arrested as a shock, giving rise to a range of emotions. Emotions refer to a feeling state experienced in response to an external situation or a perceived situation, which in turn arouses a behavioural response (Baumeister, De Wall, Vohs and Alquist, 2010:4). The emotions experienced by parents included shock and disbelief when hearing about their adolescents' arrest. These emotions can be viewed in terms of normal emotional responses to news of this nature and were similar for most parents, as can be seen from their descriptions below:

*"It wasn't a pleasant experience. Also you know, sleeping in the middle of the night, getting that type of call."*

*"I, it actually was a shock, and I couldn't think straight."*

*"I was a wreck; I couldn't understand why it happened."*

*"You don't think of it. You don't, I mean, it was like I said it was a shocker!"*

Research by Broeking and Peterson-Badali (2010:51) indicated that parents' responses could be identified as being displayed at an emotional level and behavioural level, or both. These responses were consistent with the parents' experience of the news of their adolescents' arrest as unexpected and negative.

#### **4.3.1.2.1 Category 1.2.1: Parents' emotional responses to being informed of their adolescents' arrest**

Reflecting on their experience of learning of their adolescents' arrest the researcher observed parents expressing concern for their adolescents and wanting to be there for them even though they were in a state of shock. The findings showed that the majority of the parents experienced emotions such as shock and anger when hearing about their adolescents' clash with the law (even the parent who expected this from her son due to his previous misbehaviour when she discovered his drug use). This is consistent with Vrselja's (2010:145) description of the adolescence-limited delinquency theory that adolescent delinquency is usually preceded by behaviour problems, which may explain why the one parent commented that she was not shocked but angered by her son's arrest, due to his prior drug use. Parents described their feelings as follows:

*"Well, when I got the call, I didn't believe it at first, because I didn't expect it from him."*

*"I was very angry at him."*

*"I was furious."*

*"I was actually frantic."*

*"That was a total shock."*

Some parents' emotional responses were coupled with behavioural responses that seemed to mirror their emotional state at the time of receiving the news of their adolescents' arrest. Broeking and Peterson-Badali (2010:40-55) have made similar findings that parents' emotional state during their adolescents' arrest are characterised by emotional reactions, such as anger and resentment. They have also found that parents' emotional responses sometimes result in them becoming disengaged or passive during the arrest procedure. This disengagement was evident in the participating parents' behavioural responses, as described in the next category.

#### **4.3.1.2.2 Category 1.2.2: Parents' behavioural responses to being informed of their adolescents' arrest**

As described by Baumeister *et al.* (2010:6), the findings revealed that parents experienced the arrest of the adolescent as a shock, which resulted in them being affected to the extent that it manifested in a range of behavioural responses, such as not being able to think straight, not being able to sleep and feeling disoriented. The following excerpts illustrate these behavioural responses:

*"It actually was a shock, and I couldn't think straight."*

*"I cried and prayed from the time they took the child."*

*"I stayed up the whole night. I did washing, cleaning that time of the morning, 2 o' clock, I could not even drive myself."*

In summary, all the parents were informed by the Police of their adolescent children's arrest; however, few could recall receiving a written notice from the Police, but remembered that the Police provided some information as to the reason for their adolescents' arrest and details of the court appearance at Nerina One Stop Youth Justice Centre, which is a youth justice court that deals with all

child justice cases in Port Elizabeth, South Africa. Parents responded to the news of their adolescents' arrest by expressing various emotions, and some reported the news having an effect on them to the extent that it manifested in a range of behavioural responses. This theme described parents' first contact with child justice officials, namely the Police, who informed them of the next phase in the child justice process, which involves the first court appearance at the Nerina One Stop Youth Justice Centre and the parents' introduction to the concept of diversion.

The following theme will illustrate how parents described diversion and understood their role in terms of diversion.

#### **4.3.2 Theme 2: Parents' understanding of diversion**

Diversion, as described in the Child Justice Act 75 of 2008, refers to the channeling of children away from court-based processes to programmes and developmental measures (Sloth-Nielsen and Gallinetti, 2011:74). All the parents described their first court appearance and being informed either by the Prosecutor, Magistrate, Probation officer or the NICRO Social worker that their adolescent had been diverted.

The findings revealed that some parents understood diversion as a non-custodial sentence with specific conditions, such as community service, probation and attendance of NICRO's programmes. Most parents had some understanding of diversion, which was described as the case being withdrawn, compulsory NICRO programme attendance and the adolescent avoiding getting a criminal record. The two sub-themes that emerged, namely diversion described as a non-custodial sentence and diversion which parents described as a pre-trial process; will be discussed below.

#### 4.3.2.1 Sub-theme 2.1: Diversion described as a non-custodial sentence

Reference to the concept of a non-custodial sentence, which refers to a community based sentence instead of imprisonment, was made by participants in their explanation of diversion (Jules-Maquet, 2010:1-2). The findings revealed that some parents understood diversion as a non-custodial sentence, which means that the adolescent had been found guilty of the alleged offence and as a community-based sentence had to attend the NICRO programme, and do community service or was on probation, with non-compliance resulting in the adolescents' imprisonment. Their narratives, as indicated in the following excerpts, attested to diversion being understood as a non-custodial sentence, with the adolescent having a criminal record and non-compliance resulting in possible imprisonment.

*"The fear of the unknown, you see also the feeling is this; ..... is he still going to be targeted through the rest of his career, is he going to have a criminal record, which they promised me there won't be?"*

*"Instead of him going to jail and getting a criminal record, they do this diversion programme which is the life skills."*

*"Is this child going to jail, how I'm going to handle it? I don't know how this thing works."*

*"If your child doesn't attend, then he will be locked up."*

Evident from the first excerpt under this sub-theme, the parents who seemed to misunderstand diversion as a non-custodial or community-based sentence were still unsure as to whether their adolescent child had a criminal record or whether the case had been withdrawn, which caused them some anxiety about their

child's future prospects for employment. The confusion of diversion as a non-custodial sentence has been noted by NICRO in its engagement with criminal justice officials, who sometimes use the two concepts interchangeably, even though diversion is a pre-trial process, and a non-custodial sentence is a post-sentence process (Jules-Maquet, 2010:1-2). The concept of diversion was explained to these parents after the interview to address their concerns and clarify their understanding of diversion.

#### **4.3.2.2 Sub-theme 2.2: Parents' description of diversion**

Based on parents' responses, it transpired that although some parents claimed to not understand what diversion meant their explanations revealed a level of understanding of some of the elements of diversion, as contained in the Child Justice Act 75/2008 and explained in Chapters One and Two, namely as compliance, programme attendance, withdrawing of the case and diversion as a condition of the court. It may be that parents in retrospect realised what diversion entailed or that the concept 'diversion', being a legal term was new to parents. All the parents understood that diversion involved adolescents' compulsory attendance of the NICRO Programme as an order of the court. Diversion as reflected in the Act would have been explained by the Magistrate, Prosecutor, Probation officers and NICRO Social workers throughout the child justice process, however, the consistency of the explanations may have varied, given parents differing levels of understanding of the concept and the process. The following descriptions from parents demonstrate their understanding of diversion:

*"That she must now attend the NICRO classes and if she offends and because now I signed now to become like a, how do you say now, I would be also liable."*

*“To me at that time, I felt it was an opportunity for her, I mean opportunity in a way that I knew she was going through things. Like I told you, we were divorced; I never could get her to be counseled.”*

*“En dat hulle name gaan nou nie verskyn daar waar die mense wat nou misdaad doen nie.” [And that their names would not appear there, where people who have committed a crime do.]*

*“Because he’s still a minor, he will have to go for counseling first, if it happens again, then it’s a charge against him.”*

*“That they had a group of kids that they mixed him with and he had to appear weekly.”*

*“Instead of having to do community service he got this option, so there was no other option.”*

As described in Chapter One, the diversion process, as contained in the Child Justice Act 75 of 2008, can be described as a pre-trial process where the criminal case against the arrested adolescent is considered for diversion from the normal court processes on the basis that the adolescent takes responsibility for the alleged offence; he/she is a first-time offender; and he/she is willing to attend a diversion programme which, upon completion, will result in the case being withdrawn and the adolescent not receiving a criminal record. Some parents’ descriptions of diversion revealed that they had a reasonable understanding of the diversion process and what was required from their adolescent to comply with the diversion order. Due to the dearth of literature available on parents’ understanding of diversion; this sub-theme could not be set against a literature control. They also revealed that they realised that they had to ensure that their adolescent attended the NICRO diversion programme sessions. Parents’ understanding of their role in relation to the diversion order issued to the

adolescent was explored and their revelations showed clear understanding of their role, as indicated in the following sub-theme.

#### **4.3.2.3 Sub-theme 2.3: Parents understanding of their role in diversion**

As prescribed by the Child Justice Act 75 of 2008, parents are assigned the responsibility to ensure that their adolescent child complies with the diversion order and any conditions stipulated in the order. Among the parental responsibilities, as described in Chapter One of this study, is ensuring their adolescents' attendance of NICRO's diversion programme sessions, which require parents to attend the first and last sessions of the programme. The findings revealed that parents had a clear understanding of their role as far as ensuring their adolescents' attendance of the NICRO Programme sessions and the court appearance were concerned. All the parents took it as their responsibility to transport or arrange transport for their adolescent to attend the NICRO Programme. The parents also explained that they had to attend the first and last sessions of the NICRO Programme, as well as monitor the adolescents' progress by keeping in contact with the NICRO social worker. Only one parent stated that she would be held liable and issued with a fine if her adolescent failed to comply with the diversion order. One parent stated that her only responsibility was to drop her adolescent at the NICRO Programme venue. It was his responsibility to ensure that he complied with the diversion order, not hers. The differing views of these two parents seemed to influence the level of direct monitoring methods they employed to ensure their adolescents' compliance, as well as the level of stress experienced in ensuring such compliance. The parent, who stated that she would be held liable for her adolescents' non-compliance, reported checking up on her daughter before and after each session as well as feeling stressed that she might upset her daughter and that the latter may retaliate and refuse to attend any further sessions. The parent who viewed her role as limited only to providing transport for her son to attend the sessions



reported feeling detached from the situation, giving her son the responsibility of contacting her and informing her of his whereabouts, as can be noted under sub-theme 3.1. The parents' responses demonstrated that they understood their role in terms of diversion, which they described as follows:

*"The parents to sit in on the first meeting and the last meeting and to consult with regard to progress and attitude."*

*"Die magistraat het gesê as hy wil hê die saak moet teruggetrek word, moet hy vir die elf weke die program bywoon, elke Woensdag moet hy hier wees."*

*[The magistrate said that if he wanted the case to be withdrawn then he must attend the eleven week programme; every Wednesday he must be here.]*

*"En ek het altyd seker gemaak, die Woensdag, hom bus fare [bus geld] is daar."*

*[I always made sure, the Wednesday that his bus fare was ready.]*

*"I think they expected for me to see that she would attend."*

*"It will also be like an offence, [be]cause I'm supposed to make sure that she does appear and if she didn't, I mean for her classes, then I can be held in contempt of court as well."*

*"Ja [Yes], he said I must make sure that my child attends it every week."*

All the parents had an understanding that they had a role to fulfill in ensuring that their adolescents complied with the diversion orders and most parents took it upon themselves to play an active role in either attending the NICRO programme with their adolescents or arranging transport to the programme. Similar findings

were made by Broeking and Peterson-Badali (2010:47), who found that arrested and diverted adolescents expected their parents to provide emotional and practical support during the Child Justice proceedings. The researcher noted that most of the parents implicitly accepted that they needed to be there for their adolescent and support them to complete the diversion programme. Only one parent felt that ensuring compliance to the diversion order was her son's responsibility and that her own responsibility was limited only to providing transport to the session. Being assigned this role in terms of monitoring their adolescents' compliance with the diversion orders and the impact of assuming this role elicited various responses from the parents, as presented below.

#### **4.3.2.3.1 Category 2.3.1: Parents' feelings about their role relating to diversion**

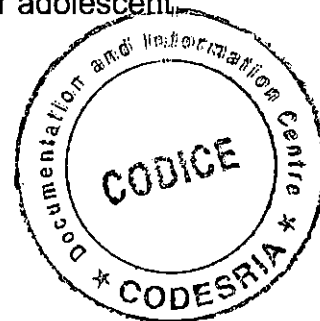
Most of the parents expressed that they wanted to support their adolescent children during the diversion programme to ensure that they complied with the diversion order. While reflecting on the role they fulfilled during the diversion process, the parents' non-verbal gestures indicated a feeling of emotional heaviness at realising how they had managed responsibilities assigned to them. Some parents felt that too much was expected from them as parents, with some parents having had to lie to their employers to take time off from work when they had to transport their adolescents to the NICRO Programme sessions. The parents expressed that they found it burdensome to increase the amount of time and effort in fulfilling their monitoring role in terms of the diverted adolescents. As can be seen from the following excerpts, some parents expressed the view that if their adolescent failed to attend the NICRO sessions, the court would perceive it as a failure on the parents' part and that such non-attendance would reflect poorly on the parent-adolescent relationship.

*“If he failed to meet those sessions, I think it would be information that goes to the court. What type of, first of all, parent-child relationship you dealing with, and then also the attitude of the candidate?”*

*“Even if it wasn’t expected of me, I was going to ask if I could possibly come to one or two of the sessions, [be]cause I also needed to see, you know, where he’s at what his got to go through. I just wanted to be there.”*

*“OK, attend the diversion programme, I made sure I went the first session, obviously the parents have to be, and at the last. I made sure that she was dropped off.”*

Regarding their understanding and experience of their role in monitoring their adolescents, the research revealed that they viewed it as their responsibility to ensure their adolescents’ attendance of the diversion programme and for their adolescents to not reoffend. Most parents were of the view that they had to support their adolescents and felt that they were supportive by virtue of attending the NICRO sessions as well as transporting their adolescents to the programme, which served to secure adolescents’ compliance. Not all the participating parents were aware of the legal consequences to them for not fulfilling their role in monitoring their diverted adolescents. A further finding is that although parents accepted their role in monitoring their adolescents’ compliance with the diversion order, most of the parents experienced it as an additional responsibility which affected their daily work schedules. Consistent with the findings by Ashbourne and Daly (2010:1428 and 1430) parents expected to reduce their level of monitoring during adolescence, and expected to provide more practical support during adolescence, such as transport. In monitoring adolescents’ compliance with their diversion orders all parents in this study assumed responsibility for ensuring that their adolescents were transported to the NICRO programme sessions and all parents attended the first and last sessions with their adolescent children.



The findings revealed that parents initially experienced a range of emotions when hearing that their adolescents had been arrested, and found their first contact with court officials overwhelming, due to their lack of experience or knowledge of the child justice process (Broeking and Peterson-Badali, 2010:40-55). Diversion as a concept was found to be either misunderstood or only partially understood by the majority of the parents; however, all the parents knew that it meant their adolescents had to attend the NICRO diversion programme by order of the court (Jules-Maquet, 2010:1-7). Accompanying or arranging transport for adolescents' to attend the NICRO diversion programme also emerged as a method of monitoring employed by parents in ensuring their adolescent children's compliance with diversion orders. Based on the rich descriptions provided by parents, parental monitoring methods emerged as a theme with related sub-themes, as discussed below.

#### **4.3.3 Theme 3: Parents' methods of monitoring their adolescents' compliance with diversion orders**

Based on the Regulations relating to Child Justice (2010:20) Section 29(1)(2) in terms of the Child Justice Act 75 of 2008, parents' role in ensuring their adolescents compliance entails securing their adolescents' attendance of all court proceedings and monitoring their compliance to court ordered diversion interventions, which may include compulsory school attendance, individual counseling, group counseling, restricting the adolescents' movement outside the family home, or preventing their involvement with anti-social peers. Exploring parents' experiences in fulfilling their role of monitoring their adolescents' compliance with diversion orders and the methods they employed formed an important part of this study. Parents were asked to share the methods they experienced as effective in ensuring their adolescents' compliance and to reveal how they gained knowledge of their adolescents' daily activities, particularly

when they were not under parental supervision, due to their parents' work commitments or adolescents spending time away from their homes.

#### **4.3.3.1 Sub-theme 3.1: Parents' description of their monitoring methods**

Most of the participating parents expressed that they increased their level of monitoring after their adolescent had been diverted to the NICRO programme and set rules/boundaries to encourage the adolescents to account for their activities. In accordance with other studies (Hargovan, 2013:29; Harrison, 2008: 142; Pillay, 2008:iv; Buehler, 2006:122; Allen *et al.*, 2005:755), the negative influence of friends was revealed in this study, as most of the adolescents had committed their crimes with a group of friends. This resulted in parents restricting their adolescents' contact with friends during the diversion programme attendance. The monitoring methods employed by parents included restricting their adolescents by limiting the time spent with their friends; expecting adolescents to inform them of their whereabouts; and soliciting information from adolescents about their activities. The following parental responses describe some of the methods employed by parents to monitor their diverted adolescents.

*"Well, we definitely clamped down on his, on how he spends his time with his friends."*

*"Not that we didn't do it before, but we made sure that we know exactly where he would be, he needed to tell us more or less what time he's coming home."*

*"I picked him up and I took him there, and I picked him up afterwards."*

*"Actually, he's not allowed to leave home at all; cos [because] that's when it went wrong in the first place."*

*“Then after every session, look I speak to my child all the time, so he would tell us exactly what was in the sessions, how they interacted, what was asked.”*

Darling *et al.* (2008:1103-1118) indicate that parents' reports of their monitoring methods showed that they exercised authority over all domains of their adolescents' lives except the personal domain; however, choice and access by adolescents' to their friends were viewed by parents as falling under the prudential domain. Adolescents' acceptance of parental jurisdiction over their choice of friends could be related to their acceptance of their parent's increased monitoring efforts as a result of their diversion (Seiffge *et al.*, 2009:259-279). Contrary to the findings of Ehrensaft (2005:47), most of the participating parents, did not reject their adolescent or decrease their supervision except for one parent who reported that she did not monitor her adolescent and that he would phone her to inform her of his whereabouts. Differences between parents and adolescents regarding the level of monitoring required were identified as a cause of conflict (Bakken and Brown, 2010:359-388, Sorkhabi, 2010:761-782). This is consistent with the Social Domain theory, which explains that adolescents expect their parents to allow them autonomy within the personal domain, and regard choice of friends to fall under the personal domain. In contrast, parents regard choice of friends to fall under the prudential domain, as negative peer association may influence the adolescents' safety. Some parents reported enlisting the help of family and teachers to monitor their adolescents' attendance of school, activities outside the home and the NICRO programme sessions, as the adolescents would not always voluntarily share information with their parents. This is similar to findings in other studies (Keijsers *et al.*, 2010:88-113; Yau *et al.*, 2009:1141-1498, Ryan *et al.*, 2007:1053-1071) that adolescents manage the information they share with parents and more so diverted adolescents, as they fear parents' disapproval of their activities. This finding is supported by Kerr and Stattin's (cited in Kerr *et al.*, 2010:57) argument that the most commonly used

operationalisation of parental monitoring — parents' knowledge of youths' daily activities — is not a valid measure of parents' monitoring efforts as their study showed relatively low correlations between knowledge and measures of parental monitoring efforts, and strong correlations between knowledge and youth disclosure of information. Parents described employing direct monitoring methods and indirect monitoring methods when they struggled to gain information from their adolescents about their activities. These monitoring methods are described under the next two categories.

#### **4.3.3.1.1 Category 3.1.1: Parents' description of direct methods of monitoring their adolescents' compliance with diversion orders**

The findings revealed that parents employed both direct and indirect methods to gain knowledge about their adolescents' daily activities. Similar to the findings of Nixon and Halpenny (2010:3) direct methods involved the parents soliciting information directly from the adolescents by asking questions, by phoning to check up on their whereabouts, communicating with the adolescents, transporting the adolescents to their activities, and through constant supervision. Indirect methods would be employed when adolescents' limit their level of self-disclosure to restrict their parent's knowledge about their activities. As postulated by the Social Domain theory, some participating parents reported that some adolescents would not disclose information about their activities despite parental solicitation. While parents reflected on their adolescents' secretiveness, it was observed that parents felt frustrated when adolescents were secretive about their activities, as the parents had to increase their efforts to gain information from other sources. Consistent with earlier research (Kerr *et al.*, 2010:39; Yau *et al.*, 2009:1492) this study established that parental knowledge of adolescents' activities depended more on adolescent self-disclosure than parental solicitation. The study of Stattin and Kerr (2000:1072-1085) revealed similar findings namely that direct monitoring methods, such as maternal solicitation, predict adolescent

disclosure about their activities, while adolescent disclosure in turn predicts parental solicitation. Similar to the findings of Stattin and Kerr's study (2000: 1072-1085), Keijsers *et al.* (2010:88-1130) have found that parents' knowledge of their adolescents' activities depends mainly on the adolescents' willingness to disclose information and that parental solicitation facilitates adolescent disclosure indirectly. In terms of the Life Course Developmental theory, adolescents' management of information and parental knowledge is a means of asserting decision-making autonomy over the personal domain, which is necessary for positive adolescent development (Yau *et al.*, 2009:1482). The parents participating in this study reported that adolescents would at times share information about their activities out of their own volition; however, most reported that their adolescents would not share information voluntarily.

*"Want ek vra hom, met wie is hulle? Dan hoor ek." [Because I ask him, with whom are you? Then I listen.]*

*"Hulle is nie daai praat-kindere nie, daai kindere wat net sommer praat. Partymaal moet ek maar net sommer hier in die bloute gryp, vrae vra en dan sal die een nou antwoord. Die ander een praat totaal nie, hy laat die ander een praat." [They are not the type of children that just talk. Sometimes I must just probe in the dark, ask questions, and then the one will answer. The other one does not talk at all; he lets the other one talk.]*

*"Sometimes, he will tell us out of his own, most of the time if I asked him, he would just tell me 'oh, it was OK, mom'."*

*"We sat him down and spoke to him and told him we cannot sit and babysit you anymore."*

*"He will say to me, mom I'm going here or I'm doing this or he says to me, I'm going out - I don't know what time I'll be back."*



*"We always chat. I'll say: 'How was your day?' when I fetch him from school."*

The study of Knafo and Schwartz (2003:579) on parents' monitoring methods revealed that the participating parents adopted differing parenting styles, with autocratic parents setting non-negotiable rigid rules and employing constant supervision to ensure compliance. The participating parents in this study whom had adopted an authoritative style reported discussing the rules and consequences of non-compliance with their adolescents to motivate them to take responsibility for their behaviour. Some parents would drop their children at the NICRO programme sessions themselves and wait outside the programme venue to ensure that their adolescent attended the sessions. Parents who could not transport their children to the sessions would discuss the session's content with their adolescent. However, most adolescents would only share when parents solicited information, which is consistent with the findings of Yau *et al.* (2009:1481-1498). All the parents cautioned their adolescents on the consequences of non-compliance as a means to motivate their compliance. Consistent with the findings of Bjørknes *et al.* (2012:101-114), two parents resorted to harsh monitoring measures, where they restricted their adolescents' freedom by supervising them 24 hours a day and prevented them from having any contact with their friends. One method parents employed was to entrust their children with responsibilities at home in order to keep them away from negative influences. Another parent employed their adolescents, in their company so that they could keep an eye on them during the day. Similar to the findings of Kerr *et al.* (2010:58) parents who faced difficulties in monitoring their adolescents' compliance with diversion orders and soliciting information from their adolescents about their daily activities reported enlisting the support of family, friends and neighbours to provide them with information or to monitor the adolescents.

#### 4.3.3.1.2 Category 3.1.2: Parents' description of indirect methods used to monitor their adolescents' compliance with diversion orders

In other studies, it has been found that the use of indirect monitoring methods, which refers to parents soliciting information about their adolescents' activities from sources other than the adolescents, was employed by parents when they struggled to gather information directly from their adolescents (Bakken and Brown, 2010:383; Yau *et al.*, 2009:1493). Similar findings were made in this study, showing parents' use indirect monitoring methods to gain knowledge about their adolescents' activities and to monitor the adolescents by gathering information about them from their siblings, the adolescents' friends, and the neighbours and by listening in on adolescents' conversations with their friends. Some parents reported that adolescents' shared information about their activities after they had already engaged in the activities.

*"I said to the maid, I instructed my maid and my mom that he must stay indoors and he must be home on time, although they said he can go to school."*

*"Nie as hulle nonsense aanvang nie, dan sal hulle my nie sê nie, sal dit maar by ander mense, maar een ding goed jy sal dit altyd by iemand hoor, jy sal dit hoor." [Not if they have engaged in mischief, then they will not tell me, will have to hear it from other people. One thing is sure, you will always hear it from someone, you will hear it.]*

*"Meestal hulle vriende of van die gemeenskap, enige iemand wat hul sien dan sê hulle: 'nee die auntie het hulle gestuur, of daai auntie het hulle gestuur'." [Mostly their friends or from the community, anyone who sees them will say: 'no this aunty sent them, or that aunty sent them.']*

The parents expressed that some of their monitoring methods helped them in monitoring their adolescents' compliance to the diversion orders and to gain information about their adolescents' daily activities when they were unable to supervise them. The monitoring methods parents found helpful in ensuring their adolescents' compliance with the diversion orders are discussed below.

#### **4.3.3.1.3 Category 3.1.3: Parents' reflection on monitoring methods that worked**

The findings revealed that parents' who had a positive attitude to the NICRO programme and attendance of the sessions were generally effective in encouraging attendance of the programme. This is contrary to the findings of Harrison (2008:118), who established that the parents of diverted adolescents generally responded by substituting warmth and support with strict, rigid rules. In this study, parents' responses indicated that their level of emotional presence and physical involvement with their adolescents increased after their adolescents' altercation with the law and contributed to the efficacy of their monitoring methods. This is consistent with the finding of Yuan *et al.* (1998:28-30) that parental care is associated with a decrease in adolescent delinquency. The present study revealed that communicating empathy and sensitivity to the adolescents was perceived to increase the efficacy of parental monitoring in ensuring compliance with diversion orders. Constant parental supervision was reported as an effective monitoring method where adolescents had been found to be abusing drugs. Indicative of the parents' view that parental responsiveness influenced the efficacy of their monitoring methods, parents shared the following:

*"I felt that I encouraged her, [because] when she looked forward, I said that's the right thing you're doing, that I'm happy for the fact that you have that attitude and I would always tell her what she would benefit from her programme."*

*“So actually talking to the child ... just communicating.”*

*“What worked for me, I think, was supporting him.”*

*“Go to that programme and go with an open heart and mind, firstly, and if you can do that, you will get far.”*

Parent’s attention to their relationship with their adolescents by providing support, by displaying sensitivity and communicating with their adolescents, seemed to elicit a positive response in their adolescents which encouraged their compliance with diversion orders (Hargovan, 2013:29; Tolou-Shams *et al.*, 2012:449-456). The monitoring methods that seemed not to work, according to the parents, lacked the presence of respectful, open communication between the adolescent and the parent.

#### **4.3.3.1.4 Category 3.1.4: Parents’ reflection on monitoring methods that did not work**

In this study, various factors were found to limit the efficacy of parental monitoring. The methods experienced by parents as ineffective included using verbally aggressive reprimands and soliciting information from adolescents who were secretive about their activities. Parents not sharing the responsibility of monitoring, parental conflict, parents’ not being able to attend the NICRO sessions, and lack of transport or funds for transport so parents could attend the sessions with the adolescents were also identified as factors influencing the efficacy of parental monitoring methods.

*“Ek het hom vriende ook al hoeveel keer weg gejaag, geskel, gevloek, maar dit het nie gehelp nie.” [I have chased his friends away how many times, scolded, swore, but that did not help.]*

*“Dit was moeilik om, om te monitor gedurende die dag, omdat ek nie daar is nie.” [It was difficult to monitor during the day, because I was not there.]*

*“As ek in die omte is, dan gaan hy rondom my dwaal en die moment [oomblik] dat ek miskien nou net upstairs (boonste verdieping toe] gaan of ek gaan langsaan, dan glip hy uit.” [If I am around, then he will hover around me, but the moment that I maybe go upstairs or go next door, then he would slip out.]*

*“Ek moenie hom skel nie, ek moet praat met hom.” [I must not scold him, I must talk to him.]*

*“Jy skel en vloek en jy doen jou ding, maar op die einde van die dag met hierdie program het ek net besluit ek gaan nie meer skel nie, ek gaan nie meer slaan nie, ek gaan net luister na hom.” [You scold and cuss and do your thing, but at the end of the day, with this programme, I just made a decision, I am not scolding anymore, I will not hit anymore, I will just listen to him.]*

Parents' active role in monitoring their adolescents' compliance with the diversion order was experienced as burdensome at times. As most of the parents were employed, they had to take time off from work to transport their adolescents to the NICRO programme sessions. They also had to invest more effort in closely monitoring the adolescents' movements or activities. Similar findings were made by Ashbourne and Daly (2010:1428), with parents in their study reporting that problem behaviour by adolescents' required parental control and focus from them, which increased the demand on their personal and family time. One parent expressed coming to the realisation that she should not scold anymore but rather listen to her adolescent, as the scolding did not seem to work. The parent's decision seemed to reflect a change in her attitude, from using verbally

aggressive reprimands, which seemed ineffective, to becoming more willing to listen to her son. The impact of parents increasing their monitoring efforts will be discussed under the next sub-theme.

#### **4.3.3.2 Sub-theme 3.2: Parents' experience of implementing the monitoring methods**

It was evident that the participating parents had not reflected on the impact of the role they assumed in monitoring their adolescents' compliance; however, upon reflection, they reported that they had had to make adjustments to their work schedules, which were stressful at times, to fetch their adolescent from school and rush to the NICRO programme venue. Parents expressed that they struggled at times to cope with their role and responsibilities towards their diverted adolescents and that this affected their mood, their relationships and their interactions with others. The findings further revealed the intrapersonal coping strategies used by parents, included internal dialogue, attitude or thoughts, and interpersonal coping strategies, which refer to relationships with others (Steinhardt and Dolbier, 2008:446). A few parents employed both interpersonal and intrapersonal strategies to cope with monitoring their adolescents such as praying; accessing support from family and employing positive self-talk, as reflected in their statements below:

*"And then I was just making Duaa [praying]."*

*"I'm fine, because I'm a fighter, so I suppose so I survive."*

*"Because I have to be strong for this child now."*

*"I wouldn't know how to cope. I would fight with my husband, I would not worry about the other two kids, and it wasn't nice at all. I stopped, I would say I stopped eating, but I would go through depression, where I would*

*just want to be alone and I had no-one to speak to because I can't go and speak to my neighbours about things like this. My parents knew about it, but they don't live near to me."*

*"I had to make the time, the hour to wait for him. An hour, think it was, once a week."*

*"To be honest with you, it was hard, because I had to lie to my boss where I was."*

*"I remember some of that hour sitting in the car, waiting was a frustration."*

*"Felt like I was going off my head. My husband and I would argue furiously, and it would always be about him."*

*"What made it worse, was I had his dad screaming at me on the phone like I had been a bad parent to allow this to happen."*

*"His father did not get involved in the program at all, didn't do any of the fetching and carrying at all - he appeared at the court one hour and then left."*

Consistent with previous research (Yau *et al.*, 2009:1493, Tolou-Shams *et al.*, 2012:449-456), the parent-adolescent relationships in this study were affected by the adolescents' clash with the law, and most parents reported not being sure as to whether they could trust their adolescents, hence the imposition of restrictions on their adolescents' freedom. Parents reported that their relationships with their spouses or ex-spouses had been negatively affected by their adolescents' arrest and diversion. This is consistent with the findings of studies on inter-parental conflict, which demonstrated that parenting and particularly differing parenting styles could cause conflict between parents (Schoppe-Sullivan, Schermerhorn

and Cummings, 2007:118-1134; Krishnakumar and Buehler, 2000:25-44). Differing levels of parental involvement have also been found to cause strain in parental relationships, as one parent, usually the mother, would assume more monitoring responsibility in relation to the diverted adolescent (Ashbourne and Daly, 2010:1426). The parent left to fulfill the monitoring role also revealed a range of negative feelings, such as a sense of disgrace at having to sit in a group with other parents, feeling unable to cope with the situation, and feeling blamed by the other parent for their adolescents' transgression. These emotions can be seen as underlying factors in parents expressing a need for counseling and support groups, as discussed under Theme Four, to enable them to cope with their role in relation to their diverted adolescents

#### **4.3.3.3 Sub-theme 3.3: Adolescents' responses to parental monitoring methods**

Similar to the findings in research by Mankayi (2007:69-70) that diverted adolescents tend to challenge parental authority, the adolescents in this study challenged their parents' level of trust when questioned about their activities, but also accepted their parents' increased monitoring as a consequence of their own clash with the law. Consistent with the findings of Seiffge *et al.* (2009:259-279) the parents reported that their adolescents seemed to employ limited levels of negotiation with their enforcement of rules and monitoring. These observations by parents are reflected in the following excerpts:

*"So, he did not try and duck or make excuses to go. He was very anxious to just get away and get it done with."*

*"No, no complaining. He got use to when he study at home, and then he never bothered with his friends."*



*“I have to ask him and then he will say ‘no mom, I was at school, you can phone the school and checkup if you don’t believe me’.”*

*“He didn’t have an attitude to go to the programmes; he went willing on his own, cos [because] he said he knows it’s going to help him, teach him.”*

The parents’ perception of their adolescents’ responses to being monitored revealed that most adolescents accepted the increased monitoring as a consequence of their own clash with the law; however, some adolescents withdrew while others protested in terms of their parents’ level of trust in them. Consistent with the finding of Kerr *et al.* (2010:41–42), that adolescents in conflict with the law tend to conceal information about their daily activities, the parents participating in this study reported adolescents’ omission of information or being secretive as a challenge in monitoring their compliance with diversion orders.

Monitoring adolescents’ compliance with diversion orders required the parents to enlist various methods of monitoring and information gathering about the adolescents’ activities, to ensure that they complied with diversion orders. The parents highlighted the demands placed on the parent-adolescent relationship, as they had had to increase their level of monitoring of their adolescents and limit the adolescents’ independence and time spent with their friends. The demands further extended to parents’ finances, their marital relationships, and their work schedules, and caused them to require support from various sources (cross-reference sub-themes 2.3 and 3.2).

#### **4.3.4 Theme 4: Support needs expressed by parents in terms of monitoring their adolescents’ compliance with diversion orders**

The support needs of parents emerged as a theme in this study and revealed that the participating parents required support at various levels in helping them cope with their responsibility in monitoring their adolescents’ compliance with

diversion orders. These levels or sources of support were identified as sub-themes and are discussed below.

#### 4.3.4.1 Sub-theme 4.1: Family support

The participating parents divulged that they needed the support of their spouses to share the responsibilities of monitoring their adolescents' compliance with diversion orders. They also enlisted siblings and family members to support them through their adolescents' journey through the child justice system, as reflected below:

*"For me, personally, what could have helped? If I could have had the support from my ex-husband."*

*"Honestly, if my sister wasn't there with me, cause she is the only sister I have; we're very close, if she wasn't there, I wouldn't even been able to say my name to that Magistrate."*

*"Ek het darem ma vriende gehad wat saam met my gepraat het, want kyk ek was, ek was r rig baie disappointed [teleurgesteld] in hulle in. Wat my darem maar daai moed gegee het, ek moet aangaan, saam met hulle." [I at least had my friends to speak to, because, look, I was really very disappointed in them. That at least gave me the courage to go on, with them.]*

Parents' need for family support, particularly support from their spouses in helping parents cope with their parental role, has been emphasised by Mulford and Redding (2007:641). Coupled with family support, the parents participating in this study also indicated the need for support from the Child Justice officials in terms of practical support with transport, information and counseling (refer to subtheme 4.2). Family support has been found to buffer the effects of role

overload in parents; practical support helps them cope better with the stressors related to parenting (De Garmo, Patras and Eap, 2008:44-45). This is consistent with the findings of Broeking and Peterson-Badali (2010:42 and 50), that parents require information and support to navigate their way through the complexities of the child justice system in order to support their adolescents. Parents' need for professional support is discussed in the following sub-theme.

#### **4.3.4.2 Sub-theme 4.2: Professional support**

Parents expressed the need for information about the child justice process to be communicated to them in a sensitive manner and for transport to be made available for their adolescents to attend the NICRO programme sessions. The findings further suggest that parents need to have access to counseling services for themselves at the Nerina One Stop Youth Justice Centre, from the point of their adolescents' arrest throughout their attendance of the NICRO programme sessions.

*“Dit was ‘n elf-weke-program, né, en ek het miskien gedink hulle sal elke tweede week sê, die mummie of die daddie moet saamkom en ouers saam betrokke in die program maak.” [It was an eleven week programme and I thought they would possibly say the mom or the dad must come with and involve the parents in the programme.]*

*“Maar vir my persoonlik sou dit my ook gehelp het om hulle ook te leer verstaan het, hoe hulle dink miskien op hulle level [vlak] te kom, om beter te kommunikeer saam hulle.” [But for me, personally, it would also have helped me to understand them, learn how they think, to get on their level to communicate better with them.]*

*“I feel that counseling is something that you would need, because you have family support and everything, but it's not everything that you can, if*

*you, if you have to let out to an independent person what is your real feelings and how you know you feel difficult, because you never know if you're asking the family too much."*

*"A social worker or an advisor or something, someone that maybe just came and spoke to you or counselor or something."*

The findings revealed that parents experienced the need to speak to a counselor and other parents in a counseling and supportive setting to help them cope with their role of monitoring as well as supporting their adolescent (Miller and Sambell, 2002:32-44). The following category elaborates on parents' need for counseling in more detail.

#### **4.3.4.2.1 Category 4.2.1: Counseling services**

The availability of counseling at the Nerina One Stop Youth Justice Centre in Port Elizabeth, for both adolescents and their parents, were indicated as a need. One parent expressed a need for her daughter to have access to counseling services at school, as it would have helped her to deal with her parents' divorce prior to her arrest. Parents expressed that they needed to attend parenting sessions and support group sessions. One parent expressed the need for a victim-offenders conference to find closure on the matter, while only one parent who had delegated the role of monitoring compliance to her son, expressed that she needed no support, as she felt parents should feel the negative effect of their adolescents' diversion. In contrast, all the other parents expressed their need for support as they perceived their parental role in terms of monitoring as an implied responsibility, even though they felt overloaded at times. Parents had the following to say about their need for counseling:

*"I think I needed a social worker to actually advise us with experience, to help us get over the stress it was actually for me, it was stress, cos*

*[because] when I kept on thinking about it I had a nightmare, it seemed like.”*

*“So just to help the parents to understand what’s happening and to make sense of their feelings.”*

*“I still think they should have had, like we said the victim and the offender together.”*

Parents expressed the need to participate in counseling with a social worker to help them cope with their feelings as a result of their adolescents’ arrest and subsequent diversion. Consistent with the aims of the Child Justice Act, which is based on restorative justice, one parent expressed her need to have an opportunity to participate in a victim-offenders conference as a way to find closure on the matter with her son’s classmate. Parents expressed a need for more information on parenting their adolescents in general and on the child justice process, as they found the lack of knowledge caused them anxiety at the time of their adolescents’ arrest and particularly at their first court appearance (Broeking and Peterson-Badali, 2010:50).

#### **4.3.4.2.2 Category 4.2.2: Support from Child Justice Officials**

The findings revealed that parents needed more information from Nerina One Stop Youth Justice Centre staff regarding the court process. Similar to the findings by Hargovan (2013:30), who found that transport costs was an issue in adolescents’ compliance with diversion orders, the parents in this study reported that they experienced difficulty in arranging and/or funding the transport for their adolescents to attend the NICRO programme sessions and also expressed the need for government funded transport to be made available, with a driver sensitive to their adolescents’ situation. Mulford and Redding (2007:641) highlight that parents who struggle financially may find it difficult to participate in

interventions aimed at addressing their parental support needs. This was evident from parents' reports that they would have liked to attend sessions with their adolescents, but had to work, or struggled with bus fare. Parents who had their own transport also reported feeling sorry for parents who could not afford to accompany their adolescents to the sessions, even offering a lift to adolescents whose parents could not attend. Parents expressed 'the need to work in partnership with NICRO to ensure their adolescents' compliance with diversion orders and for after-care services to be provided to the adolescents on the completion of the NICRO programme. A few parents expressed the need for NICRO's programme times to be more flexible, as they had to rush after school to ensure that their adolescents were in time for the session.

*"Soos ek nou genoem het miskien, iemand wat hulle kom haal dalk ... iemand wat vir hulle weer teruggevat het net om seker te maak hulle kom hier uit." [As I said, maybe someone who fetched them ... someone who brought them back again, just to make sure they arrived here.]*

*"Actually, if he had transport, ja, [yes] to and from the programme for those that's not so fortunate."*

*"No-one can help you, so even if you phone, there's no-one that can even tell you this is what you got to expect, everything was new."*

*"And I mean, as parents, you worry and you've never been through this, and there's no-one to guide you."*

*"They must have empathy with this parent sitting in front of them."*

The findings revealed that parents experienced the need for support to cope with their emotions related to their adolescents' arrest and the demands of being

responsible for monitoring their adolescents' compliance with diversion orders. Parents expressed the need for professional counseling for themselves and the need to be included in a support group with other parents. They required information about the entire child justice process to be shared in a sensitive manner by child justice officials and funded transport to be available for their adolescents. Broeking and Peterson-Badali (2010:49) made similar findings, stating that parental involvement in the child justice system is often hindered by socio-economic circumstances. Parents also felt the need for support from their spouses and family to assist with the responsibility of monitoring their adolescents' compliance with diversion orders. The last emerging theme will discuss the findings in terms of the advice parents would give other parents in similar situations, as they had walked the journey with their diverted adolescents and had gained insight that could be of benefit to other parents.

#### **4.3.5 Theme 5: Participants' advice offered to parents in similar position to ensure their adolescents' compliance with diversion orders**

Based on parents' experiences in monitoring their adolescents' compliance with diversion orders, the study recognised the expert position the parents assumed in revealing the support needs they had in monitoring their adolescents' compliance with diversion orders. Building on parents' expert position, the study explored their view of what they perceived to be valuable advice to other parents having to monitor their adolescents' compliance with diversion orders.

##### **4.3.5.1 Sub-theme 5.1: Participants' advice regarding parent-adolescent relationship**

The findings show parents' awareness of and insight into the importance of maintaining a supportive relationship with their adolescents as a basis for influencing their compliance with diversion orders. Parents also indicated that

having knowledge about their adolescents' daily activities and their friends was important in monitoring adolescents' compliance with the diversion programme.

*“Be supportive of your child, think positive thoughts, and help your child through everything in life if you can.”*

*“Net om hulle te ondersteun, ondersteun en lief het, en praat maar.” [Just to support them, support and love, and communicate.]*

*“Always be aware of what your child is doing .... their surroundings, who they are with ... where.”*

Parents' advice to other parents depicted their view that parents must be supportive of their diverted adolescent; and they must communicate with and listen to their adolescents in discouraging adolescents' transgression of the law (Stavrinides, 2011:52; Fourie, 2007:22-23). The findings further indicate that parents advised other parents to be tough, ensure that the adolescents are held accountable for their actions, and ensure the consistent enforcement of rules (Hillaker *et al.*, 2008:591-601). Parents' advice cautioned against the use of swearing or shouting at adolescents and instead suggested sympathising with the adolescents.

#### **4.3.5.2 Sub-theme 5.2: Participants' advice relating to parents' attitude towards diversion programme**

In terms of the NICRO programmes, the findings indicate parents emphasising the importance of working closely with NICRO, sitting with their adolescents when they are doing their NICRO homework, emphasising the consequences of the adolescents' actions, and parents being aware that their negative attitude towards the NICRO programme may influence their adolescents' compliance with the programme. Parents actively facilitating their adolescents' transport to the



NICRO sessions, attending the first and last sessions, and showing interest in what the adolescents learned in the NICRO programme, were seen as communicating their support of the diversion programme. Parents expressed that they observed a positive change in their adolescents after they had completed the NICRO programme and some parents indicated that they would have liked to attend more sessions with their adolescents so that they could have understood what their adolescents were learning.

*“Get the parents more involved, whether it is you go with the children to do things, whether it’s play[ing] games, whether it’s talk[ing].”*

*“Well, they got to find somebody that they can trust to take the kids through the programme to complete it.”*

*“I think that from where I’m coming from, as parents, we can’t leave it up to NICRO ... social workers to just leave it up to them alone, you as a parent, there has got to be that communication with the child.”*

The findings describe parents’ insights generated by their experience of monitoring their adolescents’ compliance with diversion orders and being willing to share their insights with parents in similar positions in the form of advice. Participants’ advice to parents in similar positions emphasised the importance of maintaining open and supportive communication between parents and adolescents in facilitating the adolescents’ compliance with diversion orders. Parents’ involvement with and attitude towards the diversion programme was also emphasised by participants as important in them being able to encourage their adolescents’ compliance.

The following section will discuss and summarise the overall findings of this study on parents’ experience in monitoring their adolescents’ compliance with diversion orders.

#### **4.4 Discussion of overall results**

In achieving the goal and objectives of the present study, the findings revealed five emerging themes and related sub-themes with categories describing parents' journey, from learning about their adolescents' arrest to their adolescents' completion of the diversion programme at the Nerina One Stop Youth Justice Centre. The findings showed that parents initially experienced a range of feelings and behavioural responses when hearing that their adolescents had been arrested and found their first contact with court officials overwhelming, due to their lack of experience or knowledge of the child justice process. Diversion as a concept was found to be either misunderstood as a non-custodial sentence or only partially understood by the majority of parents. However, all the parents knew that it meant their adolescents had to attend the NICRO diversion programme sessions as an order of the court. Parents' understanding and experience of their role in monitoring their adolescents showed that they viewed it as their responsibility to ensure their adolescents' attendance of the diversion programme and for their adolescents to not reoffend. Most parents were of the view that they had to support their adolescents and felt that they were supportive by attending the NICRO sessions, as well as transporting their adolescents to the programme, which resulted in their adolescents' compliance.

The legal consequences to the parents for not fulfilling their role were not well understood by all parents. A further finding is that although parents accepted their role in monitoring their adolescents' compliance with diversion orders; most parents experienced it as an additional responsibility, which affected their daily work schedules. In monitoring adolescents' compliance with diversion orders, all parents in this study assumed responsibility for ensuring that their adolescents were transported to the NICRO programme and all parents attended the first and last sessions together with their adolescents. The findings revealed that parental monitoring efforts increased subsequent to the adolescents' diversion, with parents exercising authority over three domains of the adolescents' lives. These

included the multi-faceted domain, in terms of choice of friends, which was found to be an influencing factor for their adolescents' arrest (Wray-lake *et al.*, 2010:637-638; Allen *et al.*, 2005:747:760). Parents displayed different parenting styles when monitoring and soliciting information from their adolescents (Darling *et al.*, 2008:1103-1118; Knafo and Schwartz, 2003:597). Some parents assumed an autocratic stance by setting rigid rules, such as preventing contact with friends and constant parental supervision, with no opportunity for negotiation (Bjørknes *et al.*, 2012:101-114). These parents took complete responsibility for ensuring that their adolescents complied with the diversion order and stayed out of trouble. The parents that adopted the authoritative style seemed to discuss the consequences of non-compliance and gave their adolescents a degree of responsibility to ensure their compliance, by explicitly stating that they must take responsibility for the consequences of clashing with the law. Three of the parents assumed an indulgent/permissive style of parenting, characterised by lenient rules and high responsiveness and allowing the adolescents to regulate their own behaviour.

Parents revealed that monitoring methods that included their active involvement with the adolescents in their activities and communicating about their activities, increased the efficacy of parental monitoring. Parents' methods of coping with monitoring their adolescents were also discovered during this study; these included intrapersonal coping strategies such as positive self-talk and prayer, and interpersonal support from spouses, family and friends. The study further revealed that parents used these social support systems to assist with monitoring adolescents and to gain information about adolescents' activities, particularly where adolescents were secretive about their activities. This study revealed parents' support needs in monitoring their adolescents' compliance with diversion orders to include practical needs, such as access to transport, information about the child justice system, access to counseling and support groups, and the need to work in partnership with NICRO. The need for NICRO services to include after-care and for flexibility in NICRO's programme times was also revealed.

#### **4.5 Chapter summary**

The discussion of the findings offered an in-depth description of parents' experiences of their adolescents' compliance with the diversion order. The objectives of the study were also met, as parents described their understanding of their role in ensuring their adolescents' compliance with diversion orders, revealed their experiences of monitoring their adolescents' daily activities and the monitoring methods employed to ensure compliance with diversion orders, and lastly described their support needs in fulfilling their role in terms of the Child Justice Act 75 of 2008.

The next chapter will summarise the study and make conclusions and recommendations, based on the findings reported in this chapter. The value and limitations of the study will also be described in the following chapter.

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## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The preceding chapters presented the motivation for the study, the background to the study and the theoretical framework for the study. They also provided an overview of the research methodology, the research design and its application, as well as an in-depth discussion of the findings, set against a literature control. This chapter will, firstly, summarise the overall findings, draw conclusions and make recommendations in relation to the goal and objectives of the study, as stated in Chapter One and reiterated below. Secondly, the chapter will present a summary and the conclusions drawn and make recommendations based on each emerging theme and sub-theme.

The goal of the study was to explore parents' experiences of monitoring their adolescents' compliance with diversion orders, issued in terms of the Child Justice Act 75 of 2008. The objectives of the research study were to:

- explore and describe parents' understanding of their role in ensuring their adolescents' compliance with diversion orders in terms of Section 24(5) of the Child Justice Act 75 of 2008;
- explore and describe parents' experiences of monitoring their adolescents' daily activities to ensure compliance with diversion orders;
- explore and describe the monitoring activities parents employ to ensure adolescents' compliance with diversion orders;

- Identify and describe parents' support needs in ensuring adolescents' compliance with diversion orders and fulfilling their parental role in terms of the Child Justice Act 75 of 2008.

Finally, this chapter will summarise the research methodology of the study and present the value, as well as the limitations of the study.

## **5.2 Summary of research findings, conclusions and recommendations**

Based on the thematic data analysis, five themes emerged, with related sub-themes and categories. A summary of these themes will be presented in this section, with related conclusions and recommendations.

### **5.2.1 Parents informed of adolescents' arrest**

The findings revealed that all parents had been informed by the Police that their adolescents had been arrested and had been advised of the nature of the alleged offences.

#### **5.2.1.1 Method of being informed of their adolescents' arrest**

All the parents confirmed that they had been informed by the Police that they had to appear with their adolescents at the Nerina One Stop Youth Justice Centre in Port Elizabeth, South Africa; however, only two parents made reference to a notice or summons being handed to them or their adolescents with clear details of where the Nerina One Stop Youth Justice Centre was located. It may be concluded that the parents were informed of their adolescents' arrest by Police officers who provided information on when and where the parents had to appear for the first court appearance. However, the parents required more information on directions to the court and what they could expect when appearing at the court. It is recommended that Police officers provide written information to parents on

directions to the Nerina One Stop Youth Justice Centre and a step-by-step explanation of what parents can expect when arriving at the court, and the court processes. Information on the different child justice officials and their respective roles could also be provided to parents as an attachment to the notice or summons.

#### **5.2.1.2 Parents' responses to being informed of their adolescents' arrest**

The findings revealed that the parents experienced feelings of shock or disbelief at the news that their adolescents had been arrested. Only one parent reported that she had expected her adolescent to clash with the law, based on his prior involvement with substance abuse. Parents' behavioural reactions, triggered by their emotions to the arrest, included feeling out of control, engaging in prayers for their adolescents after their arrest, and not being able to sleep or drive. The conclusion may be drawn that most parents were in a state of shock when they were informed of their adolescents' arrest. It is recommended that Police officers demonstrate empathy towards parents when issuing the notice or summons informing parents of their adolescents' arrest.

#### **5.2.2 Parents' understanding of diversion**

The findings revealed that a few parents' understood diversion as a non-custodial sentence. However, the majority of the parents described diversion as contained in the Child Justice Act 75 of 2008. The findings revealed that diversion, whether understood or misunderstood as a non-custodial sentence, was seen as synonymous with compulsory attendance of NICRO's diversion programme.

### **5.2.2.1 Diversion described as a non-custodial sentence**

The findings revealed that a few parents' understood diversion as a non-custodial sentence. However, the majority of the parents described diversion as contained in the Child Justice Act 75 of 2008. Three parents described diversion as a non-custodial or community-based sentence, as they made reference to the adolescents facing the possibility of imprisonment if they failed to comply with their diversion orders. These parents were also uncertain as to whether their adolescents would have criminal records as a result of the diversion. It may be concluded that the diversion process and the parents' role in ensuring their adolescents' compliance with diversion orders, as described in the Child Justice Act, were not properly understood by all parents. It is recommended that the Department of Justice and Constitutional Development should provide information about the child justice process, in particular the diversion process and parents' role in diversion, to parents. It is also recommended that the Department of Justice and Constitutional Development should place posters and pamphlets with the recommended information at the Nerina One Stop Youth Justice Centre. It is further recommended that all child justice officials who have contact with parents, from the point of the adolescents' arrest to the completion of the diversion programme, provide information to the parents about the child justice process and that parents sign an acknowledgement that the information provided, was understood by them.

### **5.2.2.2 Parents' description of diversion**

Parents who described diversion as reflected in the Child Justice Act were able to explain some characteristics of diversion. However, none of the parents described all the elements of diversion. This could be understood from the fact that the term diversion, which is a legal term, was new to them. However, as they reflected on their journey through the diversion process, they were able to understand the elements involved in diversion. It is recommended that written information explaining diversion in a parent friendly manner be provided by the



Prosecutor or the Presiding Officer to parents on their first visit to the Nerina Youth Justice Centre.

### **5.2.2.3 Parents' understanding of their role in diversion**

All parents understood that they had to ensure their adolescents' attendance of the NICRO programme sessions. Parents played an active role in ensuring their adolescents' compliance with diversion orders by ensuring that their adolescents had transport to the sessions and by attending the first and last sessions of the NICRO programme together with their adolescents. Although the parents experienced their role in terms of diversion as burdensome, due to the increased demand on their time to monitor, transport and attend sessions with their adolescents, the majority of the parents wanted to support their adolescents through the diversion process. Only one parent felt that if his adolescent failed to comply with the diversion order, it might be a reflection on the parent-adolescent relationship. In contrast, another parent expressed that it was her son's responsibility to ensure his compliance and that her only responsibility was to transport him to the sessions. It is recommended that the Presiding Officer (Magistrate) and the Prosecutor verbally and in writing inform all parents of diverted adolescents about the parents' role and responsibilities in terms of diversion as well as the consequences of failing to fulfil their role.

### **5.2.3 Parents' methods of monitoring their adolescents' compliance with diversion orders**

The majority of the parents had increased their level of monitoring after their adolescents had been diverted to the NICRO programme and set rules/boundaries to encourage the adolescents to account for their activities, particularly the time spent with their friends, as most of the adolescents had committed the alleged offences with their friends. The findings revealed that parents employed both direct and indirect monitoring methods to ensure

compliance with diversion orders. Parental monitoring methods in ensuring their adolescents' compliance with diversion orders reflected methods that were either direct or indirect, depending on the parenting style and the adolescents' level of self-disclosure about their activities.

#### **5.2.3.1 Parents' description of their monitoring methods**

The direct methods used by the parents included parents soliciting information directly from the adolescents by asking questions, by phoning to check up on their whereabouts, by communicating with the adolescents, transporting them to their activities, and through constant supervision. Indirect methods would be employed by parents when adolescents limited their level of self-disclosure to restrict parents' knowledge about their activities and when parents were unable to supervise their adolescents, due to work commitments. Indirect monitoring methods employed by parents included gathering information about the adolescents from their siblings, the adolescents' friends and the neighbours, and by listening in on adolescents' conversations with their friends. Parents revealed that communicating with empathy and sensitivity to the adolescents increased the efficacy of their monitoring methods in ensuring compliance with diversion orders. Constant parental supervision was found to be an effective monitoring method where the adolescents had been found to be abusing drugs.

#### **5.2.3.2 Parents' experience of implementing the monitoring methods**

The methods experienced by parents as ineffective included using verbally aggressive reprimands and soliciting information from adolescents who were being secretive about their activities. The findings further revealed that parents coped with their role by employing various coping strategies, such as positive self-talk, praying and accessing support from their family or friends. The parents also reflected on the impact of their monitoring role on their relationships, and it was found that inter-parental conflict was experienced where one parent was

blamed for the adolescents' clash with the law, while another reported increased marital conflict over the adolescents' clash with the law.

### **5.2.3.3 Adolescents' responses to parental monitoring methods**

A further finding was that two adolescents responded to parental monitoring methods by challenging their parents' level of trust in them. However, all the parents reported that their adolescents had accepted the increased parental monitoring as a consequence of their clash with the law.

### **5.2.4 Support needs expressed by parents in terms of monitoring their adolescents' compliance with diversion orders**

Parents' support needs in executing their role in monitoring their adolescents' compliance with diversion orders revealed that they needed support from various sources. The parents struggled to cope with their monitoring role and needed support from professionals and their families. The parents required practical support in the form of transport for their adolescents to the court and the diversion programme sessions. It is therefore recommended that the Department of Justice and Constitutional Development inform all parents that they may claim transport fees for court appearances at the Nerina One Stop Youth Justice Centre. It is further recommended that the Department of Justice and Constitutional Development or the Department of Social Development and Special Programmes make financial provision for the adolescents to receive transport fees or fund transportation for adolescents to all the NICRO diversion programme sessions. It is also recommended that all parents of diverted adolescents have access to social work counseling and parental support programmes throughout the diversion process.

#### **5.2.4.1 Family support**

The parents needed the support of their spouses or ex-spouses to cope with the additional responsibility of monitoring their adolescents' compliance with diversion orders. Parents sometimes shared their monitoring role with other family members and expressed the need for family support, particularly in monitoring the adolescents when the parents were unable to supervise their adolescents due to work commitments.

#### **5.2.4.2 Professional support**

Parents needed support from social workers at the Nerina One Stop Youth Justice Centre in terms of counseling services to help them cope with their feelings and understand their adolescents. Parents also needed to participate in a parenting support group or programme to help them understand their adolescents and communicate at their adolescents' level. Parents also cited the need for child justice officials to provide information about the child justice process and avail transport to the NICRO group sessions for adolescents and their parents. It is recommended that NICRO provide counseling and facilitate parenting support programmes for the parents of diverted adolescents to help them cope with their roles in terms of diversion and parenting their adolescents. It is further recommended that verbal and written information about the child justice process be provided to the parents of diverted adolescents by the Department of Justice and Constitutional Development during their first contact at the Nerina One Stop Youth Justice Centre.

#### **5.2.5 Participants' advice offered to parents in similar position to ensure their adolescents' compliance with diversion orders**

The parents in the study had an opportunity to advise other parents in similar positions as themselves on how to ensure their adolescents' compliance with diversion orders. The findings revealed that parents' advice related to their

relationship with their adolescent and that parents' attitude towards the diversion programme facilitated adolescents' compliance with diversion orders.

#### **5.2.5.1 Participants' advice regarding parent-adolescent relationship**

The finding revealed that parents' advice revolved around maintaining a relationship with adolescents, characterised by support, open communication, and awareness of the adolescents' daily activities, and discouraging adolescents' transgression of the law.

#### **5.2.5.2 Participants' advice relating to parents' attitude towards diversion programme**

Parents' advice indicated that parents should develop a positive attitude towards the NICRO programme, work closely with NICRO social workers, sit with the adolescents when they are doing their NICRO homework and that parents should emphasise the consequences of adolescents' actions, in order to facilitate the adolescents' compliance with diversion orders.

### **5.3 Recommendations for practice and future research**

Based on the findings of the study, the following recommendations can be made in relation to practice:

- Child justice officials to approach parents with sensitivity and consideration of the trauma experienced by parents at their children's arrest and subsequent court appearance.
- Police officers to ensure that parents have written information that is user friendly and explains directions to the Nerina One Stop Youth Justice Centre and the court process that will follow subsequent to the arrest.

- The availability of clear and visible information that is accessible to parents and clarifies the child justice process and key concepts in the Child Justice Act 75 of 2008.
- The provision of social work counseling and support services to parents whose children appear at the Nerina One Stop Youth Justice Centre to help them cope with their adolescents' arrest and subsequent diversion.
- The provision of transport for parents and adolescents to attend diversion programme sessions. The funding for the transport can be provided either by the Department of Justice and Constitutional Development or the Department of Social Development and Special Programmes.
- The provision of clear and accessible information regarding the availability of transport fees for court appearances at the Nerina One Stop Youth Justice Centre.
- The provision of NICRO programmes in flexible time slots and venues in safe communities to minimise safety risks for diverted adolescents and their parents.
- NICRO programmes to include parents in more sessions, provide after-care services and form partnerships with parents in monitoring the diverted adolescents' progress during and after completion of the diversion programme.
- Stakeholders to be trained in engaging with parents in a supportive manner and providing information to parents using concepts they understand.

Based on the findings of this study, the following areas for future research have been identified:

- The development of practice recommendations and an intervention programme to provide counseling, support, information and guidance to parents from the point of their children's arrest to the conclusion of the diversion programme.

- Studies to explore the Child Justice stakeholders' experience of involving parents in the child justice process and their views on strengthening parents' ability to prevent their adolescents' recidivism.
- Studies exploring children's experiences of the application of the Child Justice Act.
- Studies exploring adolescents' experience of parental monitoring during their attendance of the diversion programme.

## **5.4 Summary of methodology and research design**

### **5.4.1 Research methodology and design**

To achieve the research goal and objectives, the research study was rooted in the qualitative approach, which is exploratory, descriptive and contextual in nature. A purposive sampling method was used, as it was better suited to qualitative research to recruit participants willing to be included in the study. All participants in the study were briefed on the nature of the research and their written consent was secured prior to their inclusion in the study. A pilot study was conducted to test the relevance of the questions formulated for use during the semi-structured interviews, and additions were made to include introductory questions to set the scene for the focus of the interviews. Following the pilot study, participants who consented to be interviewed and met the inclusion criteria were interviewed, using the interview guide. Data were collected until the point of saturation was reached, resulting in twelve participants being interviewed during the study. The data generated, was analysed using thematic data analysis, based on the phases or steps of qualitative data analysis, as described by Engel and Schutt (2005:386) and Dey (1993:8). Themes were identified through the analysis of the transcribed interviews, and an independent coder was used to confirm the analysis.

### 5.4.2 Trustworthiness

The trustworthiness of the data generated and its analysis was assessed using the criteria as described by Krefting (1991:215-17), namely **credibility**, which refers to the researcher's representation of the multiple realities revealed by participants as adequately as possible; **transferability**, which refers to the applicability of the research findings to similar contexts in which the data was first generated; **dependability**, which refers to variability that can be ascribed to identified sources, and **neutrality**, which refers to freedom from bias in the research procedures and results. The trustworthiness of this study was strengthened by having the transcribed interviews peer reviewed, presenting thick descriptions of the research process, the decision-making process followed throughout the study, and by maintaining observation notes throughout to clarify the researcher's position.

### 5.4.3 Ethical considerations

The ethical considerations in this study included privacy, confidentiality, informed consent and safeguarding participants against risk. These ethical issues were addressed by engaging each participant in an individual information session prior to the semi-structured interview, during which he or she was informed of the nature of the research and provided an opportunity to consent or decline to participate in the study, to have the interview conducted at his or her home or the NICRO Office to protect his or her privacy, and provided with the contact details of the NICRO social worker if he or she required counseling. None of the participants requested counseling services during the study. Throughout the data collection process, each participant was allocated a code, e.g. P1 for participant one, in an effort to maintain confidentiality. All the transcribed interviews will be destroyed upon approval of the research report by the research supervisor.



## 5.5 Value and limitations of study

The value of the study is that it gives voice to parents' support needs in fulfilling their role within the child justice system, as it relates to monitoring their adolescents' compliance with diversion orders. This study could contribute to the development of a programmatic response to supporting parents in monitoring their adolescents' compliance, not only with diversion orders, but also pro-social norms and youth development. The study also demonstrated the value of engaging participants in a process of rapport building to elevate their positions as experts of their own experiences and insights.

*The following limitations were identified in the study:*

- Adolescents' views were not explored during the study limiting the findings in exploring the element of bi-directionality in parents' monitoring methods. However, the goal of the study was to reveal parents' experiences of monitoring their adolescents' compliance with diversion orders. This study forms the baseline for the researcher's planned doctoral project, where the data in this study will provide methodological triangulation to arrive at comprehensive guidelines for involving parents in the child justice system.
- All the adolescents whose parents were included in this study complied with diversion orders; although this was not intended as part of the selection criteria, it was a possibility, as adolescents who fail to comply are referred back to court to amend the diversion order or proceed to trial. A limitation of this study is that the experiences of parents whose adolescents were found non-compliant with diversion orders were not revealed.
- Interviews were conducted with only one parent present, limiting the opportunity to explore both parents' individual and joint experiences in monitoring their adolescents' compliance with diversion orders.

## **5.6 Concluding remarks**

Parents' experience of monitoring their adolescents' compliance with diversion orders was explored in this study, which allowed parents the opportunity to verbalise their personal experiences. The study further revealed parents' views on the monitoring methods they experienced as effective and ineffective in monitoring their adolescents' daily activities. The findings revealed the parents' support needs in ensuring their adolescents' compliance with diversion orders and gave direction to possible improvements in practice. The emotional and financial strain experienced by parents as a result of their role assumed in relation to their adolescents was evident in the findings, supporting the recommendation for counseling/support services to be accessible to parents at the Nerina One Stop Youth Justice Centre.

In conclusion, the study has contributed the development of recommendations to inform and strengthen practice in relation to the child justice process and supporting parents of diverted adolescents. Recommendations have also been made for future research.

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## APPENDIX 1: LETTER TO GATEKEEPERS



• PO Box 77000 • Nelson Mandela Metropolitan University  
• Port Elizabeth • 6031 • South Africa • [www.nmmu.ac.za](http://www.nmmu.ac.za)

Date: 26 March 2013

To: The Chief Executive Officer  
NICRO  
1 Harrington Street  
Cape Town  
8000

Att: Ms Soraya Solomon

Dear Ms Solomon

I am currently enrolled for a Master's degree in Clinical Social Work at the Nelson Mandela Metropolitan University. I have to complete a research treatise as part of the requirements of the course, and the title of my research is "Parents' experiences of monitoring their adolescents' compliance with diversion orders". At present I am making preliminary enquiries to establish if such a study would be feasible. My request to your organization is to identify potential research participants who meet the following criteria:

- English or Afrikaans speaking parents or guardians of youth aged 14 to 17 years who have appeared at the Nerina Youth Justice court in Port Elizabeth and have been diverted to NICRO NMM office for diversion services between June 2011 and June 2012.

The research study involves conducting semi-structured interviews aimed at exploring the experiences and needs of parents whose adolescent children have been in conflict with the law with a view to determining what type of support they require from Social Workers in coping with the responsibilities assigned to them by the Child Justice Act 75 of 2008. The research study will conform to the ethical guidelines and requirements of the University and confidentiality agreements will be made with the organisation as well as participants. It would be appreciated if you could indicate whether the Social Workers based at the NICRO Nelson Mandela metro office may provide the researcher with contact details of 25 parents or guardians to invite their participation in the intended research study. Furthermore I would appreciate it if you could comment on whether this research would fulfil a need for your organization.

My research supervisors are Mrs. Veonna Goliath and Professor Susan Terblanche from the Social Work Department in the School of Behavioural Sciences at NMMU. Any questions regarding the study can be directed to the student in person or the primary study leader who can be contacted at 041-5042197 or [Veonna.goliath@nmmu.ac.za](mailto:Veonna.goliath@nmmu.ac.za)

Your kind assistance is appreciated.

Yours sincerely

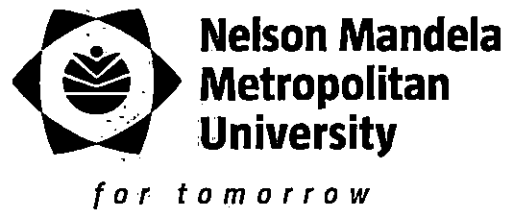


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## APPENDIX 2: LETTER TO PROPOSED PARTICIPANTS



• PO Box 77000 • Nelson Mandela Metropolitan University  
• Port Elizabeth • 6031 • South Africa • [www.nmmu.ac.za](http://www.nmmu.ac.za)

Dear Participant

I am a Social Worker currently employed as an Area manager at NICRO (National Institute for Crime Prevention and the Reintegration of Offenders) Port Elizabeth and am studying towards a Master's Degree in clinical Social Work at the Nelson Mandela Metropolitan University. One of the requirements of the degree programme is that I complete a research study. Since 1999 I have been actively involved in rendering Social Work services to children in conflict with the law and their parents. I have had the privilege of working hand in hand with parents who support their children in becoming responsible and law abiding citizens. The challenges faced by parents or guardians whose children have been in conflict with the law are complex and in terms of the Child Justice Act 75 of 2008 parents have specific responsibilities in monitoring and supporting their child.

The focus of my study will therefore be on understanding what the experiences and needs of parents or guardians are whose children have been in conflict with the law and to determine the type of support they need from Social Workers to fulfill their parental responsibilities as set out in the Child Justice Act.

This research study can only be conducted if I am able to obtain participants who would not mind sharing their experiences on the question posed above. To this end I would need to conduct one interview of approximately one hour with you. The day, time and location of the interview can be arranged to suit you. The content of the interview will be recorded, but at all times confidentiality and privacy will be ensured. The study will conform to the ethical guidelines and requirements of the university,



and I will enter into individual confidentiality agreements with each person interviewed.

My research supervisor is Mrs. Veonna Goliath, and she can be contacted at 041-5042197 or [Veonna.Goliath@nmmu.ac.za](mailto:Veonna.Goliath@nmmu.ac.za). My contact details are 041 5822555.

Thank you for taking the time to read this letter and I hope to hear from you.

Yours sincerely



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Research supervisor  
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**APPENDIX 3: PERMISSION AND RELEASE FORM; RECORDINGS AND TRANSCRIPTIONS**



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**USE OF AUDIO RECORDINGS AND WRITTEN MATERIAL FOR RESEARCH PURPOSES – PERMISSION AND RELEASE FORM**

**Participant’s Name:** \_\_\_\_\_

**Contact details:**

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Telephone No:** \_\_\_\_\_

**Name of researcher:** Zurina Abdulla

**Level of research:** MASW (Clinical Social Work)

**Brief title of research project:** Parents’ experiences of monitoring their adolescents’ compliance with diversion orders.

**Supervisor:** Ms. V. Goliath

**Declaration**

(please sign in the blocks next to the statements that apply)

1. The nature of the research and the nature of my participation have been explained to me verbally and in writing.	<b>Signature:</b>
2. I agree to participate in an interview and to allow audio-recordings of these to be made.	<b>Signature:</b>
3. The audio-recordings will be transcribed	<b>Signature:</b>

by a transcriber.	
4. Once the data have been transcribed the recordings will be destroyed.	<b>Signature:</b>
<b>Date:</b>	
<b>Witnessed by researcher:</b>	

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## APPENDIX 4: CONSENT FORM



• PO Box 77000 • Nelson Mandela Metropolitan University  
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### Consent form

I, \_\_\_\_\_, agree to participate in this research.

The following points have been explained to me;

1. Participation is entirely voluntary and I can withdraw my consent at any time.
2. The focus of this research is on parents' or guardians' experiences and needs in fulfilling their responsibilities as prescribed by the Child Justice Act 75 of 2008.
3. Participation is limited to one, semi-structured interview, with the possibility of a further personal interview if the researcher requires clarification on any point.
4. Although no discomfort or stress is foreseen, should I experience any discomfort or stress I reserve the right not to answer any question at any time during the group session or interview.
5. Should I experience discomfort or distress the researcher will provide details of counselling services available at the Psychological Services Centre at the Nelson Mandela Metropolitan University, NICRO or psychologists in private practice.
6. Participation in this research is entirely confidential and information will not be released in any individually identifiable form.
7. The researcher will answer any questions I wish to ask about this research now or during the course of the research process.

8. The results of the research will be made available to me if I so wish. Should I require a copy of the research I will communicate this to the researcher and provide the researcher with my postal details.

\_\_\_\_\_  
Signature of participant

\_\_\_\_\_  
date

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

\_\_\_\_\_  
date

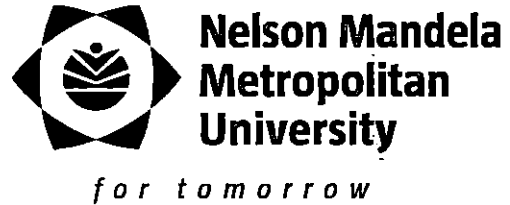


\_\_\_\_\_  
Signature of research supervisor

\_\_\_\_\_  
date

Researcher: Zurina Abdulla Email: <a href="mailto:zurina@nicro.co.za">zurina@nicro.co.za</a> Tel: 041 5822555
Research supervisor: Veonna Goliath email: <a href="mailto:veonna.goliath@nmmu.ac.za">veonna.goliath@nmmu.ac.za</a> Tel: 041 5042197

## APPENDIX 5: INTERVIEW SCHEDULE



• PO Box 77000 • Nelson Mandela Metropolitan University  
 • Port Elizabeth • 6031 • South Africa • [www.nmmu.ac.za](http://www.nmmu.ac.za)

Participant's number: \_\_\_\_\_

Date of interview: \_\_\_\_\_

Name of interviewer: Zurina Abdulla

Consent form explained and signed	YES	NO
Permission and release form (recordings and transcriptions) explained and signed.	YES	NO

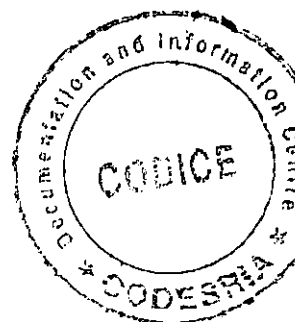
- Interviewer introduces herself and clarifies her role as student researcher.
- If any queries or questions related to NICRO emerge during the introduction or interview process the interviewer will provide the participant with the contact details of the NICRO Supervisor.
- The interviewer explains the goal of the research and the purpose of the interview.
- The interviewer explains and clarifies the "Consent form" and the "Permission & release form". After the participant has signed the form, the researcher will proceed to switch on the audio recorder.
- During the interview the interviewer will use the following interviewing skills to explore and clarify the participant's responses: minimal verbal responses, paraphrasing, clarification, reflection, reflective summary, listening and probing.
- The interviewer advises the participant that she will take notes of the participant's responses during the interview to ensure accuracy of the data collection and assure the participant of the confidentiality of the notes.
- The interviewer thanks the participant and asks whether she may proceed to ask the questions as in the interview schedule.

- Once the participant is at ease and indicates that the interviewer may proceed, the following questions will be asked:
  - Share with me how you heard that your child had clashed with the law, how were you informed?
  - From the moment you heard your child had clashed with the law, what did you understand about what was happening?
  - Can you explain to me what happened after the police informed you of your child's arrest, what did they explain to you about what will happen next?
  - Share with me what you thought the court expected from you when they sent your child to the diversion programme? (The researcher explored specific expectations through the use of interviewing techniques.)
  - Tell me what was it like having to monitor/check that your child attended the diversion programme on a weekly basis and stayed out of trouble?
  - Can you give me some examples of how you monitored your child's activities and what did you do to check that he attended the diversion programmes?
  - What made it difficult for you to monitor your child's compliance with the diversion order?
  - How did you deal with those difficulties to ensure your child's compliance?
  - What type of support or service could have assisted you in monitoring your child's compliance with the diversion order?
- Kan u vir my vertel hoe u gehoor het dat u kind met die gereg gebots het, hoe was u ingelig?
- Van die oomblik wat u gehoor het dat u kind met die gereg gebots het, wat het u daaromtrent verstaan?

- Kan u vir my verduidelik wat gebeur het nadat die poliesie u ingelig het van u kind se arrestasie, wat het hulle aan u verduidelik omtrent wat volgende sou gebeur?
- Wat dink u het die wet verwag van u as ouer toe u kind na die afwentelingsprogram verwys is? (Die navorser sal deur onderhoudstegnieke spesifieke verwagtinge eksploreer.)
- Vertel my hoe was dit vir u om toe te sien dat u kind die afwentelingsprogram weekliks bywoon en uit moeilikheid bly?
- Kan u voorbeelde noem van hoe u sy/haar daaglikse aktiwiteite gemonitor het en wat u gedoen het om te monitor dat u kind die afwentelingsprogram bygewoon het?
- Vertel my van moontlike uitdagings wat u ervaar het in die toesig van u kind se voldoening aan die afwentelingsprogram?
- Hoe het u die uitdagings gehanteer om te verseker dat u kind voldoen aan die afwentelingsprogram?
- Watter ondersteuningstelsels of dienste kon u help om u kind se voldoening aan die afwentelingsprogram te monitor?

After the interviewer has posed all the research questions and the participant has responded adequately:

- The interviewer requests if she may contact the participant should any part of the interview need further clarification at a later stage.
- The interviewer will thank the participant and explain that a copy of the research report will be made available to participants should they request a copy.
- The interview will then be ended and the interviewer will bid the participant farewell.





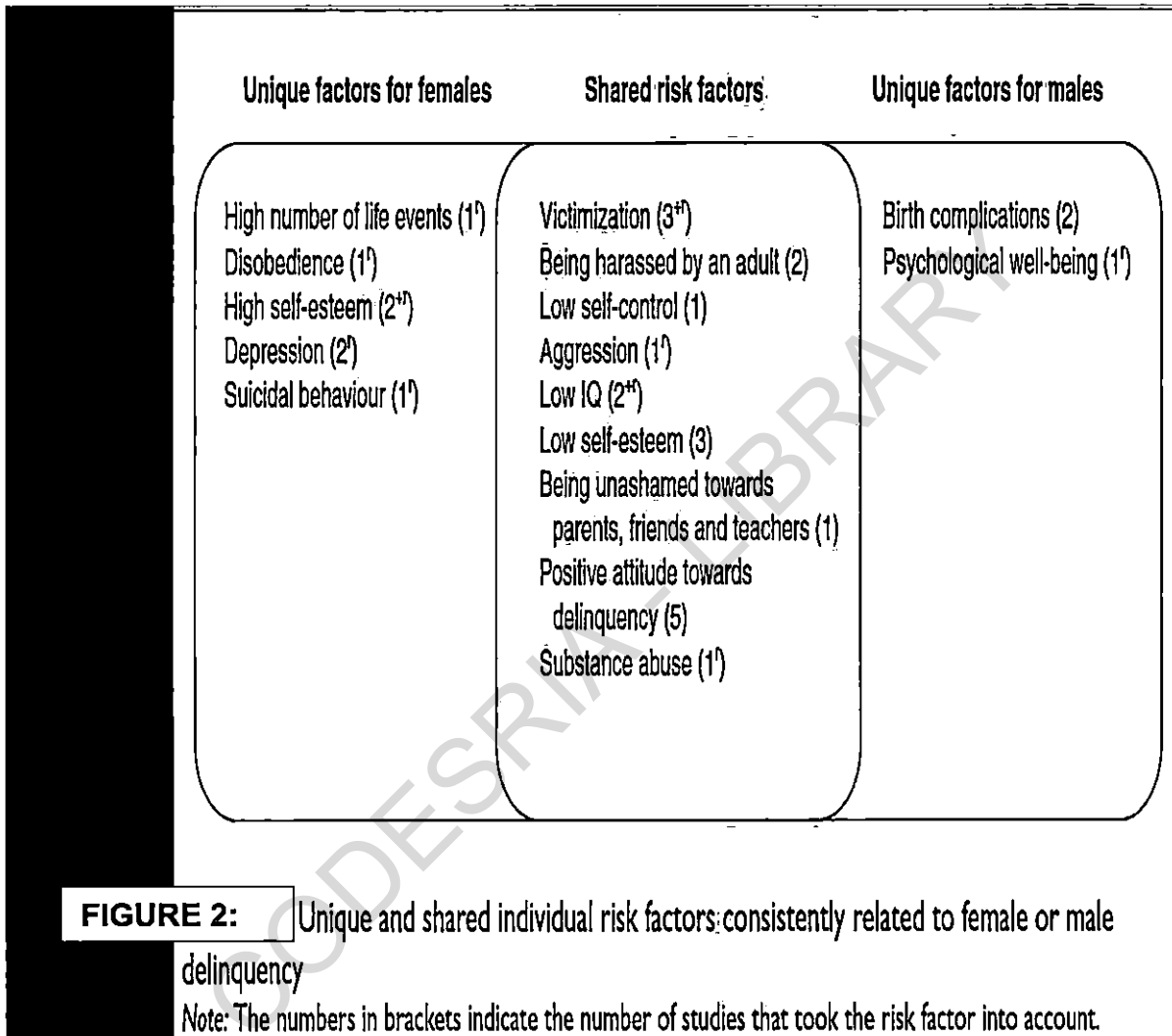
**FIGURE 1: Social Domain matrix**

<p><b>High Adolescent decision-making autonomy</b></p>	<p><b>Personal domain</b></p> <p>Personal appearance, dress style, hair style, personal preference</p>	<p><b>Social conventional domain</b></p> <p>Manners, responsibility regarding household chores, rules that define roles to create order</p>	<p><b>High Parental decision-making authority</b></p>
<p><b>Decision-making authority depends on specific domain</b></p>	<p><b>Multi-faceted domain</b></p> <p>overlapping domains such as choice of friends-perceived by adolescents as personal but by parents as prudential</p>	<p><b>Prudential domain</b></p> <p>Issues related to health and safety of the adolescent</p>	<p><b>High Parental decision-making authority</b></p>

(Adapted from: Sorkhabi, 2010; Wray-lake *et al.*, 2010; Darling *et al.*, 2008)



**Figure 2: Unique and shared individual risk factors consistently related to female or male delinquency**



(Adopted from Wong, *et al.*, 2010: 274)

**Figure 3: Unique and shared family risk factors consistently related to female or male delinquency**

Unique factors for females	Shared risk factors	Unique factors for males
<ul style="list-style-type: none"> <li>Maternal parenting style (1)</li> <li>Low child disclosure (2)</li> <li>Being seldom at home (1<sup>r</sup>)</li> <li>Physical abuse by parents (1<sup>r</sup>)</li> <li>Low parental trust (2)</li> <li>Low maternal support (1<sup>r, l</sup>)</li> <li>Low-quality mother-child relationship (3)</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate parenting (father or both parents) (3)</li> <li>Paternal parenting style (1)</li> <li>Overall parental monitoring (7<sup>r*</sup>)</li> <li>Decreasing parental monitoring (1)</li> <li>Low involvement of parents in school (3)</li> <li>Small number of rules at home (1)</li> <li>Harsh discipline (3)</li> <li>Low parental warmth (2)</li> <li>Conflicts within family (4)</li> <li>Low-quality father-child relationship (2)</li> <li>Convicted father (2)</li> <li>Delinquent sibling (1)</li> <li>Living in a disadvantaged neighbourhood (1)</li> </ul>	<ul style="list-style-type: none"> <li>High parental knowledge about friends (1)</li> <li>Convicted mother (2)</li> <li>Single parenthood (9)</li> </ul>

**FIGURE 3:** Unique and shared family risk factors consistently related to female or male delinquency

Note: The numbers in brackets indicate the number of studies that took the risk factor into account. Superscript r: results from all studies come from a regression analysis; superscript +r: results from some of the studies come from a regression analysis; superscript l: results from all studies come from a longitudinal analysis.

(Adopted from Wong *et al.*, 2010: 274)

<b>TABLE 1: Demographic information of participants</b>			
<b>Race</b>			
<b>White</b>	<b>Asian</b>	<b>Indian</b>	<b>Coloured</b>
2	1	3	6
<b>Relationship to diverted adolescent</b>			
<b>Biological parents</b>		<b>Step-parents</b>	<b>Grandparents</b>
1 Father	7 Mothers	2 Stepfathers	2 grandmothers
<b>Language</b>			
9 English-speaking		3 Afrikaans-speaking	
<b>Employment status</b>			
7 Employed	3 Self-employed	2 Unemployed	

**TABLE 2: Outline of emerging themes, sub-themes and categories in this study of parent’s experiences in monitoring their adolescents’ compliance with the diversion order**

<b>Themes</b>	<b>Sub-themes</b>	<b>Categories</b>
<b>Theme 1:</b> Parents informed of adolescents’ arrest	1.1 Method of being informed of their adolescents’ arrest	
	1.2 Parents’ responses to being informed of their adolescents’ arrest	1.2.1 Parents’ emotional responses to being informed of their adolescents’ arrest
		1.2.2 Parent’s behavioural responses to being informed of their adolescents’ arrest
<b>Theme 2:</b> Parents’ understanding of diversion	2.1 Diversion described as a non-custodial sentence	
	2.2 Parents’ description of diversion	
	2.3 Parents’ understanding of their role in diversion	2.3.1 Parents’ feelings about their role relating to diversion
<b>Theme 3:</b> Parents’ methods of monitoring their adolescents’ compliance with diversion orders	3.1 Parents’ description of their monitoring methods	3.1.1 Parents’ description of direct methods of monitoring their adolescents’ compliance with diversion orders

		3.1.2 Parents' description of indirect methods used to monitor their adolescents' compliance with diversion orders
		3.1.3 Parents' reflection on monitoring methods that worked
		3.1.4 Parents' reflection on monitoring methods that did not work
	3.2 Parent's experience of implementing the monitoring methods	
	3.3 Adolescents' responses to parental monitoring methods	
<b>Theme 4:</b> Support needs expressed by parents in terms of monitoring their adolescents' compliance with diversion orders	4.1 Family support	
	4.2 Professional support	4.2.1 Counseling services
		4.2.2 Support from Child Justice Officials
<b>Theme 5:</b> Participants' advice offered to parents in similar position to ensure their adolescents' compliance with diversion orders	5.1 Participants' advice regarding parent-adolescent relationship	

	5.2 Participants' advice relating to parents' attitude towards diversion programme	

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