

is consistent with Engelbrecht (2015), who claims that swearing and using offensive language, is common in the communities where the population resides. Burt and Donnellan (2010) identify swearing and substance use as common antisocial behaviours, especially among preadolescents. This is common in both life course antisocial behaviour and adolescent-limited antisocial behaviour (Krahé, 2013).

6.4.2. Aggression

Four components of aggression were considered in this study: physical aggression, verbal aggression, anger and hostility. The findings show that anger was the most prevalent form of aggression among the population, and physical aggression the least prevalent. In terms of physical aggression, hitting someone back was the most prevalent form of physical aggression, while hitting someone was the least prevalent form. Openly disagreeing with friends was the most prevalent form of verbal aggression, whereas getting involved in a fight was the least prevalent form of verbal aggression, while disagreeing with the participant, was the least prevalent form of verbal aggression. Getting involved in a fight was the most prevalent form of anger, while losing control for no good reason was the least prevalent form of anger. Hostility was mainly geared towards thinking that friends were gossiping, and being jealous was less likely to cause hostility.

The findings are supported by Panayiotou et al. (2015), who argue that preadolescents are mostly concerned with social interactions, when they are expected to respond to other children. These interactions impact on school aggression, also referred to as bullying; bullying takes different forms – verbal, physical, cyber or emotional bullying. Preadolescents are often bullied or they bully others. Bullying has an effect on preadolescents' self-esteem and psychological needs (Deci & Ryan, 2000; Panayiotou et al., 2015), which could ultimately lead preadolescents suspecting that their friends

are gossiping behind their back. Similarly, Meyer et al. (2008), as well as Louw and Louw (2007) found that some preadolescents' feel that they need to assert themselves, which is often expressed through aggressive acts, such as disagreeing

According to Kosslyn and Rosenberg (2006), cognitively, preadolescents are able to think deeper and more efficiently, meaning that they are able to consider their actions before engaging in aggressive acts. Beilin and Pufall (2013), as well as Liben (2014) agree and claim that preadolescents can even pre-empt outcomes of the conflict and aggressive acts. Collins and Steinberg (2008) concur by stating that aggression involves physical aggression, verbal aggression and hostility, but claims that aggression is often caused by anger, and more often than not, acts of aggression are either instrumental or reactive. Sullivan, Helms, Kliewer and Goodman, (2010) justifies this view by asserting that the latter is due to preadolescents not being able to inhibit, control or contain emotional expression. This is especially true, when preadolescents are confronted with overwhelming emotions and family conflict (Panayiotou et al., 2015)

6.5. Effect of family conflict on psychological needs of preadolescents

In the current study, a positive significant relationship exists between family conflict and competence, relatedness, autonomy, as well as needs frustration. There is no relationship between family conflict and needs satisfaction. The findings of this study indicate that there is a significant positive relationship between family conflict and preadolescents psychological needs. Family conflict was significantly related to needs frustration in a positive way. Therefore, hypothesis 1 (family conflict frustrates the basic psychological needs of preadolescents) was found to be true.

This relationship is consistent with the findings of Marin et al. (2008) that families who communicate effectively were correlated with relatedness and competence. Conversely, if families do not communicate effectively, there would be negative effects on preadolescents' sense of relatedness and competence. This finding concurs with the finding of the current study that family conflict is correlated with needs frustration, and does not correlate with needs satisfaction. According to Russel and Bakken (2002), when family conflict is present, preadolescents rely less on the family, and autonomy becomes more apparent. Therefore, there is a link between family conflict and autonomy.

Marin et al. (2008) further highlights that, when the family members are able to articulate themselves in a positive way, after a negative event, such as family conflict, preadolescents are better able to understand the conflict, which encourages their development of psychological needs. However, if the family environment does not allow for needs satisfaction, it results in the frustration of basic psychological needs (Marin et al., 2008; Cummings & Schatz, 2012).

However, this current study found that family conflict does not predict the psychological needs of preadolescents. There are two possible reasons for this finding: (1) the sample size was too small; or (2) the research shows that the parent-child relationship has more effect than the family environment because the child is closer to the parent or parental figure than other family members or siblings, who are in conflict, or simply the family environment (Roman, 2008). Roskam et al. (2013) refers to this parent-child relationship as proximal factors, which means, the parent or parental figure would have a more direct effect on the preadolescent, than the the family environment. Darner (2009) concurs by stating that authoritarian, violent, confusing, harsh, and neglectful parenting and teaching environments

makes the satisfaction challenging and less possible. Marin et al. (2008) has a similar view and claims that poor parent-preadolescent communication prevents the preadolescent from getting the necessary support from parents, when their needs are frustrated. Roskam et al. (2013) holds the view that proximal factors, such as parenting has a great influence on the development of psychological needs – when negative control is exercised, it is more likely that psychological needs will be frustrated, but when preadolescents feels supported, they would have a greater of sense of autonomy, competence and relatedness. Roskam et al., (2013) claims that if there are positive proximal factors, the preadolescent is better able to cope with the distal factors, such as family environment.

6.6. Effect of family conflict on externalizing behaviour of preadolescents

A positive significant relationship exists between family conflict, antisocial behaviour and certain aspects of aggression, which are hostility, physical aggression and anger. There is no relationship between family conflict and verbal aggression. However, the findings of this study indicate that there is a significant positive relationship between family conflict and externalizing behaviour. Therefore, hypothesis 2 (family conflict is related to the externalizing behaviour of preadolescents) is true.

This finding is consistent with the findings of Saxbe et al. (2014) that physical aggression, insults, anger outbursts and threats are negative effects arising from family conflict. Conversely, Saxbe et al. (2014) also found that family conflict is related to verbal aggression as well, and contributes to shaping and influencing the behaviour of family members. In most cases, preadolescents normalise certain negative behaviours in the family and often view aggressive and antisocial behaviour as normal and acceptable, as it is a way of protecting and

defending themselves. Based on these findings, it is not surprising that family conflict is related to antisocial and aggressive behaviour (Marcus et al., 2001).

However, this study found that family conflict does not predict externalizing behaviour. Similar to psychological needs, there are two reasons for this finding: (1) the sample size was too small, or (2) the research shows that the parent-child relationship has more effect, than the family environment (Roman, 2008). Ehrensaft et al. (2003) corroborates this view by arguing that inter-parental conflict and parent-child conflict is associated with antisocial behaviour, negative consequences and misbehaviour. This could be due to parents setting inconsistent boundaries, the lack of communication, inconstant discipline and a sense of rejection. Roskam et al. (2013) discuss the role of proximal and distal factors in the lives of preadolescents by stating that, if there is little support, or negative control is exercised, there is a great possibility of externalizing behaviour occurring. Conversely, if the preadolescent experiences support and appropriate control, the preadolescent will be better equipped to manage the family environment and family conflict. Therefore, Roskam et al. (2013) assert that proximal factors, such as parenting, have a bigger impact on the development of externalizing behaviour, which is the reason why family conflict does not predict externalizing behaviour.

6.7. The implication of the results for preadolescents

Preadolescence, also known as middle childhood, is an under-studied, but important, stage in human development. Often it is considered a period that is stable, compared to early childhood and adolescence (Louw & Louw, 2007; Russel & Cohn, 2012). However, preadolescence is an important phase, as the preadolescent goes through several forms of development (physical, cognitive, personality, emotional and social). Physically the

preadolescent experiences the onset of puberty, refining and acquiring of psychomotor skills (Marotz & Allen, 2012), enhanced motor skills, and there is an improvement in their concentration, coordination and timing (Louw & Louw, 2007; Lloyd & Oliver, 2012). Cognitively, Russel and Cohn (2012); Louw and Louw (2007); Beilin and Pufall (2013); and Liben (2014) highlight the following: preadolescents' habits and behaviours are formed; reasoning and abstract thinking begins; concrete thinking improves; problem solving begins; the ability to use logic is developed; the ability to evaluate people, events and situations is developed; and executive functions, as well as memory strategies are improved. In terms of personality, preadolescents begin to: describe themselves; compare themselves to others; identify their strengths and weaknesses; learn how to react to others; how to evaluate others; and develop self-esteem (Louw & Louw, 2007; Lamb & Bornstein, 2013). According to Erikson's psychosocial stage, preadolescents are in the crisis of 'Industry vs. Inferiority' and their developmental task would be competence, meaning that they are focused of producing things, achieving academically and doing well in sports (Corey, 2009). Emotionally, preadolescent are more in tune with their basic emotions and begin to experience more complex emotions, such as shame, guilt and pride (Gilmore & Meersand, 2014). Emotions tend to become more internalised and integrated with a sense of personal responsibility (Marotz & Allen, 2012). Preadolescents are, therefore, able to control their emotions to some extent. Finally, socially, preadolescents prefer to be with their friends, instead of their parents. They desire relationships that enable them to form friendships, fellowship and experience affection (Gilmore & Meersand, 2014). Preadolescents desire to be more autonomous (Louw & Louw, 2007; Lamb & Bornstein, 2013). New behaviours are tested within the peer group, while they share and gain knowledge, as well as information. Peer relations teach them how to abide by rules and regulations (Louw & Louw, 2007; Lamb & Bornstein, 2013).

Consequently, the development of preadolescents can be taxing on the family, as the preadolescent is becoming more autonomous and less dependent. They want to perform tasks that will produce results; therefore, they may want to assist in the home. However, as they are still learning, their attempts may not be perfect, which could cause frustration in the family – begging the questions, ‘To what extent should the preadolescent be allowed to perform tasks that would engender a feeling of competence?’, and, ‘To what extent must the family be patient before it causes conflict?’ Obviously, the answers to these questions would affect preadolescents’ sense of belonging in the family, because their needs may, either be satisfied, or frustrated (Engelbrecht, 2015; Deci & Ryan, 2000). Often in families that are burdened with family conflict, tolerance levels are low; therefore, preadolescents will experience a relationship between family conflict, and the satisfaction or frustration of their basic psychological needs. However, it is understood that family conflict does not predict the psychological needs of preadolescents, as preadolescents may not always be in the family environment (since they prefer being with friends) and may not interact as much with family members, who do not create an environment for psychological needs to be satisfied (Marotz & Allen, 2012).

In terms of behaviour, preadolescents are experimenting with new behaviours, and since they are reliant on the family, the preadolescent’s behaviour is, accepted, tolerated or rejected by the family. In an environment where family conflict is common, it is not unlikely that family conflict is related to externalizing behaviour. Similar to psychological needs, family conflict does not predict externalizing behaviour, because family conflict does not have a direct effect on preadolescents, as parents would.

6.8. Limitations

No research is without its limitations. For this study, the limitations have been identified as:

- Probability sampling does not guarantee that the sample will be a true representative sample, as it makes use of a random selection of participants from a target population, which means that any differences between the population and the sample are due to chance. However, a different sampling technique could be used, in future, to address this limitation.
- The study made use of a small number of preadolescents ($N = 128$) and, therefore, a larger sample may present different results. However, in future a larger sample could be used to address this limitation.
- The sample was from two low socio-economic communities in one area. A small number was used from Imizamo Yethu and a much larger pool of participants were from Hangberg – the limitation would be generalizing the results to low socio-economic communities across different ethnic and cultural groups. However, an even number of participants from other communities would address this limitation.
- The study made use of self-report questionnaires – in such reports it is expected that participants may be tempted to present themselves in a more ‘socially desirable’ way. This would ultimately affect the results. To address this limitation, data could be collected from other participants, such as family members, or perhaps taking a qualitative approach, would present different results.
- The research was done at one point in time; therefore, the situation may provide differing results, if another time-frame had been chosen. For example, if, on another occasion, the preadolescent had, recently, experienced an incident of family conflict – would the results differ? However, this study could be done at a different point in

time, or a longitudinal study could be conducted to determine the effect of family conflict on the psychological needs and externalising behaviour at different times, to see if the findings would be similar.

6.9. Recommendations

6.9.1. Recommendations for Future Research

Further research studies are recommended in the area of family conflict and preadolescence, as there is inadequate research in these areas. It is recommended that the research focuses on family conflict as a construct – clearly articulating what is family conflict and what is not. The research could focus on the difference between family conflict and domestic violence, as well as compare the effects of family conflict on preadolescents' psychological needs and externalizing behaviour, to domestic violence and its effects on preadolescents' psychological needs and externalizing behaviour. The research could further focus on the effects of family conflict on preadolescents internalizing behaviour. It would be interesting to read about the same study, but including the view of the teacher and parent, in addition to the view of the preadolescent. Future research could determine whether aggression is a precursor for antisocial behaviour and how registered counselors, psychologists, child and youth care workers would intervene to prevent this. Additionally, regarding the family, what is family conflict and to what extent do these latter-mentioned professionals consider it problematic. This study has only covered two components of externalizing behaviour; further research could focus on the other components of externalizing behaviour. There is limited research on relatedness – the researcher is curious to know, if family conflict exists and affects preadolescents' sense of relatedness, what is the likelihood that this preadolescent would join a gang? Further research could conduct the same study in

middle and high income communities, to determine the difference in result – implying that the researcher would determine to what extent socio economic status play a role in family conflict and the effects on preadolescents’ psychological needs and externalizing behaviour. The study could be replicated on a much larger scale in different contexts, different times of the year, different age groups and different cultural groups.

6.9.2. Recommendations for Interventions

There are very few organizations and programmes in South Africa that focus on family work, such as: building resilient families; reunification work; parenting workshops; family counselling and support; psychoeducation and awareness about families; and creating healthy, effective families. It is, therefore, recommended that government invest in families, as this is where socialisation, values and norms are established in youth. If the family is dysfunctional, it is highly probable that the child would have dysfunctional thoughts of how to interact, survive and exist in the world. Families would benefit from programmes that aim to build resilient families, equip families with knowledge on how to deal effectively with family conflict. Teachers, principals and teacher’s assistants need to receive training on how to manage a child, who comes from a home burdened by family conflict. Teachers need to be better equipped to manage aggression and externalizing behaviour, so that more time is focused on teaching and less time on disciplining; by doing this a child is able to feel competent. Preadolescents need to belong to a mentorship programme that would allow them to get the necessary guidance to be effective citizens, if the family environment does not create this opportunity for the child. Preadolescents and families should have access to counselling services in their communities. Empowerment programmes are needed to allow adults and preadolescents to feel a sense of competence. Opportunities need to be created in the community, so that youth can belong to a healthy and effective group, and in this

way, develop a sense of belonging, if the family environment is not able to create this opportunity for the preadolescent. Families should be educated on boundaries, consequences and how autonomous a child should be. Some of these recommendations are directed at government, but it is believed that community members are also able to mobilize such programmes.

6.10. Conclusion

This study focused on determining the effects of family conflict on preadolescent psychological needs and externalizing behaviour. Preadolescence is a unique and important stage of development. The family plays an important role in the socialization, values, attitudes, beliefs and norms of preadolescents. Preadolescents are affected by what happens in their family environment. Family conflict in the family environment has an effect on the preadolescent's psychological needs, such as their sense of autonomy, competence and relatedness, as well as their externalizing behaviour. The main results yielded from this study indicated that a relationship exists between family conflict and preadolescents psychological needs of autonomy, competence and relatedness. The study also found that family conflict is related to preadolescents externalizing behaviour (antisocial behaviour and aggression, with the exception of verbal aggression). Based on these findings, both hypotheses of this study have been met – family conflict frustrates the psychological needs of preadolescents and family conflict is related to externalizing behaviour. However, the study found that family conflict does not predict the psychological needs or externalizing behaviour of preadolescents, suggesting that parents may have a greater impact on preadolescents, than the other family members do. However, due to limited research in the area of family conflict and preadolescents, it is difficult to find much research to support this view.

REFERENCES

Achenbach, T. M. & Edelbrock, C. (1987). *Manual for the Youth Self-Report and Profile*. Burlington, VT: University of Vermont, Department of Psychiatry.

Achenbach, T. & Rescorla, L. (2001). *The Manual for the ASEBA School-Age Forms & Profiles*. Burlington: University of Vermont, Research Center for Children, Youth, and Families.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: American Psychiatric Publishing.

Archer, J. & Coyne, S.M. (2005). An Integrated Review of Indirect, Relational, and Social Aggression. *Personality and Social Psychology Review*, 9 (3), 212-230.

Arditti, J.A. (2014). *Family Problems: Stress, Risk and Resilience*. Canada: John Wiley & Sons.

Babbie, E. (2010). *The Practice of Social Research*. (12th ed.) Unites States of America: Wadsworth, Cengage Learning.

Babbie, E. (2015). *The Practice of Social Research*. Unites states of America: Wadsworth, Cengage Learning.

Beilin, H. & Pufall, P.B. (2013). *Piaget's Theory: Prospects and Possibilities*. New Jersey: Psychology Press.

Blessing, L.T.M. & Chakrabarti, A. (2009). *DRM, a Design Research Methodology*. New York: Springer Science & Business Media.

Buckley, L., Chapman, R. & Sheehan, M. (2012). Adolescent involvement in anti-social and delinquent behaviours: Predicting future injury risk. *Accident Analysis and Prevention*, 48, 518-522.

Burt, S.A. & Donnellan, M.B. (2010). Evidence that the Subtypes of Antisocial Behaviour questionnaire (STAB) predicts momentary reports of acting-out behaviours. *Personality and Individual Differences*, 48, 917-920.

Buss, A.H. & Perry, M. (1992). The Aggression Questionnaire. *Journal of Personality and Social Psychology*, 63 (3), 452-459.

Collins, W.A. & Steinberg, L. (2008). *Adolescent Development in Interpersonal Context*. New Jersey: John Wiley & Sons.

Corey, G. (2009). *Theory and practice of counseling and psychotherapy*. (8thed.). Canada: Thomson Brooks/Cole.

Cozby, P.C. & Bates, S.C. (2012). *Methods in behavioural research* (11th ed.). Singapore: McGraw Hill.

Creswell, J.W. (2013). *Educational research: planning, conducting and evaluating quantitative and qualitative research*. Boston: Pearson.

Cresswell, J.W. (2013a). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publications.

Cummings, E. M. & Davies, P. T. (2002). Effects of marital discord on children: Recent advances and emerging themes in process oriented research. *Journal of Child Psychology and Psychiatry*, 43, 31-63.

Cummings, E.M. & Shatz, J.N. (2012). Family conflict, emotional security, and child development: translating research findings into a prevention program for community families. *Clinical Child Family Psychological Review*, 15, 14-27.

Darner, R. (2009). Self-Determination Theory as a Guide to Fostering Environmental Motivation. *Reports & Research*,40(2), 39-49.

Deci, E.L., Eghrari, H., Patrick, B.C. & Leone, D.R. (1994). Facilitating internalization: the self-determination theory perspective. *Journal of Personality*, 62(1), 119-142.

Deci, E.L. & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Deci, E.L. & Ryan, R.M. (2000). The “What” and “Why” of Goal Pursuits: Human Needs and the Self- Determination of Behaviour, *Psychological Inquiry*, 11(4), 227-268.

Department of Social Development (2013). *The White Paper on Strengthening Families in South Africa. South Africa: Republic of South Africa: Department of Social Development.*

De Vaus, D.A. (2001). *Research Design in Social Science.* London: Sage Publications.

Drost, E.A. (2011). Validity and Reliability in Social Science Research. *Education Research and Perspectives*, 38 (1). 105-123.

Dunleavy, A.M. & Leon, S.C. (2011). Predictors for resolution of antisocial behavior among foster care youth receiving community-based services, *Child and Youth Services Review*, 33, 2347-2354.

Ebesutani, C., Bernstein, A., Martinez, J.I. & Chorpita, B.F. (2011). The Youth Self Report: Applicability and Validity Across Younger and Older Youths. *Journal of Clinical Child & Adolescent Psychology*, 40(2), 338-346.

Ehrensaft, M., Wasserman, G.A., Verdelli, L., Greenwald, S., Miller, L.S. & Davies, M. (2003). Maternal antisocial behavior, parenting practices, and behavior problems in boys at risk for antisocial behaviour. *Journal of Child and Family Studies*, 12(1), 27-40.

Engelbrecht, A. (2015, March 13). *Hangberg Community.* (Z. Kader, Interviewer)

Erikson, E.H. (1968). *Identity: Youth and crisis.* New York: WW Norton.

Erikson, E. (1982). *The life cycle completed.* New York: Norton.

Fergusson, D.M. (1998). Stability and change in externalising behaviours. *Eur Arch Psychiatry Clinical Neuroscience*, 248, 4-13.

Flemming, M. (2005). Adolescent autonomy: desire, achievement and disobeying parents *between early and late adolescence. Australian Journal of Education and Developmental Psychology*, 5, 1-16.

Frank, R.A. & Cohen, D.J. (1980). Preadolescent Development: Case Studies in Twins. *The Yale Journal of Biology and Medicine*, 53, 471-483.

Gagné, M. & Deci, E.L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behaviour*, 26, 331-362.

García-Sancho, E., Salguero, J.M., Fernández-Berrocal, P. (2014). Relationship between emotional intelligence and aggression: A systematic review. *Aggression and violent behaviour*, 19, 584-591.

Garn, A.C., Matthews, M. & Jolly, J.L. (2010). Parental Influences on the Academic Motivation of Gifted Students: A Self- Determination Theory Perspective. *Gifted Child Quarterly*, 54(4) 263-272.

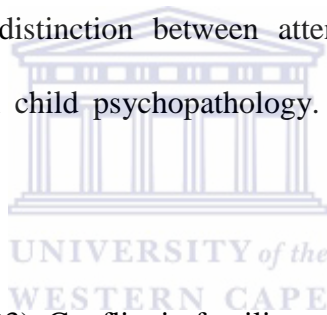
Gerrish, K. & Lathlean, J. (2015). *The Research Process in Nursing*. United Kingdom: John Wiley & Sons.

Gilmore, K.J. & Meersand, P. (2014). *Normal Child and Adolescent Development: A Psychodynamic Primer*. United States of America: American Psychiatric Association.

Habib, C., Toumbourou, J.W., McRitchie, M., Williams, J., Kremer, P., McKenzie, D. & Catalano, R.F. (2014). Prevalence and community variation in harmful levels of family conflict witnessed by children: Implications for prevention, *Prevention Science*, 15, 757-766.

Henning, E., Van Rensburg, W. & Smit, B. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik.

Hinshaw, S.P. (1987) On the distinction between attentional deficits/hyperactivity and conduct problems/ aggression in child psychopathology. *Psychological Bulletin*, 101:443-463.



Jaycox, L.H. & Repetti, R.L. (1993). Conflict in families and the psychological adjustment of preadolescent children. *Journal of Family Psychology*, 7(3), 344-355.

Jones, I. (2014). *Research Methods for Sports Studies* (3rd Ed.). London: Routledge.

Kitzmann, K.M., Gaylord, N.K., Holt, A.R & Kenny, E.D. (2003). Child Witnesses to Domestic Violence: A Meta-Analytic Review. *Journal of Consulting and Clinical Psychology*, 71 (2), 339-352.

Kosslyn, S.M. & Rosenberg, R. (2006). *Psychology in context*. (3rd edition). Boston: Pearson Education, Inc.

Krahé, B. (2013). *The Social Psychology of Aggression: 2nd Edition*. Social psychology: A Modular Course. Psychology Press.

Krauth, J. (2000). Experimental Design: A Handbook and Dictionary for Medical and Behavioral Research. *Techniques in the Behavioural and Neural Sciences*, (14), 1-284.

Lamb, M.E. & Bornstein, M.H. (2013). *Social and Personality Development: An Advanced Textbook*. New Jersey: Psychology Press.

Lewinsohn, P. M., Roberts, R. E., Seeley, J. R., Rohde, P., Gotlib, I. H. & Hops, H. (1994). Adolescent psychopathology: Psychosocial risk factors for depression. *Journal of Abnormal Psychology*, 103, 302–315.



Liben, L.S. (2014). *Piaget and the Foundations of Knowledge*. East Sussex: Psychology Press.

Liu, J. (2004). Childhood Externalizing Behavior: Theory and Implications. *Journal of Psychiatric Nursing*, 17(3), 93-103.

Liu, J., Chen, X. & Lewis, G. (2011). Childhood internalizing behaviour: analysis and implications. *Journal of Psychiatric and Mental Health Nursing*, 18, 884-894.

Lloyd, R.S. & Oliver, J.L. (2012). The Youth Physical Development Model: A New Approach to Long-Term Athletic Development. *National Strength and Conditioning Association*, 34 (3), 61-72.

Louw, D. & Louw, A. (2007). *Child and adolescent development*. South Africa: The University of Free State.

Maestas, R., Vaquera, G. S., & Munoz Zehr, L. (2007). Factors impacting sense of belonging at a hispanic-serving institution. *Journal of Hispanic Higher Education*, 6, 237-256.

Marcus, N.E., Linddahl, K.M. & Malik, N.M. (2001). Interparental conflict, children's social cognitions, and child aggression: a test of a mediational model. *Journal of Family Psychology*, 15 (2), 315-333.

Marin, K.A., Bohanek, J.G. & Fivush, R. (2008). Positive effects of talking about the negative: family narratives of negative experiences and preadolescents' perceived competence. *Journal of Research on Adolescence*, 18(3), 573-593.

Markstroom, C.A. & Marshall, S.K. (2007). The psychometric properties of the psychosocial inventory of ego strength for high school students. *Journal of adolescence*, 30, 63-79.

Marotz, L. & Allen, K. (2012). *Developmental Profiles: Pre-Birth through Adolescence*. United States of America: Cengage Learning.

Marta, E. & Alfieri, S. (2014). Family conflict. *Encyclopaedia of Quality of Life and Well-Being Research*, 2164-2167.

Matsumoto, D. (2009). *The Cambridge Dictionary of Psychology*. Cambridge: Cambridge University Press.

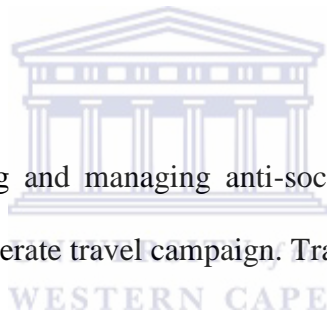
Mauss, I.B., Bunge, S.A. & Gross, J.J. (2007). Automatic emotion regulation. *Social and Personality Psychology Compass*, 1, 146-147.

Meyer, W.F., Moore, C. & Viljoen, H.G. (2008). *Personolgy: From individual to ecosystem*. (4th edition). Johannesburg: Heinemann.

Michie, J. (2014). *Reader's Guide to the Social Sciences*. London: Routledge, 2014

Minze, L.C., McDonald,R., Rosentraub, E.L. & Jouriles, E.N. (2010). Making sense of family conflict: intimate partner violence and preschoolers' externalizing problems, *Journal of Family Psychology*, 24(1), 5-11.

Moore, S. (2011). Understanding and managing anti-social behaviour on public transport through value change: The considerate travel campaign. *Transport Policy*, 18, 53-59.



Moos, R.F., & Moos, B.S. (1981). *Family Environment Scale: Manual*. Palo Alto, CA: Consulting Psychologists Press.

Orpinas, P. Frankowski, R. (2001). The aggression scale: a self-report measure of aggressive behaviour for young adolescents. *Journal of Early Adolescence*, 21(1), 51-68.

Panayiotou, G., Fanti, F.A. & Lazarou, C. (2015). Fearful victims and fearless bullies? Subjective reactions to emotional imagery scenes of children involved in school aggression. *Personality and Individual Differences*. 78, 29-33.

Park, N.S., Lee, B.S., Sun, F., Vazsonyi, A.T. & Bolland, J.M. (2010). Pathways and predictors of antisocial behaviours in African American adolescents from poor neighbourhoods. *Children and Youth Services Review*, 32. 409-415.

Patton, G.C., Olsson, C.A., Bond, L., Toumbourou, J.W., Carlin, J.B. & Hemphill, S.A. (2008). Predicting female depression across puberty: A two-nation longitudinal study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 47, 1424-1432.

Piotrowska, P.J., Stridde, C.B., Croft, S.E. & Rowe, R. (2015). Socioeconomic status and antisocial behaviour among children and adolescents: A systematic review and meta-analysis. *Clinical Psychology review*, 47-55.,

Pretorius, T.B. (2007). *Inferential Data Analysis: Hypothesis testing and decision making*. South Africa: Reach Publishers.



Reyna, C., Ivacevich, M.G.L., Sanchez, A. & Brussino, S. (2011). The Buss-Perry Aggression Questionnaire: Construct validity and gender invariance among Argentinean adolescents. *International Journal of Psychological Research*, 4 (2), 30-37.

Robertson, T., Daffern, M. & Bucks, R. (2012). Emotion regulation and aggression. *Journal of aggression and violent behaviour*. 17 (1), 72-82.

Roman, N.V. (2008). *Single and married mother-preadolescent relationships: Understanding and comparing the interaction between self-esteem and family functioning*. South Africa: University of the Western Cape.

Roskam, L., Meunier, J.V., Stievenart, M. & Noël, M.P. (2013). When there seem to be no predetermining factors: Early child and proximal family risk predicting externalizing behavior in young children incurring no distal family risk. *Research in Developmental Disabilities*, 34, 627-639.

Russel, S. & Bakken, R.J. (2002). Development of Autonomy in Adolescence. *Neb Guide, University of Nebraska-Lincoln Extension, Institute of Agriculture and Natural Resources: USA*.

Russell, J. & Cohn, R. (2012). Preadolescence. London: Sage Publications.

Ryan. (2009). *Self-determination Theory and Wellbeing*. Wellbeing in Developing countries, WeD Research Review 1: Centre for Development Studies University of Bath.

Ryan, R.M. & Deci, E.L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68-78.

Ryan, R.M. & Deci, E.L. (2000a). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology*. 25, 54-67.

Ryan, R.M., Huta, V. & Deci, E.L. (2008). Living well: a self-determination theory perspective on Eudaimonia. *Journal of Happiness Studies*, 9, 139-170.

Santiago, D.D. & Wadsworth, M.E. (2009). Coping with family conflict: what's helpful and what's not for low-income adolescents, *Journal of Child Family Studies*, 18, 192-202.

Saxbe, D.E., Ramos, M.R., Timmons, A.C., Rodriguez, A.R. & Margolin, G. (2014). A path modelling approach to understanding family conflict: reciprocal patterns of parent coercion and adolescent avoidance. *Journal of Family Psychology*, 28(3), 415-420.

Sheldon, K.M. & Hilpert, J.C. (2012). The Balanced Measure of Psychological Needs Scale (BMPN) Scale: An alternative domain general measure of need satisfaction. *Motivation & Emotion*, 36 (4), 439-451.

Sullivan, T.N., Helms, S.W., Kliewer, W. & Goodman, K.L. (2010). Associations between sadness and anger regulation coping, emotional expression, and physical and relational aggression among urban adolescents. *Social Development*, 19(1), 30-51.

Tavakol, M. & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55.



Tewksbury, R. (2009). Qualitative versus quantitative methods: understanding why qualitative methods are superior for criminology and criminal justice. *Journal of Theoretical and Philosophical Criminology*, 1 (1), 38-58.

Thompson, S.K. (2012). *Sampling* (3rd ed). United States of America:Wiley.

Uhls, Y.T. & Greenfield, P.M. (2012). The value of fame: preadolescent perceptions of popular media and their relationship to future aspirations. *Developmental Psychology*, 48(2), 315-326.

UNICEF. (2012). Violence against children in South Africa. Department of Social Development/Department of Women, Children and People with Disabilities/UNICEF: South.

Valdivia-Peralta, M., Fonseca-Pedrero, E., González-Bravo, L. & Lemos-Giráldez, S. (2014). *Psychometric properties of the AQ Aggression Scale in Chilean students*. *Psicothema*, 26 (1), 39-46.

Vogt, W.P., Gardner, D.C. & Haeffele, L.M. (2012). When to use what research design. United States of America: Guilford Press.

Walker, R., Gardner, F. & Hyde, L.W. (2013). What are the associations between parenting, callous-unemotional traits, and antisocial behaviour in youth? A systematic review of evidence. *Clinical Psychology Review*, 33, 593-608.

Wang, L.L. (2010). Quantitative Research Methodology: Common Pitfalls and Recommended Solutions. *Newborn & Infant Nursing Reviews*, 1-3.

Welcome, K. (2014). *The Externalizing and Internalizing Behaviors in Children Preventing Negative Future Consequences*. USA: University of Florida

World Health Organisation (WHO). (2014). *Global status report on violence prevention*.

[On-line]. Available: http://www.who.int/violence_injury_prevention/violence/status_report/2014/en

Yau, Y. (2014). Anti-social behaviour management: A communitarian approach. *Habitat International*, 42, 245-252.

Zastrow, C. & Kirst-Ashman, K.K. (2009). *Understanding Human Behavior and the Social Environment* (8th ed.). United Kingdom: Amazon.



APPENDICES

Appendix A: Questionnaire – English



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592277, Fax: 27 21-9592845

E-mail: nroman@uwc.ac.za

--	--	--

Dear Children

My name is Zainab Kader. I am a student researcher at the University of the Western Cape. My work is to find out information about things. Your school was chosen so that I can find out some information. I am very interested to know more families and children; how family conflict affects children's (aged 10 to 12) emotions and behaviour.

But, I need your permission to ask you certain questions. Remember all the information which you tell me is **confidential**, in other words, no one else will know who you are and what you said when you answer the questions. You will be **ANONYMOUS**. You can choose not to take part in the study and we can end your taking part at any time.

If you **would or would not like to take part in the study**, you may complete and sign this form.

Please tick (✓)	I want to take part in this study	
	I do not want to take part in this study	
Sign:		

Thank you.


Yours sincerely

Zainab Kader
Researcher (UWC)

Professor N Roman
Supervisor (UWC)

SECTION A: DEMOGRAPHIC INFORMATION

Please complete the following by ticking (✓) the correct response.

Gender (please tick)	Boy		Girl			
Age						
School						
Grade						
Where do you live	Hangberg		Imizamo Yethu		Other (specify)	
Race	Coloured		Black African	White	Indian / Asian	
Home language	Afrikaans		English	isiXhosa	Other	
Who is in charge of your home?	Mother	Father	Grandparent	Uncle/Aunt	Sibling	Child
How many people live in your house?	 UNIVERSITY of the WESTERN CAPE					
How many adults (older than 18) live in your house						
How many children (younger than 18) live in your house?						
How many people work in your house						

SECTION B: FAMILY CONFLICT

I am a researcher that is interested in your opinion about how family's conflict affects you feelings and behaviour. I would appreciate it if you would complete this questionnaire. You will be anonymous, i.e. your identity will be kept safe. **There are no right or wrong answers, only your opinions.** Please tick the option which **suits your situation the best.**

FAMILY ENVIRONMENT SCALE

	Question	True	False
1	We fight a lot in our family.		
2	Family members do not show when they are angry		

3	Family members sometimes get so angry they throw things.		
4	Family members hardly ever lose their tempers.		
5	Family members often criticize/complain about each other.		
6	Family members sometimes hit each other.		
7	If there's a disagreement in our family, we try hard to make things right and keep the peace.		
8	Family members try to be better than one another		
9	In our family, we believe you should not raise your voice		

SECTION C: BASIC PSYCHOLOGICAL NEEDS

I am interested to see how family conflict affects your choices, your ability to do stuff and your sense of belonging.

Please answer each question by ticking the correct block depending on how true you think the question is. It depends on what you think and feel. Remember there is no right or wrong answer and this is confidential so no one will know your answers.

BASIC PSYCHOLOGICAL NEEDS SCALE

Please tick the response that suits you best. Consider your feelings **during the last week.**

Please read each of the following items carefully, thinking about how it relates to your life, and then indicate how true it is for you.

Relatedness

	Question	Not true at all	Untrue	True	Very true
1	I felt a connection with people who care for me, and whom I care for.				
2	I was lonely.				
3	I felt close and connected with other people who are important to me.				
4	I felt unappreciated by one or more important people.				
5	I felt a strong sense of closeness with the people I spent time with.				
6	I had disagreements, fights or arguments with people I usually get along with.				

Competence

	Question	Not true at all	Untrue	True	Very true
7	I was successful in completing difficult tasks and projects.				
8	I experienced some kind of failure, or could not do well at something.				
9	I took on and did well in hard challenges.				
10	I did something stupid, that made me feel incompetent (hopeless/useless)				
11	I did well even with the difficult things.				
12	I struggled to do something I should be good at.				

Autonomy

	Question	Not true at all	Untrue	True	Very true
13	I was free to do things my own way.				
14	I had a lot of pressures that I did not need				
15	My choices expressed what I want				
16	There were people telling me what I had to do.				
17	I was really doing what interests me.				
18	I had to do things that I did not want to				

SECTION D: ANTISOCIAL BEHAVIOUR

The following questions look at your behaviour in the last 6 months. You will not get in trouble because of your answers because this is confidential.

Please answer each question by ticking the correct block depending on how true you think the question is.

YOUTH SELF REPORT

Please rate your agreement with the following statements, bearing in mind your feelings **now or during the last 6 months**

Please rate the questions according to the following scale:

	Question	Not True	Sometimes True	Very True
1	I destroy my own things			
2	I destroy things belonging to others			
3	I disobey at school			
4	I hang around with kids who get in trouble			
5	I lie or cheat			
6	I steal things from places other than home			
7	I swear or use dirty/ugly language			
8	I bunk or do not come to school			
9	I use alcohol or drugs for non-medical purposes			

SECTION E: AGGRESSION

The following questions look at your behaviour in the **last 6 months**. You will not get in trouble because of your answers because this is confidential.

Please answer each question by ticking the block that applies to you.

BUSS-PERRY AGGRESSION QUESTIONNAIRE

Please rate each of the following items in terms of how characteristic they are of you.

	Question	Extremely Unlike Me	Unlike Me	Like Me	Extremely Like me
1	Once in a while I can't control the urge to hit another person.				
2	If I am very irritated, I may hit another person.				
3	If somebody hits me, I hit back.				
4	I get into fights a little more than the average person.				
5	If I have to use violence to protect my rights, I will.				

6	There are people who pushed me so far that we fought.				
7	I can think of no good reason for ever hitting a person.				
8	I have threatened people I know				
9	I have become so mad that I have broken things.				
10	I tell my friends openly when I disagree with them.				
11	I often find myself disagreeing with people.				
12	When people annoy me, I may tell them what I think of them.				
13	I can't help getting into arguments when people disagree with me.				
14	My friends say that I argue a lot.				
15	I flare up quickly but get over it quickly.				
16	When frustrated, I let my irritation show.				
17	I sometimes feel like a bomb ready to explode.				
18	I am an even-tempered person.				
19	Some of my friends think I get angry very quickly/ short tempered.				
20	Sometimes I lose control for no good reason.				
21	I have trouble controlling my temper.				
22	Sometimes I get very jealous				
23	At times I feel I that I don't like my life and life is unfair.				
24	Other people's life always seem easier than mine				
25	I wonder why sometimes I feel so bitter about things.				
26	I know that "friends" talk about me behind my back.				
27	I am suspicious of overly friendly strangers.				
28	I sometimes feel that people are laughing at me behind me back.				

29	When people are especially nice, I wonder what they want.				
----	---	--	--	--	--

THANK YOU FOR PARTICIPATING IN THIS STUDY



Appendix B: Questionnaire – Afrikaans



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592277, Fax: 27 21-9592845

E-mail: nroman@uwc.ac.za

--	--	--

Geagte Kinders

My naam is Zainab Kader. Ek is n navorsing student by die Universiteit van Wes Kaapland. My werk is om informasie te kry oor verskeie dinge. Julle skool was gekies sodat ek meer informasie kan kry. Ek stel belang om meer te weet oor families en kinders; hoe familie konflik kinders (ouderdom 10-12) se emosies en gedrag julle affekteer.

Maar, ek maker julle toesteming om julle sekere vrae te vra. Onthou, al die informasie wat julle my gee is **vertroulik**, met ander woorde, niemand anders sal weet wie jy is en wat jy gese het toe jy die vrae beantwoord het. Jy sal **ANONIEM** bly. Jy kan besluit om nie deel te wees van die studie en jou deelname kan beendig word enige tyd.

As jy **wil of nie wil deel neem aan die studie**, mag jy die vorm in vilenteken.

Merk Asseblief (✓)	Ek wil deel neem aan die studie	
	Ek wil nie deel neem aan die studie	
Hand tekening:		

Dankie.

Die Uwe

Zainab Kader

Researcher (UWC)

NICKY ROMAN

Supervisor (UWC)

SEKSIE A: DEMOGRAFIESE INFORMASIE

Voltooi asseblief die volgende deur die korrekte responste merk

Geslag	Manlik		Vroulik			
Ouderdom						
Skool						
Graad						
Waar woon jy(area)						
Ras (Merk Asseblief)	Kleurling	Swart Afrikaner		Wit	Indies / Asier	
Huis Taal (Merk Asseblief)	Afrikaans		Engels	isiXhosa	ander	
Wie is die hoof van jou huis?	Moeder	Vader	Groot Ouers	Oom/Tannie	Broer/ Suster	Kind
Hoeveel mense woon in jou huis?						
Hoeveel volwassenes woon in jou huis?						
Hoeveel kinders (onder 18) woon in jou huis?						
Hoeveel mense werk in jou huis						

SEKSIE B: FAMILIE KONFLIK

Ek is n navorser wat belangstel in jou opinie oor hoe familie konflik jou gevoelings en gedrag afekteer. Ek sal dit waardeer as jy die volgende vrae lys kan voltooi. Jy sal anonym bly, d.w.s jou identiteit sal veilig behou word. Daar is geen reg of verkeerde antwoorde, net jou opinie. Kies asseblief die opsie wat jou situasie die beste pas.

FAMILY ENVIRONMENT SCALE

		Waar	Onwaar
1	Ons baklei baie in ons familie.		
2	Familie lede word wynig openlik kwaad by die huis		
3	Familie lede word so kwaad dat hulle voor werpe gooi		
4	Familie lede verloor baie min hulle humeur		
5	Familie lede kritiseer mekaar dikwels		
6	Familie lede slaan somtyds mekaar		
7	As daar n misverstand is in die familie, probeer ons hard om dinge in toom tehou en die vrede te bewaar.		
8	Familie lede probeer dikwels sommer kaarte 'one-up' of te 'out-do'		
9	In ons familie, glo ons jy kom nerens as jy jou stem verhef.		

SEKSIE C: BASIESE SIELKUNDIGE BEHOEFTE

Ek stel belang om te sien hoe familie konflik jou keuses beïnvloed, jou vermoë om dinge te doen en jou gevoel van behoort.

Antwoord asseblief elke vraag met a **tick** (✓) afhangend van hoe waar jy dink die vraag is. Dit hang af van wat jy dink en voel. Onthou, daar is nie n reg of verkeerde antwoord nie en dit is vertroulik so niemand sal weet wat jou antwoorde is nie.

BASIC PSYCHOLOGICAL NEEDS SCALE

Se asseblief of jy saam stem met die volgende verklaring hou in gedagte jou gevoelens tydens die laaste week.

Lees asseblief die volgende items versigtig, dink aan hoe dit jou lewe afekteer dui da naan hoe waar dit vir jou is.

Relatedness

	Vrae	Glad nie waar nie	Onwaar	Waar	Absoluut Waar
1	Ek voel in kontak met die mense wat ek voor omgee en wie vir my omgee				
2	Ek was eensaam				

3	Ek voel na aan die mense wat belangrik is vir my				
4	Ek voel onwaardig deur mense wat belangrik is vir my.				
5	Ek het n sterk intiem gevoel met die mense wat ek tyd spandeer				
6	Ek het misverstand en konflik met mense wat ek gewoonlik oor die weg meekom				

Competence

	Vrae	Glad nie waar nie	Onwaar	Waar	Absoluut Waar
7	Ek het suksesvol moeilike take en projekte voltooi.				
8	Ek het n mislukking ondervind, of het nie goed gedoen aan iets nie				
9	Ek het uitdaging saan geneem en dit bemeester.				
10	Ek het iets dom gedoen wat my soos n mislukking laat voel.				
11	Ek het selfs goed gedoen aan moeilike goed.				
12	Ek sukkel om iets te doen wat ek goed in moet wees.				

Autonomy

	Vrae	Glad nie waar nie	Onwaar	Waar	Absoluut Waar
13	Ek het vryheid gehad om dinge op my manier te doen.				
14	Ek het baie druk gehad wat ek sonder kan doen het.				
15	My keuses het my “ware self” ge wys.				
16	Daar was mense wat my vertel het wat ek moes doen.				
17	Ek het gedoen wat vir my interessant was.				
18	Ek moes dinge teen my sin doen.				

SEKSIE D: ANTISOSIALE GEDRAG

Die volgende vrae kyk na jou gedrag in die **volgende 6 maande**. Jy sal nie in die moeilikheid kom oor jou antwoorde nie omdat dit is vertroulik.

Antwoord asseblief elke vraag deur die korrekte nommer in die laaste blokke skryf afhangend van hoe waar die vraag vir jou is.

YOUTH SELF REPORT

Merk met n tick (✓) asseblief die volgende statements, **hou in gedagte jou gevoelens nou en oor die afgelope 6 maande**.

	Vrae	Nie Waar	Somtyds Waar	Baie waar of Dikwels Waar
1	Ek vernietig my eie goed.			
2	Ek vernietig goed wat nie aan my behoort			
3	Ek is ongehoorsaam by die skool			
4	Ek hang uit met kinders wat in die moeilikheid kom			
5	Ek lieg of kul			
6	Ek steel goed by plekke anders as die huis			
7	Ek vloek en gebruik ruitaal			
8	Ek bank klasse of skip skool			
9	Ek gebruik alcohol of dwelms vir nie mediese doeleindes			

SEKSIE E: AGGRESSIE

Die volgende vrae kyk na jou gedrag in die **volgende 6 maande**. Jy sal nie in die moeilikheid kom oor jou antwoorde nie omdat dit is vertroulik.

BUSS-PERRY AGGRESSION QUESTIONNAIRE

Waardeer asseblief die volgende items in terme van hoe kenmerkend dit is van jou. Merk die korrekte blok met n tick (✓). Die antwoord hang af van hoe waar die vraag vir jou is.

	Vrae	Geweldig onkenmerkend van my	Dit beskryf my nie	Dit beskryf my	Geweldig kenmerkend van my
1	Elke nou en dan kan ek myself nie beheer om iemnad te slaan.				

2	As ek genoeg getart word, mag ek iemand slaan.				
3	As iemand my slaan, slaan ek terug.				
4	Ek is betrokke by gevegte meer as die gemiddelde persoon				
5	As ek geweld moet aanmeld om regte te beskerm, sal ek.				
6	Daar is mense wat my so verdryf dat ek ontplof.				
7	Ek kan nie aan n goeie rede dink om ooit iemand te slaan nie.				
8	Ek het mense wat ek ken gedreig				
9	Ek was al so kwaad date ek goed gebreek het.				
10	Ek se openlik vir my vriende wanneer ek nie met hulle saam stem.				
11	Ek stem dikwels nie saam met ander mense.				
12	As mense my irriteer, se ek hulle dalk wat ek van hulle dink.				
13	Ek kannie help om in argument te kom wanneer met nie met my saam stem.				
14	My vriende se ek is iemand wat argumenteerend is				
15	Ek raak gou warm maar kom gou oor dit				
16	As ek frusteer is, laat ek my irritasie wys.				
17	Ek voel soms soos n poeirbom wat gereed is om te ontplof.				
18	Ek is n gelyke-humeurde persoon				
19	Party van my vriende dink ek is n gas pot.				
20	Soms vlieg ek op sonder n goeie rede.				
21	Ek sukkel om my humeur te beheer.				

22	Ek is somtyds oor kom met jaloesie.				
23	By tye voel ek dat ek aan die kort steent trek in die lewe.				
24	Ander mense kry altyd dinge beter.				
25	Ek wonder somtyds hoe kom ek so bitter voel oor dinge.				
26	Ek weet my vriende praat van my agter my rug.				
27	.Ek is agter dogtig vir vreemdelinge wat te vriendelik is.				
28	Ek voel somtyds dat mense agter my rug vir my lag.				
29	As mense baie gaaf is met my wonder ek wat hulles oek.				

DANKIE DAT JY DEEL GENEEM AHET AAN DIE STUDIE



Appendix C: Parent Consent – English



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2277, Fax: 27 21-959 2845

E-mail: nroman@uwc.ac.za

--	--	--

CONSENT FORM FOR PARENTS

Title of Research Project

The effects of family conflict on preadolescent psychological needs and externalizing behaviour

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

Child's Name.....
Parent's Name.....
Parent's Signature.....
Date.....

Appendix D: Parent Consent – Afrikaans



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592970/2277

E-mail: nroman@uwc.ac.za

TOESTEMING VORM VIR OUERS

Opskrif van navorsing projek

Die gevolge van familie konflik op preadolescent sielkundige behoeftes en eksternalisering gedrag

Die studie was aan my beskryf in n taal wat ek verstaan en ek het vrylik en vrywillig in gestem om my kind telat deel neem aan die studie. My vrae oor die studie was beantwoord. Ek verstaan dat my kind se identiteit nie bekend gemaak sal word nie en dat my kind enige tyd kan ontrek van die studie en dit sal hom/haar nie negatief in enige manier afekteer nie.

Kind se Naam

Ouer se Naam.....

Ouer se Handtekening.....

Datum.....

Appendix E: Child Assent – English



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2277, Fax: 27 21-959 2845

E-mail: nroman@uwc.ac.za

ASSENT FORM FOR CHILDREN

Title of Research Project:

The effects of family conflict on preadolescent psychological needs and externalizing behaviour

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

Name and Surname.....

Age.....

Signature.....

Date.....

Please tick: I would prefer to complete the questionnaire in English or Afrikaans.

ENGLISH	AFRIKAANS
----------------	------------------

Appendix F: Child Assent – Afrikaans



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2277, Fax: 27 21-959 2845

E-mail: nroman@uwc.ac.za

TOESTEMING VORM VIR KINDERS

Opskrif van navorsing projek:

Die gevolge van familie konflik op preadolescent sielkundige behoeftes en eksternalisering gedrag

Die studie was aan my beskryf in n taal wat ek verstaan en ek het vrylik en vrywillig in gestem om deel te neem aan die studie. My vrae oor die studie was beantwoord. Ek verstaan dat my identiteit nie bekend gemaak sal word nie en dat ek enige tyd kan ontrek van die studie en dit sal my nie negatief in enige manier afekteer nie.

My naam en van.....

Ouderdom

My handtekening.....

Datum.....

Merk asseblief: In watter taal verkies U om die vraestel te beantwoord

ENGLISH	AFRIKAANS
----------------	------------------

Appendix G: Information Letter to Parents – English



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592277, Fax: 27 21-9592845

E-mail: nroman@uwc.ac.za

INFORMATION SHEET FOR PARENTS

Project Title:

The effects of family conflict on preadolescent psychological needs and externalizing behaviour

What is this study about?

This is a research project being conducted by Zainab Kader at the University of the Western Cape. We are inviting your child to voluntarily participate in this research project because he/she is a preadolescent (age 10-12) at the Primary School in Hangberg, Hout Bay. The purpose of the study is to determine the effects of family conflict on preadolescent's basic psychological needs and externalising behaviour.

What will my child be asked to do if I agree to let him/her participate?

He/she will be asked to complete self-administered questionnaires pertaining to the study at school. The questionnaire will take approximately 45-60 min to complete. The questionnaires are confidential and anonymous therefore there will be no consequences to you or your child based on the information provided by your child in the questionnaires.

Would my participation in this study be kept confidential?

We will do our best to keep your child's personal information confidential. To help protect your child's confidentiality, the information your child provides will be totally private; no names will be used so there is no way your child can be identified for participating in this study. Your child's information will be anonymous and treated confidentially. Therefore, your child's name will not be included on the report. If we write a report or article about this

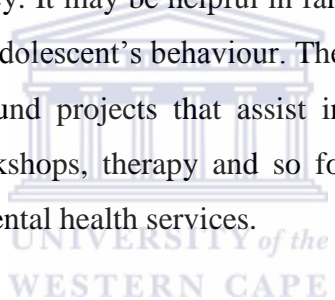
research project, your child's identity will be protected to the maximum extent possible. The reports will be kept in a locked cabinet and only the interviewer and the research supervisor will have access to this information. The research findings will not include any personal details.

What are the risks of this research?

There may be risks in participating in this study. Your child may feel discomfort in being asked certain questions regarding the topic such as challenges in the family. If your child experiences any discomfort as a result of the research process, he/she will be referred for counselling services.

What are the benefits of this research?

This research will be beneficial to professionals, lay persons, teachers and social services offering intervention and advocacy. It may be helpful in family interventions. It may provide teachers with insight into the preadolescent's behaviour. The outcome of the study may evoke the need from government to fund projects that assist in minimizing family conflict by offering supportive groups, workshops, therapy and so forth to community members that cannot afford to access private mental health services.



Describe the anticipated benefits to science or society expected from the research, if any.

It allows organizations focused on advocacy to educate communities about the effects of family conflict. Parents and caregiver may benefit from the findings as it would provide insight into their preadolescent's behaviour thus allowing them to implement alternative strategies for managing this behaviour and fostering an environment where basic psychological needs can be met.

Does my child have to be in this research and may he/she stop participating at any time?

Your child's participation in this research is completely voluntary. He/she may choose not to take part at all. If your child decides to participate in this research, he/she may stop participating at any time. If he/she decides not to participate in this study or if he/she stops participating at any time, your child will not be penalized or lose any benefits to which he/she otherwise qualify.

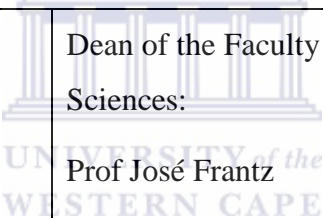
Is any assistance available if my child is negatively affected by participating in this study?

Every effort has been taken to protect your child from any harm in this study. If however, you may feel affected you can be referred to your nearest community resource for assistance.

What if I have questions?

You may contact me at: 081 336 0751 or zkader4@gmail.com or my supervisor Professor Roman in the Social Work Department at the University of the Western Cape. If you have any questions about the research study itself, please contact Prof. Roman at: Department of Social Work, tel. 021 959 2970, email: nroman@uwc.ac.za.

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



Head of Department: Prof C. Schenck University of the Western Cape Private Bag X17 Bellville 7535 cschenck@uwc.ac.za	Dean of the Faculty of Community and Health Sciences: Prof José Frantz University of the Western Cape Private Bag X17 Bellville 7535 chs-deansoffice@uwc.ac.za
---	--

This research has been approved by the University of the Western Cape’s Senate Research Committee and Ethics Committee.

Appendix H: Information Letter to Parents – Afrikaans



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592277, Fax: 27 21-9592845

E-mail: nroman@uwc.ac.za

INLIGTINGSBLAD VIR OUERS

Projektitel:

Die gevolge van familie konflik op preadolescent sielkundige behoeftes en eksternalisering gedrag

Wat is hierdie studie oor?

Dit is 'n navorsings projek wat deur Zainab Kader aan die Universiteit van die Wes-Kaap. Ons nooi u kind om vrywillig deel teneem in hierdie navorsings projek omdat Hy/sy is 'n preadolescent (10-12 jaar oud) by die Primêre Skool in Hangberg, Houtbaai. Die doel van die studie is om die gevolge van die familie konflik oor basiese psigologiese behoeftes preadolescent en eksternalisering gedrag bepaal.

Wat sal my kind gevra word om te doen as ek in stem om hom telaar / haardeel?

Hy/sy sal gevra word om self-gedadministreerde vraelyste met betrekking tot die studie by die skool voltooi. Die vrae lys sal on geveer 45-60 min neem om te voltooi. Die vraelyste is vertroulik en anonim dus sal daar geen gevolge vir u of u kind gebaseer op die inligting wat deur jou kind in die vraelys teinligting.

Sou my deelname in hierdie studie vertroulik gehou word?

Ons sal ons bes doen om persoonlik einligting van jou kind se vertroulik te hou. Te help om jou kind se vertroulikheid te beskerm, sal die inligting jou kind bied heeltemal privaat wees; geen name sal gebruik word, so daar is geen manier om jou kind geidentifiseer kan word vir deel name aan die studie. Jou inligting sal anonim en vertroulik hanteer word. Daarom sal u kind se naam nie ingesluit word op die verslag. As ons skryf 'n verslag of artikel oor hierdie

navorsings projek sal u kind se identiteit beskerm word tot die maksimum mate moontlik. Die verslae sal in 'n geslote cabinet en net die onder houd voerder en die navorsing toesig houer gehou sal toegang tot hierdie inligting te hê. Die navorsing sal nie enige persoonlike besonderhede in tesluit.

Wat is die risiko's van hierdie navorsing?

Daar is dalk die risiko's in deelname aan hierdie studie. Jy kan ongemak in sekere vroeë gevra oor die onderwerp voel soos uitdagings in die familie, insluit en jou verhouding met jou kind. As jy dit doen ondervind ongemak, sal jy vir berading verwys word dienste vir jou en jou kind, wat op 'n lys wat deur die navorser.

Wat is die voordele van hierdie navorsing?

Hierdie navorsing sal voordelig vir professionele wees, lêpersone, onderwysers en maatskaplike dienste aanbied ingryping en voorspraak. Dit mag wees veral nuttig in gesins intervensies. Dit kan onderwyserstev oorsien met insig in die gedrag van die preadolescent se. Die uitkoms van die studie kan die behoefte van die regering om projekte wat help in die vermindering van familie konflik deur die aanbied van ondersteunende groepe, werkwinkels, terapieën so meer om lede van die gemeenskap wat nie kan bekostig om toegang te verkry private geestelike gesondheids dienste te befonds ontlok.

Beskryf die verwagte voordele aan die wetenskap of die samelewing verwag van die navorsing, indien enige.

Dit laat organisasies gefokus op voorspraak om gemeenskappe oor die gevolge van die familie konflik op te voed. Ouers en versorgers kan voordeel trek uit die bevindinge soos dit insig in die gedrag van hul preadolescent waar deur hulle na alternatiewe strategieë te implementeer vir die bestuur van hierdie gedrag en die bevordering van 'n omgewing waar basiese psigologiese behoeftes voldoen kan word sal voorsien.

Het my kind te wees in hierdie navorsing en kan hy/sy ophou deelneem op enigietyd?

Deelname van jou kind in hierdie navorsing is heeltemal vrywillig. Hy/sy kankies om nie deel te neem nie. As jou kind besluit om deel te neem in hierdie navorsing, hy / sy kan stop deelnemende op enigietyd. Indien Hy/sy besluit om nie deel te neem aan hierdie studie, of indien Hy/sy ophou deelneem op enige tyd, sal jou kind nie gepeenaliseer of verloor enige voordele waarop Hy/sy anders inskwalifiseer.

Enige hulp beskikbaar indien my kind negatief geraak word deur deel name aan hierdie studie?

Elke poging is om jou kind te beskerm teen enige skade wat in hierdie studie. As jy egter, kan jy voel geraak kan jy verwys word na jou naaste gemeenskap hulp bron vir hulp.

Wat gebeur as ek vrae?

Jy kan op my kontak: 081 336 0751 of zkader4@gmail.com of my toesighouer Professor Roman in die Departement Maatskaplike Werk aan die Universiteit van die Wes-Kaap. Indien u enige vrae oor die navorsing studie self, kontak Prof. Roman by: Departement Maatskaplike Werk, tel. 021 959 2970, e-pos: nroman@uwc.ac.za.

Indien u enige vrae oor hierdie studie en jou regte as 'n navorsings projek deelnemer of as jy wil enige problem wat jy met betrekking tot die studie ervaar rapporteer, kontak:

Hoof van die Departement: Prof C. Schenck Universiteit van die Wes-Kaap Private Bag X17 Bellville 7535 cschenck@uwc.ac.za	Dekaan van die Fakulteit Gemeenskape Gesondheids wetenskappe: Prof José Frantz Universiteit van die Wes-Kaap Private Bag X17 Bellville 7535 chs-deansoffice@uwc.ac.za
--	--

Hierdie navorsing is goed gekeur deur die Universiteit van die Wes-Kaap Komitee se Senaats komitee Navorsing en Etiek

Appendix I: Information Letter to Children – English



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592277, Fax: 27 21-9592845

E-mail: nroman@uwc.ac.za

INFORMATION SHEET FOR CHILDREN

Project Title:

The effects of family conflict on preadolescent psychological needs and externalizing behaviour

What is this study about?

This is a research project being done by Zainab Kader at the University of the Western Cape. I am inviting you to voluntarily participate in this research project because you are a preadolescent (age 10-12) at the Primary School in Hangberg, Hout Bay. The purpose of the study is to determine the effects of family conflict on preadolescent's basic psychological needs and externalising behaviour.

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

You will be asked to complete self-administered questionnaires about the study at school. The questionnaire will take approximately 45-60 min to complete. The questionnaires are confidential and anonymous therefore there will be no consequences to you based on the information you provide in the questionnaires.

Would my participation in this study be kept confidential?

I will do my best to keep your personal information confidential. To help protect your confidentiality, the information you provide will be totally private; no names will be used so there is no way you can be identified for participating in this study. Your information will be anonymous and treated confidentially. Therefore, your name will not be included on the report. If we write a report or article about this research project, your identity will be protected

to the maximum extent possible. The reports will be kept in a locked cabinet and only the interviewer and the research supervisor will have access to this information. The research findings will not include any personal details.

What are the risks of this research?

There may be risks in participating in this study. You may feel uncomfortable in being asked some questions about the topic such as challenges in the family including your relationship with your parent. If you do experience any discomfort, you will be referred for counselling services for you and your parent, provided on a list by the researcher.

What are the benefits of this research?

This research will be beneficial to professionals, lay persons, teachers and social services offering intervention and advocacy. It may be especially helpful in family interventions. It may provide teachers with insight into the preadolescent's behaviour. The outcome of the study may evoke the need from government to fund projects that assist in minimizing family conflict by offering supportive groups, workshops, therapy and so forth to community members that cannot afford to access private mental health services.

Describe the anticipated benefits to science or society expected from the research, if any.

It allows organisations focused on advocacy to educate communities about the effects of family conflict. Parents and caregiver may benefit from the findings as it would provide insight into their preadolescent's behaviour thus allowing them to implement alternative strategies for managing this behaviour and fostering an environment where basic psychological needs can be met.

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

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

Is any assistance available if I am negatively affected by participating in this study?

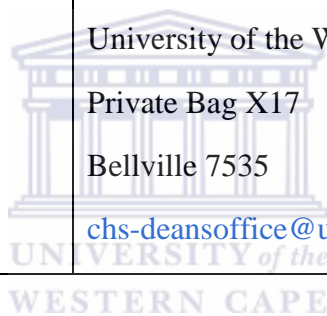
Every effort has been taken to protect you from any harm in this study. If however, you may feel affected you can be referred to your nearest community resource for assistance.

What if I have questions?

You may contact me at: 081 336 0751 or zkader4@gmail.com or my supervisor **Professor Roman in the Social Work Department** at the University of the Western Cape. If you have any questions about the research study itself, please contact Dr Roman at: Department of Social Work, tel. 021 959 2970, email: nroman@uwc.ac.za.

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

Head of Department: Prof C. Schenck University of the Western Cape Private Bag X17 Bellville 7535 cschenck@uwc.ac.za	Dean of the Faculty of Community and Health Sciences: Prof José Frantz University of the Western Cape Private Bag X17 Bellville 7535 chs-deansoffice@uwc.ac.za
---	---



This research has been approved by the University of the Western Cape’s Senate Research Committee and Ethics Committee

Appendix J: Information Letter to Children – Afrikaans



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592277, Fax: 27 21-9592845

E-mail: nroman@uwc.ac.za

INLIGTINGSBLAD VIR KINDERS

Projek Titel:

Die gevolge van familie konflik op preadolescent sielkundige behoeftes en eksternalisering gedrag

Wat is hierdie studie oor?

Dit is 'n navorsings projek wat deur Zainab Kader aan die Universiteit van die Wes-Kaap. Ons nooi jou om vrywillig deel teneem in hierdie navorsings projek omdat jy is 'n preadolescent (10-12 jaar oud) by die Primêre Skool in Hangberg, Hout Baai. Die doel van die studie is om die gevolge van die familie konflik oor basiese psigologiese behoeftes preadolescent en eksternalisering gedrag bepaal.

Wat sal gevra word om te doen as ek in stem?

Jy sal gevra word om self-geadministreerde vraelyste met betrekking tot die studie by die skool voltooi. Die vrae lys sal on geveer 45-60 min neem om te voltooi. Die vraelyste is vertroulik en anonym dus sal daar geen gevolge vir jou gebaseer op die inligting wat deur jou kind in die vraelyst teinligting.

Sou my deelname in hierdie studie vertroulik gehou word?

Ons sal ons bes doen om jou persoonlik einligting vertroulik te hou. Te help om jou vertroulikheid te beskerm, sal die inligting jy bied heeltemal privaat wees; geen name sal gebruik word, so daar is geen manier om jy geïdentifiseer kan word vir deel name aan die studie. Jou inligting sal anonym en vertroulik hanteer word. Daarom sal jou naam nie ingesluit word op die verslag. As ons skryf 'n verslag of artikel oor hierdie navorsings

projeksal jou identiteit beskerm word tot die maksimum mate moontlik. Die verslae sal in 'n geslote kabinet en net die onder houd voerder en die navorsing toesig houer gehou sal toegang tot hierdie inligting te hê. Die navorsing sal nie enige persoonlike besonderhede in tesluit.

Wat is die risiko's van hierdie navorsing?

Daar is dalk die risiko's in deelname aan hierdie studie. Jy kan ongemak in sekere vrae gevra oor die onderwerp voel soos uitdagings in die familie, insluit en jou verhouding met jou familie. As jy dit doen ondervind ongemak, sal jy vir berading verwys word dienste vir jou wat op 'n lys wat deur die navorser.

Wat is die voordele van hierdie navorsing?

Hierdie navorsing sal voordelig vir professionele wees, lêpersone, onderwysers en maatskaplike dienste aanbied ingryping en voorspraak. Dit mag wees veral nuttig in gesins intervensies. Dit kan onderwyserstev oorsien met insig in die gedrag van die preadolescent se. Die uit koms van die studie kan die behoefte van die regering om projekte wat help in die vermindering van familie konflik deur die aanbied van ondersteun ende groepe, werks winkels, terapieen so meer om lede van die gemeenskap wat nie kan bekostig om toe gangte verkry private geestelike gesondheid diens tebefonds ontlok.

Beskryf die verwagte voordele aan die wetenskap of die samelewing verwag van die navorsing, indien enige.

Dit laat organisasies gefokus op voorspraak om gemeenskappe oor die gevolge van die familie konflik op te voed. Ouers en versorgers kanvoordeel trek uit die bevindinge soos dit insig in die gedrag van hul preadolescent waar deur hulle na alternatiewe strategieë teimplementeer vir die bestuur van hierdie gedrag en die bevordering van 'n om gewing waar basiese psigologiese behoeftes vold oenkan word sal voorsien.

Het my kind teweens in hierdie navorsing en kan ek ophoudeelneem op enigetyd?

Jou deel name in hierdie navorsing is heelte mal vry willig. Jy kan kies om nie deel te neem nie. As jy besluit om deelte neem in hierdie navorsing, jy kan stop deel nemende op enigetyd. Indien jy besluit om nie deel te neem aan hierdie studie, of indien jy op hou deel neem op enige tyd, sal jou kind nie gepenaliseer of verloor enige voordele waarop jy anders inskwalifiseer.

Enige hulp beskikbaar indien my kind negatief geraak word deur deelname aan hierdie studie?

Elke poging is om jou te beskerm teen enige skade wat in hierdie studie. As jy egter, kan jy voel geraak kan jy verwys word na jou naaste gemeenskap hulp bron vir hulp.

Wat gebeur as ek vrae?

Jy kan op my kontak: 081 336 0751 of zkader4@gmail.com of my toesighouer Professor Roman in die Departement Maatskaplike Werk aan die Universiteit van die Wes-Kaap. Indien u enige vrae oor die navorsing studie self, kontak Dr Roman by: Departement Maatskaplike Werk, tel. 021 959 2970, e-pos: nroman@uwc.ac.za.

Indien u enige vrae oor hierdie studie en jou regte as 'n navorsings projek deelnemer of as jy wil enige problem wat jy met betrekking tot die studie ervaar rapporteer, kontak:

Hoof van die Departement: Prof C. Schenck Universiteit van die Wes-Kaap Private Bag X17 Bellville 7535 cschenck@uwc.ac.za	Dekaan van die Fakulteit Gemeenskape Gesondheids wetenskappe: Prof José Frantz Universiteit van die Wes-Kaap Private Bag X17 Bellville 7535 chs-deansoffice@uwc.ac.za
--	--

Hierdie navorsing is goed gekeur deur die Universiteit van die Wes-Kaap Komitee se Senaats komitee Navorsing en Etiek.

Appendix K: Editorial Certificate

30 November 2015

To whom it may concern


Dear Sir/Madam

RE: Editorial Certificate

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

Thesis title
THE EFFECTS OF FAMILY CONFLICT
ON PREADOLESCENTS' PSYCHOLOGICAL NEEDS
AND EXTERNALIZING BEHAVIOUR


Author
Zainab Kader



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

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

Yours truly,



E H Londt
Publisher/Proprietor

Idea Corporation t/a

**AQUARIAN
PUBLICATIONS**

STREET ADDRESS
9 Dartmouth Road
Muizenberg 7945

POSTAL ADDRESS
P O Box 00000
Muizenberg 7946

TELEPHONE
021 788 1577

FAX
021 788 1577

MOBILE
076 152 3853

E-MAIL
eddi.aquarian@gmail.com

WEBSITE
www.aquarianpublications.com

PUBLISHER/PROPRIETOR
E H Londt