





## **ABSTRACT**

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

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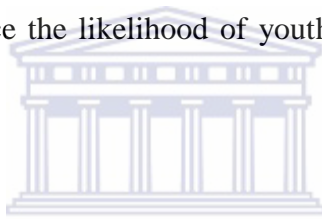






authors has been influenced by the governments increased focus on treatment issues through the implementation of national norms and standards for in- and out-patient treatment services and the amount of people who are currently receiving substance abuse treatment in South Africa (+/- 20, 000 annually).

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



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

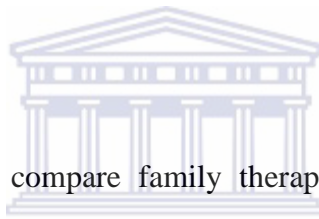








parents. The purpose of the study was to develop and preliminarily evaluate Project Hope, a family intervention for the prevention of both depression and substance use among adolescents. The findings of this study supported the notion that children of depressed parents were more likely to abuse substances,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



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

## **1.2 Problem formulation**

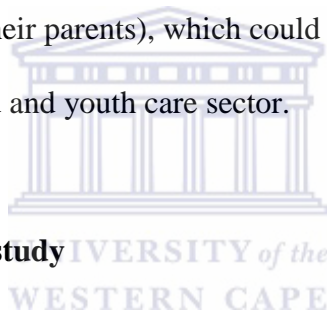
Existing literature that focuses on alcohol abuse in youth concentrates on the physical effects of alcohol abuse, problem behaviours that arise from this, dependence in relation to family relationships and parenting practices and also factors such as religion and culture (Barnes, 2001; Barnes and Welte,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

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

Whilst other studies have focused on statistics

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

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



### **1.3 Aims and Objectives of the study**

#### **1.3.1 The aim of the study**

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

#### **1.3.3 Objectives**

The objectives of the study were to:

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

#### **1.4 Research question**

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

#### **1.5 Research Methodology**

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

#### **1.6 Population and sample**

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

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

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

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

### **1.7 Data collection**

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

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

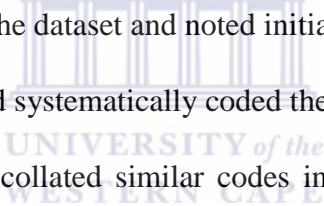
### **1.8 Data analysis**

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

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

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

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

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

### **1.9 Trustworthiness**

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

- *Confirmability*

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

- *Credibility*

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

- *Transferability*

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

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

- *Reflexivity*

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



### **1.10 Ethical statement**

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

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

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

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

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

### **1.11 Definition of terms**

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

#### **Relationship**

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

#### **Youth**

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



## **Alcohol**

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

## **Abuse**

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

## **Parents**

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



## **Child**

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

## **Peers**

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

## **Conflict**

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

## **Behaviour**

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

## **Communication**

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



### **1.12 Chapters to follow**

The forthcoming chapters in this study are as follows:

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

*Chapter three-* is the review of relevant literature.

*Chapter four-* focuses on the research methodology.

*Chapter five -* is the presentation of research findings.

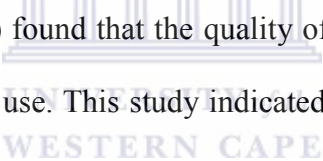
*Chapter six -* is the summary, conclusions and recommendations of the current study.

## CHAPTER 2

### THEORETICAL FRAMEWORK

#### 2.1 Introduction

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



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

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

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

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

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

## **2.2 Theoretical framework**

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

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

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























































































































































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

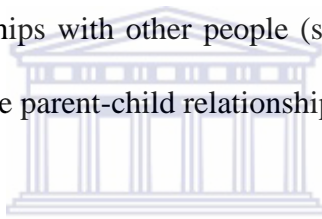
Social work intervention in this regard is also recommended. The social worker will assist families with organizing and conducting family meetings and conferences so that family members can be able to address matters in an enabling manner and safe environment. The social worker should be experienced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

#### **6.4.2 Recommendations - Theme two: Relationships**

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

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

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



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#### **6.4.3 Recommendations - Theme three: Economic factors**

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

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

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

#### **6.4.4 Recommendations - Theme four: Problem and risk behaviours**

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

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

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

#### **6.4.5 Recommendations for further research**

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

#### **6.4.6 Conclusion**

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

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



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## **APPENDICES**



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

**APPENDIX 1:**  
**INTERVIEW TRANSCRIPTS**  
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**APPENDIX 3:**

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**INFORMATION SHEET**



**APPENDIX 4:**

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**INTERVIEW SCHEDULE**



**APPENDIX 5:**

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**LETTER FROM EDITOR**

## **Interview 8 - Parent**

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

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

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

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

Participant: “Yes please.”

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

Participant: “Yes.”

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

Participant: “Yes.”

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

Participant: "The relationship is bad."

Interviewer: "Bad how?"

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

Interviewer: "What does she do?"

Participant: "Too many things."

Interviewer: "Like?"

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

Interviewer: "How often did this happen?"

Participant: "Usually on weekends."

Interviewer: "How does this affect your relationship?"

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

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

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

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

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

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

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

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

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

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

Interviewer: “Is there anything else?”

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

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

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

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

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

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

Participant: “Yes.”

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

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

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

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

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

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

Interviewer: “What else do you do?”

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

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

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

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

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

Interviewer: "What happened?"

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

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

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

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

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

Interviewer: "What would work?"

Participant: "Smacking a child to punish them."

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

Participant: "No."

Interviewer: “Okay. Thank you, goodbye.”

Participant: “Bye.”



#### **Interview 4 – Youth**

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

Interviewer: “Good afternoon. How are you?”

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

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

Participant: “Okay.”

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

Participant: “Yes.”

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

Participant: “Any of them is fine.”

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

Participant: “Yes.”

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

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

Interviewer: “Why do you say that?”

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

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

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

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

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

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

Participant: “He doesn’t say.”

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

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

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

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

Interviewer: “And what happens?”

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

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

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

Interviewer: "Do you come back?"

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

Interviewer: "Tell me more about your drinking."

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

Interviewer: "When you are drunk?"

Participant: "Yes."

Interviewer: "Where?"

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

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

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

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

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

Interviewer: "How do the fights happen?"

Participant: "We fight physically."

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



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

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

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

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

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

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

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

Interviewer: "You smoke?"

Participant: "Yes."

Interviewer: "When do you smoke?"

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

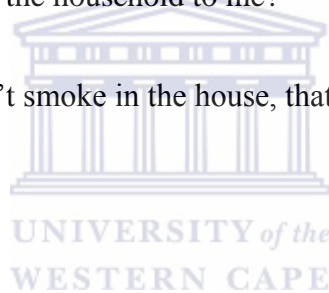
Interviewer: "What happens when you don't follow the rules?"

Participant: "My father will beat you."

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

Interviewer: "How do your parents discipline you?"

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



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

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

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

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

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

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

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

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

Interviewer: "Your baby died?"

Participant: "Yes I had a miscarriage."

Interviewer: "What happened?"

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

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

Participant: "Just my drinking and smoking."

Interviewer: "Tell me about your friends."

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

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

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

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

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

Interviewer: "What do you drink?"

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

Interviewer: "Why not beer?"

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

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

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

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

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

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

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

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

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

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

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

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

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

Interviewer: “And then?”

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

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

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

Interviewer: “What problems are you referring to?”

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

Interviewer: “Why?”

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

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

Participant: “No, nothing.”

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

Participant: "Bye."



## Consent form



**University of the Western Cape**

### **Faculty of Community and Health Science**

**Department of Social Work**

**Telephone number: 021 959 2821**

**Supervisor: Dr. A. Beytell**

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

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

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

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

This letter was and signed on .....day of .....month of the year.....

Signature of interviewee: .....

## **Interview schedule**

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

### **Questions for youth participants**

#### Theme – Relationship between parent/child

Tell me about your relationship with your parents

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

#### Theme – Communication

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

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

#### Theme – Rules

Explain the rules of the household to me?

What happens when you don't follow the rules?

#### Theme – Discipline

How do your parents discipline you?

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

#### Theme – Problem behaviors and peers

Tell me about your friends

Tell me about the things you and your friends like doing

What is the role of alcohol use in your relationship?

### **Questions for the parent participants**

#### Theme – Communication

Tell me about your relationship between you and your child

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

#### Theme – Problem behaviors and peers

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

#### Theme – Rules

Explain the rules of the household to me?

What are the consequences if the rules are not followed?

#### Theme – Discipline

What are the things that you discipline them for?

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



## Information Sheet



### University of the Western Cape

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

#### **What is the study about?**

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

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

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

#### **Would my participation in this study be kept confidential?**

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

**November 15 2013**

**To whom it may concern**

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

**Yours faithfully**

**David Capel**  
**Cell: 072 6606211**

