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**A PSYCHO-EDUCATIONAL PROGRAMME TO ADDRESS THE
AGGRESSION OF LATE-ADOLESCENTS WHO DID NOT COMPLETE
SECONDARY SCHOOL EDUCATION**

by

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THESIS

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DEDICATION

This thesis is dedicated to my wonderful mom, the late Maria Magdalene Walters, who passed on in the year 2000, 1st September

and

My loving dad, the late Harris Walters, who passed on in the year 2000, 12th June.

You have always inspired me to reach for greater heights and taught me that nothing is impossible if you have God on your side.



FOUR beautiful thoughts of life:

- Look back and get experience!
- Look forward and see hope!
- Look around and find reality!
- Look within and find yourself!

This research ought not to be seen as an end product but the beginning of a process of discourse. “Give me a fish and I will eat today. Teach me to fish and I will eat for a life time” – Chinese proverb

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SUMMARY

In any given society there are communities which are made up of individuals. These individuals are very unique and different and, as such, the communities are unique in character. Many late adolescents in these communities, who did not complete secondary school education, experience challenges in coping with their emotions, such as aggression and managing their anger in their daily lives. Therefore, a need has arisen for the facilitation of aggression management for these individuals through a psycho-educational programme.

The question arose as to the causes of this deep-rooted aggression of these late-adolescents and whether there might be a solution to assist these individuals to deal with their aggression, thereby promoting a positive mental state of health. The Theory for Health Promotion in Nursing (University of Johannesburg, 2012:4) states that a person is seen holistically in interaction with the environment in an integrated manner therefore the need for wholistic care.

The overall aim of this study is to develop a psycho-educational programme and provide implementation guidelines for a psycho-educational programme aimed at addressing aggression of late adolescents who did not complete secondary school education.

A qualitative, exploratory, descriptive, contextual and programme developmental research design was followed to achieve the aim and objectives of the study. Purposive sampling was used for the sample selection based on the inclusion and exclusion criteria. The number of participants selected for this study was guided by data saturation. Eight participants were selected for this study.

The research method used in this study has been divided into four phases, namely:

Phase 1: Situation analysis - where relevant data is gathered and explored through in-depth interviews, observation and field notes.

Phase 2: Development of conceptual framework – based on the results of the situation analysis.

Phase 3: Programme development – a technique that involves explaining the causes and symptoms and placing the person's experience within a conceptual framework.

Phase 4: Guidelines to implement the psycho-educational programme - guidelines will be derived from the described psycho-educational programme.

In Phase 1 data collection was done by means of phenomenological interviews and field notes. In the phenomenological interview the participant was asked, **“What is your life story on aggression?”** The field notes included observational, methodological, theoretical and personal notes.

Tech's method of data analysis (Creswell, 2007:156) was used to analyse the data. The phenomenological interviews were audio-taped and transcribed. The measures taken to ensure trustworthiness in this study included credibility, dependability, confirmability, transferability and authenticity. The five primary ethical principles articulated by Dhali and McQuoid-Mason (2011:31), namely respect for persons, non-maleficence, beneficence, justice (human rights) and autonomy guided this study.

The central story line of late-adolescents who did not complete secondary school education life stories reflects aggression as part of their life situation, aggression as a negative experience and they articulate measures to manage aggression.

The three themes that emanated from the collection of the data are the following:

Theme 1: Late-adolescents who did not complete secondary school education life stories reflect aggression as part of their life situation.

Theme 2: Late-adolescents who did not complete secondary school education life stories reflect aggression as a negative experience.

Theme 3: Late-adolescents who did not complete secondary school education articulate measures to manage aggression.

In Phase 2, the conceptual framework for the programme was developed from the findings of the fieldwork. In Phase 3, the programme as developed was based on the described conceptual framework. The intent is to invite late-adolescents showing aggression who did not complete secondary school education to embark on a life-long journey of empowerment as an integral part of mental health and development.

Furthermore, the programme intends to equip late-adolescents showing aggression who did not complete secondary school education to deal with this aggressive behaviour in a more constructive manner. The researcher therefore aims to develop a psycho-educational programme and provide implementation guidelines aimed at addressing aggression of late adolescents who did not complete secondary school education. This could possibly provide skills which will empower them to manage their aggression constructively.

The intention and hope is that the programme will enhance the personal development of late-adolescents showing aggression who did not complete secondary school education to constructively deal with their aggression as well as provide skills needed in this specific context which will eventually contribute towards their empowerment as integral to mental health.

In Phase 4, guidelines were derived from the described psycho-educational programme.



OPSOMMING

In 'n gemeenskap is daar individue wat deel maak van die samelewing. Hierdie individue is uniek en is verskillend in karakter van mekaar. Baie laat-adolesente in hierdie gemeenskappe wat nie hul sekondêre skool onderrig voltooi het nie, ervaar uitdagings in die hantering van hul emosies. Dit is veral opvallend in hul daaglikse ervarings van aggressie en woede en die beheer daarvan; soveel so dat daar 'n groot behoefte ontstaan het vir die fasilitering van aggressie-bestuur om 'n psigo-opvoedkundige program te ontwikkel.

Die vraag ontstaan na die oorsake van hierdie diep gewortelde aggressie van hierdie laat-adolesente en of daar dalk 'n oplossing vir hierdie individue is om sodoende 'n positiewe geestelike toestand van gesondheid te bevorder. Die teorie vir Gesondheidsbevordering in Verpleegkunde (Universiteit van Johannesburg, 2012:4) stel dit dat 'n persoon in totaliteit met die omgewing in interaksie is op 'n geïntegreerde wyse.

Die oorhoofse doel van hierdie studie is om riglyne te ontwikkel vir die implementering van 'n psigo-opvoedkundige program wat gerig is op die fasilitering van bemagtiging as integrale deel van die geestesgesondheid van die laat-adolesente wie aggressie toon en wat nie sekondêre skoolopleiding voltooi het nie.

'n Kwalitatiewe, verkennende, beskrywende, kontekstuele en program-ontwikkelende navorsingsontwerp is gevolg om die doel en doelwitte van die studie te bereik. Doelbewuste steekproefneming is gebruik vir die selektering van die steekproefgroep. Insluitings- en uitsluitingskriteria is gebruik. Die aantal deelnemers wat gekies is vir hierdie studie is bepaal deur dataversadiging. 'n Totaal van agt deelnemers is vir hierdie studie gekies.

Die navorsingsmetode vir hierdie studie is in vier fases verdeel, naamlik:

- Fase 1: Situasië-analise** - waar relevante data versamel en ondersoek is deur middel van in-diepte onderhoude, waarneming en veldnotas.
- Fase 2: Ontwikkeling van konseptuele raamwerk** - wat gebaseer is op die resultate van die situasië-analise.
- Fase 3: Programontwikkeling** - 'n tegniek wat die oorsake en simptome verklaar en wat die persoon se ervaring binne 'n konseptuele raamwerk plaas.
- Fase 4: Riglyne om die psigo-opvoedkundige program te implementeer** - riglyne word afgelei van die beskryfde psigo-opvoedkundige program.

In Fase 1 is data-insameling deur middel van fenomenologiese onderhoude en veldnotas gedoen. In die fenomenologiese onderhoud is die deelnemer gevra: **“Wat is jou lewenstorie oor aggressie?”** Die veldnotas sluit in waarnemings, metodologiese, teoretiese en persoonlike notas.

Tesch se metode van data-analise (Creswell, 2007:56) is gebruik om die data te analiseer. Die fenomenologiese onderhoude is op band opgeneem en getranskribeer. Die maatreëls wat toegepas is om die vertrouenswaardigheid van hierdie studie te verseker het geloofwaardigheid, oordraagbaarheid, vertroubaarheid en bevestigbaarheid ingesluit. Die vyf primêre etiese beginsels wat deur Dhai en McQuoid-Mason (2011:31) uitgespreek word naamlik respek vir ander persone, nie-skadelik optrede, onregmatige bevoordeling, geregtigheid en outonomie is in hierdie studie toegepas.

Die sentrale storielyn van laat-adolesente wat nie hulle sekondêre skool onderrig voltooi het nie se lewensstories reflekteer aggressie as deel van hulle lewensituasie, as 'n negatiewe belewenis en beklemtoon maatreëls om aggressie te bestuur.

Drie hooftemas wat voortspruit uit die versameling van data is:

Tema 1: Laat-adolesente wat nie sekondêre skoolopleiding voltooi het nie se lewensstories weerspieël aggressie as deel van hul lewenswyse.

Tema 2: Laat-adolesente wat nie sekondêre skoolopleiding voltooi het nie se lewensstories weerspieël aggressie as 'n negatiewe ervaring.

Tema 3: Laat-adolesente wat nie sekondêre skoolopleiding voltooi het nie, spreek die wens uit om aggressie te bestuur.

In Fase 2 was 'n konseptuele raamwerk as basis vir 'n program beskryf op grond van die bevindinge van die veldwerk. In Fase 3 was die program ontwikkel vanuit die beskryfde konseptuele raamwerk. Die oogmerk is om laat-adolesente wat aggressie toon en wat nie hul sekondêre skoolopleiding voltooi het nie uit te nooi om hul aggressie op 'n meer konstruktiewe manier te hanteer. Die navorser se doel was om 'n psigo-opvoedkundige program te ontwikkel wat vaardighede aan hulle sal verskaf wat hulle sal help om hulle self te bemagtig.

Die program het die doel om die laat-adolesent wat aggressie toon en wat nie hul sekondêre skoolopleiding voltooi het nie te ondersteun om aggressiewe gedrag op 'n meer konstruktiewe wyse te hanteer. Die navorser se doel was dus om 'n psigo-opvoedkundige program te ontwerp wat vaardighede sal bemagtig om hul aggressie meer konstruktief te bestuur.

Die voorneme en hoop is dat die program die persoonlike ontwikkeling van die laat-adolescent wie aggressie toon en wat nie hul sekondêre skoolopleiding voltooi het nie, te ondersteun. In hierdie spesifieke konteks hoop die program om vaardighede te ontwikkel om hul aggressie op 'n konstruktiewe manier te hanteer. Dit sal uiteidelik bydra tot hul bemagtiging as 'n integrale deel van geestesgesondheid.

In Fase 4 was riglyne afgelei van die beskryfde psigo-opvoedkundige program.



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ANNEXURE D The transcription of an individual phenomenological interview

ANNEXURE E Protocol for the independent coder



CHAPTER 1

BACKGROUND AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

An overview of the study is provided in this chapter. The background and rationale of the study will be provided. From this background, the problem statement, the research objectives, questions and programme development are formulated. The essential aspect for the contextualisation of this study is the paradigmatic perspectives which are also addressed. The research design and method, as well as the measures to ensure trustworthiness and ethical considerations are briefly addressed. This chapter ends with an outline of the chapters to follow.

1.2 BACKGROUND AND RATIONALE

The background and the rationale of this study focus on the following issues:

- Historical background of late-adolescents showing aggression who did not complete secondary school education,
- Causes of aggression of late-adolescents who did not complete secondary school education, and
- Statistics showing the manifestation of aggression shown by late-adolescents who did not complete secondary school.

Aggression shown by late-adolescents in the community can be noted almost on a daily basis through the various media sources. A typical example is the 24-year-old late-adolescent who painted graffiti on the wall and who attempted to vandalise the perimeter fence of the Goodman art gallery in Rosebank, Johannesburg to show his dissatisfaction with the controversial “spear painting”, by Brett Murray in ‘Star’ (2012:2). Abroad, in the ‘Sunday World’ (2012:25), it is reported that a 22-year-old late-adolescent man in Iran attempted to cut off his neighbour’s hand because the neighbour allegedly stole one of his sheep. A report in the ‘Daily Sun’ (2012:16) told of a woman who had been allegedly raped by a 20-year-old late-adolescent man, and how some of the women in the community were so outraged that they killed the alleged rapist without going to the police, ignoring his cries of innocence even as he died in a hail of stones. Community members viewed their aggression, in this alleged rape instance, as per Steyn (2006:2) as appropriate, self-protective and constructive. It is perceived by community members that the police service would not gather enough evidence against the perpetrator and that if charges were brought, they would be withdrawn because evidence would not be gathered in time to ensure a conviction (ICD report, 2011:234).

The quoted examples are just a few among many others. One can thus suspect that this aggression appears to be a phenomenon that is common, and occurs on a regular basis. It is therefore imperative to understand the aggressive behaviour of the individuals in the community which emphasises the need to address this phenomenon.

Numerous studies, see references below, have been carried out to develop theories highlighting the main causes that underlie aggression. To determine the exact causes of aggression among the late-adolescent is not an easy task because this is likely to be the outcome of more complex social factors rather than a single cause or one event. According to Moon, Hwang and McLuskey (2008:4) there are at least three criminological theories that briefly describe and provide credible explanations and understanding of the causes of aggression, namely a low self-control theory, differential association theory and general strain theory.

Farrington (2004:630) suggests that aggression is any type of behaviour that is directed to harm, hurt, inflict pain or destroy another person. Dodge, Coie and Lynam (2006:732–40) agree that aggression can be described as a set of covert behaviours that are socially manipulative, like spreading rumours, talking behind some one's back, and encouraging others to dislike someone else.

Aggression may appear in certain situations as self-protective and constructive, which can be interpreted as healthy assertiveness. However, in other circumstances according to Steyn (2006:2), aggression is inappropriate and destructive, for example by making belittling remarks or damaging somebody else's property. Caspiri and Moffitt (2005:3) state that aggression regularly equates to the physical violation or abuse of a person or property, but it can also refer to behaviour, emotions and attitudes that hurt people, property or relationships.

It can be surmised that aggression manifesting as abusive behaviour falls into two categories, namely emotional and physical abuse. Emotional abuse, including social, verbal and spiritual abuse is more difficult to detect, whereas physical abuse occurs when injury is intentionally inflicted upon a person's body, which includes violence and sexual abuse (Perry, Dilillo & Peugh, 2007:117).

Aggression can also be equated to physical abuse which includes sexual inappropriateness (Perry *et al.* 2007:117). In terms of the Sexual Offences Act (Act No. 23 of 1957), sexual offences involve sex without consent, unwanted sexual touching or being forced to engage in a humiliating sexual activity. Sexual offences include the following:

- Keeping someone against his or her will in order to perform unlawful sexual intercourse.
- Defilement of a child by letting the child have sex with someone or committing indecent acts with a child.
- Conspiring with someone to have unlawful sexual intercourse with another person.

- Paying or attempting to pay someone to have unlawful sexual intercourse or to become a prostitute.

There is a concern about aggression in the community which was raised by Weber, Wiedeg, Freyer and Gralher (2004:573) where individuals use excessive force to try and resolve conflicts. Rubin, Rubin, Haridakis and Pile (2010:12) agree with this and further state that aggression in films and crime-based television all create a climate where individuals are presented with ways to solve their problems. They are of the opinion that crime resulting from aggression is at alarming levels and that brutality can be linked to aggression. Brutality includes the following acts:

- Threats to use force if not obeyed.
- The use of profane and abusive language.
- Commands to instill fear.
- The actual use of physical force or violence itself.

In an article published in 'Star' newspaper (2012:4), the writer expands on Andries Tatane's last moments of his life as ten to twelve policemen beat him to his knees before he died. He was killed while protesting against inadequate service delivery in the Setsoto Municipality in the Free State. The policemen accused of killing him are currently standing trial. This raises the question and moral dilemma that if the police, who are supposed to protect and to serve the community, succumb to aggression and kill a member of the community they vowed to serve and protect, what is really happening to society? These role models in society are demonstrating aggression to resolve conflicts.

Hoglund and Leadbeater (2007:534) state that a prominent sociological approach to understanding an individual's behaviour, irrespective of creed or kind, is based on the premise that behaviour is influenced by the social dynamics of citizen-citizen encounters. This seems to be the case in the above-mentioned article where the police had the notion that they are superior to ordinary citizens.

In an article from Davis and Jean (2004:14), it was mentioned that psycho-social factors that contribute toward aggression in children, which is later carried on into adulthood, stems from both normal development and those with psycho-social disturbances. Aggression constitutes intended harm to another individual, even if the attempt to harm fails. There is no single theory about the causes of aggression in humans. Some believe that aggression is innate or instinctive. Social theorists (Davis & Florian, 2004:43) suggest the break down of traditions, family patterns of child rearing and social isolation lead to increasing aggression in children, adolescents and adults. Aggression in children correlates with family unemployment, strife, criminality and psychiatric disorders.

According to De Bord (2009: 23), there are differences between levels of aggression between boys and girls in the same family. It is perceived that girls are always less aggressive than boys and that older children are more aggressive than younger children. Intrusive and active children are also more aggressive than passive or reserved children. Arsenio (2004:139) postulates that aggressive boys between three to six years of age are likely to carry their behavioural style into adolescence and most likely to adulthood. In extreme cases, they may show aggression by purse-snatching, muggings or robbery or in less overt ways by persistent truancy, lying and vandalism. They further state that girls younger than six years of age who have aggressive styles of behaviour towards their peers do not tend to continue being aggressive when they are older and their aggression does not correlate with adult competitiveness.

A common problem leading from aggression, according to Turner, Finkelhor and Ormond (2006:13), is frustration which keeps individuals from achieving goals that are important to self-esteem. Aggression and frustration are closely related. If children learn that being aggressive when frustrated is tolerated or gives them special treatment, then this behaviour is reinforced and may be repeated right into adulthood.

According to Fredland (2008:35), aggression in both young boys and girls is planted in childhood and adolescence, and is subsequently carried over into adulthood. He further states that there are two types of aggression, namely:

- Cultural violence – this includes a wide range of behaviours, explosive temper tantrums, physical aggression, fighting, and threats of attempts to hurt others which includes homicidal thoughts. These behaviours, more often than not, include the use of weapons, cruelty towards animals, setting of fires and other intentional forms of destruction of property.
- Predisposition to violence – often the individuals are supersensitive, easily offended and quick to anger. They are difficult to soothe and often lash out suddenly, sometimes for no obvious reason. When they hurt someone in their anger, they tend not to be sorry and may tend not to take responsibility for their actions. These individuals who do not take responsibility for their actions exhibit an external locus of control (Lieberman, Giesbrecht & Muller, 2007:512) where they blame others for their actions and do not take responsibility for their conscious control of thought and actions.

In the formative years, children may go through a brief period of aggressive behaviour if they are worried, tired or stressed. If the behaviour continues for more than a few weeks, parents should talk to professionals. If it becomes a daily pattern for more than three to six months, it could be a serious problem, often leading to aggression and violence in adulthood (Trainor, Schactman, Hatton, Tourigny & McKim, 2005:12).

Some children have been regularly exposed to aggression in the home and, as such, act out aggressively to situations and are not aware of alternative skills to resolve conflicts like the use of verbal solution strategies (Brennan, Hall, Bor & William, 2003:6). Physical aggression is thought to emerge within an aversive family system, whereby physical acts of aggression may be a functional means of escape from intrusive family members or from aversive parental discipline. Over time, the intensity of aggression escalates as care givers react to the child's behaviour and the child reacts to their environment (Marcus & Kramer, 2001:263). Accordingly, both the individuals and their environment are viewed as important determinants of behaviour.

Aggression may also be linked to forms of discrimination (Perry *et al.* 2007:117). The South African Constitution (Act No. 108 of 1996) purports that everybody has inherent dignity and the right to have their dignity respected and protected. According to 'The New Age Inside 1' Newspaper (2012:13), Musina in the Limpopo province, next to Zimbabwe, is a town that never sleeps, with business being conducted in the day and the nights being ruled by the notorious and heavily-armed predatory 'Guma Guma' gang feared by everyone including the police. At night, the Guma Guma gang attack truck drivers while they are sleeping in overnight parking facilities between the border and Musina, robbing them of cash, cell phones and anything else worth taking. In another scenario, a young Zimbabwean woman hoping for a better life in South Africa relived a horrific ordeal and was despaired for her life when she was repeatedly gang raped and repeatedly stabbed by the fearful Guma Guma gang members as she was illegally trying to cross the Limpopo River into South Africa. Everyone, even illegal immigrants, has inherent dignity and the right to have their dignity respected and protected.

According to Potter (2008:16), aggression is largely based on the learning, activation and application of aggressive-related knowledge structures, stored in memory, known as cognitive scripts or schema. The psychological processes that link exposure to violence with subsequent increases in aggression can be divided into those that produce immediate but transient changes, and those that produce delayed but enduring changes.

Arsenio (2004:84) states that exposure to aggression has an immediate impact in increasing aggressive behaviour by priming aggressive cognitions which includes aggressive thoughts; expectations; hostile attribution bias and previously learnt behavioural scripts by increasing arousal, by creating an aggressive affective state or by teaching individuals aggression through imitation of actions. All these could lead to impulsive actions, and possibly to aggression during a given social encounter.

Drabick and Kendall (2010:275) are of the opinion that the long-term effect of continual exposure to violence and aggression may also affect the learning processes. From birth, humans learn how to perceive, interpret, judge and respond

to events in their physical and social environment. Various knowledge structures for these develop over time and are based largely on experiences and direct exposure which includes real observations and interactions with other members in the family or in the community, and imagined ones from video games, television and movies.

The process of reinforcement for physical aggression may be maintained once an individual begins to interact more with peers. Dishion and Patterson (2006:8) state that physically aggressive individuals are often rejected by their more typical less aggressive peers and may subsequently become involved with a “deviant group”. In this instance, the peers reinforce anti-social behaviour such as physical aggression which could ultimately lead to delinquency and adult offending, and may possibly lead to early school leaving (Brennan *et al.* 2003:310).

The researcher used to be a secondary school teacher at a school in Gauteng, which is in a sub-economic community located within the South Western area of Johannesburg, for six years. This school showed a high rate of learners in grade nine that left school early. The researcher thus investigated, in his Master’s Degree, whether the causes of this high rate of learners leaving school early at the grade nine level was as a result of an internal or external locus of control. It was subsequently established that the high rate of early school leaving was because of an external locus of control, meaning that external factors beyond their control such as family factors, social factors and school factors influenced this early school leaving (Walters, 1994:106).

The researcher was constantly aware of the early school leavers who were in the late-adolescent age bracket and noticed that their self-esteem gradually took a downward trend over time, and that they showed aggression towards their contemporaries who still attended school and toward other members of the community. A concern was raised about the deep-rooted causes of this aggression and if there might be a solution to assist these late-adolescents to deal with their aggression. Thus, there was a need to develop a psycho-educational programme to address the aggression of late-adolescents who did not complete secondary school education by focusing on the exploration and description of their aggression.

The only way to learn about the aggression of late-adolescents who did not complete secondary school education was to know their life world, their situation, their relationships and their needs. The question arises how to facilitate empowerment as an integral part of mental health of late-adolescents who are showing aggression and who did not complete secondary school education. The original contribution will help to create a framework for the development of a psycho-educational programme to assist the late-adolescents who did not complete secondary school education to constructively manage their aggression.

1.3 PROBLEM STATEMENT

Individuals who are exposed to aggression at home and at school are at risk for behavioural problems, mood disorders, peer rejection and criminal behaviour. This may lead to individuals using force, which is at the heart of the problem which defines and controls aggressive behaviour (Scourfield, John, Martin & McGuffin, 2004:927). Aggressive behaviour has become a cause for concern and it is evident that individuals are having inward struggles to contain or control this problem. It is a tendency which surfaces early in the lives of children which should not be played down.

According to Cote, Vaillancourt, LeBlanc, Nagin and Tremblay (2006:75–85), certain factors such as being a victim of physical and sexual abuse, exposure to aggression and violence in the home and community and a combination of stressful family socio-economic factors like poverty, severe deprivation, marital break ups, single parenting, unemployment, and loss of support from extended family, may put some children at risk for developing violent behaviour as adults.

Parents, however, can teach children non-aggression by controlling their own tempers. If parents express anger in quiet, assertive ways, children may follow their parent's example (Sandstrom, 2007:399). According to Freiden (2006:210), children need to understand when they have done something wrong so they can learn to take

responsibility for their actions and learn ways to make amends. Responsible parenting does not tolerate aggression or use it in any way.

Every effort should be made, according to Cicchetti and Curtis (2006:30), to dramatically decrease the exposure of children and adolescents to aggression in the home, community and through the media as this leads to a frame of reference in adulthood whereby conflict can be solved. It is clear that aggression often leads to aggression and De Bord (2009:30) suggests that the following strategies can be used to reduce or prevent aggressive behaviour:

- Prevent child abuse in the home.
- Provide sex education and parenting programmes for adolescents.

The most important step that parents can take for their children that will help them to become productive members of society is by setting firm and consistent limits. Parents also need to ensure that everyone caring for the children acts in accordance with the parent's rules and expectations.

De Bord (2009:31) further states that parents should know the importance of helping children find ways to deal with anger without resorting to aggression. The adolescent should learn to say no to their peers and they should learn how to settle differences with words instead of physical aggression. Praise should be given as reinforcement when children control their aggressive impulses. This will be an ultimate tool and stepping stone for them to apply to their adult life.

According to Kokko, Tremblay, Lacourse, Nagin and Vitaro (2006:10), childhood aggression is the best known behavioural predictor of future social adjustment difficulties. Children with early onset aggression are likely to engage in aggressive behaviour throughout the course of their lives. Early aggression is also strongly associated with later criminal behaviour and deviant peer relations, poor school achievement, early school leaving and unemployment.

Individuals normally express aggression when they lose their sense of connection with others which may lead to a feeling of tenseness, isolation and fear (Freiden, 2006:210). According to an article by Garaigordobil (2010:33–41), these feelings

comes from childhood when they were allowed to lash out at other children, even to those who are close to them in order to vent their frustration as a means of getting attention, and their own way.

As per the latest aggression and violence statistics released by Thorpe (2012:32), it has come to light that in Gauteng, South Africa:

- approximately 2 121 887 serious crimes were committed in the 2011/2012 calendar year.
- over 30% of these were contact crimes and over 25% were property-related crimes.

Breaking down the crime factor further:

- 30% of crimes were assault with grievous bodily harm
- 29.2% were common assault and 16.8% were aggravated robbery
- 10.1% were sexual offences.

One can see from these figures that aggression, violence and crime, as previously discussed, is a real cause for concern for all stakeholders.

Many late-adolescents who did not complete secondary school education are not immune to aggression portrayed by society. They may experience challenges in coping with their aggression which may have the potential to harm other members of the community. This statement is supported by Grossman (2010:309) wherein he states that society inadvertently de-sensitizes vulnerable adolescents to aggression and socialises them to accept it as a means of coping with their social environment and life's challenges. He believes that this cultural shift accounts for much of the late-adolescents' aggression that is occurring in society.

Various explanations are offered for the reasons why late-adolescents showing aggression who did not complete their secondary school education are disproportionately involved in aggression and crime. Some of these accounts relate to the vestiges of South Africa's past and to the high level of political and other forms of aggression to which adolescents are exposed (Allen, 2009:13).

Le Grange (2006:12) outlines risk factors for late-adolescents' aggression at different levels that impact on society at large. The different aggression levels include the individual level, relationship level and community level. The individual level focuses on self-esteem and a history of aggressive behaviour. The relationship level focuses on parents' poor supervision of late-adolescents. The community level focuses on the socio-economic statuses of families, cultural and societal levels, for example, the presence of gangs, guns and drugs in the community, low levels of social cohesion, income inequality, poor law enforcement and normative use of aggression and violence to solve conflicts (Grossman, 2010:320).

Aggression is not an unknown phenomenon to the adolescent in general; the average late-adolescent who did not complete secondary school education in a South African context is not necessarily acquainted with the dynamics and processes of their aggression as such. The life world of a late-adolescent showing aggression who did not complete secondary school education can thus be seen as relatively unknown and is an ideal research domain to be explored.

The researcher identified that no research has been conducted to determine what happened to these late-adolescents showing aggression and whether they have been assisted to deal with their aggression after they had left secondary school early. Thus he asked himself how the late-adolescents showing aggression who did not complete secondary school education can be addressed and which skills they would need to possess to deal adequately with the challenges of their aggressive behaviour, especially because they may now view themselves as failures, "drop outs", and also assume that others in their social environment view them in the same light.

Research questions were formulated in terms of the problem statement and the study seeks to address the following questions:

- What are the life stories of late-adolescents showing aggression who did not complete secondary school education?
- What can be done to address the aggression of late-adolescents who did not complete secondary school education, thereby facilitating empowerment as integral part of mental health?

1.4 RESEARCH AIM AND OBJECTIVES

The following aim and objectives will form the focus of this research study.

1.4.1 Research aim

The aim of this study is to develop a psycho-educational programme and provide implementation guidelines aimed at addressing aggression of late-adolescents who did not complete secondary education.

1.4.2 Research objectives

The research objectives of this study were as follows:

- To explore and describe the life stories of late-adolescents who are showing aggression and who did not complete secondary school education (Phase 1).
- The development of a conceptual framework for a psycho-educational programme for late-adolescents who are showing aggression and who did not complete secondary school education and (Phase 2).
- The development of a psycho-educational programme based on the results of Phase 1 (Phase 3).
- The description of guidelines to implement the psycho-educational programme (Phase 4).

1.5 PARADIGMATIC PERSPECTIVE

A paradigm is a basic set of beliefs that guides action which addresses the review of literature, the formulation of a problem statement and the objectives that gives the investigator a choice of method as well as a choice of content. In Bothma, Greeff, Mulaudzi and Wright (2010:39–40), it is suggested that a paradigm describes a distinct concept or thought pattern and it also breaks down the complexity of the real world. It is an interpretational framework that influences the research because it is guided by specific beliefs, perceptions and feelings (Guba & Lincoln, 1994:105).

The paradigmatic perspective of this study will be discussed under meta-theoretical assumptions, theoretical assumptions and methodological assumptions. While doing this, the researcher will constantly adhere to the aim of this research, which is to develop a psycho-educational programme and provide implementation guidelines aimed at addressing aggression of late-adolescents who did not complete secondary school education. This research is not free of value and therefore it is important for the researcher to indicate and explain the assumptions within the context of the study (Cobb, 2010:115).

1.5.1 Meta-theoretical assumptions

Myburgh and Strauss (2015:16-17), state that meta-theoretical assumptions refer to the researcher's own view of concepts or the theory about theory. It represents a person's beliefs and claims that the core of a person's existence is their belief system. According to the University of Johannesburg (2012:12), assumptions are not open to testing, it serves as a framework within which theoretical statements are made and deals with the researcher's views on the person, the environment and mental health.

Meta-theoretical assumptions are the core beliefs that reflect the researcher's understandings and beliefs about the person, the environment (the society) and

mental health as illustrated in Figure 1.1. They have no epistemic foundation and are philosophical in their origin (Botes, 1994 In University of Johannesburg, 2012:12). The researcher's assumptions regarding a person and the environment will be based on it.

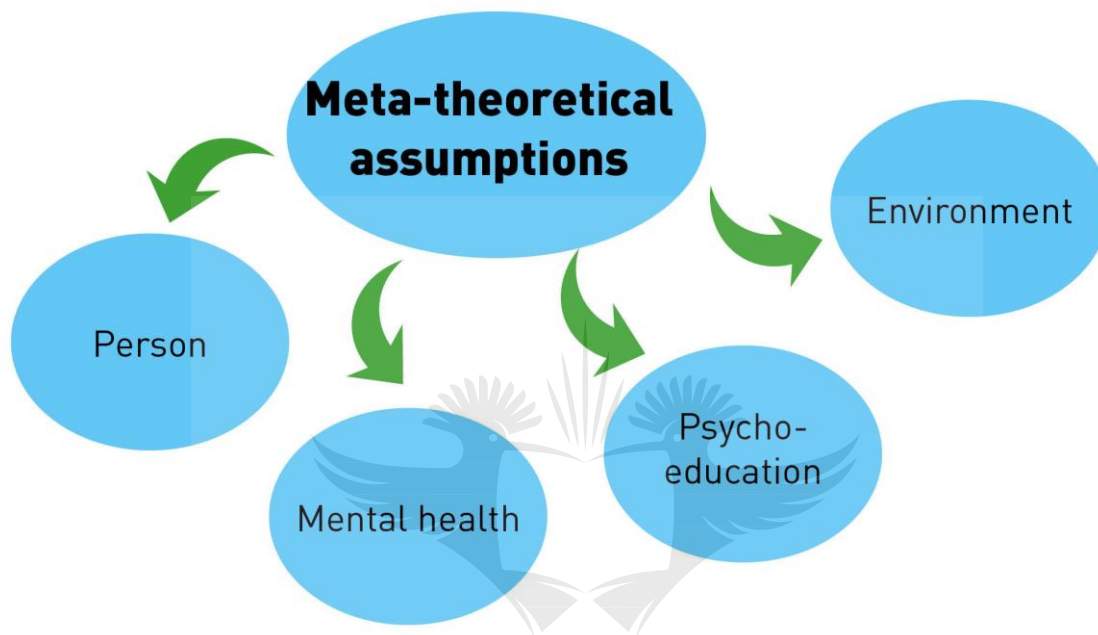


Figure 1.1 Aspects of meta-theoretical assumptions

The four definitions are directly related to and based on the meta-theoretical assumptions defined below, namely person, mental health, psycho-education and environment.

1.5.1.1 Person

The word “person” in this research will be used with reference to the late-adolescents who are showing aggression and who did not complete secondary school education. They are participants in this research who have an understanding

and perception of the phenomenon of aggression. Peck (2010:56) states that these interactions between the “persons” and the environment can be regarded as “a psychosomatic” interaction. This is a holistic understanding of the interaction of a “person” with the environment.

University of Johannesburg, (2012:5), states that a person is seen in a holistic manner which embodies the dimensions of the body, mind and spirit. The late-adolescent showing aggression who did not complete secondary school education, however, functions in an integrated, interactive manner with the environment.

1.5.1.2 Mental health

Mental health is defined by Segal (2011:113) as an expression of emotions which signifies successful adaptation to a range of demands. These demands function at a level from an individual’s psychological well-being from the perspective of “positive psychology” or “holism”.

From the framework of Poggenpoel (1994:53), it is stated that mental health focuses on an individual’s mental process that influences his or her patterns of interaction between his or her internal and external environment. Included in these mental processes are intellectual, volitional and emotional processes and because the person is whole, his or her mind will influence his or her body and spirit. An inference can thus be made that the mental health of late-adolescents showing aggression who did not complete secondary school education is associated with virtues such as friendliness, tolerance, warmth, kindness, love, responsibility, gratitude, understanding and empathy (Kreigh & Perko, 2010:24).

1.5.1.3 Psycho-education

The concept of psycho-education refers to a certain kind of education that has a dual focus. It emphasises the learning skills and strategies to cope with life, while at the

same time facilitating psychological well-being. As such, it involves creating opportunities for late-adolescents showing aggression who did not complete secondary school education to become aware of, understand, and address aspects that prevent them from managing optimal mental health (Steyn, 2006:24).

1.5.1.4 Environment

According to Van der Merwe (2004:14), the nature of a person's internal environment is body, mind and spirit, and that of the external environment is physical, social and spiritual (University of Johannesburg, 2012:3-4).

In the context of this research study, the external dimensions will include the family, friends and community members of the late-adolescent showing aggression who did not complete secondary school education. The internal environment contains the physical, psychological and spiritual dimensions. The interaction between the external and internal dimensions is imperative for the constructive management of the late-adolescent showing aggression who did not complete secondary school education.

Fried (2010:67) posits that a person is a representation of the environmental and social climate that influences the physical environment, which in turn is influenced by it. The late-adolescent showing aggression who did not complete secondary school education does not exist on an island with no interaction between other persons; they form part of a vibrant, living environment that manifests in the daily human activities, beliefs, attitudes, and values as well as an understanding of natural, political, social and economic spheres. In the context of this research, the word "environment" refers to the community in which the participants reside.

1.5.2 Theoretical assumptions

Crotty (2003:7) defines a theoretical assumption as the theoretical stance in forming the methodology and thus providing a context for the process and grounding its logic criteria. Dishion and Patterson (2006:520-24) assert that most theoretical assumptions on aggression can be organised into four categories, namely innate urges or dispositions, extremely elicited drives, cognitive emotional process and present social conditions combined with previous learning. Lilly, Cullen and Ball (2007:204) suggest that modern interpretations of research on aggression can generally be organised into two theoretical frameworks, namely control theory and social-interactionism. Both these frameworks emphasize social conditions and learning principles based on the behaviourist's theory.

Theoretical assumptions are statements about the research domain which form part of the existing theory of the proposed discipline. They give form to the central theoretical statements of the research and form the conceptual framework for the epistemic statements in the research. Theoretical statements are testable and provide epistemic findings about the research domain (University of Johannesburg, 2012:12).

The following theoretical assumptions are made for conducting this study; every individual has been created uniquely and late-adolescents showing aggression have the ability to become masters of their aggression. The researcher will collect data and after these have been analysed, the results will be recontextualised in the literature by means of a literature control. He will also endeavour to go into the field, open-minded, describe and interpret the experiences of the participants.

1.5.3 Definitions of concepts used in this study

Certain relevant concepts or terminology need to be defined or clarified in order for the study to be understood and for the reader to comprehend the research report while at the same time conceptualising them in this study.

1.5.3.1 Aggression

Hay (2005:108) suggests that the definition of aggression is multi-dimensional, requiring information about the specific intent of an action, its form and intensity, its provocation and the inter-personal history of the aggressor and the victim. Aggression is also defined as a set of overt behaviours that are aimed at harming or injuring another person, like hitting or attacking someone and getting into fights (Dodge et al. 2006:720).

Aggression is categorised by Kaplan and Sadock (2009:169) into instrumental, emotional, psychological, verbal and non-verbal, physical and emotional aggression. Verbal aggression refers to spoken words or verbal statements that are motivated by anger as well as to verbal behaviour used to express aggression. Hawkins (2008:496) states that non-verbal aggression includes gestures such as passive resistance, rolling of eyes, using a middle finger and throwing one hand in the air. Non-verbal aggression is usually understood as the process of communication through sending and receiving wordless messages. Physical aggression, on the other hand, involves hitting, punching, kicking and the use of weapons by individuals towards their victims.

In the context of this research, aggressive behaviour as per Collins (2007:95-119) will also be defined as:

- A disposition to behave aggressively.
- The act of initiating hostilities.

- Violent action that is hostile and usually unprovoked.
- Deliberate unfriendly behaviour.

1.5.3.2 Late-adolescent / young adult

Late-adolescence is often referred to as from late teen years, 18 years to around 24 years. It is a period in life that begins with biological maturation, during which individuals are expected to accomplish certain developmental tasks and that ends when they achieve a self-sufficient state of adulthood as defined by society (Cobb, 2010:205). Erikson (1995:237) describes late-adolescence as a period in which intimacy versus isolation are established. The late adolescent/young adult emerging from the search of an identity is willing to fuse his identity with that of others. They are ready for intimacy which is the capacity to commit to concrete affiliations and partnerships.

Furthermore, they show the ability to develop an ethical strength to abide by such commitments even though they may call for significant sacrifices and compromises. He further states that a danger of this stage is that intimate, competitive and combative relations are experienced with and against other people. This will eventually fade when they become aware of that ethical sense which is the mark of an adult.

1.5.3.3 Learner who did not complete secondary school education – early school leaver

This refers to a secondary school learner who did not complete secondary school education with a relevant accredited certificate (Cobb, 2010:120).

1.5.3.4 A psycho-educational programme

This is a specific type of programme that focuses on educating individuals about their challenges and ways of coping with it. The individuals in this programme all share the same emotional and behavioural challenges, where learning skills and strategies to cope with life in order to facilitate mental health is addressed (Fitscher, 2009:19). Steyn (2006:20) emphasises that a psycho-educational programme should be designed to address the specific needs of the individuals, community or group as it is acknowledged that every person knows him or herself best and that every community or group is most familiar with the dynamics within the community or group.

1.5.3.5 Address

According to Hall (2010:2), to address a phenomenon is an activity to approach the factors which have relevance to the essential nature of something, the crucial point about an issue or the fundamental problem that remains to be attended to. This activity is primarily concerned with the altering of a mindset that will determine a change in behaviour.

Badenhorst (2008:7) states that to address an issue is an attempt to alter, resolve or overcome that basic issue that is difficult to resolve. In the context of this study, when addressing the factors that trigger the aggression of late-adolescents who did not complete secondary school education, it will possibly assist them to constructively manage their aggression.

1.6 METHODOLOGICAL ASSUMPTIONS

Methodological assumptions concern the researcher's view of the nature and structure of science and research in one's discipline where logic and justification is shown in the process (Myburgh & Strauss, 2015:16-17). These assumptions made by the researcher direct the research design. The methodological assumptions have their origin in science-philosophy and deal with the purpose, method and criteria for the validity of research. These assumptions are stated in terms of the aim and methods of research and the criteria for validity. They also give form to the research objective and research content which in turn influence the decisions about the research design (University of Johannesburg, 2012:66).

Methodology refers to the manner in which the researcher is dealing with problems as well as looking for answers in research. Creswell (2007:17) states that a phenomenological approach is best when the researcher strives for an in-depth meaning and understanding of a phenomenon. In the context of this study, the late-adolescents showing aggression who did not complete secondary school education will be explored and described in order to understand the phenomenon.

The researcher will describe and interpret the experiences of aggression of late-adolescents who did not complete secondary school education. The data will be collected from the interviews with late-adolescents showing aggression who did not complete secondary school education which will form the basis in formulating guidelines to develop a psycho-educational programme to facilitate empowerment as integral to mental health.

Krefting's (1991:214) model for trustworthiness is applied in this study to ensure validity and reliability. The four strategies used to ensure trustworthiness and which form the basis for the model are, credibility, transferability, dependability and confirmability. Methodological assumptions provide an overall guide to the researcher and are therefore fundamental in this study.

1.7 RESEARCH DESIGN AND METHOD

This research will utilise a qualitative, exploratory, descriptive, contextual, and programme developmental approach. Each of these approaches will henceforth be discussed.

1.7.1 Research design

A constructivist philosophy of science (Creswell, 2007:63) will form the basis of this research design. The key elements in this approach are:

- Understanding
- Multiple participant meanings
- Social and historical construction
- Theory generation. This philosophy will be discussed in Chapter 2.

The research design that will be used in this study is qualitative, exploratory, descriptive, contextual, and programme development in nature.

1.7.1.1 Qualitative approach

A distinguishing trait of qualitative research is the belief that people construct their own reality through their lived experience and that knowledge is developed by interacting with people, and that human beings construct their own interpretation and meaning of the experience within a phenomenological methodology by using methods such as interviewing and observation (Terre Blanche, Durrheim & Painter,

2006:7). Green and Thorogood (2009:14) support the notion that qualitative research is not about the reality of the world but about peoples' interpretation of reality.

Qualitative research design begins with specific observations and builds toward general patterns. The idea of embarking on a qualitative method in this research is to use open-ended questions to gain insight into the research topic (Babbie & Mouton, 2003:43). This is gained through the contextual analysis of the meanings attributed to the situations and experiences of the lives of late-adolescents showing aggression who did not complete secondary school education.

1.7.1.2 Exploratory and descriptive approach

Exploratory research is implemented if little or no previous research is known about the phenomenon under investigation. The researcher will thus attempt to collect data throughout an exploratory study (Bothma et al. 2010:85). An exploratory research design is used where a qualitative research method will be followed to address the aggression of late-adolescents who did not complete secondary school education. This design is chosen because little is known about the topic and little research has been done on it. Such a design would, therefore, assist in understanding the phenomenon under study. The collected information will explain the phenomenon from the participant's perspective.

If the aim of the study is to describe the phenomenon rather than explaining it, a descriptive design is used (Neuman, 2006:60). The intention is to give an in-depth clarification of a specific individual, situation, and group of people or organisation (O'Leary, 2004:91). In this research, it was not only to understand human behaviour but also to describe how the participants experience aggression. Exploratory and descriptive research was utilised to describe the life stories of late-adolescents showing aggression who did not complete secondary school education.

1.7.1.3 Contextual approach

Contextual research focuses on participants within a specific context in order to give an understanding of the participants within the context. This is necessary as knowledge is context-dependant and human experience is context bound (Christensen, 2008:352). The context of this research study is the aggression of late-adolescents who did not complete secondary school education in a particular community in Gauteng. This context was identified as being suitable to address the aggression of late-adolescents who did not complete secondary school education.

1.7.1.4 Programme developmental approach

A programme developmental approach starts with numerous interviews with individuals who are identified to meet the requirements of the research topic in a specific location. This research addresses the aggression of late-adolescents who did not complete secondary school education. There are no formal interview schedules for the in-depth interviews. The researcher describes the purpose of the study which is to gather information in order to develop a psycho-educational programme (Kazdin & Weizz, 2003:312).

1.7.2 Research method

The research method pursued in this study has been divided into four phases, namely situation analysis, development of the conceptual framework, development of the psycho-educational programme and the description of guidelines to implement the psycho-educational programme.

1.7.2.1 Phase 1: Situation analysis

A phenomenological hermeneutical approach will be utilised (Creswell, 2007:59) which will be described in Chapter 2. The key elements in this approach are:

- Reflection on essential themes
- Mediation between different meanings
- Description of the experiences of the participants
- Interpretation of the experiences of the participants.

Phase 1 will consist of the exploration and description of the late-adolescents showing aggression who did not complete secondary school education, by way of phenomenological and in-depth interviews. The aim of the interviews is to explore the life stories of late-adolescents showing aggression who did not complete secondary school education. A literature control will be conducted after the completion of the data-capturing as well as a data-analysis in order to verify the results gained through this study.

1.7.2.1.a Population and sampling

The population of this research is late-adolescents showing aggression who did not complete secondary school education. Polit and Beck (2008:337) say that the aim in qualitative sampling is to understand the phenomenon of interest and to develop a rich, holistic understanding of the phenomenon of interest. The two principles that guides sampling are **appropriateness**, where the identification and use of participants who can best inform the research, and **adequacy**, that is whether enough data are available to develop a full and rich description of the phenomenon (Klopper, 2008:78).

Purposive sampling was used in the research by selecting late-adolescents showing aggression who did not complete secondary school education. The selection of the research sample has been taken from a community where the researcher was a secondary school teacher for six years. The participants had to meet the following criteria for a purposive sample:

- be able to understand and speak English or Afrikaans.
- display aggressive tendencies.
- be between the ages of 18 and 24 years.
- have left school early, at least two years prior to the research project, without a relevant accredited certificate.
- must be willing to participate in the research.

The participants will thus be identified as late-adolescents showing aggression who did not complete secondary school education, consciously and intentionally. They will be interviewed and observed for data until the data reaches saturation. Saturation means that no new data or relevant data are emerging during the consecutive interviews and that the researcher has pursued all avenues or leads and that the story or theory is complete and redundancy achieved (Lincoln & Guba, 1985:201).

Access to late-adolescents showing aggression who did not complete secondary school education will be through the current principal and teachers at a secondary school in Gauteng which the researcher knows from previous education interactions. If the need arises, late-adolescents who are showing aggression who did not complete secondary school education will be requested through “snow ball” sampling techniques (Myburgh & Strauss, 2015:82) to refer other late-adolescents who find themselves in similar situations.

1.7.2.1.b Data collection

In-depth phenomenological interviews, observation and field notes will be used to collect data. Interviews on a one-to-one basis are the predominant mode of data collection in a qualitative research. Information is obtained through direct interchange with an individual or group that is known or expected to possess the knowledge a researcher seeks. The interview is designed to exchange information between the researcher and the participants (Denzin & Lincoln, 1994:367). The quantity and quality of information exchanged in the interview will depend on how astute and creative the interviewer is at understanding and managing the relationships (Monette, Sullivan and De Jong, 2005:178). The central question in the interview will be: **“What is your life story on aggression?”**

In this study, interviews will be recorded on an electronic recorder with a backup to a computer for later transcription which will ensure credibility (De Vos, Strydom, Fouche and Delpont, 2011: 304). Field notes will be made after each interview to record the researcher’s own observations and experiences during the data capturing process. See the further discussion in Chapter 2.

1.7.2.1.c Data analysis

In qualitative research, data analysis more often than not is always conducted concurrently with the gathering of data. There is not an absolute point where the data collection stops and analysis begins, there is a fading which gradually leads out of the one into the other. Data analysis also entails making sense of the texts. It involves preparing data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data and making an interpretation of the larger meaning of the data (Creswell, 2009:84, 183). Verbatim transcription and analysis will be made of the participant’s statements utilising

Tesch's approach (Creswell, 2005:154-156) of open coding as well as utilising an independent coder. See the further discussion in Chapter 2.

1.7.2.1.d Literature control

A literature control is undertaken in this study to focus on the critique of previous research and to demonstrate how the present study will clarify or compensate for shortcomings as well as verify findings in previous research and how the study will add to the existing body of knowledge. The researcher will mention whether literature in the specific field is limited (Klopper, 2008:64).

The literature control in the present research was done when the data analysis was completed. In this case, the research was exploratory and the literature was used inductively so that it did not direct the research question asked by the researcher. The literature control was used to compare and contrast the themes and categories that emerged from the research so that it served as an aid, once patterns or categories were identified (Creswell, 2005:23).

In this study, a literature control will be conducted to confirm the results of the description of the life stories of late-adolescents showing aggression who did not complete secondary school education. A literature control will subsequently be conducted.

1.7.2.2 Phase 2: Development of a conceptual framework for a psycho-educational programme to address the late-adolescents showing aggression who did not complete secondary school education

Phase 2 will consist of two parts, namely:

- The development of a conceptual framework based on the results of phase 1.
- An approach to the psycho-educational programme.

1.7.2.3 Phase 3: Development of a psycho-educational programme

During Phase 3, the psycho-educational programme is developed after the completion of the data analysis; inferences are made regarding the stages of such a programme and guidelines to implement the programme is addressed in Phase 4.

1.7.2.4 Phase 4: Description of guidelines to implement the psycho-educational programme

Guidelines to implement the programme to facilitate empowerment as an integral part of mental health of late-adolescents showing aggression who did not complete secondary school education will be described. The description of the guidelines to implement the psycho-educational programme to address the late-adolescents showing aggression who did not complete secondary school education will be derived from the conceptual framework.

A summary on the research method (Figure 1.2) focuses on:

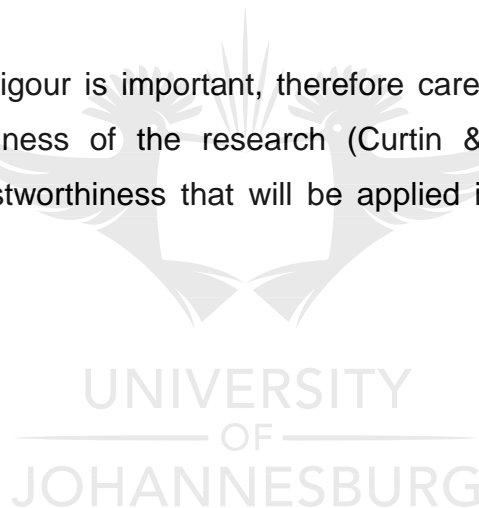
- Purpose of the study
- Method
- Ethical measures
- Trustworthiness.

1.8 TRUSTWORTHINESS OF THE STUDY

In qualitative research, rigour is important, therefore careful consideration must be given to the trustworthiness of the research (Curtin & Fossey, 2007:88). The strategies to ensure trustworthiness that will be applied in this study according to Krefting (1991:214) are:

- Credibility
- Transferability
- Dependability
- Confirmability.

The strategies to enhance trustworthiness will be expounded on in Chapter 2.



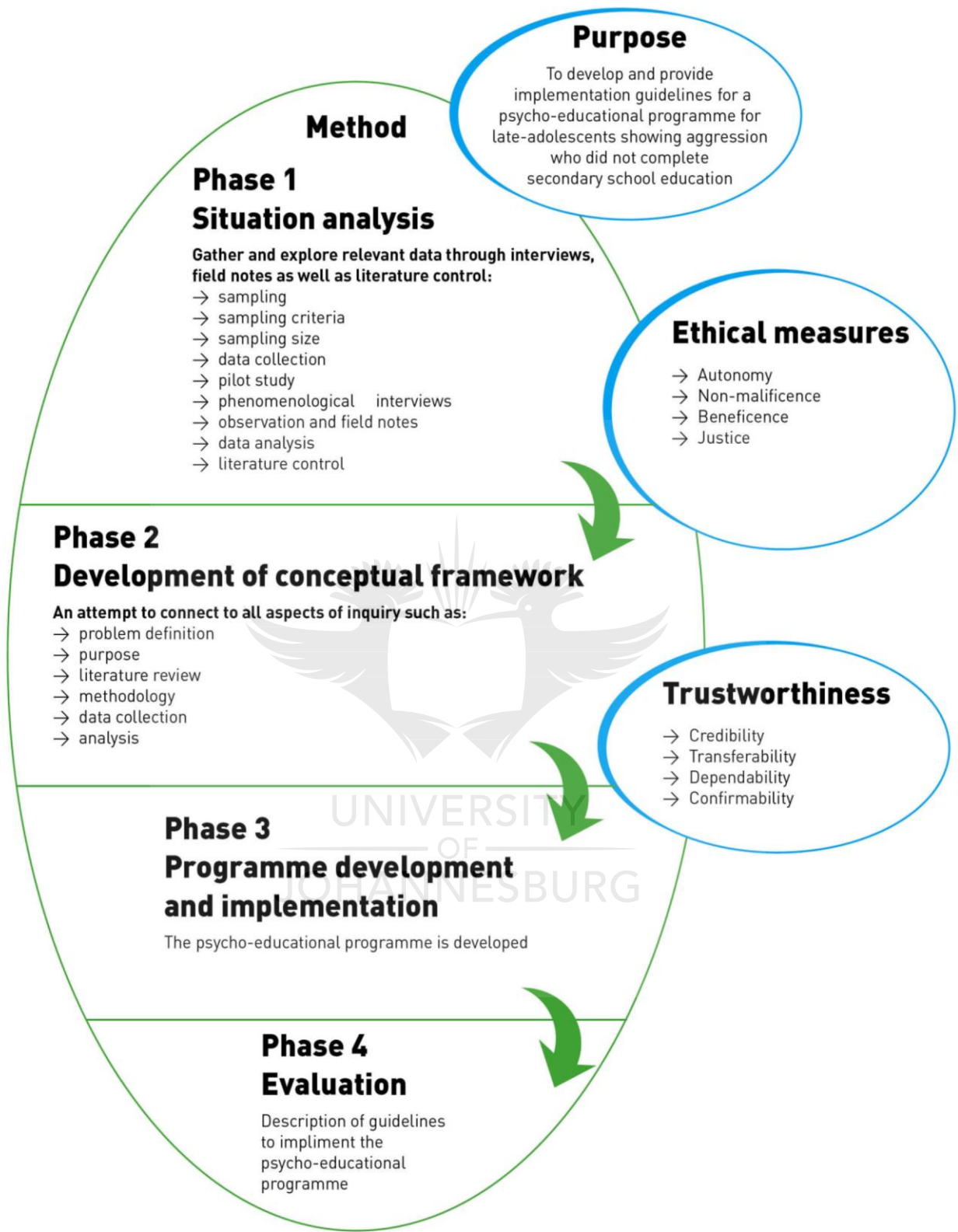


Figure 1.2 Research method

1.9 ETHICAL CONSIDERATIONS

Visagie (2012:13) states there are obligations and responsibilities from the researcher to the late-adolescent showing aggression who did not complete secondary school education. In this study, the researcher has to be ethically responsible by establishing trust and maintaining confidentiality and anonymity with the research. It is much more than following ethical procedures, it is about personal accountability on different levels and with different stake holders. According to Burns and Grove (2009:56), ethics should be interwoven into every phase and aspect of the research as it is an integral part of the research process.

Babbie and Mouton (2003:522) state that when a research is conducted, it is an ethical venture which contains a system of morals and rules of behaviour. As a consequence, the researcher has to act responsibly by adhering to strict ethical procedures with the late-adolescents showing aggression who did not complete secondary school education, during the process of data collection.

Dhai and McQuoid-Mason (2011:31) suggest the following set of moral principles should be taken into consideration when conducting a research study namely:

1.9.1 Autonomy (respect for persons)

The researcher should respect and acknowledge the intrinsic worth, dignity and sense of value of the late-adolescents showing aggression who did not complete secondary school education.

Autonomy is to honour the right of the late-adolescents showing aggression who did not complete secondary school education to self-determination or to make their own informed choices and to live their lives by their own beliefs, values and preferences.

The researcher should also be conversant with the ethical principles of conducting research involving late-adolescents showing aggression who did not complete secondary school education. The researcher must ensure that the research that is being conducted will not be detrimental to the late-adolescents showing aggression who did not complete secondary school education. Questions that are insensitive and intrusive that may undermine the participants autonomy should be avoided at all costs. Gravetter and Forzano (2006:60) suggest that the researcher should have ethical responsibility to the late-adolescents showing aggression who did not complete secondary school education who participate in this project; and also a responsibility to the discipline of science to be accurate and honest in the reporting of this research.

Information regarding the proposed research will be presented to the late-adolescent showing aggression who did not complete secondary school education in a manner that is at their level so that they can understand it. The potential participant was made aware of what was expected of them and what they can expect. It was clearly stated what their benefits will be and they were also made to understand that they will not receive preferential treatment (Burns & Grove, 2009:192).

The researcher made every effort to acquaint the late-adolescent showing aggression who did not complete secondary school education with aspects of the study, and informed consent was maintained throughout (Burns & Grove, 2009:645). Permission was requested from the late-adolescent showing aggression who did not complete secondary school education to use the audio-tapes during the interviews. These audio-tapes will be under lock and key in a cupboard for two years after publication of the research, after which they will be destroyed. Voluntary consent was given by signing a consent form (see Annexure C). Consent was implied when the late-adolescent showing aggression who did not complete secondary school education completed the consent form and returned it to the researcher. A date was then given inviting the participants for the particular study and also confirming that they are willing to participate in the study of their own free will (Moule & Goodman, 2009:61). The research complies with the approved Research Ethical Standards as well as the approved Permission to conduct research permission from the Ethics

Committee of the faculty of Education at the University of Johannesburg, (see Annexure A).

1.9.2 Best interest or well-being (non-maleficence)

Non-maleficence refers to harmony or not acting against the best interest of the late-adolescents showing aggression who did not complete secondary school education, even when the interest of the latter conflicts with the interests of the researcher. Aspects that were incorporated here were professional ethics and accountability, which will be briefly described.

1.9.2.1 Professional ethics

An attempt, during the phenomenological study, is made to explore and describe the life stories of late-adolescents showing aggression who did not complete secondary school education. The themes and categories identified during the phenomenological study, will inform the conceptual framework of the psycho-educational programme to facilitate empowerment as integral to mental health of the late-adolescents showing aggression who did not complete secondary school education. The measures implemented in terms of professional ethics are:

- **Integrity in research** – an attempt will be made to bracket personal beliefs and experiences as well as to maintain integrity during the research process; by adhering to the highest possible standards and professionalism (Mouton, 2011:240). The researcher will report on the purpose of the study, the related theories, the research design and method. The findings will also be represented fully without any intentional misrepresentation of results (Neuman, 2009:376).

- **Presenting the authentic data and results** – De Vos *et al.* (2011, 27) state the authentic data and results as gained from the interviews of the late-adolescent showing aggression who did not complete secondary school education has to be presented as collected during the research process and that under no circumstances should the data or observations be fabricated or falsified.
- **Recording of data** – the research design, methods and analysis will be disclosed by the researcher which can be accessed by other researchers provided that the necessary confidentiality and anonymity principles are adhered to (Mouton, 2011:240).
- **Sources of information to be acknowledged** - all sources of information used should be acknowledged in writing (Mouton, 2011:241).

1.9.2.2 Accountability

The researcher is accountable to the relevant institutions and society as they support the research process as the relevant institutions and society give access to conduct the research (Mouton, 2011:242). The researcher shows commitment by informing the relevant parties about the research on the late-adolescents showing aggression who did not complete secondary school education, disseminating the research results appropriately. The measures implemented in this research in terms of accountability are:

- **Informing the relevant parties about the research** – the relevant parties are informed about the nature and the time frames of the research process (De Vos *et al.* 2011: 28). Feedback is to be provided on a regular basis in a format that is mutually agreed upon between the researcher and study supervisors.
- **Appropriate dissemination of research results** – Mouton (2011:242) posits that the researcher has a responsibility to report the findings of the research

results of the late-adolescents showing aggression who did not complete secondary school education openly and timeously to the relevant parties. The study endeavours to address both the academic questions as well as to give feedback to the participants at the closure of the study.

1.9.3 Best interest or well-being (beneficence)

Beneficence refers to acting in the best interest of the late-adolescent showing aggression who did not complete secondary school education even when the interest of the latter conflicts with the researcher's personal self-interest.

1.9.4 Justice (human rights)

Justice, which recognises and respects the human rights of all the late-adolescents showing aggression who did not complete secondary school education.

1.10 ARRANGEMENT OF CHAPTERS

Chapter 1: Background and overview of the study

In Chapter 1, the rationale and background is discussed, followed by the problem statement. Here, the research objective is outlined, followed by the formulation of the research question. The overview of the research design and research method is discussed.

Chapter 2: Research design and method

Chapter 2 deals with the field research design and the research methods used, based on the objectives as stated in Chapter 1.

Chapter 3: Discussion of the findings and literature control of the life stories of late-adolescents showing aggression who did not complete secondary school education

In Chapter 3, the life stories of late-adolescents showing aggression who did not complete secondary school education are discussed.

Chapter 4: Development of a conceptual framework to address late-adolescents showing aggression who did not complete school education

The development of a conceptual framework for the psycho-educational programme based on the results of phase one in the study of late-adolescents showing aggression who did not complete secondary school education. The psycho-educational programme is derived from the described conceptual framework.

Chapter 5: Description and guidelines of the psycho-educational programme to facilitate empowerment as integral part to mental health

Guidelines for the implementation of a psycho-educational programme to facilitate empowerment as integral part of mental health of late-adolescents showing aggression who did not complete secondary school education.

Chapter 6: Conclusion, limitations and recommendations

Chapter 6 expands on the conclusion, limitations and recommendations of the research study.

1.11 CONCLUSION

Chapter 1 provided an overview and a broad outline of the conceptualisation of the research study in the following manner:

- A background and rationale to the study with the problem statement.
- The research aims as well as the research question posed.
- The researcher asserted the paradigmatic perspective and methodological assumptions that gave direction and guidelines to the research project.
- The researcher presented a brief overview of the research design and method used to provide the qualitative framework in which the study was conducted together with addressing trustworthiness and ethical considerations that guided this research.
- The reader is provided with a chapter division.

The aim of the study is to develop a psycho-educational programme and provide implementation guidelines aimed at addressing aggression of late-adolescents who did not complete secondary school education..



CHAPTER 2

RESEARCH DESIGN AND METHOD

2.1 INTRODUCTION

As detailed in Chapter 1, the rationale and overview, the problem statement, the ethical considerations and the research design and method were addressed. This chapter focuses on the design and process of the investigation, which have been determined by the research question. The research format in this study is discussed with specific reference to methods of data collection, relevant data processing techniques and route followed during the interpretation of the consolidated data. The researcher will clarify how this qualitative research method is used to explore and describe the life stories of late-adolescents showing aggression who did not complete secondary school education in a specific area in Gauteng.

The rationale for a qualitative approach is considered in this chapter. Emphasis is placed on describing and comprehending the subjective meaning of events to individuals and groups caught up with them. Programme development and implementation guidelines based on a qualitative research design that is exploratory, descriptive, contextual, and programme developmental in nature in order to describe reality from the points of view of participants within the system is studied (Babbie & Mouton, 2003:200).

2.2 RESEARCH DESIGN

A constructivist philosophy of science forms the basis for this research design (Creswell, 2007:63). He states that as far as constructivism is concerned,

participants often seek understanding of the world in which they live and work and the participants become active and involved in all the phases of the process and indeed become partners in the research project.

Strauss and Corbin (In Creswell, 2007:64), emphasise that constructivism aims to move beyond the description of the experiences of the individual; it aims to generate or to discover a theory of actions or interactions of the individuals. In this way, the participants in the study would all have experienced the actions of the process, and the development of the theory might help provide a framework for further research.

They further explain that this theory is generated from data obtained by interviewing the participants who have experienced the process. Thus, a constructivist approach is a qualitative research design in which the researcher generates a general explanation of a process, action, or interaction shaped by the views of a large number of participants.

According to Creswell (2007:243), the following factors should be taken into consideration when using a constructivist approach:

- A theory is not available to explain a process. This is mostly in cases where the literature may have models available, but they were developed and tested on samples and populations other than those of interest to the qualitative researcher.
- The research question focuses on understanding how the participants experience the process and identifying the steps in the process.
- These questions are asked in in-depth interviews in order to gather enough information to fully develop the programme.
- The analysis of the data proceeds in stages. In open coding, the researcher forms categories of information about the phenomenon being studied by segmenting information.
- The researcher assembles the data in new ways after open coding.

- The result of this process of data collection and analysis is a theory written by a researcher close to a specific problem or population of people.

A constructivist philosophy implies openness to understanding the fragmentations and differences in reality or truth. Reality is seen as a rational construction based on experience and interaction which implies that more than one construction of reality or truth can exist (University of Johannesburg, 2012:71). It is further stated that in order to understand reality, it must be deconstructed so that its construction may be understood. The deconstruction is not destructive but is rather a method of understanding the meaning of reality. In the context of this study, the various truths that have an influence on late-adolescents showing aggression who did not complete secondary school education is addressed.

Welman, Kruger and Mitchell (2005:34) state that in a research design, there is a continual quest for seeking knowledge and for the meaning of the phenomena in order to explain and understand them better. The research problem that is the focus of the investigation in this study is the process whereby the late-adolescents showing aggression who did not complete secondary school education is identified and developed. A research design for this study will entail a plan, structure and strategy of investigation that would enable the researcher to obtain answers to research questions and problems.

A qualitative, exploratory, descriptive, contextual and programme development design was used in this research.

2.2.1 Qualitative

Qualitative research probes the socially constructed nature and reality, the intimate relationships between the researcher and what the researcher studies and the situated nature of the enquiry. It is a means for exploring and understanding the meanings that individuals and groups ascribe to a social or human problem. Here,

the researcher also seeks to answer questions about the way in which social experience is created thereby giving meaning (Creswell, 2009:4).

A qualitative research design includes the following processes whereby a study is conducted, namely:

- Formulating a problem statement
- Developing research questions
- Formulating a purpose
- Stating the paradigmatic perspective of the study
- Introducing the research design of choice being the plans and procedures for research that span the decisions from broad assumptions to detailed methods of data
- Identifying an appropriate unit of analysis
- Choosing the most appropriate sample
- Accurately analysing data and ensuring rigour which is the quality with which the researcher plans and conducts research throughout the total research process (De Vos et al. 2011:212).

Morse (2003:833) states that qualitative methodology is used in the following situations:

- When little is known about a topic
- The research context is poorly understood
- The boundaries of a domain are ill-defined
- The phenomenon under investigation is not quantifiable The nature of the problem is not clear or when the researcher suspects that the phenomenon needs to be re-examined.

A qualitative researcher will emphasise the value-laden nature of research and will enter the study 'not knowing what is known' or 'knowing what is not known' (Denzin & Lincoln, 2005:10). A good qualitative aim contains information about the central phenomenon explored in the study, the participants in the study, the research strategy and the research site (Creswell, 2009:112-3).

Qualitative research involves the study used for a variety of empirical material case studies, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts that describe routine and problematic moments and meanings in individual's lives. Emphasis is placed on deriving an understanding of how people perceive and construct their lives as meaningful processes, how people interact with one another, to interpret those interactions in the context of the social and natural worlds and the importance of observation in natural settings (Merriam, 2008:6).

The outcome of qualitative research is a deeper understanding of the phenomenon from the perspectives of the participants selected for the study (Creswell, 2005:44). This will, therefore, allow for a better understanding of the process of the development of a psycho-educational programme to facilitate empowerment as an integral part of mental health of the late-adolescents showing aggression who did not complete secondary school education to address their aggression.

2.2.2 Exploratory

Exploratory research is implemented if little or no previous research is known about the phenomenon under investigation. This is conducted to gain insight into a situation, phenomenon, community or individual. The need for such a study may arise out of a lack of basic information on a new area of interest or in order to get acquainted with a situation so as to formulate a problem (Kreuger & Newman, 2006: 34).

Creswell (2005:35) says that in an exploratory research design, an open and flexible research strategy needs to be considered and followed. There is the need to use methods such as literature reviews as well as the need for the researcher to be willing to examine new ideas and to be more open to new stimuli. The purpose of exploratory research is to gain insight into the perspectives and experiences of a specific group of people in a specific context and to determine “what” their life world is all about.

De Vos et al. (2011:356), state that the exploratory nature of qualitative research leads to the development of new concepts or theories. They further state that it is of prime importance for the researcher to undertake this research as comprehensively and accurately as possible as qualitative research is usually conducted in smaller areas with fewer participants, but in greater depth and over a longer period of time.

An exploratory approach is vital for this research as little is known about late-adolescents showing aggression who did not complete secondary school education. To employ this approach the researcher enters the research field with curiosity, which is from the point of not knowing (Burns & Grove, 2009:28). The researcher is willing to remain open to the perceptions of the participants by using specific strategies such as “description” and “interpretation”. In this study, methods that will lead to gaining insight into, as well as the comprehension of, the phenomenon of the aggression of late-adolescents who did not complete secondary school education will be employed. This will be achieved by means of in-depth interviews, field notes and direct observations.

2.2.3 Descriptive

Descriptive research is often done to describe complete and accurate information about a phenomenon as well as the manner in which it is manifested and other factors to which it is related. This is often when the study does not fit one of the qualitative strategies, which are referred to by Polit and Beck (2008:237) as a descriptive qualitative study. In this qualitative study, the description is more likely to

refer to an intensive examination of the late-adolescent showing aggression who did not complete secondary school education.

Brink and Wood (2004:11) postulate that, in descriptive research, the researcher is interested in the process, meaning and understanding gained through words, gestures and pictures. In doing such descriptive qualitative studies, Sandelowski (*In Polit & Beck, 2008:237*) notes that such research tends to lead to a dense description of a phenomenon. In the context of this study, it will be the aggression of the late-adolescents who did not complete secondary school education.

O'Leary (2004:252) states that descriptive research requires a systematic ethical approach with a defined method using thoughtful reflections on the experiences expressed by the participants. Creswell (2005:18) asserts that in qualitative research the claims of knowledge are based upon constructed perspectives from multiple social and historical meanings of individual experiences. In this research, it was not only to understand human behaviour but also to describe the life stories of late-adolescents showing aggression who did not complete secondary school education.

The researcher will embark on a descriptive analysis of the results obtained from exploring the aggression of late-adolescents who did not complete secondary school education, which will be achieved through observations, in-depth interviews and field notes. The main aim in a qualitative and descriptive observation process is to obtain undisrupted descriptions, and for the participants to describe their social interaction and reactions as precisely as possible (Kreuger & Newman, 2006: 34). A comprehensive description will be given in paragraph 2.3 – RESEARCH METHOD.

A conceptual framework will be developed from the results of the interviews as a frame of reference for the development of a psycho-educational programme to address the aggression of late-adolescents who did not complete secondary school education.

2.2.4 Contextual

Qualitative studies are always contextual as the data are only valid in a specific context and not meant for generalisation of the findings. According to Willig (2008:52), it makes no sense to think of the world of objects and subjects as separate from people's experience of it. The appearance of an object as a perceptual phenomenon varies depending on the perceiver's location and context.

Understanding the meaning of the phenomenon in a particular context forms a frame of reference for understanding a similar phenomenon in a similar context. The immediate meaning and contextual significance must be derived from the data collected. It is important to understand these contextual factors as the context of the phenomena is considered as part of the phenomena itself (Mouton, 2010:33).

In contextual research, the life events of the participants with their particular meanings are relevant to the participants and their environment. This forms the basis of contextual research. (Babbie & Mouton, 2003:163). As individuals take their meaning as much from their context as from themselves, a phenomenon should be studied in their natural setting which is their home, family or work.

Observations that are qualitative in nature, investigates the contexts that are natural or taken as they are found, rather than as contrived, constructed or modified by the researcher. The researcher wants to understand the context or settings in which participants in a study address a problem or issue (Creswell, 2007:40). In this study, the participants are late-adolescents showing aggression who did not complete secondary school education.

2.2.5 Programme development

There are several approaches to programme development that seem to be widely used and recommended. Beyer (2008:154-155) suggests the following steps to be taken when an attempt is made to develop a programme:

- Recognise that a problem exists that warrants a programme to be developed.
- Represent the problem for programme development.
- Select a suitable potential developed programme to solve the existing problem.
- Execute and monitor the solution plan for the programme development.
- Evaluate the results of the developed programme.

Basson (2007:199) asserts that the following factors should be taken into consideration, as illustrated in Figure 2.1, to develop a psycho-educational programme for late-adolescents showing aggression who did not complete secondary school education:

1. **Define the problem which warrants programme development** – become aware of the problem making it meaningful and manageable.
2. **Hypothesise a solution in the programme development** – assemble and collect the needed data as well as evaluate the needed resources for programme development.
3. **Test the hypothesis for programme development** – process, translate, interpret and evaluate the data for programme development.
4. **Evaluate the hypothesis for programme development** – analyse data, identify components noting similarities and differences, identify trends, sequences and regularities for programme development.

5. **Tentative conclusion for programme development** – determine which are the best options to conclude for programme development.
6. **Checking the accuracy of programme development** – determine if the programme development process is efficient, effective and reasonable.
7. **Concluding the programme development** – stating the conclusion of the developed programme.

In this study, the researcher will give late-adolescents showing aggression who did not complete secondary school education the opportunity to share their life stories on aggression by means of phenomenological interviews. These interviews will expose the researcher to the issues related to the participant's life stories on aggression in order to understand their experiences on aggression. This research will enable the researcher to engage with the participants over a prolonged period in the field and will help to gain insight into the nature of the many aspects that need to be taken into consideration when developing a psycho-educational programme for late-adolescents showing aggression who did not complete secondary school education.

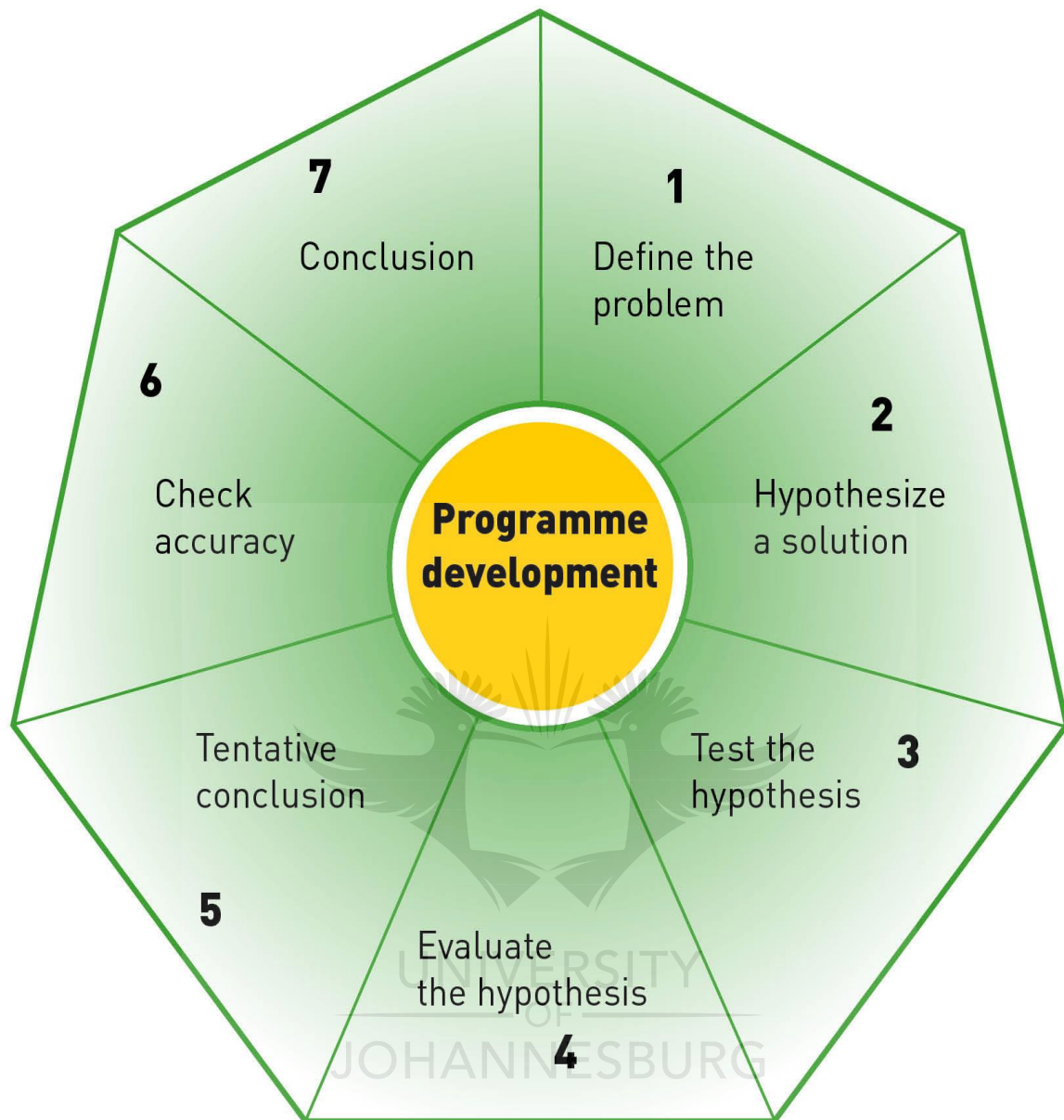


Figure 2.1 The illustration of factors to be taken into consideration for programme development (Basson, 2007:198)

2.3 RESEARCH METHOD

Babbie (2007:21) states that a research method aims to address a set of decisions regarding the topic to be studied; the population to be researched and the purpose of the research which focuses on the end product and all the steps in the process to

achieve the outcome anticipated. De Vos *et al.* (2011:142) further state that a research method is a plan outlining how observations will be made and how the researcher will carry out the project. The research method involves the multiple forms of data collection and combination of research methods that qualitative researchers will use to gather data.

The research method refers to the way data is collected in qualitative studies as well as the kinds of data that are collected. The researcher should include details about the various logistical procedures that are to be followed while executing the study design. The details of the research method should be with such clarity that if someone else wanted to follow the proposed procedure, that person would be able to do exactly as the researcher had done (Kumar, 2005:195). The manner in which this research will be approached will be explained with the view to give a clearer description of the research design.

According to Leedy (2005:104), methodology is concerned with the logic of method. The method is merely an operational framework in which the data is placed so that its meaning may be seen more clearly. The research method focuses on the research and the kind of tools and procedures to be used where the point of departure is a specific task, data collection, or sampling at hand. Brink and Wood (2006:119) emphasise that research method focuses on the individual steps in the research process and the most unbiased procedures are to be used.

The research method in qualitative studies refers to the way data will be collected such as interviewing, observation and field notes as well as what kind of data to be collected such as tapes from tape recordings and document analysis (Creswell, 2005:175). For the purpose of this study, the research method will be in-depth interviews on a one-to-one basis, transcribing records, participatory observation and field notes. See Figure 2.2 for the overview of the research method.

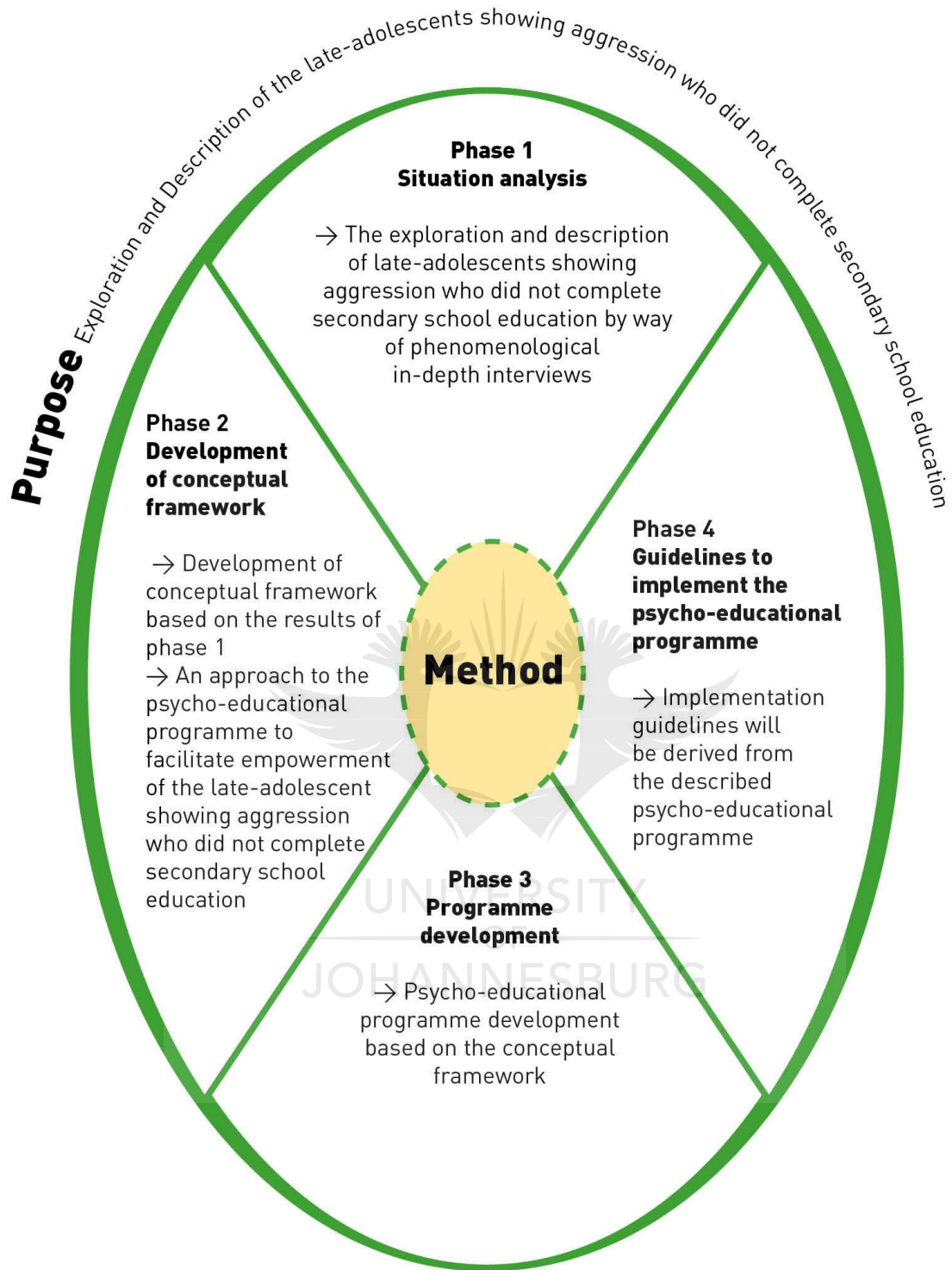


Figure 2.2 Research method

The method of research of this study consists of four phases, namely:

2.3.1 Phase 1 - Situation analysis: exploration of experiences of late-adolescents showing aggression who did not complete secondary school education

A phenomenological hermeneutic approach will be used (Creswell, 2007:59). He states that language is seen as an important instrument of interpretation in gaining access to the behaviour of people, to interpret it and to understand the meaning thereof. Cognizance should be taken of these interpretations as they form an important component in the understanding of reality. The researcher should endeavour to test and criticise these interpretations; and if they should be true, they should then form part of the corpus of knowledge. He further states that these interpretations should be within the context which is essential for validity.

According to Van Manen (In Creswell, 2007:590), the following factors should be taken into consideration when using a hermeneutical phenomenological approach:

- The research is orientated towards experiences and interpreting the “texts” of life (hermeneutics).
- There is interplay between the different research activities. In the process, they reflect on essential themes and what constitutes the nature of these experiences.
- A description of the phenomenon is written, maintaining a strong relation to the topic of inquiry and balancing the parts of the writing to the whole.
- Phenomenology is not only a description, but it is also seen as an interpretive process in which the researcher makes an interpretation of the meanings of the experiences of the participants.

- Less focus is placed on the interpretations of the researcher, and more on a description of the experiences of the participants. In addition, the researcher will set aside their personal experiences as much as possible and take a fresh perspective toward the phenomenon under investigation (bracketing).

University of Johannesburg (2012:67) states that hermeneutics addresses the activities of interpretation, explanation and the construction of meaning. The individual is seen as a person who interprets reality which implies that reality is actually the person's interpretation of this reality. It is further stated that the activities of the person in reality are contextually bound and can only be interpreted within a specific context. In the context of this study, the reality of the late-adolescents who did not complete secondary school education is their aggression which they experience and the meaning which they give to this phenomenon.

2.3.1.1 Population and sample

The population is the collection of all individuals, families, groups, organisations and communities that the researcher is interested in finding out more about (Mark, 2006:19). Late-adolescents showing aggression who did not complete secondary school education was identified in a particular community in Gauteng consciously and intentionally and will be interviewed and observed for data until the data reached saturation (Green & Thorgood, 2009:120).

Polit and Beck (2008:337) say the aim in qualitative sampling is to understand the phenomenon of interest and to develop a rich, holistic understanding of the phenomenon of interest. The two principles that guide sampling are:

- **Appropriateness**, where the identification and use of participants who can inform the research will be best and
- **Adequacy**, that is, whether enough data are available to develop a full and rich description of the phenomenon (Marlow, 2005:139).

Qualitative inquiry depends on the purposeful selection of samples. In qualitative research, sampling becomes not random but purposive. A sample comprises persons from the population who are considered for the actual inclusion in the study. A sample is studied in order to understand the population from which it was drawn. A sample could also be a small portion of the total set of objects, events or persons from which a selection is made (Burns & Grove, 2009:403). For the purpose of this research, the sample will be purposefully selected from the population (Polit & Hungler, 2003:235) and the sample size will be determined by the saturation of the data, which refers to the repeating of information during interviews of the phenomenon under study (Talbot, 2005:255).

Greeff (2009:138) suggests that factors determining the saturation and size of the sample are the quality of data, the scope of the study, whether the topic is clear and information is easily obtained, the amount of useful information provided by the participants and the number of interviews per participant. Factors such as obtaining meaning and dense description of the phenomenon, which in the case of this study is the aggression of late-adolescents who did not complete secondary school, are central to its purpose in qualitative research.

The late-adolescent who did not complete secondary school education showing aggression has been purposively selected for this study. The selection of the identified research site and the research sample has been taken from a community where the researcher was a secondary school teacher for six years.

Access to the late-adolescent who did not complete secondary school education showing aggression will be through the current principal and teachers at a Secondary school which the researcher knows from previous education interactions. If the need arises, the late-adolescent will be requested to refer other late-adolescents who find themselves in similar situations.

2.3.1.2 Data collection

The predominant mode of data collection in a qualitative research is by means of interviews on a one-to-one basis. Information is obtained through direct interchange with an individual or group that is known or expected to possess the experience one seeks. The quantity and quality of information exchanged in the interview will depend on how astute and creative the interviewer is at understanding and managing the relationships (Monette et al. 2005:178).

The focus will be on the researcher's observations. The fieldwork will be conducted by a prolonged engagement with the late-adolescents showing aggression who did not complete secondary education. Furthermore, another focus point will be on participant observation in order to determine the factors that trigger aggression. Field notes will also contribute towards the exploration of the life stories of aggression of these participants. This multi data collection will provide a qualitative, insightful and triangulated description. Data will be collected by means of observation, field notes, interviews and audio material.

2.3.1.2.a Pilot study

De Vos et al. (2011:237-38) assert that a pilot study is a small-scale version of the study. This is usually done on a few participants who meet the inclusion criteria. The data collected during this process are not used in the main study. The purpose of the pilot study is to identify possible challenges with the implementation of the empirical phase of the study.

The researcher will be able to apply and test the planned design and method on a 'mini' scale during the pilot study. The pilot study will be used both as training and as an evaluation experience. The information gathered here could be valuable on what to expect when the main study is conducted. As such, the necessary adjustments of

improvements can be done before attempting the main study. A pilot study will therefore be conducted with one person using an in-depth phenomenological interview.

2.3.1.2.b In-depth phenomenological interviews

In-depth phenomenological interviews are defined by Seidman (2006:15) as a conversation with a purpose, where the researcher and participant explore the issue at hand which allows the researcher to focus on the participant's perception of their experiences. These experiences are viewed as meaningful and interesting.

The ultimate goal is to carefully describe ordinary conscious experiences of everyday life and not to generate theories or models or to provide general explanations. These experiences includes perceptions, beliefs, memories, decisions, feelings, judgements, evaluations and everything related to bodily action. In this process, the researcher brackets or sets aside their own experiences in order to understand those of the participants in the study (Denzin & Lincoln, 2005:379).

According to Greeff (2009:135-6), the phenomenological interview often involves the following principles, namely:

- **Analysing** – the interviews focuses on the interpretation of the content.
- **Describing** – involves a detailed rendering of information about people, places or events in a setting.
- **Intuiting** – occurs when the researcher remains open to meaning attributed to the phenomenon by those who have experienced it. Various analytical approaches are then conducted and finally reported when the researcher comes to understand and define the phenomenon.

Interviews can also be referred to as a conversation, which implies that a discussion is taking place which captures the attitude of the interaction. Interviews normally take place on a one-to-one and face-to-face interaction in an in-depth format. Interviewing

participants not only involves description of the experiences but the reflection on the description as well (Greeff, 2005:287).

The participants knew who the researcher was and what the research entailed. They were also briefed not to expect any financial gain from taking part in the research. The question posed to the participants was: **“What is your life story on aggression?”**

A sincere attempt will be made to establish trust with the late-adolescents showing aggression who did not complete secondary school education. The researcher aimed at developing this trust prior to the interview by explaining to them the purposes of the research and assuring them of the confidentiality of the information gathered during the interview. The interviews are based on the researcher's observations and aim to clarify the life stories of the late-adolescents showing aggression who did not complete secondary school education. Interviews form an integral part of the data collection.

The researcher will terminate the interviews if and when data is saturated, when the researcher becomes aware that the theme is constantly repeated and nothing new will be learnt. At this point, the researcher should consider withdrawing and conclude data gathering (Monette et al. 2005:242).

2.3.1.2.c Observation and field notes

The most common method of collecting data in a qualitative research study is direct, first-hand observations of the participants. The purpose of data collection and analysis is to enable the researcher to understand the aggression of the participants (De Vos et al. 2011:305). Observation gives information that is otherwise unavailable. During observation, the researcher endeavours to become part of the lives and daily routine of the participants, but at the same time nothing in the situation should be changed (Bothma et al. 2010:215).

Focusing on the everyday and natural experiences of the participants, the researcher gains awareness by becoming acquainted with the people and is actually involved in the daily situations of the participants while observing their behaviour and making field notes and recording actions, interactions and events in an in-depth manner (Merriam, 2008:72).

Field notes are a written account of the issues the researcher hears, sees, feels, experiences and thinks about during the course of the interview. They include both empirical observations and personal interpretations of the research as well as preconceptions, expectations and prejudices. It is of the utmost importance to make full and accurate notes of what goes on in qualitative studies (Babbie, 2007:310). The field notes are the instruments the researcher uses to remember his observations. Field notes were taken during the interviews and updated immediately afterwards. This offered an opportunity for the researcher to put down his personal thoughts, feelings, problems, ideas and impressions.

In this research, the researcher refers specifically to methodological notes, observational notes, theoretical notes and personal notes (Polit & Beck, 2008:406–7). These different types of notes will be discussed.

i) Methodological notes

Methodological notes reflect strategies and methods used in the observations. These notes are instructions to the researcher; critique of one's procedure and processes and reminders of approaches that may enhance the methodology (Wilson, 2009:436).

The researcher will endeavour to adhere to the following:

- Enter the research field from the point of not knowing.
- Create a space in which the participants can freely express themselves.
- Refrain from asking leading questions.

- Reflect on the responses of the participants in order to understand and ask questions when necessary.

ii) Observational notes

Observational notes reflects what the researcher sees, hears, experiences and thinks about in the course of interviewing the participants. These notes are descriptions of events through watching and listening. These notes will be vital to the researcher in documenting the observations during the participant's interactions in their setting (Talbot, 2005:479).

iii) Theoretical notes

Theoretical notes reflect the researcher's thoughts and are purposeful attempts to derive meaning from the observational notes (Wilson (2009:435). The researcher will interpret the observations and make inferences to build an analytic scheme.

iv) Personal notes

Personal notes are comments about the researcher's own feelings whilst in the field which reflect on whether the feelings had an influence on what was being observed. The researcher will keep a field journal to write down all reactions, reflections, observations and experiences during the phenomenological interviews (Polit & Beck, 2008:406). All these different types of field notes will be employed as an important part of the data collection process in this study.

2.3.1.2.d Role of the researcher

Polit and Hungler (2003:253) posit that in qualitative research it is more appropriate for the researcher to impose a minimum structure, such as relying on in-depth methods of data collection and to provide participants with the opportunity to reveal information in a natural way. The researcher will act as the research instrument during the data collection in order to successfully gather data (De Vos et al., 2011:306).

i) Create an open atmosphere

In order to obtain objectivity, the researcher must establish a positive relationship with the participants but must avoid becoming too friendly with individual members (Field & Morse, 2002:56). In the context of this study, the relationship will be facilitated by being receptive and listening non-judgmentally. The advantage of a strong interpersonal relationship between the researcher and the participants is that it neutralizes initial distrust and builds confidence. De Vos et al. (2011:305) further state that the researcher must always treat participants with respect and courtesy.

ii) Use of communication techniques

In order for data collection to be successful, the researcher, who is the primary instrument in the data collection process, will use communication techniques to elicit data from the participants. The participants will be encouraged to contribute spontaneously and as honestly as possible (Creswell, 2005:162).

Benner (2004:108) suggests that communication techniques which should be used to encourage participants to volunteer information are probing, use of own

personality, paraphrasing, reflecting, clarifying and summarising. Furthermore, it is suggested that listening to the participant's life stories should be done with as minimal response as possible from the researcher in order to give the participants the opportunity to narrate their stories as freely as they have occurred.

iii) Probing

Probing refers to the use of words such as: "Go on", "Tell me more . . ." These probe words or sentences by the researcher will encourage the participants to give more information in the interview than was first volunteered in the first response (Polit & Hungler, 2003:254).

iv) Use own personality

De Vos et al. (2011:305) state that the researcher's personality is a key factor in qualitative research and that the researcher should be able to identify with the participants in order to show acceptance and understanding.

v) Paraphrasing

A paraphrase is a verbal statement which is often used by the researcher to further explain ambivalent words used by the participants (Polit & Hungler, 2003:247). Weibach (2005:261) states that paraphrasing should be an ongoing activity which should be conducted strictly for the benefit of the researcher as it is important to keep the sense of what the participant is saying in perspective to the research topic.

vi) Reflecting

Reflecting as stated by Polit and Hungler (2003:247) refer to the researcher communicating to the participants that their concerns and perspectives are understood. The researcher will reflect the stated or implied feelings, the observed non-verbal messages, the omitted or emphasised emotions during the in-depth interview by using sentences like: “What do you mean?”, “You say!”, to mention a few.

vii) Clarifying

Clarifying attempts to focus on the basic nature of the participant’s response or to clearly understand the participant’s statements, for example: “Tell me more about your . . .”, “So you know that . . .” to mention a few (Polit & Hungler, 2003:247).

viii) Summarising

When summarising, the researcher will synthesise that which was communicated during the in-depth interviews and highlight the central story line which emerged from that which was communicated by the participants in the study (Polit & Hungler, 2003:248). Summarising also refers to when the researcher gives a brief synopsis of the statements of the participants after the in-depth interviews to ensure the correct meaning and context of the topic being investigated (Lunt, Davidson & McKegg, 2003:459).

2.3.1.3 Data analysis

Data analysis entails making sense of the texts. It involves preparing data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data and making an interpretation of the larger meaning of the data (Creswell, 2009:84, 183). In qualitative research, data analysis is often conducted concurrently with gathering of data. There is not an absolute point where the data collection stops and analysis begins, but there is a fading which gradually leads out of the one into the other.

The data to be analysed consists of the transcripts of the audio recordings and the field notes made during the interviews. As suggested by Creswell (2009:183), the analysis does not happen afterwards but is conducted simultaneously with data collection, data interpretation, and narrative report writing. Data was collected from the field and transcribed verbatim; information was then sorted into categories and formatted into a story or picture. A copy of the transcribed interviews, the field notes and the tape recordings were given to the independent coder for analysis. A follow-up consensus discussion between the researcher and the independent coder as well as the researcher and the supervisor, and co-supervisor was then organised.

The data reduction process will subsequently take place and will be qualitative, systematic and descriptive in nature, which will be in alignment with Tesch's open-coding methods of data analysis (Creswell, 2005:154-156) which is described briefly below:

- Get a sense of the whole – all transcripts are read through carefully.
- Pick one document – most interesting and shortest interview is selected as a start.
- Read through several participants' data and develop a general sense.
- Go back to the data – write codes next to the appropriate segments or texts.
- Find the most descriptive wording for the topics and turn them into categories.

- Make a final decision on the abbreviation for each category and alphabetise the codes.
- Assemble the data material belonging to each category in one place and perform a preliminary analysis.
- Recode existing data where necessary.

The process of coding was an integral part of the data analysis. Categories were formed from the themes that emerged. A clean set of data was provided to an independent coder. The independent coder has a PhD and is an expert in analysing qualitative data. The independent coder analysed the data and met with the researcher for a consensus discussion on the identified central storyline and themes as well as supporting direct quotations for participants. This led to the next step in the research, namely the literature control.

2.3.1.4 Literature control

In qualitative studies, a literature control is undertaken to expand on the findings of previous research and to point out how the existing study will clearly explain or describe shortcomings in previous research as well as how the study will add to the existing body of knowledge. It is imperative for the researcher to mention whether literature in the specific field is limited (Klopper, 2008:64).

Results will be compared and contextualised with other studies, as well as relevant literature, which are available during the process of literature control (Burns & Grove, 2009:118). The researcher intends to contribute to the academic knowledge and the empowerment as an integral part of mental health of late-adolescents showing aggression who did not complete their secondary school education.

2.3.2 Phase 2 - Development of a conceptual framework for a psycho-educational programme for late-adolescents showing aggression who did not complete secondary school education

From the results of Phase 1, a conceptual framework will be derived. A conceptual framework is a type of intermediate theory (Mouton, 2011:136) that attempts to connect to all aspects of the inquiry such as the problem definition, purpose, literature review, methodology, data collection and analysis as illustrated in Figure 2.3 below. It is like a blue print that gives coherence to empirical inquiry (Kakutani, 2009:14).

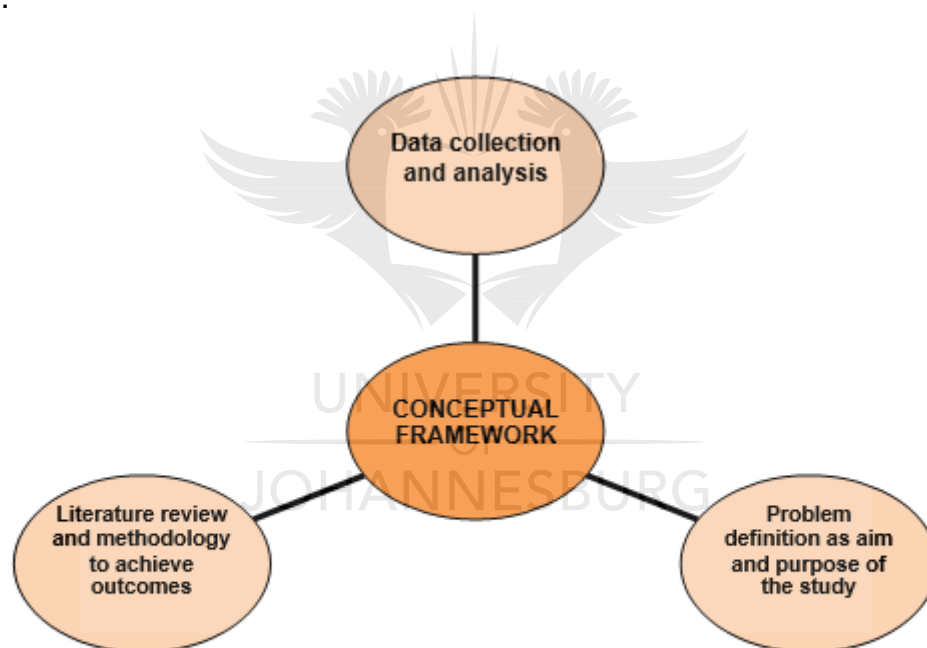


Figure 2.3 Development of a conceptual framework

The conceptual framework provides the overview and rationale for the programme. It further considers and describes the context related to the programme, the desired outcomes and concludes with the description of the programme itself in order to

draw the conceptual framework as clear and workable as possible (Wood & Kerr, 2011:57).

A conceptual framework is described by Dickoff, James and Wiedenbach (1968:433) as a theory which is invented for a purpose which is to achieve a certain outcome. They further state three processes for a situation producing theory which has to be addressed in the development of a conceptual framework, namely:

- Goal-content specified as the aim for the activity.
- Prescriptions for the activity to realise the goal content.
- A survey list.

These processes are briefly described in the following section.

2.3.2.1 Goal content

The goal content refers to the conceptualisation of the content that would guarantee the attainment of the desired outcome (Dickoff et al. 1968:434). In terms of this study, the desired outcome is empowerment as an integral part of mental health of late-adolescents who did not complete secondary school education to constructively manage their aggression.

2.3.2.2 Prescriptions for the activity in order to achieve the desired outcome

Prescriptions are regarded as the directive for the implementation of the activities which will ensure the attainment of a clear outcome (Dickoff et al. 1968:434). They further state that in order for a specific outcome to be reached, the directives that relate to a specific agent have to be clear. In terms of this study, the specific agent is the facilitator who would be responsible for facilitating empowerment as an integral

part of mental health of the late-adolescents showing aggression who did not complete secondary school education.

2.3.2.3 Survey list

The survey list is an important tool as it highlights the gap between the intended activity and the prescriptions for the activity to reach the outcome (Dickoff et al. 1968:434). They emphasise the six questions, as set out in Table 2.1, that correlate with the six features of the activity, namely:

Table 2.1 – List of survey questions (as per Dickoff, James & Wiedenbach, 1968:434)

Question 1	Who implements (agent) the psycho-educational programme?
Question 2	Who is the recipient of the psycho-educational programme?
Question 3	What is the guiding procedure, technique or protocol for the implementation of the psycho-educational programme?
Question 4	What is regarded as the energy source (dynamics) of the psycho-educational programme?
Question 5	In what context is the psycho-educational programme?
Question 6	What is the desired outcome of the psycho-educational programme?

In view of the six questions as posed by Dickoff *et al.* (1968:434), the description of the conceptual framework relies on the development of a “thinking map” (which will be discussed in depth in Chapter 4, section 4.3). A “thinking map” captures and clarifies all the relevant concepts and represents the interaction between the agent and the recipients that is contextualised within a specific framework and procedure.

2.3.3 Phase 3 - Development of a psycho-educational programme

A psycho-educational programme has been described by Rossi, Lipsey and Freeman (2004:196) as a technique that involves explaining the cause of symptoms and placing the person’s experience within a conceptual framework, which can lead to a reduction in feelings of helplessness and powerlessness. Programme implementation may include guidelines on how to distinguish between normal and pathological reactions or information about developmental psychology that will give late-adolescents insight into the normal and abnormal developmental processes that they undergo.

The researcher was able to interpret the data once the situational analysis was completed. This research intends to address the question: “What can be done to facilitate empowerment as an integral part of mental health of late-adolescents showing aggression who did not complete secondary school education?”

Interpretation means attaching significance to what was found and involves going beyond the descriptive data. Furthermore, it means to offer explanations, draw conclusions, make inferences, deduce lessons, building with rival explanations, negating cases and considering data irregularities as part of testing viability of an interpretation (Creswell, 2009:185–90).

According to Flick (2008:321), the development of a psycho-educational programme is characterised by understanding and knowing where things are coming from as well as how they got there and suggest the following questions needs to be taken into consideration:

- What covert or overt behaviour does the individual want to change?
- In what environment does the problem occur?
- What precipitates the behaviour (situation or mental thoughts or internal emotions)?
- What are the consequences of the problem behaviour?

The psycho-educational programme will be developed based on the conceptual framework derived from the findings of the situation analysis.

2.3.4 Phase 4 - Guidelines to implement the psycho-educational programme

Guidelines will be described to implement the psycho-educational programme. These guidelines will be derived from the described psycho-educational programme. There will be objectives and actions stated for each guideline to implement the psycho-educational programme. See the further discussion in Chapter 5.

2.4 MEASURES TO ENSURE TRUSTWORTHINESS

Trustworthiness has four epistemological standards which deals with the nature of knowledge (Polit & Beck, 2008:539-42) namely:

- **Truth value** - implemented through **credibility** which determines whether the researcher has established confidence in the truth of the findings with the participants and the context in which the research was undertaken.

- **Applicability** - implemented through **transferability** which refers to the degree to which the findings can be applied to the different contexts and groups.
- **Consistency** - implemented through **dependability** which refers to whether the finding will be consistent if the inquiry was replicated with the same participants and in a similar context.
- **Neutrality** - implemented through **confirmability** which entails freedom from bias during the research process and results description as well as the degree to which the findings are a function solely of the informants and conditions of the research and not of other biases, motives or perspectives.

Table 2.2 presents the strategies, criteria and application of trustworthiness as adapted from Polit and Beck (2008:542).



Table 2.2 Measures to ensure trustworthiness (as adapted from Polit and Beck, 2008:542)

STRATEGY	CRITERIA	APPLICABILITY
<p>Credibility</p>	<p>Prolonged engagement</p>	<ul style="list-style-type: none"> • Engaging with late-adolescents showing aggression who did not complete secondary school education. • Building trust and rapport through spending time with the late-adolescent showing aggression who did not complete secondary school education before the interview.
	<p>Purposive sampling</p>	<ul style="list-style-type: none"> • Late-adolescents showing aggression who did not complete secondary school education.
	<p>Triangulation</p>	<ul style="list-style-type: none"> • Triangulation of research methods <ul style="list-style-type: none"> ➢ in-depth phenomenological interviews, ➢ observation and field notes.
	<p>Peer examination</p>	<ul style="list-style-type: none"> • Discussions with supervisors. • Presenting research design and findings at a research forum and a doctoral seminar. • Conceptual framework derived from situation analysis.

STRATEGY	CRITERIA	APPLICABILITY
	Reflectivity	<ul style="list-style-type: none"> • Field notes were taken during the interviews and the researcher reflected on <ul style="list-style-type: none"> ➢ feelings, ➢ thoughts, ➢ experiences and ➢ observations.
	Authority of researcher	<ul style="list-style-type: none"> • Researcher has six years' experience as a secondary school teacher as well as three years of adult education facilitation at the Seventh-Day Adventist church.
	Structural coherence	<ul style="list-style-type: none"> • Research focused on <ul style="list-style-type: none"> ➢ the life stories of aggression of late-adolescent leaving school early, ➢ how this aggression can be addressed.
Transferability	Realisation of the sample and dense description of results	<ul style="list-style-type: none"> • Dense description of demographics of participants. • Selection criteria. • Results and supporting verbatim quotes of participants. • Model description and guidelines to the psycho-educational programme.
	Saturation of data	<ul style="list-style-type: none"> • When the researcher becomes aware that no new data is learnt

STRATEGY	CRITERIA	APPLICABILITY
Dependability	Dense description	<ul style="list-style-type: none"> • In-depth description of research design and methods.
	Triangulation	<ul style="list-style-type: none"> • Triangulation of research methods <ul style="list-style-type: none"> ➢ in-depth phenomenological interviews, ➢ field notes.
	Code-recode procedure	<ul style="list-style-type: none"> • Data quality checks during data analysis.
	Peer examination	<ul style="list-style-type: none"> • As discussed above. In-depth descriptions of research.
	Step-wise replication of research	<ul style="list-style-type: none"> • Each interview started with the same question: "What is your life story on aggression?"
Confirmability	Triangulation	<ul style="list-style-type: none"> • As discussed above.
	Reflectivity	<ul style="list-style-type: none"> • As discussed above.
	Peer examination	<ul style="list-style-type: none"> • As discussed above.
	Confirmability audit	<ul style="list-style-type: none"> • Chain of evidence in the research process.

2.4.1 Credibility

Shenton (2004:63) says that credibility is about truth-value and truth in reality. It ensures the confidence in the truth of data and the interpretations thereof. Credibility is maintained when two aspects are adhered to, namely when the study is carried out in the way that enhances the believability of the findings and when the findings

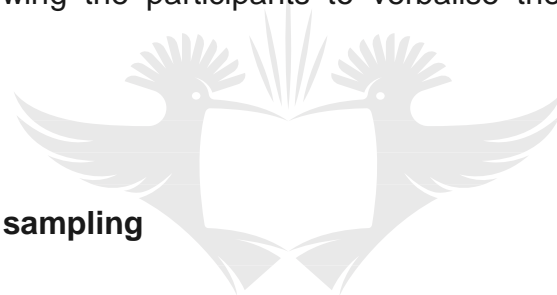
are validated. In qualitative research truth value, which is also termed as credibility, is usually obtained from the discovery of human experience as they are lived and perceived by the participants (Creswell, 2005:145).

2.4.1.1 Prolonged engagement

A period of twelve months was spent doing in-depth interviews with the participants. This ensured data saturation and created a context of trust and rapport with the participants which ensured and increased the richness and depth of the information shared. The researcher ensured credibility by staying in the field until data saturation occurred and by allowing the participants to verbalise their experiences (Finlay, 2002:224).

2.4.1.2 Purposive sampling

Polit and Beck (2008:337) state that sampling in qualitative research is to understand the phenomenon of interest and to develop a rich, holistic understanding of the phenomenon of interest. The late-adolescents who did not complete secondary school education showing aggression have been purposively selected for this study. The participants will be interviewed and observed for data until the data reaches saturation.



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2.4.1.3 Triangulation

Creswell (2012:202) states that data should be collected from multiple sources to ensure credibility. Observation and field notes, interviews, documents and audiovisual material will be used for triangulation (Lincoln & Guba, 2011:305). According to Ragin (2004:186) triangulation is a technique of checking different data against each other to elaborate, refine or evaluate a particular interpretation of evidence or an inference drawn from evidence. Triangulation is also based on the idea of convergence of multiple perspectives for mutual confirmation of data to ensure that all aspects of the phenomenon were investigated (Krefting, 1991:210).

2.4.1.4 Peer examination

Peer examination will be used through regular discussions between the researcher and the supervisors, and a consensus discussion with the independent coder. Tuckett (2005:39) intimates that peer review involves the researcher making use of an objective person or persons to assist the researcher with a fresh perspective on the research.

2.4.1.5 Reflectivity

Field notes will be taken that include the researcher's experience and observations that are reflective of the researcher's values and interest. Reflexivity can also be described as the researcher reflecting on him- or herself as researcher (Bradbury-Jones, 2007:291). The researcher will make personal notes regarding skills and concerns of being an effective researcher during data collection.

2.4.1.6 Authority of the researcher

Credibility will be ensured by the fact that the researcher has six years' experience as a secondary school teacher in an environment that lends itself to aggression of late-adolescents and early school leaving of learners. The researcher also has three years of experience as an adult-based education facilitator at the Seventh-Day Adventist church.

2.4.2 Transferability

Transferability refers to the extent to which findings can be transferred or be applicable in other settings or groups, when the findings can fit into contexts outside the study and when sufficient descriptive data is provided in the research which allows readers to evaluate the applicability of data to other contexts (Shenton, 2004:66). The aim of qualitative research is a deeper understanding of the phenomenon from the perspective of the participants involved in a study (Creswell, 2005:44). Understanding a phenomenon in a specific context was the aim of this research and thus can be described as contextual.

2.4.2.1 Saturation of data

Saturation of data means that no new data or relevant data from the consecutive interviews are emerging and that the researcher has pursued all avenues of leads and that the story or theory is complete and redundancy achieved (Monette et al. 2005:178).

2.4.3 Dependability

Dependability relates to the consistency of the findings, the description of the data collected, methods used, data analysis and interpretation (Shenton, 2004:67). When the research is replicated with the same participants in a similar context and the findings tend to stay constant, then dependability is reached. A notion in qualitative research is that people construct their own reality through their experiences, research looks at the range of experience rather than at the average of experience, and that dependability is a traceable variable (Terre Blanche et al. 2006:8).

2.4.3.1 Dense description

A dense description of the participant's demographic information and a rich description of the results necessary to enable someone interested to evaluate the applicability of the data to other contexts (Klopper (2008:70).

2.4.3.2 Code-recode procedures

Consensus is to be reached with discussions between the researcher and the independent coder concerning the coding of the raw data that was recorded. Member checking will be employed through the continuous checking of data, the interpretation and the methods of the programme development by the researcher and supervisors (Babbie & Mouton, 2001:277). Data, interpretations and conclusion will be assessed with the participants in order to correct errors, collect additional information and to give them an opportunity to summarise the data (Creswell, 2012:202).

2.4.3.3 Step-wise replication of research

In the context of this research, dependability will be ensured by step-wise replication of the research method where the same question is asked at the beginning of each interview: “What is your life story on aggression?”

2.4.4 Confirmability

Confirmability addresses whether the data and interpretations of the findings are not figments of the researcher’s imagination, it establishes whether the findings are derived from the data, and that it represents the information the participant’s provided (Shenton, 2004:70). Confirmability is the criterion of neutrality and is reached when truth value and the applicability of data are established and when the observer reached saturation of the data (Monette et al. 2005:242).

2.4.4.1 Confirmability audit

Confirmability refers to the degree to which findings are a function solely of the participants and conditions of the research and not of other biases, motivations and perspectives (Krefting, 1991:216). In the context of this study, the researcher needs to ensure confirmability by decreasing the distance between the researcher and the participants. The value of the findings increases when the distance between the researcher and the participants is decreased.

2.5 ETHICAL CONSIDERATION

Conducting research is an ethical venture, thus containing a system of morals and rules of behaviour (Babbie & Mouton, 2001:522; De Vos *et al.* 2011:64). All ethical measures will be applied consistently throughout the research process, as described in detail in Chapter 1.

2.6 CONCLUSION

This chapter provided a more detailed description of the entire research process, including the research design and the research method. Methods used were fully described as well as the measures to ensure trustworthiness was addressed.

In the following chapter, the discussion of the results generated from the data analysed out of the in-depth phenomenological interviews as well as literature control that reinforces the discussions of the results will be presented.

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CHAPTER 3

DISCUSSION OF THE FINDINGS AND LITERATURE CONTROL: LIFE STORIES OF LATE-ADOLESCENTS SHOWING AGGRESSION WHO DID NOT COMPLETE SECONDARY SCHOOL EDUCATION

3.1 INTRODUCTION

In Chapter 2, a detailed description of the research design, research methods and measures to ensure trustworthiness during the research process was discussed.

These descriptions are the result of field work activities that included phenomenological interviews which were conducted in English. Open coding (Creswell, 2012:244) was used to analyse all the interviews as discussed in Chapter 2. The central theme in the interview is essentially for the participants **to tell their life story on aggression**. The findings of the transcribed interviews were categorised and a literature control was provided to re-contextualise the findings. Data collection and analysis were done simultaneously and the interviews were also transcribed immediately, as well as the analysis, which was executed soon after the completion of the transcripts.

The researcher analysed the audio tapes, verbatim transcripts and field notes independently from each other after which the story line and categories were identified. Consensus was reached with the two supervisors with regard to the categorisation of the data.

In terms of the research design, the phenomenological interviews were conducted within the framework of the qualitative research approach. This allowed the researcher to explore, describe and contextualise the late-adolescent's life stories on aggression.

Chapter 3 presents the participants' demographic profile, the central story line and categories. It includes a narrative description based on the central story line and categories of the life stories of late-adolescents showing aggression who did not complete secondary school education.

A final statement reflecting the essence of the participant's experiences is presented at the end of this chapter.

3.2 DESCRIPTION OF FINDINGS

A central story line and three themes with supporting categories resulted from the multiple data sources being phenomenological interviews and field notes. The themes and categories are presented below, followed by a narrative account of the participants' life stories of the phenomenon under study. The verbatim quotes of participants are reflected in the italic writing and serves as evidence of the participants' life stories of aggression as described by them.

In order to recontextualise the findings, a literature control will be presented at the end of each theme. The experience of the participants will be written as a narrative, reflecting the essence of the life stories of aggression. The verbatim quotes were carefully selected to become the voice of late-adolescents showing aggression who did not complete secondary school education.

The findings of this chapter formed the basis of the situation analysis on which the researcher based the development and implementation guidelines of the psycho-educational programme. The programme addressed empowerment as an integral part of mental health that aimed to assist the late-adolescent showing aggression who did not complete secondary school education to cope with the challenges of managing aggression.

The researcher used criteria (See Chapter 2, section 2.3.1.1) for participants' selection and, therefore, it is necessary to refer to the criteria as to place this study within context.

3.2.1 The realisation of the sample

The participants included late-adolescents showing aggression who did not complete secondary school education at least two years prior to the study. There were eight participants between the ages of 18 years and 24 years. Four participants were Black and four were Coloured. All of the participants were single. Only one participant was employed and the remaining seven participants were unemployed. The participants' names were not used which ensured that confidentiality was maintained. Eight males were interviewed who could meaningfully communicate in English or Afrikaans. The researcher carried on with the interviews until the data were saturated. After eight interviews had been conducted in English, the data were saturated.

The late-adolescent showing aggression who did not complete secondary school education seemed thankful that the researcher was willing to listen to what they had to say and that their opinion was important. The researcher experienced that these late-adolescents showing aggression who did not complete secondary school education are in dire need of acceptance, to feel safe and secure and to be loved (Archer & Cote, 2005:445). Figure 3.1 provides a summary of the central story line, the themes and categories that were identified from the transcribed phenomenological interviews. The results were also discussed and interpreted according to the schematic summary as set out in Figure 3.1. See Chapter 3, paragraph 3.3 for a description of the field notes made during this research.

After the data analysis, themes were identified to reflect the late-adolescent's life stories on aggression, who did not complete secondary school education. The first theme indicates how the late-adolescent showing aggression who did not complete secondary school education life stories reflect aggression as part of their life situation. Theme 2 describes how the late-adolescent showing aggression who did not complete secondary school education life stories reflect aggression as a negative experience. The third theme describes the measures articulated by the late-adolescents showing aggression who did not complete secondary school education

to manage aggression. Each theme will be discussed in detail and will be supported by a literature control.

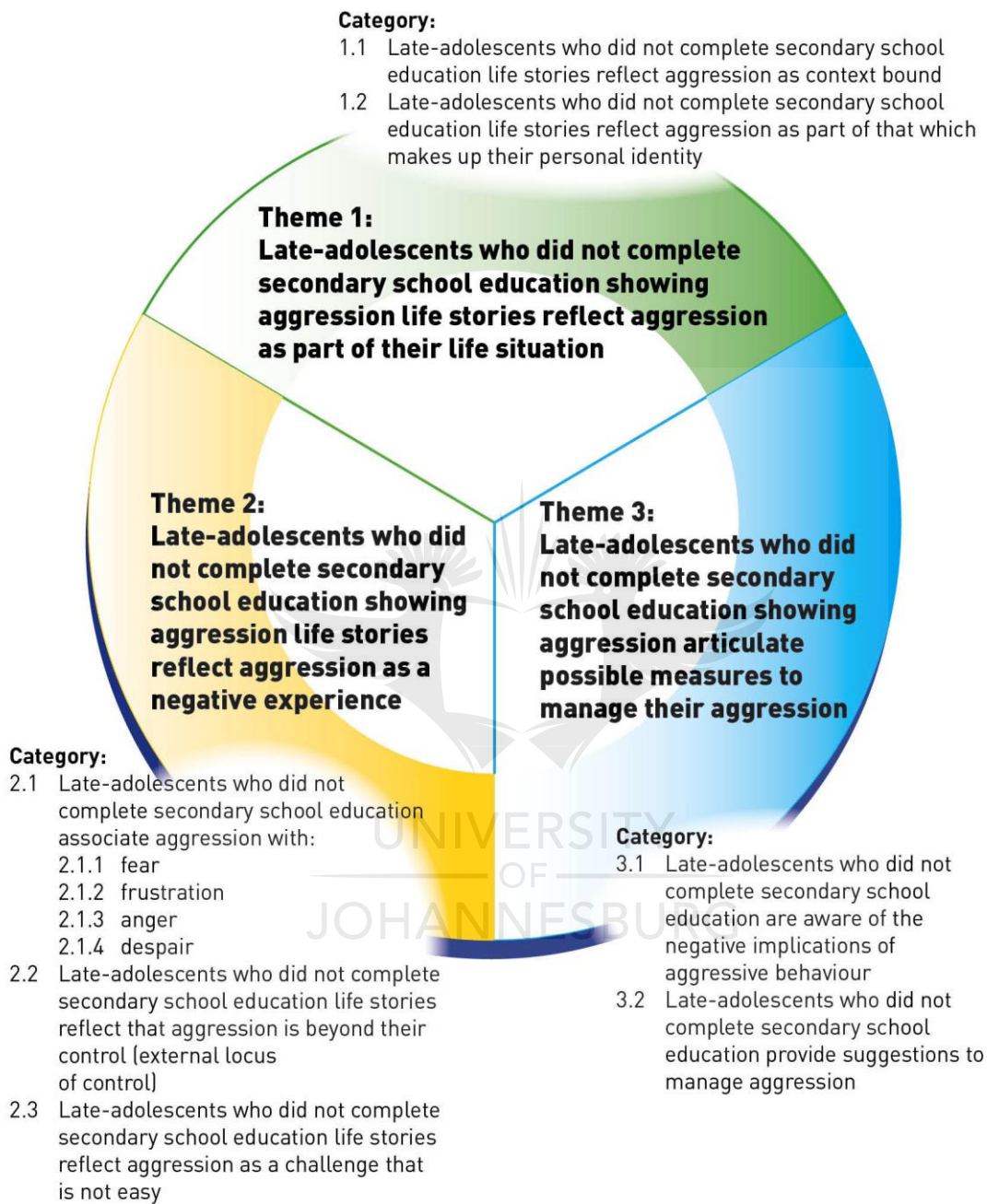


Figure 3.1 Summary of themes and categories identified from phenomenological interviews

Central story line: The central story line of late adolescents who did not complete secondary school education reflects aggression as part of their

life situation, aggression as a negative experience and they articulate measures to manage aggression

3.2.2 Central story line

The late adolescents' life stories reflect aggression as part of their life situation, aggression as part of a negative experience, and they articulate measures to manage aggression.

3.2.2.1. Theme 1: Late adolescents who did not complete secondary school education life stories reflect aggression as part of their life situation

In the first theme, it became evident during the interviews that the aggressive social behaviour of the late-adolescents who did not complete secondary school education became the norm in the society in which they find themselves and also experience aggression as part of their lives. The late-adolescent, who did not complete secondary school education experiences that aggression forms part of their "normal" behaviour, therefore these participants experience their current behaviour as part of who they are. The participants' experience that aggression became part of their social behaviour in their society. The context of aggression is being experienced as normal as they experience various levels of aggression in their daily lives.

"Me, I grew up poor, I, because my mother and father they was poor. So I was fighting people, I want money to buy something to eat, because I didn't eat."

“No one realises how bad aggression is actually, because it leads to a lot more dangerous things than the family and friends like who also drinks like me, then they end up like me, then from there we start to ... to argue over some other things, from there the aggression starts.”

Barak (2004:231) notes that aggression takes multiple forms including interpersonal, institutional and structural aggression and violence. These categories are not mutually exclusive. Interpersonal aggression generally involves two or more people and entails physical harm as well as emotional violation in which an individual is degraded or humiliated by another.

Hayman (2005:207) on the other hand refers to aggression as an important part of the human condition, referring to it as either biological inheritance or as a learned tendency through modeling, experiences and conditioning from a life-span developmental perspective since this focuses on the context of the development as well as on the developmental tasks of each age period.

The late-adolescent showing aggression who did not complete secondary school education drew from their experiences of aggression that aggression in the context of their lives is an acceptable way of attaining what an individual wants others to do by punishing them if they did not do what an individual wants them to do. These late-adolescents showing aggression who did not complete secondary school education experience that the people around them, their family, parents and friends are acting out of aggression. These participants are also exposed to aggression in the media such as on television, movies and newspapers as well as in public places where they go to for entertainment where people are behaving aggressively towards others.

“Ja (yes) as people we come from different families. Some from their families do things bad. They beat up their parents some of them, so they can't make their own lives. If your friends sometimes change other lives that school is not to teach you life and what what, or

something like that. Ja (yes) I think that's what makes life, bad friends."

"Like if their parents treat them that way, or they basically copy their parents, they basically copy their parents or the people they're with, so it's quite serious around here ... We also see violence on TV!"

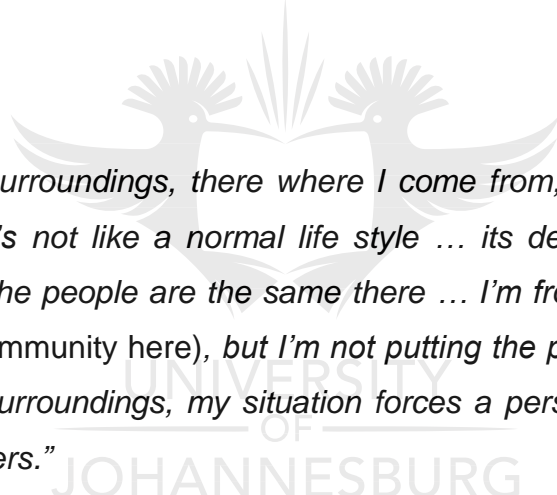
From a social learning point of view, aggressive behaviour can be learned in various ways. For example, it is argued that among other things, people may learn to target their aggression against certain groups such as the weak, women, and children (Barker, Tremblay, Nagin, Vitaro & Lacourse, 2006:789). Values and norms that support, accept or reward violent behaviour as a permissible way of resolving differences or of strengthening an individual's status, will reinforce such behaviour. Aggressive behaviour persists where it is reinforced (Arnette, 2004:123).

Johnson and Foster (2005:144) purport that individuals who are exposed to media aggression and violence may be seen as one of the many factors that will add to high and risky levels of aggression and violence. Late-adolescents showing aggression who did not complete secondary school education can therefore acquire new ways of behaving aggressively towards others through videos, films, television and any media violence or media that they are exposed to containing examples of aggressive behaviour. According to Kail and Cavanaugh (2004:421), aggressive and violent scenes might give individuals the belief that aggression is an appropriate form of behaviour and can thus foster aggressive modes of conduct among individuals.

Category one of Theme 1, which describes late-adolescents who did not complete secondary school education life stories reflect aggression as context bound, will be subsequently discussed.

3.2.2.1.a Category 1.1: The life stories of late-adolescents who did not complete secondary school education reflect aggression as context bound

The late-adolescent showing aggression who did not complete secondary school education who participated in this study were all from the same socio-economic environment and in the same age group bracket and could understand English and/or Afrikaans. The participants experienced their environment whether at home, at school or in the public, as one. These late-adolescents showing aggression who did not complete secondary school education experience their home and public social places as one context although they come from different backgrounds and families.



“You see my surroundings, there where I come from, you check, is more like ... it’s not like a normal life style ... its deurmekaar (its confused), all the people are the same there ... I’m from (stating the name of the community here), but I’m not putting the people down or anything. My surroundings, my situation forces a person to become like the gangsters.”

“I come from a poor family and all the people in the community drink and we learn to drink at a young age, because everybody is doing the drinking and fighting.”

The above background is necessary as Wood (2004:42) states that a context is a background or a setting in which to understand an experience, behaviour, a phenomenon or a problem of the late-adolescents showing aggression who did not complete secondary school education experiences. Some of the context bound type of aggression experienced by the participants such as interpersonal context, group

dynamic context, environmental context, work context and social context is shown in Figure 3.2. To an extent, the late-adolescent showing aggression who did not complete secondary school education, did not experience a difference between “home” and “public places” with its own specific characteristics (Hayman, 2005:207).

The late-adolescents showing aggression who did not complete secondary school education voiced issues on aggression and were aware that they experience differences with regards to different social groups and their interactions with them. As human beings are social beings who want contact with other human beings, so people respond to each other and therefore constitute individuals in a social context (Wood, 2004:39).



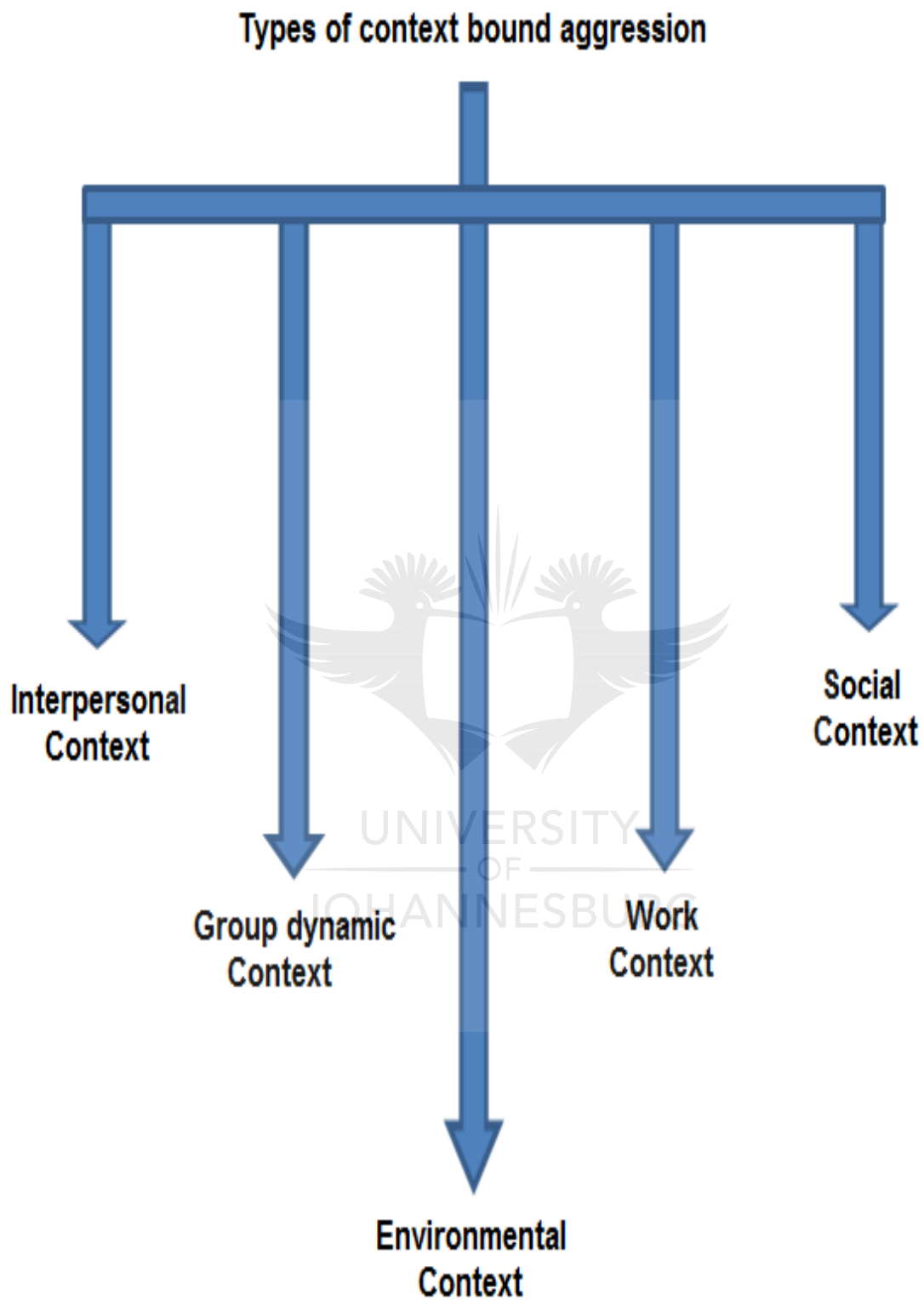


Figure 3.2 Types of context bound aggression experienced by participants

People's behaviour and experiences are called to mind through their:

- **Interpersonal context** – where people form their interpersonal relationships such as educator-learner, parent-child, child-child (in the family) and learner-learner (at school).
- **Group dynamic context** – this is important as people form part of a family setting and especially in the secondary school learners' situation, the adolescent stage forms the participation and belonging to a peer group as a vital role. The flow of influence in a family setting is multi directional. It therefore affects coercive interactions between parents and their children as well as the children and other children, the behaviour of all in the family and forms the breeding ground for aggression.
- **Environmental context** – this is where they live, and their living conditions will influence their behaviour and experiences.
- **Work context** – it influences and evokes the late-adolescents behaviour and experience.
- **Social context** – here, the late-adolescent's behaviour and experiences are stirred up, preserved and personalised in social situations (Wood, 2004:39-40; Shaffer, 2004:498).

The participants shared experiences of how the members of the family interacted with each other and shouted openly in front of the children and it is evident that these coercive-relationships affect them negatively as the participants stated that this type of role models behaviour promotes aggressiveness. The late-adolescent showing aggression who did not complete secondary school education experience that the family members were aggressive and treated them aggressively, therefore the participants are aggressive themselves because they are just doing the same as their family members were doing.

“My father treats me bad; he hit me when I get home late. My mother was nice, but my father is the one ... (pause), the one that beat me.”

“I was the one that did not get the shoes, the clothes and the food because my father beat me when I steal when I was small ... my father said my family must beat me because I do not listen.”

“I run away from home to my aunt because my father was hit me ... and my brother was hit me because my father was saying him so.”

“My parents they used to want to put my hands on the stove and stuff you check, when I was naughty, when I stole sweets as a child.”

“I never had rules because I never had parents around, because the parents they teach you some the bad things and the good things. Then I didn't have somebody to teach me any of these things.”

Lichter and McCloskey (2004:506) add that a child's exposure to aggressive models may begin in the home in the form of witnessing family violence or suffering aggression, first hand, in the form of physical abuse or punishment meted out by parents. This often implies that aggressive children come from homes, or families where family members model aggressive behaviour. This view is supported by Kail and Cavanaugh (2004:421) where they state that the kinds of relationships a person observes and experiences as a child will affect how a person defines and acts in his or her relationships as an adult, the good relationships will ultimately be the key to surviving the adolescent years.

It is well known that childhood aggressive behaviour is one of the best predictors of adolescent and adult criminality (Herrenkohl, Catalano, Hemphill & Toumbourou, 2009:15). It was only recently that researchers have begun to study outcomes of sub groups of individuals with physical aggression. It was found by Loeber and Pardini (2010:149) that anxiety in childhood was associated with anxiety in adulthood which later can be associated with substance abuse. Indirect aggression is associated with both positive and negative adjustment in childhood and adolescence, particularly as it relates to peer relationship and popularity.

Among the negative outcomes, indirect aggressive behaviour is associated with an increased risk of peer rejection and decreased peer acceptance, lower perceived popularity, fewer friends and an increase in relationally aggressive peer relationships (Werner & Crick, 2004:496). Indirect aggressive behaviour has also been associated with psychopathology in particular, increased levels of symptoms of border line personality disorder, and increased internalising symptoms, for example, anxious – depressive symptoms and attention deficit/hyper active disorder (Zalecki & Hinshaw, 2004:132).

Sandstorm and Cillessen (2010:484) state that the need to understand whether a subset of indirect aggressive individuals might actually be well adjusted and that perhaps indirect aggression may be adaptive in some circumstances. These individuals may appear to use coercive interpersonal skills effectively to gain popularity and control of a group. Social intelligence is the ability to analyse the social behaviour of others and to modify one's behaviour in response to the goal of achieving desired social outcomes (Smith, 2007:76). One can possibly infer that indirect aggression in childhood and adolescence is associated with both adjustment and maladjustment.

According to Tackett and Lahey (2009:730) children do not evolve in a vacuum, thus 'problem children' find themselves generally in a problem context, as individuals willingly interact with one another and seek others' attention or approval. Literature confirms that learning and socialisation are important factors in acquisition and expression of behaviour (Stouer, 2006:41).

The two most important and dominant social units found in a culture is the family unit and the school unit that attest members of a culture in how they perceive the world and how they communicate in the world they live in. Solomon, Wright and Cheng (2008:550) purport that family life consists of a series of actions and reactions which could lead to conflicts and where the family members continually influence one another and are influenced by one another.

Conflict, as an aspect of aggression, can be defined as the act of disagreement or opposition and is handled differently according to the reinforcements received in one's environment. It is believed that children's first experiences with interpersonal conflict occurs within the family and more specifically within sibling relationships (Perlman, Garfinkel & Turrell, 2007:665). The childhood and adolescent years are when one learns how to resolve conflict and how to go about these resolutions.

Research suggests that aggression can be resolved through discussion, agreement, compromise or concession, yet this resolution can escalate into aggression or violence when one or both parties attempt to force their position on one another (Winstok, 2007:303). It is believed that aggression is more common during adolescence, yet not all adolescents become aggressive.

Furthermore, conflict as an aspect of aggression is normal within adolescent group development and the development of groups and/or cliques within the school environment. This is complex due to the unique nature of educational settings. Since bullying, school fights and large scale aggressive acts are prominent in schools, more concern has been directed to adolescent's conflict and how it influences aggression in the school environment. Letendre (2007:360) has found that children often imitate their parents' behaviour but, as they grow older, they tend to imitate different models from the social environment like peers and teachers.

Muuss (2004:65) used the social learning theory to examine the contributions of parental, environmental and peer factors on the development of adolescence and aggression with the premise that aggressive behaviour is learned through modeling, reinforcement and imitation. This article suggests that specific parental practices, such as failure to model non-aggressive interactions and the consistent use of harsh

punishment for negative behaviours are associated with the development of aggressive and anti-social behaviour.

Wright and Cheng (2008:301) state that family factors contribute to relational and overt aggression among adolescents. Familial antecedents such as parent and sibling relationships are extremely influential to the development of relational aggression in adolescents. Casas, Wiegel, Crick, Ostrou and Woods (2006:210-212) evaluated parental effects on relational and physical aggression in a pre-school population. They found mother's and father's authoritarian and permissive parenting styles were positively correlated to relational aggressive behaviours in children.

Brown and Doctoroff (2007:150) found that the effects of over reactivity – harsh, authoritarian parenting, laxness – overly permissive parenting, positive parental affect - positive display of emotions and negative parental affect – negative display of emotions or relational aggression indicated that positive parental affect predicted a reduction in relational aggression and negative affect predicted an increase in relational aggression.

Nelson and Jin (2006:560) evaluated physical coercive and psychologically controlling parenting and its effect on physical and relational aggression in pre-schoolers. They found that coercive and psychologically controlling parenting predicted aggression in the participants. More specifically, it was when mothers and fathers both displayed psychological control but not physical coercion. Yet, when mothers and fathers both displayed more physical coercion than psychological control, males were found more likely to display physical aggression. These findings are consistent with prior research on maternal/paternal psychological control and its unique association with early adolescent's social and overt aggression (Loukas, Paulos & Rubinson, 2005:336).

The emotional and physical responses of parents are potential sources of influence on children's aggression. Werner, Senich and Przepyszny (2006:200) state that the interactions and modeling that occur in parenting can predict relational aggression. The interactions and modeling that occur in sibling relationships can also influence the display of relational aggression. Updegraff and McHale (2005:380) say that there are correlations between relational aggression in adolescent sibling pairs and the

quality of sibling and parental relationships. This infers that family management practices and stability in homes predict the occurrence of aggression and violent behaviour in adolescents.

The participants all voiced that their friends at school played a major role in the decisions they made that affected their present economic and social circumstances. They feel that their friends are having a major impact on their aggression.

“For me to drop out of school, I think bad friends, yes, something like that, things like drugs that friends give you ... (pause).”

“Stuff like ... me, my friends tell me, actually we smoke drugs but we might do drugs if we find it free you know what.”

“Even me I want to go back to school, but these friends of mine I can’t go back to school.”

“So I smoke the dagga (marijuana) with my friends and I want to leave it, but they say no.”

The peer group is an important influence on adolescents. Gorman-Smith, Henry and Tolan (2004:440) suggest that in addition to familial functioning, peer relationships are influential in the display of relational aggression in children and adolescents. The association with peers showing anti-social behaviour appears to be an important factor in the development of aggression in violent behaviour in adolescents (Herenkohl, Kosteman, Hawkins and Unger, 2004:180-182). Friend’s participation in aggressive behaviour is positively associated with bully tendencies or a tendency to

be an aggressive victim who is influenced by peer context (Rose, Swenson & Waller, 2004:382).

Aisenberg and Herrenkohl (2008:309-312) state that adolescents living in low-income and high-crime communities are at increased risk for the exposure to aggression and violence. Exposure to aggression and violence has been shown to predict the display of relational and overt aggression and violence. Additional community factors that may predict child and adolescent aggression are the lack of neighbourhood role models and low neighbourhood attachment. Family life can influence the display of relational exposure (Vincent, 2009:140-143).

Gorman-Smith et al. (2004:285) purport that adolescents and their guardians were more likely to receive high levels of problems such as high crime levels and poverty and low levels of neighbourliness than other urban poor communities. Positive parenting practices were also negatively correlated with anti-social peer influences. Another community factor that is important is the influence of media on the display of relational aggression. Coyne, Archer and Eslea (2005:290) found that the adolescent participants in their study were exposed to nearly ten times more indirect, relational and social aggression on television than they are in school. Overall, the predictors of relational aggression and overt aggression and violence in children and adolescents are similar.

The participants stated that gender, family, peer and community factors influenced how they relate to other people which, in turn, have a direct bearing on their aggression.

“I’m a thief like the people and the place where I stay in. We don’t want to see things like phones and money in the people’s hands, when I see the money and the phone we run to take the phone and money.”

“At the moment I cannot explain to you why I did not grow up with my mother ... my life was held back because of that ... I started being aggressive, some kids ... you know some parents they don't realise to say that you don't need to push your siblings away.”

According to MacDonald (2004:136-139), a happy and optimistic family enriches the lives of all its members within the family structure. The family members know how to manage their emotions and are able to form, develop and maintain constructive relationships. He further states that the “Five C’s” model are referred to as being: **c**ommitment, **c**onnection, **c**ommunication, **c**aring and **c**oping form an optimistic family characterised by empathy and respect. Family events, according to Mc Graw (2004:7) add to impact on children’s socialisation abilities such as to learn, be independent, get along with others and to understand the importance of rules. Thomas (2005:145-146) says that parental communication with their children has to be positive and that it will take time to instill positive behaviour in the children.

The late-adolescents showing aggression who did not complete secondary school education who were interviewed also described that they experience their friends as being aggressive. Some of the participants did not refer to themselves as being aggressive but indicated that they regarded their friends as being aggressive and where a fight started between one of the friends and someone else, the fight ends up where it involves the friends in the group.

“As far as I can see that beer and the bad friends is not a good thing. I will have to quit. When I quit the beer and bad friends maybe my life will change.”

“They also drink ... my friends they also drink, but they also want to quit beer. The same as like me, the way I’m drinking. They also want to quit. Sometimes we sit together and my friends we talk about

quitting the beer, that's it's a bad thing. We always talk about that, but once we got money, we go out, we start drinking."

"My friends steal my food when I'm sleeping and if I'm going to work and come back and there is no money. I hit my friend and is aggressive to him but I don't want to be, but he steal my clothes, my money and food."

"My friend at school tell me to hit other boys to get money for drinking."

The members of a group find acceptance and status in their groups, and they therefore experience that they are important in the 'gang' or 'group' situation whereas elsewhere they are nothing. Reassurance is given to one another by the group members that their mutual perceptions and attitudes are right and if fear exists they reassure one another that the fear may be overcome. The late-adolescent showing aggression who did not complete secondary school education find themselves in groups and will do things and behave in such a way as to impress the group to be 'part' of the group so as to avoid isolation but to seek out social interaction (Rose & Swenson, 2009:870). Some individuals will never behave and act out aggressive acts on their own as they only feel brave and secure in the group.

Interacting with others is a dynamic process as the interacting is constantly shifting and changing as individuals respond and react to each other (Johnson, 2014:13). In society, groups and gang influences have become a reality where many adolescents are susceptible to the influences of their peers. These peers, often of the same age group, provide company and acceptance to one another. Their actions, conversations and their behaviour strengthen their mutual interest and attitudes. Ostrov (2006:330) states that it seems as if a gang or group member is on their own,

they are relatively powerless, but when they are together in a group they can threaten the social order.

Gangs have shared activities and values which have a dominant impact on individual member's conduct and that these members realise that whether they are on their own or in a group with others, they can win the approval of the fellow gang members by adhering to the gang's standards or they can be rejected by them if they do not adhere to the gang's expectations or their social influence.

“Ja (yes), when I first joined the gang which I'm living with now, I started to be aggressive. There was no choice to say I can't be aggressive.”

“Even if we are friends in the gang sometimes we stab each other, steal each others things. Things like that. We are friends but then we are not friends. We are aggressive even to each other, we don't live a normal life ... (pause).”

“My friends are scared of me; most of them are scared of me ... (long pause). Because most of the times I'm the best friend of the ring leader so most of them are afraid of me ... (pause).”

Gorman-Smith et al. (2004:444) state that the results of disrupted families, poverty and social decay cause young people to feel alienated from society and have no hope or dreams for their future, making it easier for young people to join a gang where they find acceptance and a sense of belonging.

It is important to be cognisant of the fact that to effectively manage aggression, one has to be aware that “who” and “what” an individual becomes which is also dictated by a person's education, the relationship with their families, friends, neighbours,

educators and the most powerful influencing factor, a person's family (Mc Graw, 2004:8). The actions of the adults, parents and educators determines the impact on what type of adults the children of today will become in the future. Furthermore, the late-adolescents showing aggression who did not complete secondary school education described that they experience aggression as part of what makes up a person's personal identity. Category 2 of Theme 1 will expound on this in the following section.

3.2.2.1.b Category 1.2: The life stories of late-adolescents who did not complete secondary school education reflect aggression as part of that which makes up their personal identity

The late-adolescent showing aggression who did not complete secondary school education viewed aggression as part of an individual's natural make up, as they experience that they often swear at each other and other people in general and therefore it seems normal to the people around them.

The participants are exposed to all types of aggression ranging from non-verbal, verbal and to being physical. Various levels of aggression were experienced by them and it seems as if aggression is acceptable to a certain extent. Ironically, the participants expressed dissatisfaction about other people swearing at them, but they use swear words frequently as it forms part of their daily language vocabulary. They are of the opinion that they deserve some form of respect even if they have not completed their secondary school education.

"I was just looking at him when I tell him: "why you take my money?", he says I even me I want this money, so I didn't know I feel pain in my heart cause me I'm hustling hard with the heart because people are cruel to me."

“Actually I get aggressive when I get money for drugs or I don’t have, it’s still the same. I’m always aggressive because I got into it.”

“They are afraid because they see the kind of life we are living. We are living aggressive life. We don’t even ... just a week, we don’t kick, something doesn’t happen. Just after two or three days we must kick somebody, ja (yes).”

“Ja (yes) for now, even when I’m alone I’m aggressive because ... (pause), I adopted it into my head so I can’t change.”

“I’m naturally aggressive ... I never did anything to become aggressive; I was just like that you know. Nothing made me aggressive. I was a young boy, I was an aggressive young boy ... (pause), you get me?”

The quest for identity lives with one right from the time when one faces one’s existence in one’s world and consequently even a child formalises some answers regarding their identity. A sense of development of a personal identity is an important aspect of an individual’s life. When the parents give a name to their child, it is their first identity (Berzonsky, 2007:245).

In the elementary years, the child’s interaction with the world and exploration of inner abilities and the outer world becomes the basis of identifying developmental processes. Yet adolescence is the time when the individual is fully capable of appreciating the differences between themselves and the world. The task of identifying development has its roots in childhood, but it takes on a new dimension in adolescents because of the confluence of physical, cognitive and relational changes during this period (Jakubowski & Dembo, 2004:19-21).

Erikson (1995:234) states that adolescence is a stage where the individuals are in search of an identity that will lead them into adulthood. He further states that adolescents make a strong effort to answer the question: "Who am I?" The unconscious search for reasons of one's existence is a fundamental drive that keeps a person struggling for answers to discover who one really is.

This process of reaching that self-discovery is referred to as identity formation (Smits, Soenens, Duriez & Goossens, 2008:28-30) and the path to self-discovery comprises social-cognitive strategies that individuals use to process identity-relevant information, make personal decisions and to answer identity-relevant problems which is referred to by Berzonsky and Kuk (2005:236) as identity-styles.

Identity-styles play an important role when an individual's personality is formed. The interplay between family and social relationships has major implications for optimal adolescent development. This searching for an identity tends to cover all domains of life thereby affecting the well-being, decision-making abilities, self-determination, self-regulation and motivational attribution characteristics of an individual (Seaton & Beaumont, 2008:250).

According to Duries and Goossen (2005:216) adolescence is the major transition period accompanied by considerable personal stress as individuals leaving the security of a familial home environment attempt to deal with new demands and more rigorous academic challenges. Adolescents face the challenge of forming a clear and stable sense of self-identity. This coherent and well-integrated identity structure promotes a sense of purpose and it serves as the basis for effectively coping with and adapting to the demands of daily life. The social context in which adolescents attempt to establish a sense of identity exerts a tremendous impact on the nature and outcome of the identity development in terms of regulating their behaviours and developing a healthy psychological functioning (Muuss, 2004:72).

Nevid, Raithus and Green (2003:519) posit that the personality of each individual determines how they think the world should be which, in turn, will have a direct bearing and effect on how an individual experiences aggression. The adolescent's personality is viewed as a set of stable knowledge structures that they use to interpret events in their social world which guides their behaviour.

In the context of this study, the thoughts of the participant's affect how they feel about other people and their reaction to other people. The emotions and thoughts the participants experience establishes the extent to which other people will react to them. McGraw (2004:428) clearly states that if a person does not like the way other people treat a person, then one can change that by changing the statements one makes to other people as each person is responsible for their own experiences that one has in life.

The attitude of late-adolescents showing aggression who did not complete secondary school education plays a vital role in how they experience the world and how the world will treat them. It is emphasised by Berzonsky (2007:248) that individuals must face their own limitations, faults and wrong doings, as humans are solely responsible for themselves, the choices they make and their wellbeing as individuals make and create their own life world.

Theme 2 that was identified during the data analysis process indicated that late-adolescents who did not complete secondary school education life stories reflect aggression as a negative experience. This will be discussed in the next section.

3.2.2.2. Theme 2: Late-adolescents who did not complete secondary school education life stories reflect aggression as a negative experience

The late-adolescent showing aggression who did not complete secondary school education expressed that their life revolves around fear. They are afraid of one another in the group as they can become aggressive towards each other at any given point without provocation. The late-adolescent showing aggression who did not complete secondary school education justify their behaviour as they experience factors that are beyond their control such as poverty, relief from their problems and peer pressure as the reason for behaving like they do. The late-adolescent showing aggression who did not complete secondary school education experience aggression as a challenge that is not easy for them.

“For now my life situation makes me feel angry because I think now its hard for me to change my life style of aggression, that’s why I actually get angry. Sometimes when people see us, they see us as hobos and dronk (drunk).”

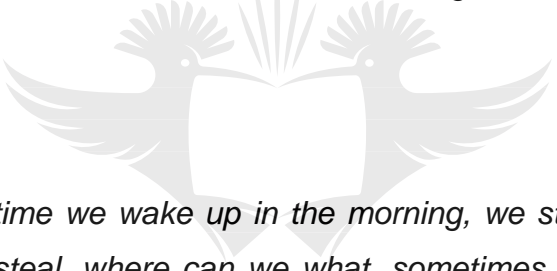
“We live in fear because of the live of aggressiveness that we are living, we don’t know who will kill us or when the police will catch us.”

McGraw (2004:12) states that an emotion such as aggression has positive or negative effects. In this study, some of the participants experience aggression as positive as their aggression is essential for their survival.

Some of the late-adolescents showing aggression who did not complete secondary school education experience aggression as negative because they fear for their well being in the community and they are worried that their personal safety is at stake. They also fear that they might lose ‘face’ which will result in losing their belongings or status which they experience as negative. Category 2.1 of Theme 2 describing the association of aggression with the negative feeling of fear will be expounded on in the next section.

3.2.2.2.a Category 2.1.1: Late-adolescents who did not complete secondary school education associate aggression with fear

The late-adolescent showing aggression who did not complete their secondary school education develops a deep sense of fear, guilt and is afraid. The participants unanimously voiced that they experience their situation as not 'nice' and the incidences that are happening in the community and on the streets are not 'right' as they experience that their personal safety, as well as those of their friends, is at risk. The late-adolescent showing aggression who did not complete secondary school education indicated that everything revolves around fear, which is tiring and causes restlessness which hinders their common functioning as fear wastes a person's energy.



"But us all the time we wake up in the morning, we start thinking of where we can steal, where can we what, sometimes we go around beating people just for nothing, for no reason, because we are aggressive and the people they fear us."

"We are supposed to be shy, to be dirty, smoking drugs, things like that, but because we are aggressive now we can see that nobody will talk to us, so some thing. Even just to look at us. They are afraid of looking at us because they see that we are living aggressive lives."

"... eh eh, I can say that I am a threat in peoples lives without lifting a hand, they are afraid of me and when the people see me come, they are afraid and say that here comes ma white and here comes trouble."

In literature, fear is explained as an unpleasant emotion caused by the threat of danger, pain or harm and a feeling of anxiety for the safety of an individual (Woods & Wolke, 2004:137). Viding and Frederickson (2009:480) state that worrying issues are tiring issues and fear is linked to worry. Stevens (2004:217) suggests that as individuals are worrying about issues like relationships and everything imaginable, they are losing hope and that although external conditions are important to people's happiness, not all of those external conditions that people presume to be essential are necessary.

The developmental period of adolescence contains several challenges including puberty, entering new schools, beginning to separate from parents, developing an individual identity and for many developing romantic relationships (Underwood, 2004:372). For some individuals, there are worrying issues and they begin to lose hope and stress about these conditions and some ultimately fear that they will not meet these criteria and this may lead to fear of not making the 'cut' and compensate for this by being aggressive.

Social methods of aggression may be favored by adolescents because they are considered 'socially acceptable' and less easy to identify by on-lookers as 'aggression' or 'bullying'. Furthermore, the increased importance of social status and romantic relationships may have an effect on interpersonal relations of adolescents (Xie, Cairns & Cairns, 2005:106-109).

According to Underwood (2004:360-362) younger adolescents mainly show aggression when they are trying to protect their status in their own peer group when confronted by older adolescents. For older adolescents, social aggressive strategies, particularly gossip, may be used less for self-protection and more in service of self-understanding, identifying development and moral negotiation. During adolescence, social means of aggression are expected to coexist with direct verbal means with the individual using the strategy that is most suitable in the particular situation. When the strategy is absent, fear takes over and will more than likely lead to aggression (Marsec & Frick, 2007:970-972).

A recurrent experience of the late-adolescent showing aggression who did not complete secondary school education in this research indicates that they are afraid

of leaving their friends and going back to their families. The participants are rude and hostile towards their family members and make the family members afraid of them. The family members thus turn their backs on these participants for fear of the response they will get for trying to help and intervene in their lives.

“I left home to live with my cousin when I was doing grade seven, because of ... my mother didn't like what I was doing. I came home late sometimes. I came home on drugs and sometimes I steal. Even when she tries and talk to me sometimes I even ... I even (swears), even my parents, even my stepfather sometimes when he tries to speak to me I tell him (swears). Everyone at home, so they ended up seeing I'm becoming a stress and they told me to go because I was becoming aggressive.”

“I once had to meet my family and promised them that they can come for me but I feel like I'm shy when I'm with some people. Always I think of my friends, those bad people. For now I think it's hard for me to meet my family, brothers or what because they fear me as they live respect and I do not have respect anymore.”

“... because as I can see now, being aggressive makes me, for now for an example; even to go back to my auntie and say just hi!, its hard for me because I was aggressive to him, to him last time. So for me now to go and tell him that I'm hungry or I'm sorry, it's hard for me now ... (long pause).”

“It means I'm not gonna be till the end of it. I'll live this life till I die ... (very long pause).”

Investigations into the social relationship of socially aggressive adolescents have yielded mixed findings. Cillessen and Borch (2006:940) suggest that social aggression is positively associated with higher peer acceptance, peer-perceived popularity, social network centrality and social impact as well as lower levels of peer rejection. Conversely, other studies have indicated that socially aggressive adolescents have higher levels of fear that they may be rejected by their peers which may lead to aggressive behaviour.

There are many inconclusive findings in research concerning social aggression (De Bord, 2009:45). Within the literature, social aggression has been viewed as either maladaptive or adaptive, each with empirical evidence to support the claim. Some researchers have suggested that social aggression is related to negative outcomes such as peer rejection, psychological distress and behavioural difficulties (Steyn, 2006:5).

Conversely, other researchers have argued that although socially aggressive behaviour is not desirable, it is associated with positive outcomes, such as peer acceptance, social skills and prosocial behaviour. The late-adolescents showing aggression who did not complete secondary school education also associate aggression with frustration which will be discussed.

3.2.2.2.b Category 2.1.2: Late-adolescents who did not complete secondary school education associate aggression with frustration

The late-adolescent showing aggression who did not complete secondary school education develop a sense of frustration because of the situation they find themselves in. It was uttered by the participants that they find their circumstances frustrating as it hampers their economic situation.

“I’m the only one who doesn’t have a job. It’s like heavy on me bra’s (friends) and stuff you check and it makes me aggressive that I don’t work.”

“I’m trying to get a job but I don’t get a job, but other people they think that I am a thief.”

“I want to get job first to go back to my family, cause ... cause my mother is not working. I want to go back to her, but I must at least have a job and this is making me angry and aggressive.”

“That’s why I run away from home because I am a thief, my parents are still alive and my mother and father is not working, that’s why I’m a thief ... (pause), I need to survive.”

“When I was doing a work for this one guy and he didn’t pay me, then I became aggressive ... I was supposed to buy clothes and food for myself ... when you work you must get paid.”

Lawson and Rowe (2009:120) state that aggressive behaviour is a multifaceted phenomenon which can be examined from different perspectives. This is a highly emotive and subjective topic, and the perception of what constitutes aggressive behaviour varies between care and cultural settings. The various causes of aggression lead to inconsistencies in the management of aggression because it is difficult to understand the response and circumstances where aggression emerges.

Shaver and Mikulinear (2011:10) state that one of the core reasons for aggression amongst adolescents is frustration, as this frustration is acquired in the same manner

as other forms of social behaviour. This means that frustration which leads to aggressive behaviour is acquired in the same manner as other forms of social behaviour. Persons participate in assaults against others because they adopt aggressive responses due to past experiences, or they receive or anticipate various forms of reward for carrying out such actions, or they are directly provoked to aggression by specific social or environmental conditions.

Aggressive behaviour is more likely than not as a result of external frustration. Such behaviour is especially prevalent in serious violent crimes or for displaying violent and non-compliant behaviour. Frustration contributes to an even higher frequency of aggressive behaviours and means that the community must be able to react adequately to such challenging aggressive behaviours of the adolescent (Jacob & Holmes, 2011:69).

In contrast to the earlier theories like Bandura (1978), the social learning perspective does not attribute aggression to one or more causes. It suggests that the roots of such behaviour are varied, involving aggressor's past experiences and learning of a wide range of situational factors like the presence of other people which impacted on their lives (Lewis, 2005:258). The early experiences and life history of late-adolescents showing aggression who did not complete secondary school education are associated with the manifestation of this frustration which leads to the development of aggressive behaviour (Farrington, 2005:180-182). The late-adolescent showing aggression who did not complete secondary school education also associate aggression with anger, which will be discussed in the next section.

3.2.2.2.c Category 2.1.3: Late-adolescents who did not complete their secondary school education associate aggression with anger

The participants in this study being the late-adolescents showing aggression who did not complete their secondary school education expressed anger at the position they find themselves in at this point in their lives. They are angry because they feel that they have no control over the direction their lives are taking.

“So I think for me the thing that makes me angry, it’s hard for me to live with other people. I think I can’t mix with the other people, I will live my life forever with these bad people, with these bad people of mine.”

“I don’t have respect anymore, so that makes me angry with my life always. Actually I think my life is now at the end.”

“I’m angry because I’m thinking of how to go back home from my friends. Now what can I say to them? That makes me angry because I was treating them in an aggressive way.”

De Los Reyes and Prinstein (2004:330) state that anger can be identified as one of the factors that influence adolescent aggression. Anger can lead to acts of physical violence and threats of harm and relational aggression which refers to acts intended to damage one’s relationships, such as social exclusion, friendship withdrawal and rumour spreading. Later research uttered further differentiation by recognising that anger which is characterised by negative feelings, of the individual with close friends,

such as friendship withdrawal and social exclusion can lead to actions intended to damage another individual's reputation, such as through rumour spreading or embarrassment (Kowalski & Limber, 2007:28-29).

Prevalence of anger is a common experience for many adolescents and represents a significant problem that warrants further attention (Dinker, Cataldi & Lin-Kelly, 2007:243). It was also found by Dinker et al. (2007:256) that anger has been associated with adjustment problems and poor mental health outcomes in both children and adolescents. There is a strong link between psychological maladjustment, such as depressive symptoms, loneliness, generalised and social anxiety, general and global self-esteem and social self concept. There is also evidence that anger predicts increases in social anxiety and symptoms of social phobia over time, which is both a predictor and consequence of adolescent's reports of social anxiety over time (Siegel, LaGreca & Harrison, 2009:942).

The late-adolescents showing aggression who did not complete secondary school education indicated that their anger, which is defined by Dollard and Miller (2004:64), as a condition which exists when a goal-response suffers interference, stems from the disrespect and humiliation they experience from their family and other members of society, may cause aggression. Dollard and Miller (2004:65) say that this anger may cause aggression directed onto an innocent target when the source of the anger cannot be challenged.

According to Buie (2004:89), anger and frustration gives rise to aggression, which in turn may give rise to a phenomenon called bullying. Anger is also an automatic response to ill-treatment. It is a way a person indicates that certain types of behaviour will not be tolerated. Stemmler (2010:21) says that anger is a feedback mechanism in which an unpleasant stimulus is met with an unpleasant response.

The participants also indicated that they associate aggression with despair. This will be discussed in the next section.

3.2.2.2.d Category 2.1.4: Late-adolescents who did not complete secondary school education associate aggression with despair

The late-adolescent showing aggression who did not complete secondary school education expressed a feeling of forlornness and one of utter hopelessness at their circumstances in which they find themselves.

“I was alone most of the time at home as a child and I used to steal before the domestic worker comes in ... I was alone and didn’t know what to do. When my parents found out I stole they wanted to burn my hands on the stove.”

“ I just do the drugs and be aggressive as the years go on and go by ... new drugs and technology comes in and you just go on and on.”

“Because I can see the way we are living, I don’t think it’s easy to change. To drop out of drugs, it would be hard ... (pause).”

“Sometimes I got that feeling of having a wife, having myself a girl friend or something but even the girls don’t want to speak to me, just to talk, just to say something. They don’t even want to wait, so that makes me sometimes feel so aggressive also.”

“I take out aggression because I ... I see that my life is ... is coming to go down ... (very very long pause).”

“I like to stay with the family, I don’t like to stay away from home cause strictly there is no future.”

The family environment is affected by many forces, but interpersonal conflict is especially influential. The inter-parental relationship is the foundation of the family unit and, therefore, it can have a significant effect on the family environment and adolescent outcomes. Inter-parental conflict is characterised by a high frequency of disagreements, hostile conflicts, covert conflict and/or avoidance conflict. These facets of inter-parental conflict may negatively affect the family environment and adolescent’s behaviour which could eventually lead to delinquency, anger and despair (Risidal & Singer, 2004:99-102).

Late-adolescents, in particular, are the focus of the present study because it is a distinct developmental stage in their development towards adulthood. Adolescents are more cognitively developed than younger children, which may contribute to adolescents having an increased likelihood of involvement in the inter-parental conflict because they are more capable than younger children (Shulz, Waldinger, Hauser & Allan, 2005:490). This greater capacity may provide adolescents with a unique experience, awareness and insight into the family environment that may not be available to younger children.

Furthermore, adolescent’s involvement in inter-parental conflict may make them feel responsible for resulting problems (Bosco & Phares, 2004:180). An adolescent’s insight and involvement in inter-parental conflict may lead to the adolescent being affected negatively by conflict, which may result in the adolescent expressing depression, anxiety, misbehaviour, aggression, delinquency and despair (Buchler, Lange & Franck, 2007:760).

Adolescence marks a developmental period when an individual has increased social rules towards a brother or sister, friend, fellow student and yet has a desire for autonomy (Buchler et al. 2007:770-72). Inter-parental conflict as well as inter-sibling conflict in the home may inhibit the adolescent’s movement towards independence from the family, which will cause vulnerability when attempting to handle stress. This conflict may prevent the adolescent from feeling comfortable in seeking emotional

support from structure and as a consequence may leave the home environment with a feeling of dejection and despair (Doyle & Markiewicz, 2005:100-102). The late-adolescents showing aggression who did not complete secondary school education experience that aggression is beyond their control, as there are external factors which influence and determine their aggressive behaviour which will be discussed in the next category.

3.2.2.2.e Category 2.2: Life stories of late-adolescents who did not complete secondary school education reflect that aggression is beyond their control (external locus of control)

To some extent, the late-adolescent showing aggression who did not complete their secondary school education experience a sense of despondency because they perceive that it is not their fault that they use drugs, steal, drink alcohol or are in the situation in which they find themselves. These participants come from poor families, although some think otherwise, and therefore have no money for professional therapy. As a result of that, some resort to stealing in order to get money to feed their drug and alcohol habit. These participants try to justify their aggression by ascribing their actions to other forces beyond their control. They voiced that rage and fury is because of poverty (external locus of control) and they act aggressively because they have no control over the trigger factors causing this aggression.

“Anyway I go to the tavern and the tavern make me want to hit people.”

“I want to hit people because I don’t have money, eish, I was feeling kwaad (angry), I feel I must kill people and be aggressive.”

“I grow up poor, because my mother and father they was poor. So I end up fighting people, I want money to buy some thing for food.”

“I was thinking that of maybe witchcraft or something, because I do not understand why I am so aggressive ... my neighbours don't want me to be happy so they make me to be so.”

“I'm aggressive because of alcohol and drugs mostly.”

“I started with dagga (marijuana) and gwias (slang for cigarettes) that makes me aggressive.”

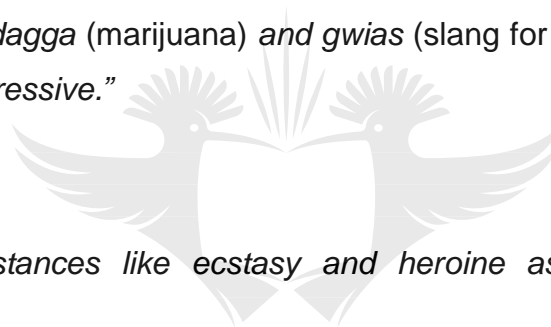
“Stronger substances like ecstasy and heroine as part of your growth.”

“If you don't have a fix that day you become aggressive.”

“All this violence and aggression comes from drugs.”

“When I'm drunk I become aggressive.”

“When I'm drinking I become aggressive, otherwise I am always a good person.”



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“My friends make me to drink, especially the older ones who was not my age.”

“My surroundings, the situation I am in, the gangsterism and role models in the community actually force you to be like them.”

“It’s happening all around me, so always when I see a guy smoking dagga (marijuana) at school and then eventually I started to smoke dagga (marijuana) also.”

“Where it comes in where I tell you your surroundings ... its more like ... you don’t blame the people, but you can’t blame the place too you see, I started drugs and aggression as part of the growth of the community.”

“I also lost my parents. I’m like that all the time because I’m thinking about my parents and when I’m thinking about my parents I doesn’t like some one to disturb me like that. I’m aggressive because of that ... that I lost my parents ... (long pause).”

Locus of control can be distinguished between external and an internal locus of control. The dominant type of locus of control present in a person’s life often determines the individual’s reactions and behaviours. The dominant type of locus of control of an individual, whether external or internal, can be used to explain the perceptions and motivation of a person’s actions (Breet, Myburgh & Poggenpoel, 2010:58).

The late-adolescent showing aggression who did not complete secondary school education expressed that they experience things from outside themselves to cause their behaviour. Kaplan and Saddock (2007:210) add that there is no influence in an adolescent's life as powerful as peer pressure. The late-adolescent is mostly concerned with what other people think of them, instead of how they see and feel about themselves. Locus of control forms an integral part of the identity formation of an individual adolescent. Identity formation takes place in the context of socio-economic conditions, abuse, personal and interpersonal skills, personal relationships and culture (Meyerhoff, 2005:8).

Peer pressure can be negative in such a way that it can impair good judgement, drawing an individual away from the family and luring the adolescent with dangerous anti-social behaviours. Peer pressure exerts itself in many different forms, not only where adolescents engage in smoking and drinking and where an individual who abstains is taunted into the view that 'everybody is doing it' (Harvey, 2005:210). McGraw (2004:64) states that adolescents who do drugs or use alcohol have no momentum in their lives and they also do not have any goals and therefore use drugs as an alternative in their lives just to define themselves and they blame friends and family for their own behaviour.

According to Nevid *et al.* (2003:508) individuals who are exposed to poverty, lack of economic and financial opportunities, family breakdowns and exposure to deviant models are more socially stressed. The stress experienced by the late-adolescent showing aggression who did not complete secondary school education are associated with aggression and violence, therefore they tend to accept aggression and behave aggressively as they start to think it is the norm to behave in that way in order to survive the poverty in which they find themselves.

Locus of control refers to the individual's tendency to appraise what factors are responsible for one's success as well as problematic outcomes. The interactions of the variables amongst the adolescent are important in ascertaining how the adolescent's experiences are unique and which may differ from the ways in which adults perceive and cope with their environment (Trivits, 2005:178).

In addition to locus of control and self-esteem, coping style has been explored and deemed important as a variable construct that impacts an individual's ability to successfully navigate their environment. Coping style refers to the set of behaviours that an individual employs to successfully handle stressful experiences and regulate the negative emotions that accompany such experiences (Nicolotti & Whitson, 2004:320-321). This implies that locus of control is one of the factors that would influence an adolescent's coping behaviour in response to stressful situations.

Earlier theorists like Rotter (1975:55-67) purport that locus of control is a concept that indicates an individual's perception about underlying key causes of events in that individual's life. He is also of the view that behaviour is mostly led by reinforcements and that through events such as reward and punishments, individuals come to cling to certain beliefs about why they act the way they do. These beliefs will then direct them to the kinds of attitudes and behaviours they will adopt. This description of locus of control is coherent with the view of O'Brian (2004:63) who states that locus of control is a belief about whether the reasons of one's actions are dependant on what one does (internal locus of control) or on events outside one's personal control (external locus of control).

In essence, locus of control refers to an undimensional continuum, which stretches from external to internal. The fundamental question is whether an internal or external locus of control is sought after and, usually, it seems to be psychologically healthy to feel that one has control over the things which one is able to change (Scheepers, 2005:163). In basic terms, an internal locus of control is mostly seen as sought after.

Having an internal locus of control can also be referred to as 'self-agency', 'personal control' and 'self-determination'. Memlin, Harris and Case (2004:234) suggest that most individuals do want an internal locus of control because by interface they would be better off in terms of success at material abundance, but casualties will have to be taken into consideration here such as the environmental circumstances, family conditions, residential areas and school.

Literature provides evidence that alcohol influences a person's decision-making ability which, by inference, influences the level of realising the consequences of actions taken in which some situations lead to aggressive behaviour (Nevid et al.

2003:510-511). Drugs, alcohol and other substances make it difficult for individuals to perceive the motives of others accurately and might result in or trigger aggressive behaviour which results in worsening the situation. The late-adolescent showing aggression who did not complete secondary school education is of the opinion and strong belief that the substance abuse habits help them to get rid of their problems.

Smoking the 'innocent' cigarette at school may have the risk of continuing that cigarette use by opening a gateway to alcohol and marijuana use, which can be a further gateway for the use of other 'hard drugs'. The use of alcohol and the meaning given to it differs widely, while the act of consuming alcohol is present in almost every society. (Brewer & Hewstone, 2004:77).

The following possible reasons were cited by McWhirter, McWhirter, McWhirter and McWhirter (2004:119-120) as the possible causes for substance abuse and increased aggression of the late-adolescent showing aggression who did not complete secondary school education:

- **Environmental factors** – the poor areas the individuals live in, unfavourable school conditions as well as peers who might pressurise them to use drugs so as to belong to the 'in group'.
- **Peer group influence** – friends exercise influences to use substances like alcohol and marijuana.
- **Family parenting life style** – interactions with parents and siblings as the effective way of dealing with conflict.

In view of the verbal quotations of late-adolescents showing aggression who did not complete secondary school education, it is clear that these participants are aware of their physical background and economic situation. Some of the participants experience that they are not sure how they will handle certain situations and found that their academic experiences were frustrating as the educators did not understand their home circumstances. The participants stated that as a result of being poor they cannot go for help, therefore they handle and deal with the emotions and pressure they experience in their own way, even questioning why they were born.

“I didn’t feel well because I was the one who did not get shoes, but I was going to school but it was not nice because I was dirty and I didn’t pay my school fees and teachers threw me out everyday and everyday I was going back. I was not clean.”

“I was not eating at school and I was hungry so I take that food and hit them because I was hungry ... (very long pause) and teacher threw me out and told father to hit me.”

“Teacher was shout me everyday because I hit the children for food.”

Children and adolescents living in low income and high crime communities are at a higher risk of becoming aggressive as poverty in itself can also produce aggressive and violent crimes. Any condition that creates a substantial displeasure of a person, whether it is poverty, racial inequalities or over-crowded houses can give rise to those peoples’ aggressive tendencies (Rappaport & Thomas, 2004:270). McWhirter *et al.* (2004:123) posit that an adolescent’s early experiences and life history are associated with the development of aggressive behaviour.

Factors related to childhood family, like inconsistent and inadequate parenting practices and lack of parental warmth, increases aggressive behaviour in youth. Adolescents witnessing aggressive behaviour and abusive adults are linked to aggression among minors. Furthermore, low socio economic status, parental criminality and parental attitudes favourable to violence are factors associated to aggressive acts (Lewis, 2005:345).

The late-adolescent showing aggression who did not complete secondary school education also expressed that they experience irritation with the other members of the community and with some family members as they do not appreciate and understand what they are going through. Educators used to add to the participant’s irritation as the educators constantly reminded them that they are going to fail. This

induced a feeling of not knowing what they are working for, thus no goals or dreams were being set out for themselves.

Some of the participants have begun to separate from their parents and siblings to form their own relationships outside the family context, but it seems as if they are not sure where they are heading, also experiencing uncertainty about the new friendships they are kindling. It appears as if the late-adolescent showing aggression who did not complete secondary school education does not have goals and dreams. The late-adolescent showing aggression who did not complete secondary school education described that they did not have something that makes their existence meaningful or dreams to make them live life with joy.

“I don’t know if I can get a better job or even a job.”

“I strictly have no future, I must stop this drugs and stealing for money.”

“My future is down now because I left school early because we are poor and I cannot pay the school fees.”

“I drink because I stress as there is no hope for me.”

“I work hard now as a security, but I cannot buy clothes, only food, I wear one shoe for the whole year, I don’t know where the life is going.”

Leaf (2005:146) states that it is important for people to have a purpose in life, to set and pursue goals which begins with time plans and eventually working according to a plan that is related to an individual's interest and values. This will induce hope in an individual and give that individual a sense of purpose. In this way, a sense of satisfaction and self-worth will be enhanced when such an individual decides on a goal, they need to live, take action and carry out that goal (Foster, Bowers & Dijman, 2007:145).

When there is no sense of purpose, individuals will also become irritable. The term irritable is described by Brewer and Hewstone (2004:165) as an occurrence which individuals experience negatively and would rather try to avoid. Irritation is also seen as the catalyst to aggression which is caused by an unpleasant state of affairs in which the late-adolescent showing aggression who did not complete secondary school education finds them.

Adolescents who did not have adequate social skills in order to establish other peoples' needs, interests or have the skills to be sensitive to other's opinions, will result in social rejection and anti-social adolescents most probably will experience failure at school. The adolescents will frequently fail to do their homework and they experience difficulties with the school work. Adolescents will become overtly aggressive or will act aggressively especially in conflict situations if they are not taught right from the wrong, which in essence is to socialise them (Lewis, 2004:263).

Individuals can discover meaning in their lives by creating a work or deal, experiencing or encountering someone positive and have an attitude to avoid suffering (MacDonald, 2004:29). The participants can find meaning if they experience nature and culture, thus experiencing other people as unique and acquiring their individuality.

Category 6 of Theme 2, which will be subsequently discussed, addresses how the late-adolescent showing aggression who did not complete secondary school education life stories reflect aggression as a challenge that is not easy.

3.2.2.2.f Category 2.3: Life stories of late-adolescents who did not complete secondary school education reflect aggression as a challenge that is not easy

The participants expressed that they do not understand their own feelings of aggression and indicated that they are feeling sad, bad and negative. They also viewed that aggression is not easy to comprehend as they do not know where it originates from. They expressed their dissatisfaction and wondered why aggression is so negative. The late-adolescent showing aggression who did not complete secondary school education stated that aggression is a difficult emotion, it is negative in many circumstances and it may become a defence mechanism.

“I don't know how my family is feeling ... but I know my mother is feeling bad, but he didn't say to me, I can only go back to them if I have work and money.”

“I'm also stupid; I can't just leave them like that, my friends. Actually I join them and join them and live with their things, because they are my friends, I live with them so as to at least live a decent live ... (pause).”

“I know I have to leave the drugs if I want to change, but I can't leave the drugs because it's a defense mechanism for being aggressive.”

Archer (2004:350) suggests that negative feelings of adolescents ultimately lead to negative consequences of social aggression. He further states that socially aggressive behaviour is maladaptive, hurtful and relates to negative outcomes in both victim and aggressor. Social aggression represents a form of maladjustment

arising from deficiencies which leads to negative outcomes or perhaps undesirable behaviours which may lead to negative social attributes.

Most of the late-adolescents showing aggression who did not complete secondary school education might behave negatively as they are exposed to unpleasant events. During the interviews, the participants had the opportunity to open up their feelings and experiences, and they were encouraged to reflect on their feelings and experiences. They also articulated measures on how to manage their aggression which will be expounded upon in Theme 3.

3.2.2.3. Theme 3: Late-adolescents who did not complete secondary school education articulate measures to manage aggression

The identification of Theme 3 during the data analysis being the late-adolescent showing aggression who did not complete their secondary school education was aware of the implications when they act and behave aggressively. The participants clearly voiced suggestions on how to manage aggression. This will be discussed in category one of Theme 3 in the following section.

3.2.2.3.a Category 3.1: Late-adolescents who did not complete secondary school education are aware of the negative implications of their aggressive behaviour as well as the effect it has on the people around them

The participants' statements expressed that they were aware of the effect their aggression had on their family and other members of the community. They knew what they were doing was not good and that it impacted negatively on other individuals but they say it was as if another force was coercing them to be aggressive and violent.

"I have no family because of my drinking and aggression ... I don't have family. I have no family. I lost my family and if I go back I have no place to stay. My situation forced my family to chase me away ... because of my aggression ... I'm stressed."

"They agree that they're not happy with the situation but then they can't say anything because they can see even ... (pause), sometimes they meet me in town, they try to speak to me but when they talk about, about my life, I feel like ... Ja (yes) then I start talking aggressive to them ja (yes). Telling them not to tell me what to do and stuff like that. Even them they are tired now of talking to me because it's been a long time they've been trying to speak to me, but it seem like I don't understand ... (very, very long pause)."

"When I'm drunk sometimes I'm always moving and get aggressive and feel stressed. I'm drunk and make a lot of noise, then the people

they don't like that noise. Sometimes they come in the morning they tell me everything I made a lot of mistakes yesterday and causing problems here and the people they are complain about what you are doing yesterday and you were shouting to people and what what."

"This aggression is not good ... (pause) to my family. It's not good . . . (pause) that makes me angry because I see that it's not good."

"Yes, I'm stealing there by in the location because of the stress, so that's why I'm stealing coming here cause the cops they want me, they want to lock me up because I steal, that's why I stay with my friends."

"I wasn't like heavy on drugs and things jy verstaan (you understand). I was myself, you see. Then it got to a stage where ... ok, let me explain it to you this way. You got to a stage where you started doing things that ... you started doing dagga (marijuana) and dagga (marijuana) takes a small part of your life, you not being yourself at the same time you understand."

Literature emphasises the importance of a family relationship as a source of stress in adolescents. Changes associated with an adolescent's needs for autonomy and exploration of their identities and values often leads to conflict in family relationships (Sigelman & Rider, 2003:234).

The degree of situations offered within families appears decisive in the adjustment of adolescents. Disrupted family structures have been associated with negative coping behaviours by adolescents, causing them to hold negative self-perceptions, feelings

of powerlessness, dejection and of not being supported by their parents (Louw & Louw, 2007:353).

The late-adolescent showing aggression who did not complete secondary school education highlighted family issues and friendships as a very big concern that contributed toward their experiences of dissatisfaction with their present life situation.

“My mother was throwing me away when I was small; I had to sleep under the tree in the yard, because I fight people.”

“I was drinking to try to get away my stress. I was fifteen years old. I was drinking and hit people at home and my father throw me out.”

“I never used to live with my father you see. I grew up with family of mine you check. My auntie was my mother, but I have a mother. My mother is still alive you check, that was just the way it was for me.”

“I don’t know how to explain but I think aggressiveness is a problem, actually with my friends, ja (yes).”

“They are afraid of looking at us because they see that we are living aggressive lives.”

As a primary support system, families who are unable to provide the necessary emotional support for adolescents, increase their risk for negative health outcomes. The choices of parenting styles were found to have an influence on adolescent’s behavioural outcomes. Coercive and controlling parental styles have been

associated with an increased incidence of poor social skills, behavioural and emotional problems as well as stress-related conditions (Louw & Louw, 2007:356).

Adolescents who reported conflict in their relationships with their parents and siblings experienced feelings of hopelessness and powerlessness, thereby predisposing them towards developing stress-related conditions and even self-destructive tendencies (Larve & Herrman, 2008:378-380).

The participants provided suggestions to manage aggression which will be discussed in the following section which will conclude the discussion of the phenomenological research.

3.2.2.3.b Category 3.2: Late-adolescents who did not complete secondary school education provide suggestions to manage aggression

The participants suggested that if there was a possibility of them getting back with their families and going back to school or getting work, their present situation might improve. They also rose in their opinions that people need to sit down and talk problems through, reflect on what others say and show respect to others, thus applying self control. A very important aspect experienced by participants was that people need to get involved with each other to learn about other ways which will foster peace.

“Ja (yes) ... I feel sometimes if I’m alone that if God can help me, take me out of this. I don’t like it, I’m sorry but when I see my friends everything happens. But if I’m alone I think of it that is bad I have to change my life, maybe I can leave my friends and go back to my family and school.”

“If I live a normal life then things will be better ... I think normal life is like when you know your friends work somewhere, another friend works somewhere, you meet late coming from work. You can see them maybe only weekends drinking beer ... when you are working you can help each other, tell each other where to go, something which is better in life.”

“As friends, I told them, you can give me some such advice about something that is good in my life you know, so I can be a better person.”

“Ja (yes), even me I can go back to school but now even with these friends of mine I cant go back, I have to leave them and go back to school, leave ... (pause), but because I suffered a lot in life I can go back to school and get a better life ... (pause).”

“I don't know what makes me ... (pause), because I'm living a bad life. I wish to go home to my family and live at home, to live a good life ja (yes).”

“I just need help to go to rehab.”

“Maybe when I quit beer maybe my life will change, and maybe when I go to church to worship then everything will start changing, because I also want to start changing.”

According to a study done by Brassai, Piko and Steger (2011:45), a higher level of meaning in life was associated with a lower likelihood of illegal drug and alcohol use. At the same time, when the relationship between meaning in life and interpersonal proactive factors such as self-efficacy, self-regulation behaviour, future orientation, parental social support, parental responsiveness and demands was investigated, it was found that the predictor effect of meaning in life was confirmed in alcohol use, diet control and physical activity.

Meaning in life seems to be a good indicator of optimal functioning in adolescents. It is negatively associated with health risk and positively associated with health preventative behaviours. In late-adolescents that search for meaning in life, rather than the presence of meaning in life, is strongly correlated with health protective behaviour (Brassai *et al.* 2011:55). In this study of the late-adolescents showing aggression who did not complete secondary school education, it can be inferred that the individuals are capable of searching for more meaning in their lives in a manner that is not driven by a lack of meaning, but rather as part of a healthy developmental process of fulfilling their own personal potential.

Some of the participants experienced that they have to be resilient to their circumstances, and if they were economically active then their aggression would be greatly reduced or even curtailed completely.

“Now a normal life style ... more like; people getting up, go to work you check. Now ... (pause), mostly ... most of the time people say things but they don’t do the things that they must do in life ... to work, you understand?”

“But from a young age I was taught to, say that, you must do something for yourself, no matter what it is in.”

“But I won’t be aggressive, I won’t get aggressive! I think everything’s going to change when I quit drinking and start working because drinking is a bad thing I can see.”

“Mmm ... by that time I didn’t have a job. I was turning a criminal in the place I was ... I didn’t like to do the crime and that thing forced me maybe to do the crime because I didn’t have something to eat and I didn’t work, if I can find work I won’t do crime and be aggressive.”

“So we were not working, then the people staying in that place they were also not working and they were doing crime and me and my friends we were also supposed to be involved because we didn’t have money to buy food and stuff like that, I couldn’t afford to support myself. It was difficult for me to find a job, if I have a job I can leave crime.”

“Other people give me money, but other people doesn’t give me money when I ask for money. They just scream and say ... (swears), why don’t you go and work! I want to work but there’s no job, there is no job here!”

Masten and Powell (2003:22-23) describe resilience as that level of risk which an individual has experienced and that they have achieved positive outcomes, for example, adolescents who have good outcomes in spite of serious threats to adaptation of development. Furthermore, resilience is a process and occurs in a distinct context, such as when a person exceeds expectations that are warranted by an individual’s biographical field or a dynamic process encompassing positive adaptation within the context of significant adversity (Masten & Obradovic, 2006:16).

Resilience should include context but exclude individual perceptions which may provide a contextually relevant measure of resilience that is irrelevant to the individual within that context. Within the context of this study, the late-adolescents showing aggression who did not complete secondary school education coming from a low socio economic community, may perceive their situation to be adverse and another individual may not.

Furthermore, one may perceive leaving school as a positive outcome whereas another perceives that as a risk, or the one may perceive leaving their family home as positive which the other may not. As discussed previously under the section of locus of control (See 3.2.2.2.e – Theme 2, category 2.2) these factors play a role in how the adolescent will perceive his or her life situation.

The late-adolescent showing aggression who did not complete secondary school education needs to be taught that a person's experience plays an important role in that individual's learned behaviours, attitudes, values, language and the like (Sutherland, 2005:981). The late-adolescent showing aggression who did not complete secondary school education who feels safe and secure in their environment will have the right to experience anger, frustration and despondency as an emotion, but they need not behave aggressively as they need to take control and empower themselves on how to constructively manage their aggression.

3.3 DISCUSSION OF FIELD NOTES

Groenewald (2004:173), Babbie (2007:310) and De Vos et al. (2011:372) state that field notes provide the researcher with a tool for reflectivity as well as self-evaluation to record theoretical hunches, insights, reflections and ideas. Field notes were made in order to record non-verbal aspects to obtain information regarding the observed participant's behaviours, body language and tone of voice which is not evident from the audio tapes of the interview. Polit and Beck (2008:406) say that field notes should include what the researcher sees and hears.

Field notes are a means employed by the qualitative researcher whose main objective with any research is to attempt to understand the true perspectives of the participants being studied. Field notes entail the observation and description of activities as well as the meaning of the activities in the context in which they are observed. The field notes also allow the researcher to access the participants and to record what is being observed in an unobtrusive manner (Patton, 2002:202).

Field notes that are detailed descriptions of what was observed by the researcher will follow.

3.3.1 Observational notes

The late-adolescent showing aggression who did not complete secondary school education were very open in verbalising their experiences. There was almost an air of non-challenge as if the participants did not care about what was happening in their lives. They were dressed in a shabby manner with dirty sneakers, broken and torn t-shirts and most of them were wearing a spotty (type of cap) associated with delinquent adolescents.

There had to be continual smoke-breaks for one of the participants as he was a chain smoker who indicated that he cannot sit still for such a long time. It came out

afterwards that it was the time for his fix and that he was starting to get irritable and showing signs of aggression. Some of the participants swore freely and did not care about using slang and expected the researcher to understand slang language. One participant actually became annoyed and rolled his eyes when asked to explain certain slang words. They were not embarrassed to use swear words, but showed restraint to a certain degree.

A particular participant was very demonstrative and tapped his hands on the table to show how serious he was about conducting his drug business. His facial expression was constantly changing as he described how drugs affect his life style and that of others around him. He constantly used slang like . . . *you check and jy verstaan* (you understand)! . . . He physically moved himself forward towards the researcher when describing how afraid the people are of him.

The researcher at one stage felt physically threatened and afraid of the participant when he said that he can rob and instill fear in others without being aggressive and violent. It actually came out in the quality of the researcher's voice that he was feeling afraid himself . . . *I can knock some one . . . In other words I can manipulate a person where you can't come out, I can rob you without lifting a finger . . .* The participant then tried to elicit money from the researcher during one of the smoke-breaks because according to the participant: *"nothing is for nothing!"*

3.3.2 Personal notes

The researcher started talking and sounding like the participants after a while in order for them to understand the researcher. It seemed as if the participants did not understand the questions if the researcher did not speak in the manner they spoke. The researcher felt like he could just reach out and touch some of the participants because they had tears in their eyes as they relayed their life stories . . . *I was not eating at school, another child was eating so I take that food and hit him because I was hungry . . . (very softly and with a tear in his eye) . . .* The researcher found it quite

difficult to listen to some of the participants as they drew the researcher into their world.

The participant's feelings of despair and hopelessness actually took the researcher a while to completely shake off. It made the researcher realise how similar his earlier life situation was to these participants and how blessed he was that his parents were different who encouraged and gave him the opportunity to succeed and to rise above the environment in which he found himself. A similar environment as the participants as described as ... *look I was in (named the area) where there's a lot of gangsterism and stuff, so obviously the influences of the whole thing is you also want to be like a gangster you know, vulgar language and stuff you know ...*

3.3.3 Theoretical notes

The researcher had to keep to his fundamental research question being: "What is your life story on aggression." According to Polit and Beck (2008:416), it is methodologically important for the researcher to keep to his fundamental research question. The meaning the researcher extracted from the above-mentioned observational notes was that late-adolescents showing aggression who did not complete secondary school education are in desperate need to acquire the necessary life skills and empowerment as an integral part of mental health to improve their present situation. These skills are necessary in order to address their present situation which is very real where they live, with no dreams and no hope for the future. It seems as if these participants knew that they have to do some serious thinking in terms of their substance abuse problems and go for help in order for them to accept help from their family and even go back to school to complete their secondary school education, thus giving them a little advantage to be economically successful.

3.3.4 Methodological notes

Methodological notes reflect the strategies and methods used in the observation of phenomenological interviews (De Vos *et al.* 2011:305). The notes made here reflect and remind the researcher of the reason, 'the why', he decided on the specific methods of data collection. The researcher also made interview notes on the successful and not so successful interviews with the different participants in order to get the best information during the data collection process through the phenomenological interviews.

It was useful to prepare before each interview and to keep the research question in mind as the researcher experienced that the interviews, techniques and methods were useful. This is evident in the richness of the data collected. The researcher tried to make minimal verbal responses, but instead tried to make use of paraphrasing, clarification and encouragement such as: "tell me more" or "continue" as communication techniques. The researcher was not thrown off balance by the long silences of some of the participants as he was applying his listening skills in order to let the participants voice their experiences.

3.4 SUMMARY

The following three themes emerged after the phenomenological interviews with late-adolescents showing aggression who did not complete secondary school education were described and discussed:

Theme 1: Late-adolescents showing aggression who did not complete secondary school education life stories reflect aggression as part of their life situation.

Theme 2: Late-adolescents showing aggression who did not complete secondary school education life stories reflect aggression as a negative experience.

Theme 3: Late-adolescents showing aggression who did not complete secondary school education articulate measures to manage aggression.

The field notes were included in this chapter as they contained non-verbal behaviour that is not available and noticeable on the audio tapes and transcripts. The late-adolescent showing aggression who did not complete secondary school education life stories reflection on aggression are supported by literature. The themes as formulated from the analysis of the data of late-adolescents showing aggression who did not complete secondary school education were used to address the psycho-educational programme developmental stage of this research study. It seems that the central aspect here is the facilitation of empowerment of late-adolescents showing aggression who did not complete secondary school education to address their aggression.

Chapter 4 is directed at the derivation of a conceptual framework from the results of the data analysis as well as the development of a psycho-educational programme based on the conceptual framework as discussed in this Chapter.

CHAPTER 4

DEVELOPMENT OF A CONCEPTUAL FRAMEWORK TO ADDRESS LATE-ADOLESCENTS SHOWING AGGRESSION WHO DID NOT COMPLETE SECONDARY SCHOOL EDUCATION

4.1 INTRODUCTION

The main function of a conceptual framework is to provide a framework or reference for the development of a psycho-educational programme and includes aspects such as the clarification of concepts, the inter-relationships of concepts, the relevant role players, as well as the description of the psycho-educational approach and programme within the context of the desired learning approach. In this chapter, a description is provided of the psycho-educational programme to facilitate empowerment as integral to mental health of late-adolescents showing aggression who did not complete secondary school education, by learning to address their aggression in a constructive manner.

The identification of issues promoting aggression in late-adolescents who did not complete their secondary school education is the only real answer to effectively implement early intervention programmes which will facilitate empowerment as integral to mental health and socially non-threatening and acceptable behaviour. The following section will describe the assumptions of the conceptual framework relevant to this research study.

4.2 ASSUMPTIONS OF THE CONCEPTUAL FRAMEWORK

The assumptions of the conceptual framework will be based on transparency, accountability, and communication.

4.2.1 Transparency

Transparency is essential in building a trusting relationship between the late-adolescents showing aggression who did not complete secondary school education, and the researcher. The researcher, who is the agent who will facilitate the guidelines to address aggression in a constructive manner and the recipients, should both be open to the activities that will be undertaken to achieve the purpose. The agent should take the following factors into consideration for effective transparency:

- Ensure that both parties experience that there are no hidden agendas.
- Promote the free flow of communication.
- Promote active participation.
- Create a climate of being comfortable with each other.
- Create a safe space for interaction and expression (Sauer, 2011:9).

4.2.2 Accountability

Accountability entails taking responsibility for one's choices. These choices will be based on moral values rather than external circumstances. Sauer (2011:8) states the following aspects should to be taken into account for effective accountability:

- Participants should be encouraged to take calculated action despite their present circumstances.
- Participants should be encouraged to make informed choices that will afford the participants to be steadfast in assuming ownership of that which they strongly believe in.
- Participants should be encouraged to take responsibility for the choices they had made.

4.2.3 Communication skills

Communication skills are vital and the cornerstone of the conceptual framework for the success of the facilitation for the proposed guidelines to address aggression in a constructive manner. Without communication skills, it will be impossible to facilitate the description of the conceptual framework. According to Benner (2004:104) communication skills will ensure the following:

- Improve the recipient's abilities to manage communication in aggression-provoking situations.
- Improve the everyday communication and dissemination of positive information in their environment.
- Assist the recipient in developing a comprehensive and strategic approach to communication that can be applied to non-aggressive, strategic decision-making.

4.3 DEVELOPMENT OF THE CONCEPTUAL FRAMEWORK

The main function of a conceptual framework is to position the researcher in relation to the research study. It also represents the integration of statements in terms of the researcher's interest, framework, and expected outcome (Mouton, 2011:136; Holliday, 2002:52).

According to Dickoff et al. (1968:433), there are three issues that need to be considered when addressing the development of a conceptual framework, namely:

- The goal content specified as aims for the activity.
- The prescriptions for the activity in order to attain the desired outcome.
- A survey list.

In terms of this study, the first concept being the goal content, the desired outcome is empowerment as an integral part to mental health of late-adolescents who did not complete secondary school education to constructively manage their aggression. The theme that was identified during the situation analysis would form the basis of the related content that would be addressed during the implementation guidelines of the psycho-educational programme.

The second aspect essential to the development of a conceptual framework is the prescription for the activity in order to attain the desired outcomes. The prescriptions are regarded as the directions for the implementation of the activities and therefore ensure the attainment of a clear outcome (Dickoff et al. 1968:434). In order for a specific outcome to be reached, the directives related to a specific agent or agents have to be clear. In terms of this study, the specific agent is the facilitator who will be responsible for addressing empowerment as an integral part of mental health of late-adolescents showing aggression who did not complete secondary school education.

The third aspect that needs to be addressed during the development of a conceptual framework is the survey list which highlights the gap between the intended activity and the prescriptions for the activity in order to reach the outcome. In view of the

three issues as described above, the description of the conceptual framework rely on the development of a “thinking map” which will be utilised with reference to the agent, recipient, procedure, dynamics, context, and outcome.

In the proposed “thinking map”, the concepts that apply refer to the:

- **Agent** – a psycho-educationist.
- **Recipient** – late-adolescents showing aggression who did not complete their secondary school education.
- **Procedure** – facilitation of empowerment as an integral part of mental health of late-adolescents showing aggression who did not complete secondary school education to cope with aggression.
- **Dynamics** – the late-adolescents who did not complete secondary school education describe in their life stories that aggression is a vicious cycle. This outburst of aggression is usually initiated by a provocative incident where the participants start to experience aggression as a result of substance abuse, family circumstances and their present life experiences. At some stage, control is lost and the aggression erupts verbally and/or physically. This can be followed by feelings of failure, regret and sadness.

This repetitive process negatively influences their self-esteem as they do not measure up to the standards and norms that society has set as ‘acceptable’ behaviour. The late-adolescents showing aggression who did not complete secondary school education acknowledge situations and incidents where they become aware that their experiences of aggression relate to their centres of loci of control, both internal and external.

- **Context** – as a specific community in Gauteng.
- **Outcome** – as empowered late-adolescents who did not complete secondary school education to constructively manage their aggression leading to the promotion of mental health.

A conceptual framework will not be described for each category individually but will be presented as an integrated whole, based on the holistic perspective. Consequently, a conceptual framework for facilitating a programme will be described to empower late-adolescents who did not complete secondary school education to cope with their aggression in order to facilitate mental health based on the "thinking map" of Dickoff et al. (1968:435) as set out in a summary form in Figure 4.1



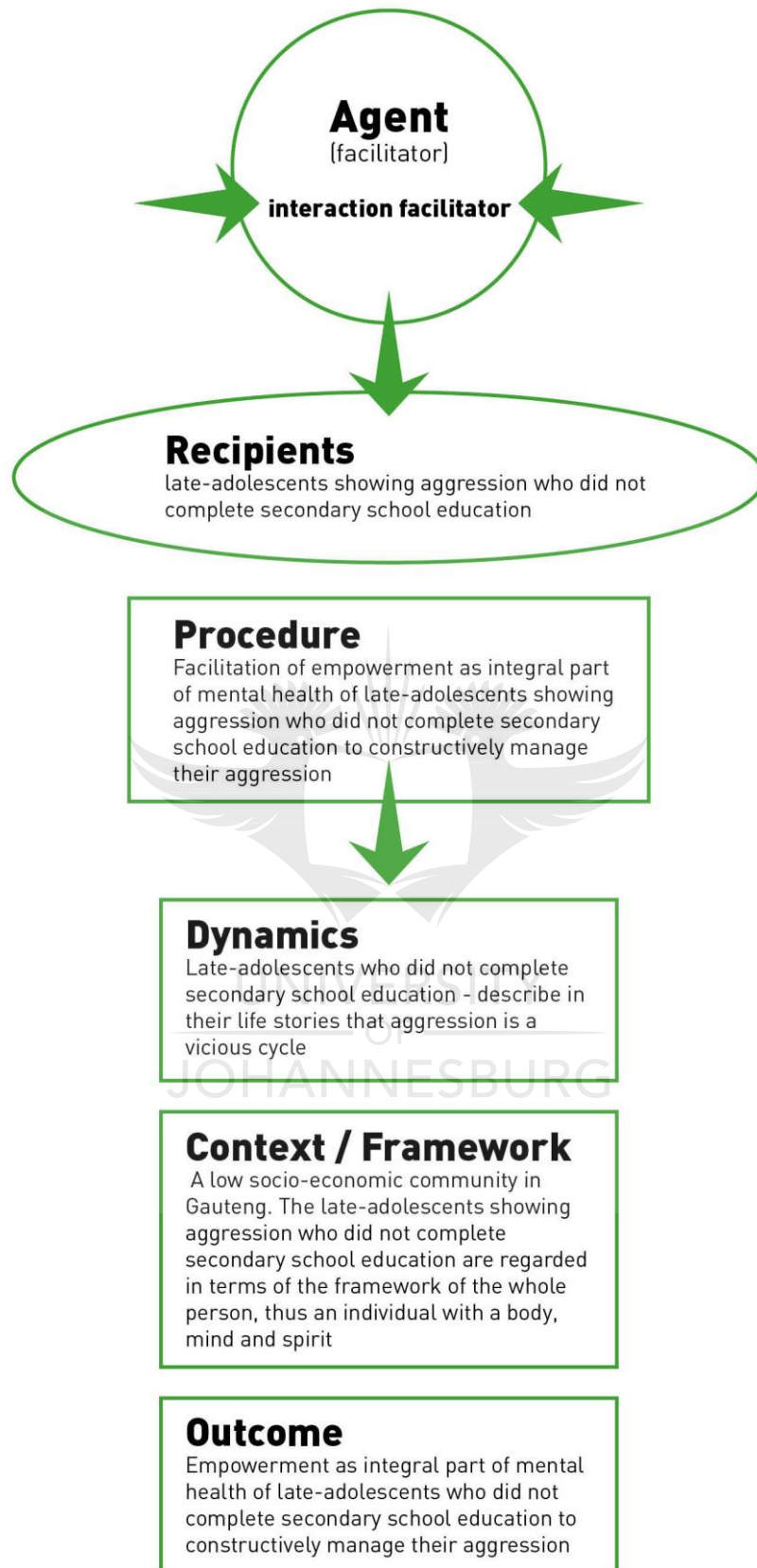


Figure 4.1 “Thinking map” developed for the purpose of this study (adapted from Dickoff, James and Wiedenbach, 1968:422-423)

4.4 DESCRIPTION OF THE CONCEPTUAL FRAMEWORK

In order to fully understand the use of terminology in the context of this study, it is important to define each of the relevant central concepts of the programme. The purpose of the programme is to facilitate empowerment as an integral part of mental health of late-adolescents showing aggression who did not complete secondary school education. It is also to answer the research question posed in Chapter 1, namely: “What can be done to address the aggression late-adolescents who did not complete secondary school education, which will promote empowerment as an integral part of mental health as well as to describe the life stories of late-adolescents showing aggression who did not complete secondary school education.”

This process is summarised in a “thinking map” (Figure 4.1) that envisages a voyage with the late-adolescent showing aggression who did not complete secondary school education towards empowerment as an integral part of mental health, to constructively deal with the aggression they experience which will allow them to function optimally. This process will also address the themes and categories that were identified which pertains to this research.

4.4.1 Agent

The agent is the person who provides a particular service, typically one that involves liaising between two other parties, described by Rooth (2003:82) as an agent. It refers to “who” and “what” that are facilitated by the psycho-educational programme with reference to the sessions planned according to the needs of late-adolescents showing aggression who did not complete secondary school education.

In this process, the psycho-educationalist should be an external facilitator whose intention is to achieve practical results. The advantage of coming in as an outsider in the world of the participants is that they might feel more confident and less threatened to share ideas and to participate in the discussions. Furthermore, the

psycho-educationalist will assume the role of a facilitator in the implementation guidelines of the programme to assist late adolescents who did not complete secondary school education to address aggression in a constructive manner.

Jarret, Horn and Zhang (2009:301) suggest that the agent should be able to portray certain roles to enable the participants to discover how much knowledge they have, to generate their own further development, to explore their own potential and consider their options. This is an important role to assume as aggression is something that adolescents experience on a daily basis and they will thus ultimately be the ones who will have to deal with their aggression.

The agent in this process endeavours to equip them with an outline of necessary skills and techniques in order for them to constructively manage their own aggression. It should also be taken into consideration that individuals have their own personalities and they should find their own method to develop their potential and to consider their individual options in any aggressive situation within the context of the proposed psycho-educational programme.

Facilitation involves creating an environment conducive to learning, exploration and growth. Facilitation is also a process of sharing, giving and receiving (Moven, 2003:6). As stated by Rooth (2003:15-21), the following facilitation skills should be considered at all times:

- **Flexible** – the level of flexibility of the facilitator often determines the success or failure of a programme. It is about living in the moment with the participants, going with the flow and experiencing every new situation as it happens. This implies that the facilitator should not have a rigid programme that will simply be handed out to the participants. The content matter should serve as a guide to be used at the facilitator's discretion.
- **Skilled listener** – a lot of listening is involved when facilitating. A good facilitator thus promotes discussion and sharing by listening and not by dominating or controlling the discussion.
- **Organised** – the more organised the facilitator, the more opportunities will be created for the participants to grow. This will allow for more creativity and

freedom to take place. More time should be spent on the preparation than on the workshop itself.

- **Practical** – the venue should be set up practically, equipment should be ready and the space should be used appropriately.
- **Conflict management** – in a group situation, conflict should be seen as normal and regarded as helpful and creative as it can lead to improved communication and greater learning for all participants.
- **Authentic** – the facilitator should be sincere and credible at all times.
- **Centred and stable** – the facilitator should regard the needs of the group as a matter of priority at all times.
- **Non-manipulative** – the facilitator should not allow participants to participate in activities which are manipulative and these activities should serve the interest of the facilitator and not that of the participants.
- **Accepting** – all members in the group should be accepted by the facilitator, even those whose behaviour might be interpreted as irritating by the facilitator.
- **Enthusiastic** – facilitators should be filled with inspiring enthusiasm and really believe in what they are doing and enjoy doing it.

4.4.2 Recipient

Recipients are the receivers of something (Hill & Stone, 2007:209). This implies that the recipients are the individuals at whom the facilitation interaction was aimed. The recipient is the late-adolescent showing aggression who did not complete secondary school education as discussed in Chapter 1. The researcher found that, according to the late-adolescents showing aggression who did not complete secondary education, they do not have the necessary skills to deal with their aggression and they tend to blame others and their circumstances for their aggression. The researcher

experienced the need to assist these individuals to deal with their aggression, thereby promoting empowerment as an integral part of mental health to constructively manage aggression.

4.4.3 Procedure

The procedure is the facilitation of empowerment as integral part of mental health of late-adolescents showing aggression who did not complete secondary school education to constructively manage their aggression which endeavours to promote their mental health. Mental health of adolescents is defined by Campbell and Murray (2004:194) as the acknowledgement that they have or can create choices in life, they are aware of the implications of those choices, they make informed decisions freely, and they take actions based on those decisions and accept responsibility for the consequences of those actions.

The above definition envisions the approach to mental health as entrenched in a framework that is designed to tackle the challenges faced by adolescents to deal with their aggression. Furthermore, it envisions adolescent mental health as both an 'end' and a 'means', which echoes the literature on empowerment as an integral part of mental health and is considered as both a 'process' and 'outcome' (Perkins & Zimmerman, 2005:569). It also takes into account the responsibility of both the adolescents and other sectors of society in bringing about empowerment. The enabling conditions refer to an economic and social base; adequate resource allocation and supportive frameworks; a stable environment of peace; access to knowledge, information and skills, and a positive value system.

From Theme 1, as discussed in Chapter 3, the late-adolescents showing aggression who did not complete secondary school education spoke about the level of mistreatment and abuse they frequently endure, often carried out by the adults within the families, peers and within the communities in which they live. They also revealed the resilience and coping mechanisms they have developed in the face of such aggression and violence. It became apparent that these late-adolescents, as a result

of their environment and the aggression they experience, showed a need for empowerment as an integral part of mental health to constructively manage aggression.

All individuals do not achieve full empowerment during adolescence, if that is possible at all. It represents a time in life when they are open to critical thoughts and when that process should begin and develop. Campbell and Murray (2004:186-189) suggest that young people in adolescent years undergo a period of biological, emotional, intellectual and social changes that can provoke 'risky behaviours'. Adolescents are often also associated with negative images such as mad, bad, deviant, and lacking in moral values and thereby blamed for their behaviour, compounding their already limited behavioural choices

This has a strong influence on their sense of empowerment as an integral part of mental health. The environment also has implications for their future as a whole person. Empowerment, as an integral part of mental health, will thus enable adolescents to view themselves as social, competent beings rather than damaged victims (Skovdal, Aoro & Campbell, 2009:589) and that through such an empowerment programme they can unlock their creativity, awareness and gain the necessary skills, support and recognition for their transformative actions. The late-adolescent will be in a position to engineer social change as they are directly affected by already existing family, peer, and community influences on which they base and develop their own knowledge and practices to construct their own world. Central to the empowerment process as an integral part of mental health is therefore the interface between individual well-being and the broader social environment (Perkins & Zimmerman, 2005:569).

This encourages the late-adolescent showing aggression who did not complete secondary school education to use their own resources and understanding to come up with a clearer view of what may be happening to them in society. It empowers them to take responsibility for their own decisions and choices. Therefore, empowerment as an integral part of mental health to constructively manage aggression became the central concept to develop this programme. According to Garbers (1972:16), empowerment as an integral part of mental health to constructively manage aggression can be achieved through an approach of a

structured psycho-educational programme that draws on three foundations, as illustrated in Figure 4.2 which is namely objectives, contents, and methods.

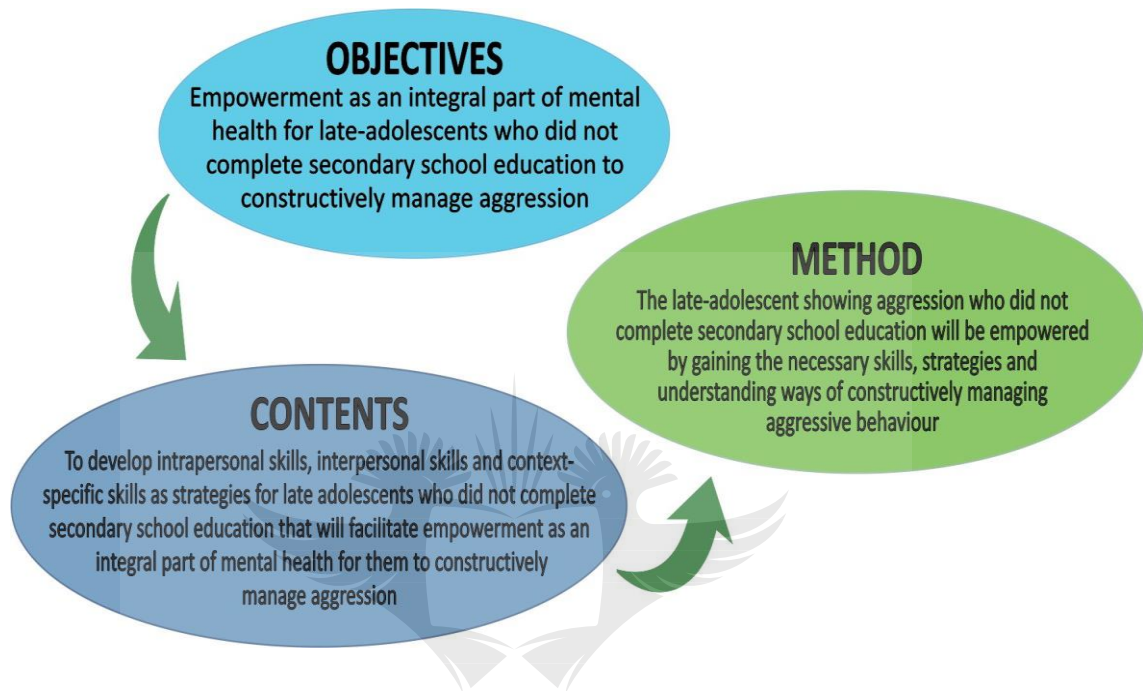


Figure 4.2 Foundations for empowerment as an integral part of mental health of a structured psycho-educational programme for late-adolescents showing aggression who did not complete secondary school education (as adapted from Garbers, 1972:16)

In order to enhance the procedure of the empowerment programme, four phases will be discussed in acquiring the necessary skills for the late-adolescent showing aggression who did not complete secondary school education, toward their empowerment as an integral part of mental health with regards to managing aggression in a constructive manner. The phases are:

4.4.3.1 Phase 1: Development of intrapersonal skills

Johnson (2014:6) asserts that intrapersonal skills are developed when individuals reach out to others because they have goals they wish to pursue that require the participation of other individuals as well as themselves. All interaction is based on a cycle of perceiving what the other individual is doing, deciding how to respond, taking action and then perceiving the other individual's response. In the context of this study, the principle of empowerment as integral to mental health is that of understanding the unconscious processes which give late-adolescents who did not complete their secondary school education a powerful, revealing tool for understanding their aggression. It encourages them to use their own resources and understanding to come up with a clearer view of what they are experiencing in their life world (Trenhold & Jensen, 2005:256).

4.4.3.2 Phase 2: Development of interpersonal skills

Johnson (2014:5) states that the development of interpersonal skills begins with perception. Perception is the process of gathering sensory information and assigning meaning to it after which you decide how to respond and then take action, while at the same time continuing to perceive how the other individual is reacting to what you are doing. Tubbs (2004:156) says that interpersonal skills are not just required to build constructive relationships but also to understand the value of constructive relationships, the difficulty in forming relationships and how to master interpersonal skills and make a commitment to do so. In the context of this study, the development of interpersonal skills allows the late-adolescent showing aggression who did not complete their secondary school education to take appropriate social initiatives, understand people's reactions to them and respond accordingly.

4.4.3.3 Phase 3: Development of context-specific skills

Context-specific skills enable the participants to develop the skills they need to be empowered within their specific environment (Knapp, 2005:147). It focuses on the skills that are needed for the specific context of the management of aggression of late-adolescents who did not complete their secondary school education.

The facilitator endeavours to create a context where the late-adolescents showing aggression who did not complete their secondary school education will be able to develop their empowerment as an integral part of mental health and enable them to constructively manage their experiences of aggression. The role of the facilitator will be to act as the agent to present the guidelines to the empowerment programme, thereby guiding the late-adolescents through the process (Trenhold & Jensen, 2005:249).

Johnson (2014:15) says there should be a mutual relationship of trust and respect between the facilitator and the adolescent as recipient in order to have an effective empowerment programme. The empowerment programme ultimately aims to assist the late-adolescents showing aggression who did not complete their secondary school education to be able to take a larger degree of self-responsibility for their empowerment as an integral part of mental health thereby promoting wholeness.

4.4.3.4 Phase 4: Constructive management of aggression by late-adolescents who did not complete secondary school education

Strategies to address the aggression of late-adolescents who did not complete secondary school education are essential to facilitate empowerment as an integral part of mental health to constructively manage aggression.

4.4.4 Dynamics

Dynamics is the force which stimulates the development or change within a system of process (Peterson, 2003:23). The dynamics of the conceptual framework arise from the life stories of aggression of late-adolescents who did not complete their secondary school education which emphasises that aggression is a widespread phenomenon that has affected everyone. The life stories of late-adolescents who did not complete their secondary school education reflect aggression both overtly and covertly, and their experience is maintained by both external and internal environmental factors which results in lowered self esteem, fewer internal resources, anger, frustration, despair and emotional strain. They perceive the environment in which they live as a negative influence on their daily interaction, forming part of their life-world and worldview.

4.4.5 Context

The context is the circumstances that form the setting for an event, statement or idea (Du Toit, 1999:69). The context in which this conceptual framework was developed in order to assist late-adolescents who did not complete their secondary school education to constructively manage their aggression is a complex matter consisting

of the society, the family and their friends. The family, friends and society as a context for the conceptual framework cannot be separated from each other as they all have a profound impact on the development of the adolescents especially in terms of their aggression and their reaction to aggressive behaviour. This view is supported by Flick (2006:461) in which it is stated that there are various contexts in which aggression and violence is learned and in which they occur. This includes the family, peer group, and societal influences.

4.4.5.1 Family influences

An individual's first environment is that of their family which has a great impact on their personality. One can thus assume the family as a social system which is an important determinant of the development of the individual. The family is the first individuals with whom children interact at an early age and this is one of the most significant didactic processes which can affect subsequent development to aggression. The family plays a crucial role in facilitating positive adolescent development even if, in adolescents, the peer group becomes increasingly more influential, a high-quality relation with one's family has been consistently found to be beneficial to adolescents (Hoeve & Gerris, 2009:750-753).

An emotionally warm, accepting and affectionate bond with parents and siblings is linked with psycho-social adjustments, whereas a rejecting, unsupportive relationship is related to maladjustment such as delinquency. The effects of the family structure on the adolescent can affect the quality of adolescent aggression in mid to late-adolescents as well as in emerging adulthood (Roisman & Spieker, 2009:1296).

It can be concluded that an individual's first experience of aggression and violence is more than likely within the family which is later reinforced in the school which subsequently leads into adulthood.

4.4.5.2 Peer influences

When an adolescent enters the school environment, they bring with them experiences of aggression and violence from their families as well as from their communities. The peers at school can act as a catalyst to spark further aggressive acts or to minimise them. A particular relevant peer context in adolescence is friendship, as it provides satisfaction for the adolescent's social need for affection and behavioural stimulation and offers unique benefits such as emotional and practical support (Stanton-Salazar & Spina, 2005:380-382).

It is most likely that adolescents may select themselves into aggressive peer groups on the basis of status and stimulation goals and in turn they are also socialised by their aggressive peers. Aggressive adolescents make friends with other aggressive peers and their aggression may also be further increased by their relationships with these peers (Flick, 2006:465).

4.4.5.3 Societal influences

Marsh and Campbell (1982:65) state that aggressive behaviour can be seen as one of the products of social conditions rather than as individual maladjustment which has its roots in social deprivation and disadvantage as well as in personal deficiency or pathology. They also state the notion that popular entertainment is a powerful independent factor in stimulating aggression. Adolescents thus find themselves drawn into pop culture, movies and social environmental factors which become their frame of reference for what is considered appropriate or inappropriate social behaviour. It seems as if communities who display attitudes of violence and aggression tend to produce adolescents who tend to abuse power and to solve their differences violently and aggressively (Stanton-Salazar & Spina, 2005:383).

4.4.6 Outcome

The main outcome of this programme is empowerment as an integral part of mental health of late-adolescents showing aggression who did not complete secondary school education as well as to equip them to constructively manage the aggression they experience on a daily basis. This is primarily achieved by enabling the participants in this programme to experience a paradigm shift or a change in their perceptions. Figure 4.3 illustrates the envisaged outcome of the programme which will be discussed in detail in Chapter 5.

The outcome of the conceptual framework will aim to address the three themes as stated by the interviewees in Chapter 3. The themes were:

Life stories of late-adolescents who did not complete secondary school education reflect aggression as part of their life situation – they experience aggression as context bound and as part of that which makes up their personal identity.

Life stories of late-adolescents who did not complete secondary school education reflect aggression as a negative experience they associate with fear, frustration, anger, despair, external locus of control and as a challenge that is not easy.

Late-adolescents who did not complete secondary school education articulate measures to manage their aggression by being more aware of the negative impacts of their aggressive behaviour and also provide suggestions on how to manage their aggression.

As stated in section 4.3, the conceptual framework is to provide a frame of reference for the development of a psycho-educational programme and ultimately the formulation of guidelines for the implementation of the programme. The following section addresses the context and key elements for the guidelines of the psycho-educational programme implementation. The guidelines will be discussed in detail in Chapter 5.



Figure 4.3 Overall outcome of the programme

4.5 CONTEXT AND KEY ELEMENTS FOR THE GUIDELINES TO IMPLEMENT THE PSYCHO-EDUCATIONAL PROGRAMME

The following key elements are used as a basis for the development of a psycho-educational programme for late-adolescents who did not complete secondary school education to address their aggression in a constructive manner. These aspects will

be integrated with the implementation guidelines of the psycho-educational programme which will be discussed in detail in Chapter 5.

4.5.1 Relationship with self

The role of the psycho-educationalist is to facilitate the development of a healthy relationship with the 'self'; to discover 'themselves' and to get a better understanding of that which makes them unique (Garbers, 1972:16). Poggenpoel (2008:12) further expands that a psycho-educationalist should attempt to assist individuals in their discovery of their unique potential, thereby creating a platform for these individuals to search for their meaning in life which will ultimately contribute to empowerment as an integral part of mental health to address their aggression in a constructive manner.

4.5.2 Relationship with others

In Garbers' model of educational development (1972:16), learning provides activities that have the potential to involve the whole person in the educational process. The model also highlights that the psycho-educational facilitator constantly interacts in a relationship with the individual. Poggenpoel (2008:13) states that this relationship is positive, loving, but also dependent. Each stage of the learning cycle has objectives that move toward the ultimate goal of increasing the options available to a person in the face of new, but similar situations. Each person is unique and would have had influences from others on their development. The psycho-educationalist has thus to guide them towards self-discovery to find their place in society as well as to understand and develop skills to live in relationships with others.

4.5.3 Relationship with time and space

All individuals have a future orientation within the context in which they find themselves as everything an individual does is grounded in history, a period of development, and in future orientation (Garbers, 1972:10). The psycho-educational programme facilitates individuals towards their own uniqueness and also aims to enhance the individuals with a better understanding of their own history, their reason for existence and a future orientation that will facilitate meaning and fulfillment. Space refers to a specific context where the psycho-educational programme is being implemented. In the context of this study, space refers to the life stories on aggression and conditions in which the late-adolescent who did not complete their secondary school education showing aggression find themselves.

4.5.4 Practical arrangements

Hobbs (2003:6-7) suggests that it is of the utmost importance that the facilitator prepares the workshop content, structure and material prior to the initiation of the programme to ensure a positive and reliable outcome. Time management of the workshops, logistical arrangements and the provisioning of refreshments should be confirmed prior to the different sessions. Adjustments to the subsequent workshops have to be considered after the presentation of every workshop, as per the recommendations made with the evaluation of the workshop of the day.

4.5.5 Experiential learning process

According to Rooth (2003:4), the focus in experiential learning is on building on existing strengths and on the life experiences of the participants. This type of

learning acknowledges, welcomes, values and uses the existing knowledge and competence of every person in the group. It is the process of getting the participants involved where mutual, interactive communication takes place between the facilitator and the participants. The aim is to improve long term quality of life where late-adolescents who did not complete their secondary school education will be empowered as an integral part of mental health to constructively manage their aggression.

The foundation of learning and personal development can only be successful with involvement, active participation and reflection of the participants. In order to allow the participants an opportunity to engage in reflection processes, the facilitator has to ensure that an atmosphere of mutual respect and support is created. The participants will thus be allowed to re-evaluate their experiences in order to turn the experiences into lasting learning (Talbot, 2005:234). The researcher can also make use of games or brain teasers as ice breakers and music during the implementation of the programme, as the music can possibly calm the participants after the tea breaks (Hogan, 2003:97-100).

The experiential learning cycle (Louw & Sidaumo, 1997:18) has the following cyclical repetition stages:

- **Experience** – to generate individual data from one or more of the following modes of sensing, thinking, feeling, and wanting.
- **Share** – to report information, knowledge or skills generated from the experience.
- **Interpret** – to make sense of the information, knowledge of skills generated from the experience.
- **Generalising** – to develop hypotheses, assumptions and abstractions for the acquired information, knowledge or skills.
- **Applying** – to bridge the present and the future by understanding and/or planning how these generalisations can be applied in another context.

4.5.5.1 Preparation of the facilitator

The facilitator, with the participants, has to establish ground rules which could be displayed on the participants' name cards on the tables. The researcher, as facilitator of the programme, has to prepare properly for each session where a relationship of mutual trust and respect has to be established.

The researcher endeavours to display the following characteristics (as illustrated in Figure 4.4) during the experiential learning process:

- Stay positive and manage own feelings.
- Be enthusiastic and honest.
- Foster trust and respect.
- Communicate effectively as the facilitator is the role model who has to lead the relevant and meaningful discussion with the participants. The facilitator has to keep discussions and activities focused on the objective.

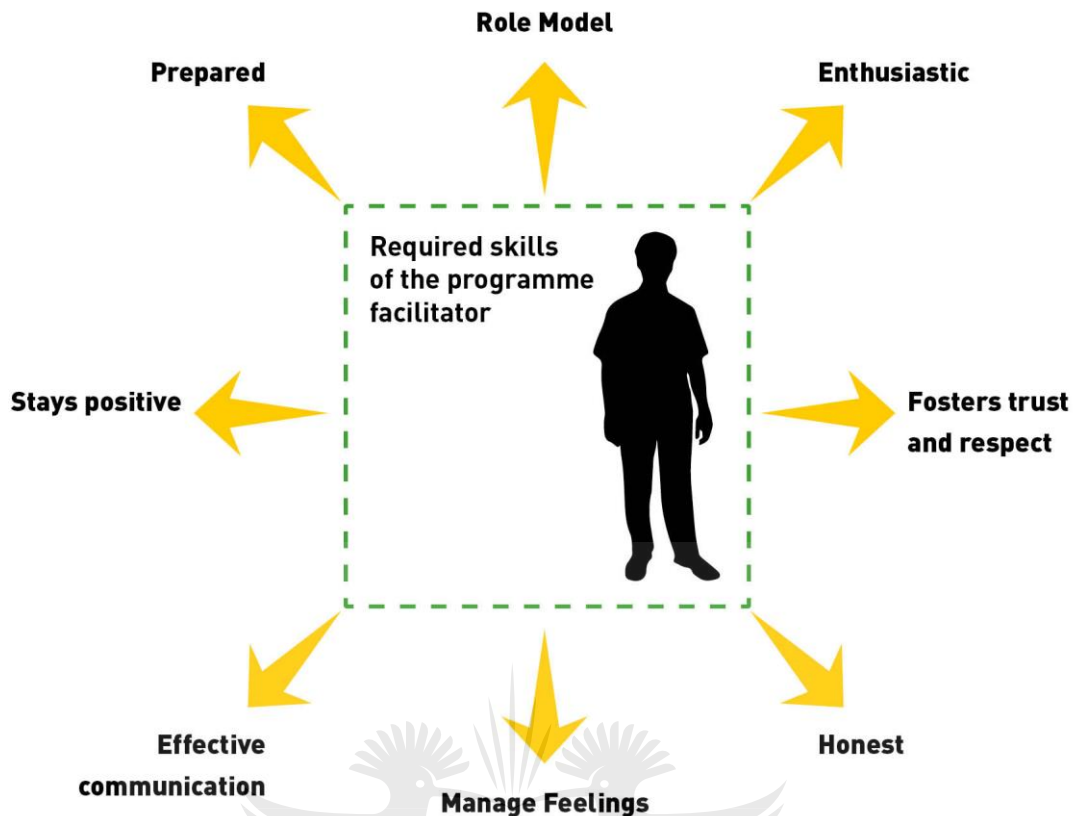


Figure 4.4 Characteristics of the programme facilitator

4.5.5.2 Facilitation skills



Facilitation skills need to allow individuals to be free to explore their own issues and the self that they experience, irrespective of how and what the facilitator sees as a possible answer or solution to certain problems (Meyer, 2004:24). Facilitation skills refer to making available a process of learning and growth within the group of participants so that the individuals will be able to help themselves in future problem solving situations. Goleman (1996:301-302) suggests that emotional skills, cognitive skills and behavioural skills are key ingredients that need to be included when developing an effective psycho-educational programme.

4.6 SUMMARY

The development of a conceptual framework for the psycho-educational programme to facilitate empowerment as an integral part of mental health of the late-adolescents showing aggression who did not complete secondary school education to address their aggression in a constructive manner was discussed. As part of the conceptual framework, the basic theoretical and practical assumptions of the programme were discussed. This included the contextualisation of the programme for guidelines to implementation, the determination of the central concepts as well as the structure of the programme.

The agent who will be implementing the conceptual framework is a psycho-educationist. Late-adolescents showing aggression in a specific geographical area who did not complete secondary school education will be the recipients. The context, in which aggression occur starts from the family, peers, and perpetuated by society. The outcome is empowerment as integral to mental health of the late-adolescents showing aggression who did not complete secondary school education to address this aggression in a constructive manner.

The procedure is to facilitate the necessary skills by means of a psycho-educational programme to equip the late-adolescents who did not complete secondary school education to constructively manage their aggression. The motivation is to address the life stories on aggression and recommendations that were shared in Chapter 3 by the participants to guide the process. The above was explained with reference to the themes and categories found from the analysis of the interviews of the participants.

The Chapter 5 will detail the guidelines to implement the empowerment programme for the late-adolescents showing aggression who did not complete secondary school education.

CHAPTER 5

DESCRIPTION OF THE PSYCHO-EDUCATIONAL PROGRAMME TO FACILITATE EMPOWERMENT AS AN INTEGRAL PART OF MENTAL HEALTH FOR THE CONSTRUCTIVE MANAGEMENT OF AGGRESSION AND GUIDELINES TO IMPLEMENT THE PSYCHO-EDUCATIONAL PROGRAMME

5.1 INTRODUCTION

The development of the psycho-educational programme is specifically aimed at late-adolescents showing aggression who did not complete secondary school education. The aim of the developed psycho-educational programme is empowerment as integral to mental health of the late-adolescents who did not complete secondary school education to constructively manage their aggression. The following guidelines are imperative in the development of a psycho-educational programme for empowering the late-adolescent who did not complete secondary education to manage their aggression effectively.

There are four phases (Garbers, 1972:16) in which the proposed experiential learning process takes place, namely:

- Development of intrapersonal skills
- Development of interpersonal skills
- Development of context specific skills
- Constructive management of aggression by late-adolescents who did not complete secondary school education.

These four phases will be expounded on in the following section.

5.2 DESCRIPTION OF A PSYCHO-EDUCATIONAL PROGRAMME TO FACILITATE EMPOWERMENT AS INTEGRAL TO MENTAL HEALTH

Upon analysis of the themes and categories, an empowerment programme was identified for the programme development. Figure 5.1 represents a schematic structure (as adapted from Garbers, 1972:12-13) of the process description of the facilitation of empowerment as an integral part of mental health in the development of the psycho-educational programme.

5.2.1 Phase 1: Development of intrapersonal skills

Holden, Evans and Messeri (2005:265) state that intrapersonal skills are the individual's perceived control or beliefs about competence to influence decisions that affect one's life. It is a gauge of an individual's own feelings about themselves. Winkleby, Dunn, Kole and Killan (2004:272) believe that these self-perceptions are vital because individuals who perceive themselves as incapable of reaching goals are less likely than others to seek the necessary knowledge or take action to achieve those goals. Intrapersonal skill is a broader construct that includes more specific components like, domain-specific perceived control and self-efficacy, motivation to control, and perceived competency.

Baker, Little and Brownell (2003:190) state that an important component of interpersonal skills is the development of self. The self is defined as a person's perception that they can control their own thoughts and behaviour, develop a feeling of personal competence of control and use these factors to obtain a desired outcome Powell (2004:86) states that the self is the capacity of a person to act upon the world and further states that a person with a high level of self is able to understand what they are thinking and how they can regulate their thoughts to generate an outcome. Figure 5.1 illustrates the process description of the different skills for an empowerment programme.

Phase 1: Development of intrapersonal skills

- Self-awareness
- Self-responsibility
- Self-efficacy and self-esteem



Phase 2: Development of interpersonal skills

- Interactional skills
- Behavioural skills



Phase 3: Development of context-specific skills

- Community skills and participation
- Sense of control
- Sense of belonging

- Understanding the environment
- Personal action
- Skill development



Phase 4: Constructive management of aggression by late-adolescents who did not complete secondary school education

- Facilitation of communication skills
- Facilitation of respect and self-respect
- Culture of tolerance and diversity
- Aggression management

Figure 5.1 Schematic structure of the process description of the facilitation of empowerment as an integral part of mental health of the psycho-educational programme (as adapted from Garbers, 1972: 12-13)

The late-adolescent showing aggression who did not complete secondary school education needs to have a deeper insight into their true self in order to become empowered as an integral part of mental health. They also need to understand the concept of self so that they can grow as individuals in ways that can benefit both the community in which they live, as well as themselves. The facilitator needs to assist the late-adolescent showing aggression who did not complete secondary school education to come to terms with the different aspects of the self which includes the conscious, unconscious, mental and physical aspects of the self which attribute to the totality of all the characteristics of the self (Powell, 2004:89), thus the need to develop their self-awareness, self-responsibility, self-efficacy and self-esteem.

5.2.1.1 Self-awareness

Self-awareness is a challenging term to define as people can highlight different self-awareness within their own selves, depending on what aspect of their self-awareness is being examined. Bacchini and Magliudo (2003:349) have shown through research that adolescents vary their self-description of self-awareness when they consider how they are in different roles, for example, such as with parents, romantic partners and peers. They further state that adolescents describe themselves differently when asked to rate their potential across differing domains. They often tend to ascribe a global self-awareness of themselves (Baldwin & Hofmann, 2004:102).

Powell (2004:79) states that an accepted global definition of self-awareness is that it is the perception one has of one's identity and achievements across a range of areas including at work, in school, in social relationships and in intimate relationships. Adolescents with a poor self-awareness are often confused about their identity and feel powerless to change their situation. Self-awareness is widely understood to be the affective response people have to their self-concept, referring to how one feels about one's self, including one's sense of self-worth and self-respect (Benbenutty & Zimmerman, 2004:243).

Adolescence is a key developmental phase in which one's self-awareness is developing as one moves away from the direction of significant others, such as parents, and begins to make more complex and potentially life-altering decisions on one's own. The value of these decisions may rest in part on the level of self-awareness the adolescent demonstrates (Powell, 2004:82).

Global self-awareness has been shown to correlate positively with academic performance and negatively with juvenile delinquency and psychological depression. High levels of self-awareness have been found to protect adolescents from risk factors (Baldwin & Hoffmann, 2004:101-2).

A positive and healthy self-awareness will ensure that the late-adolescent showing aggression who did not complete secondary school education explore their own unique, personal resources and potential. This will make them aware of how their behaviour, emotions, feeling and thoughts are interlinked. This could possibly enable them to solve problems, face difficult situations and deal with stress efficiently and successfully.

5.2.1.2 Self-responsibility

Self-responsibility focuses on the individual within a social context. Like other forms of moral behaviour, it is predicted that a person who is demonstrating self-responsibility will consider how their choices and behaviour will impact on others in society. This sense of social responsibility can be found in the explanations of locus of control, self-awareness, self-efficacy, self-concept, self-esteem, self-regulation and emotional intelligence (Lewis, 2004:18).

The self further informs an understanding of self-responsibility by highlighting that adolescents with high levels of self will believe that they have what is necessary to control their thoughts and behaviour and will more likely take personal responsibility. In order to accept that one has made deliberate choices and is therefore responsible

for them, an individual must believe that they have the power to actually make a choice (Bacchini & Magliulo, 2003:338).

They further state that self-responsibility mainly concerns itself with a cognitive component, whether one perceives they can achieve something. With regard to defining self-responsibility, their study seeks to incorporate cognitive, behavioural and outcome factors. Cognitively, self-responsibility asks, “Am I aware?” behaviourally, self-responsibility states, “I choose to act;” and with regard to outcome, self-responsibility requires that, “I am accountable” and “I am socially aware.”

The late-adolescent showing aggression who did not complete secondary school education need to accept self-responsibility and also need to encourage and facilitate other people to accept self-responsibility within their social sphere and within the communities in which they find themselves.

5.2.1.3 Self-efficacy and self-esteem

Bandura (2006:309) states that self-efficacy can be perceived as a judgement of capabilities and that an adolescent should be engaged as a valued partner to improve judgments about their capability to perform a task successfully and efficiently. It became apparent from the research that late-adolescents who did not complete secondary education showing aggression often did not feel confident to deal with the aggression they experience.

A primary outcome of empowerment and as integral part of mental health is self-efficacy that can also be linked to self-esteem which is a judgment of self-worth. The aim is to improve the adolescent's belief in their own worth as well as in their ability to shape their lives and environment (Kirby & Bryson, 2004:24). While self-efficacy and self-esteem are distinct concepts, Gilad, Stanley and Dov (2004:380-3) demonstrated that the two traits are highly related and the combination of the two can yield better production. The frequent co-presence of the two constructs as

suggested outcomes in literature involving adolescents' empowering, reinforces the sensibility of pairing self-efficacy and self-esteem as primary outcomes from an evaluation perspective (Anderson & Sandmann, 2009:664; Jennings, Messias & McLoughlin, 2006:423; Oliver, Collin, Burns & Nicolas, 2006:7).

Boden, Fergusson and Horwood (2008:320) suggest that high self-esteem is related to high social support and resilience, whereas low self-esteem is related to depression, anxiety and suicidal ideals. They also found self-esteem to be an important risk market variable, while low self-esteem is associated with a range of negative outcomes and high self-esteem is a significant predictor of life satisfaction and peer attachment. Research by Baldwin and Hoffman (2004:112) indicates that self-esteem changes dramatically during adolescence, emphasising the special importance of interventions that foster higher and more stable self-regard through this volatile life period.

The late-adolescent showing aggression who did not complete secondary school education need to believe that they can and will change their aggression. They also need to feel that they are capable of dealing with the aggression they encounter in their daily social settings. This can be achieved through Phases 1 and 2 of the psycho-educational programme as well as other intervention programmes.

Several other areas of impact have been conceptually linked to adolescent empowerment as an integral part of mental health. As such, attention to self-efficacy and self-esteem renders an important but partial picture of possible programme effects. Other relevant variables such as academic performance and anti-social behaviour should also be considered to capture a fuller understanding of the impact of empowerment programmes (Kirby & Bryson, 2004:36).

A notable outcome of any intervention programme should be to improve self-efficacy and self-esteem which could assist problem solving and emotion regulation through social cognitive instruction. This would promote social cognition, improve peer relationships and reduce aggressive and maladaptive behaviour amongst adolescents. Given the social action and community-integrated nature of many empowerment programmes, literature frequently suggests that these programmes

may also affect positive impacts on organisations, communities and societies (Jennings et al. 2006:216).

5.2.2 Phase 2: Development of interpersonal skills

Empowerment as an integral part of mental health to address aggression in a constructive manner is described in terms of the individual's perceived control, the application of this control to their social and political environment and participation in a collective action (Holden et al. 2005:266). In the context of this study, it is the personal feelings of late-adolescents showing aggression who did not complete secondary school education. These feelings reflect that they are capable of managing their aggression. It is their belief about their own efficacy in the context of social and political systems as well as their beliefs about whether they can make decisions and take action toward a desired outcome, even though social and political systems may be constructed to restrict their agency.

The components of interpersonal skill development encompass the development of interactional skills and behavioural skills which will be briefly discussed in the following section.

5.2.2.1 Interactional skills

Interactional skill development is one's ability to analyse and understand one's social and political environment (Winkleby et al. 2004:270). This component is used to describe individual's understandings of their communities and the socio-political issues affecting these communities. Furthermore, interactional skill development indicates the individual's awareness of important behavioural choices that could potentially aid in achieving goals. The behavioural options available to an individual are context specific. It is, therefore, necessary that one understands the norms and

values in the relevant cultural context. Knowledge of the culture includes awareness of agents of power and influential factors of the decision-making process (Tubbs, 2004:236).

Holden et al. (2005:272) posit that interactional skill development relates to perceived control to taking action. They state that achieving a given goal requires an individual's knowledge of necessary skills, a method to acquire these skills and a system to manage these skills. Interactional skill development bridges the gap between intrapersonal and behaviour skill development which will be described in the following section.

5.2.2.2 Behavioural skills

Behavioural skill development is a participation in collective actions, involvement in voluntary or mutual help organisations, or solitary efforts to influence the socio-political environment (Holden et al. 2005:268). The behavioural component involves the performance of actions completed for the purpose of influencing outcomes. Kinard and Webster (2010:30) emphasise the importance of the actions of an individual or group taken to exert control and the importance of the type of action.

Behavioural skill development includes community involvement, organisational participation and coping behaviours. The behavioural component is most successful when interactional skills are present. Behavioural skills then reinforce intrapersonal skills.

5.2.3 Phase 3: Development of context-specific skills

There are many definitions of community in the literature that revolve mainly around communities of place, referring to geographical locations and communities of specific identity, referring to common characteristics and beliefs (Campbell & Murray, 2004:5). These communities should be “tailor-made” for the specific context.

In the context of the current study, the late-adolescents showing aggression who did not complete secondary school education are the key target group who share common identity characteristics in a specific geographical area.

The core components of the empowerment as an integral part of mental health of late-adolescents showing aggression who did not complete secondary school education within a context-specific framework will be discussed in the following paragraph.

5.2.3.1 Community skills and participation

Locating skills at community level is also responding to the need for collaborative and participatory processes that avoid top-down ‘helper-helpee’ relationships (Ramella & De La Cruz, 2004:274). In this programme, participation will take place through the production of narratives. These narratives are associated with knowledge, representation and identity processes that aim to provide a coherent, communal narrative. This will possibly provide the adolescent with personal aspirations towards social change (Campbell & Deacon, 2006:413). Approaches to participation are utilitarian in nature which has an explicit agenda of bringing about social change.

Knapp (2005:256) states that doing participatory work can give the impression of ‘doing the right thing’. The assumptions of the community will be that of a positive impression as opposed to an impression of assuming that the individual is not willing

to change. However, the sense of legitimacy that comes with participation can also have the effect of blaming the participants (Ramella & De La Cruz, 2004:280). An example of this blaming is when the intended outcome in a project does not lead to the changes that are anticipated to take place through a particular development intervention; the shortcomings of the intervention are likely to be blamed on the short coming and perceived bad characteristics of the participants. This may occur even though the process was legitimately approved by members of the community (Tubbs, 2004:241).

Campbell and Deacon (2006:416) state that this then belies the notion that empowerment as an integral part of mental health to address their aggression in a constructive manner is a process of knowledge production. In this process, it is the agency of individuals and groups that determines the social change process through a collaborative learning process rather than the transfer of expert development knowledge onto communities. In the context of this study, focus should be on the creation of knowledge of the late-adolescent showing aggression who did not complete secondary school education. This focus should be based on more critical understandings of internal and external power dynamics. In this way, the negative stigma from the community to the late-adolescent showing aggression who did not complete secondary school education could be reduced.

5.2.3.2 Sense of control

The late-adolescent showing aggression who did not complete secondary school education need to experience that any changes that occur are through their choices and that changes are not just enforced on them which could possibly lead to an increase in their motivational level. They also need to be given feedback about how they are doing as well as the results they are achieving which can be regarded as one of the biggest motivational factors for an individual (Blanchard, 2007:147).

5.2.3.3 Sense of belonging

Social identity theorists (Davis & Florian, 2004:51) suggest that the construction of group membership is important for finding a place in society, defining a sense of self and giving meaning to everyday existence. The social experience of belonging to a group results in four linked concepts: social categorisation, social identity, social comparison and psychological group distinctiveness (Eccles, Barber, Stone & Hunt, 2003:868). They further state the value of belonging to a group is the provision of a social identity which provides the basis for both validity and influencing the individual's own values, attitudes and behaviour. Simultaneously, it provides social comparison with other groups and individuals by distinguishing differences between the groups and accenting similarities within the group.

According to Larson and Hansen (2003:18), adolescents who are involved in pro-social activities and who have a stronger connection to society, have fewer friends who use alcohol and drugs and who are truant from school and have more friends who are succeeding at school and who are planning to go to college. They further state that there are four elements of the connection: attachment, commitment, involvement and belief. A sense of connection is established through feedback and confirms an individual's sense of belonging and acceptance within society.

For the late-adolescents showing aggression who did not complete secondary school education it is important to try and establish meaningful relationships and peer networks which could alleviate loneliness, feelings of rejection, isolation and alienation. This may, at the very least, provide them with the perception of social support.

5.2.3.4 Understanding the environment

Aggression does not take place in isolation. It is likely to be influenced by the interpersonal factors, relations, or the presence and actions of other people in the social environment. Interpersonal relations is seen as a system of attitudes, orientations and expectations of group members with respect to each other, which is determined by the content and organisations of joint activities and values, on which human communication is based (Campbell & Deacon, 2006:415-417). They further state that interpersonal factors are those factors which one acquires through interaction with others or that one performs in order to please others. Most adolescents become involved in aggressive and violent actions because of the behaviour of the community in which they are brought up.

If the community in which adolescents grow up is characterised by aggression and violence, together with other contributing factors, adolescents may become involved in aggressive and violent actions. If adolescents live in fear of being attacked, they need to learn survival skills to defend themselves. Some of them end up joining gangs in order to protect themselves and aggressiveness starts to characterise in their lives (Weller, 2005:64).

The psychological environment constructed by the late-adolescent showing aggression who did not complete secondary school education should foster confidence and autonomy which are critical for developing self-regulated and adaptive individuals. The participants should have the perception that the facilitator is being nurturing and supportive to improve their aggression which would strongly connect to their sense of competence and control. The positive environment the facilitator endeavours to create should provide guidance and reliability of reinforcement strategies for the late-adolescent showing aggression who did not complete secondary school education to acquire, perform and maintain appropriate behaviour.

5.2.3.5 Personal action

The late-adolescent showing aggression who did not complete secondary school education requires opportunities in which they can express empowerment as an integral part of mental health to address aggression in a constructive manner through action in various ways according to the individual personalities (Weller, 2005:65). A possible way is for a debriefing period at the end of each day which will then give the opportunity to reflect on the day's happenings and how their actions discouraged aggressive incidents. This could be a possible way for these late-adolescents showing aggression who did not complete secondary school education to empower themselves as they are able to identify if their actions were effective.

5.2.3.6 Skill development

Structural activities provide adolescents the opportunity to acquire and practice a range of life skills, including learning to co-operate and work as a team, communicate effectively, regulate emotions, and set and take responsibility for achieving goals, developing leadership skills, improving social competencies and time management, and acquiring strategies to manage stress (Larson & Hansen, 2003:18). They further state that structural activities provide the context for developing initiatives as adolescents learn how to make plans, overcome obstacles and achieve desired ends.

The ability to work with others is the basic principle of cohesion in the family, peer group, and community. The late-adolescent showing aggression who did not complete secondary school education is ill-equipped and lack the necessary skills and training to deal with their challenging behaviour they experience on a daily basis.

In this study, late-adolescents showing aggression who did not complete secondary school education is investigated. Empowerment as integral to mental health to address aggression in a constructive manner is pertinent for individuals to change

their own beliefs and behaviours. Individuals who feel personally empowered and who interact within the environment in their behaviour to improve the community, may be able to make optimal decisions about their own aggression. An individual who is empowered as an integral part of mental health to address aggression in a constructive manner will be more able to maintain pro-social decisions about their aggression regardless of environmental conditions. Participation in community efforts may then reinforce and build upon experiences of empowerment as an integral part of mental health to address aggression in a constructive manner.

It is important that the late-adolescent who did not complete secondary school education resist aggression, regardless of community conditions and circumstances. The investigation of empowerment as an integral part of mental health to address aggression in a constructive manner will provide a foundation for understanding its processes in the individual as well as in the interaction and behavioural domains.

5.2.4 Phase 4: Constructive management of aggression by late adolescents who did not complete secondary school education

According to Christian, Roberts, Samuals and Wotherspoon (2009:70-72), to facilitate the constructive management of aggression by late-adolescents who did not complete secondary school education, the agent has to endeavour the following:

- To identify the recipient's direction in life by exploring what they feel their purpose in life is.
- Provide opportunities where the recipients are active participants of an inclusive and focused group with which they identify.
- Create opportunities for the recipients to move their aspirations from a vision to reality.
- Provide mentoring opportunities.

- Provide opportunities for the recipients to experiment, reflect and to learn from others.
- Provide opportunities for the recipients to solve problems using the creative problem solving method.

Facilitation refers to “making easy or easier” (West, 2009:343). In addition, Parsons (2010:13) further states that facilitation is “a helping, problem-solving process involving an agent and a recipient”. In an attempt to solve a problem, there has to be a voluntary relationship between the agent and the recipient which requires a relationship of trust. Facilitation is about assisting individuals to manage and cope creatively with rapid changes in themselves and their communities to make a more civil society that fosters inclusive, respectful and responsible participation. The late-adolescents showing aggression who did not complete secondary school education will be required to participate in the facilitation guidelines for the constructive management of their aggression. This will be discussed in the following sections.

5.2.4.1 Facilitation of communication skills

The facilitation of communication skills refers to an intervention to create awareness among the late-adolescents showing aggression who did not complete secondary school education. These communication skills will emphasise the importance of discourse on aggression and aggressive behaviours (Eddy, 2009:210).

Communication involves exchanging ideas, understanding, listening, hearing, expressing oneself, talking and using body language, facial expressions and a host of other behaviours. Communication is the process of giving, receiving and understanding messages. It furthermore includes self-knowledge, self-awareness and self-concept (Johnson, 2014:120). The agent will discuss and share ideas with the recipient on how communication skills can be learned by means of listening, expressing one’s feelings, asking for what you want and saying no to what you do not want.

The agent cannot over-emphasise the importance of communication which is the foundation of all interpersonal relationships. The agent will explain how communication is the medium through which understanding each other is reached. The agent will also explain and mention some of the barriers to communication and ways in which communication can be improved; and emphasise that communication is not a solitary activity, thus the need for group work.

A learning environment will be created where the recipients can learn about the theory of listening, responding, incongruence and the mistakes that can be made while communicating. The recipient will be required to reflect on those mistakes in communication. The use of non-verbal communication to convey different messages will be explained to the recipients as well as different ways in which communication can be improved by using different gestures. This will be further enhanced by an attempt at role-play by the recipients to illustrate non-verbal communication.

The agent will make the recipients aware of a series of techniques that focuses on dealing with effective and ineffective communication. As per Eddy (2009:210), these techniques will facilitate the recipient with the following opportunities:

- To become more sensitive to effective and ineffective communication procedures.
- To become more sensitive to the effects of a chosen behaviour in communicating with others.
- To practice effective communication techniques.
- To develop increased skills.
- To develop self-knowledge.

In this way, the agent will attempt to empower the recipients to apply a series of methods dealing with effective and ineffective communication and also to eliminate barriers to communication. The recipient will be afforded, in this way, the opportunity to become aware of and to practice effective communication skills in order to master effective communication. Examples of a mixture of effective and ineffective communication will be sketched by the agent where the recipients will be required to

classify the sketched communication accordingly. The researcher is of the opinion that effective communication is an important tool that can aid the late-adolescent who did not complete secondary school education to constructively manage aggression.

5.2.4.2 Facilitation of respect and self-respect

Labuke (2009:251) suggests that respect is a reactive response which identifies several key elements of the response which includes attention, deference, judgement, acknowledgement, valuing and behaviour. Hinton (2001:200) is of the opinion that respect is a particular mode of apprehending the object; the person who respects something pays attention to it and perceives it differently from someone who does not respect it and who responds to it in light of that perception. The idea of paying heed or giving proper attention to the object is central to respect; it often means trying to see the object clearly as it really is in its own right and not seeing it solely through the filter of one's own desires and fears or likes and dislikes (Lueck, 2008:57).

Respect for individualism is the key principle that will be applied during the facilitation process of respect. Respect is a participatory learning process that enables the late-adolescent showing aggression who did not complete secondary school education to make informed decisions regarding respect of self and others in the community. The agent will provide the skills and support necessary to instill a culture of respect in the recipients and will endeavour to empower them by means of role modeling.

According to Baker (2009:29) respect is something that must be earned. The recipients should be taught to respect their parents, peers, elders, authority, leaders, other people's feelings, the truth, differing opinions, and rights. An attempt is made during the facilitation of respect to educate the late-adolescent showing aggression who did not complete secondary school education that their mental health depends on respecting the things that deserve to be respected. While facilitating respect, self-respect should be emphasized, as respect is a two-way stream; it will be difficult for

the recipients to respect other people if they themselves do not possess self-respect (Rawls, 2000:156). To achieve this goal of facilitating respect and self-respect, individual work, group work and case studies will be embarked on.

5.2.4.3 Facilitation of tolerance and diversity

When facilitating tolerance and diversity, the recipient actualises the positive potential of diversity. The agent needs to create a learning space in which the recipient will recognise that diversity exists; and thereafter learn to value and respect the fundamental differences among the members of the community. Tolerance of diversity is the capacity of a human being to withstand unfavourable environmental conditions, the ability to endure pain and the willingness to recognise and respect the beliefs and practices of others (Dillon, 2003:223).

The agent in this research study should look for ways to create greater acceptance of social, political and economic differences. The recipients will be requested to complete a questionnaire prior to the facilitation of tolerance and diversity to establish whether they heard or used a derogatory comment in the previous week. These questions will assist the recipients in reflecting on the lack of tolerance of diversity in the community. Once the recipients have established that different does not mean dangerous, the agent can work with them to become more tolerant and accepting of others (Barker, 2009:146).

In order to facilitate the positive potential of tolerance and diversity, the agent might have to make use of role modeling. The aim is for the recipients to realise that diversity exists and to learn to value and respect the fundamental differences among different individuals. Once the recipients accept themselves, they will be in a better position to be accepting of others. However, barriers do exist in accepting the diversity of others. These barriers include prejudice, the tendency to blame others and ideological conflicts. This terminology will be explained by the agent while facilitating the discussion on tolerance of diversity among the recipients.

5.2.4.4 Facilitation of management of aggression

Aggression as stated by Madison (2008:303) is a form of human behaviour that is undesirable, antisocial, influencing and directed with the intention of harming other persons or their belongings. In Chapter 3, the trigger factors of aggression of the late-adolescent who did not complete secondary school education was discussed. The vital elements that the agent needs to facilitate to the recipients are decision-making and ownership. It should be emphasised to the recipients that they are responsible for their actions and that they have a free will to make choices. It is therefore up to them to make good or bad choices (Cetina & Cicourel, 2009:5).

The agent will make the recipients aware during the facilitation of aggression management to a variety of options including alternatives to fighting, and ways in which to cope with anger-provoking situations in order to enable them to make informed choices. The recipients should believe that they have a choice to be aggressive. As different individuals use different styles to express their aggression, the agent will give a presentation on different ways to manage aggression.

The goal of this facilitation will be to educate the recipients about managing aggression, more specifically to assist them with tools to deal with their aggression when fueled by physical or verbal abuse. An external network of support is ideated in the facilitation of aggression of late-adolescents who did not complete secondary school education as they come from an impoverished background and they are not in a position to access the services of counsellors and psychologists. Some of the aggression episodes will need more serious, professional intervention for more specialised and intense help.

The following section will address the guidelines to implement the psycho-education programme. This is illustrated in Figure 5.2.

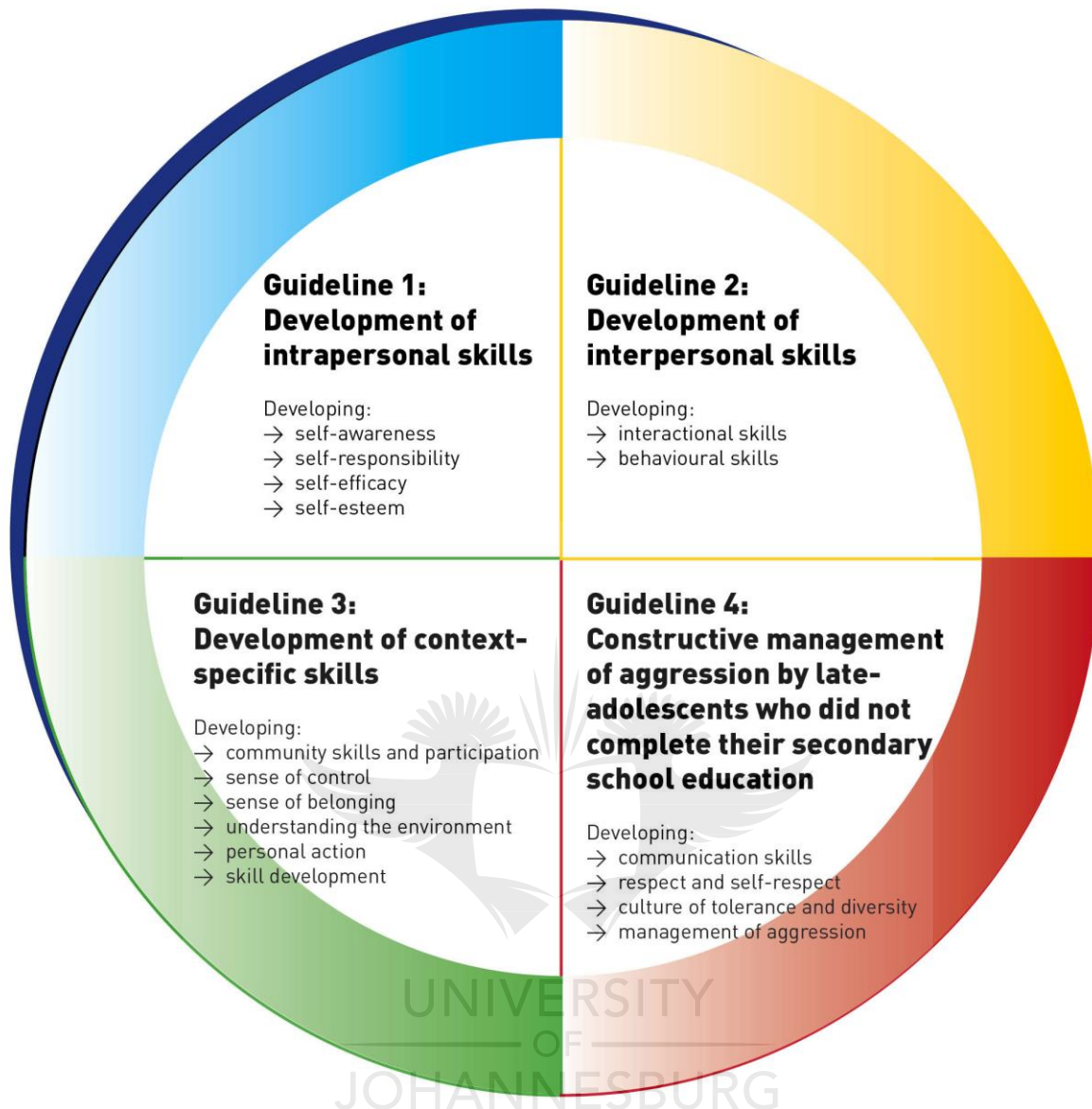


Figure 5.2 Four guidelines by means of which the proposed experiential learning is to take place (based from Garbers, 1972:12-14)

5.3 GUIDELINES TO IMPLEMENT THE PSYCHO-EDUCATIONAL PROGRAMME

The facilitator will, throughout the programme, take on various roles such as the instructor who imparts information to the participants, the consultant, from whom participants can ask questions, the commentator, the neutral chair, and the absent

friend (Rooth, 2003:10). The role the facilitator assumed will be dependent on which phase of the guideline of the psycho-educational programme the participants are in. Figure 5.2 is a schematic representation of the four guidelines in which the proposed experiential learning process will take place.

5.3.1 Guideline 1: Development of intrapersonal skills

Focus is placed here on the participant's intrapersonal skills.

- **Objective:** To develop self-awareness, self-responsibility, self-efficacy and self-esteem of late-adolescents showing aggression who did not complete secondary school education.
- **Actions:**
 - Build self-awareness
 - Build self-responsibility
 - Build self-efficacy
 - Build self-esteem.

According to Goleman (2007:239) self-awareness, self-responsibility, self-efficacy and self-esteem are the foundation of personal growth and success. He further states that these attributes are the “keystones” of emotional intelligence. It is the ability to recognise one's emotions and to know one's strengths and limits.

The researcher has to make the participants aware about the process of understanding themselves. This means being able to recognise emotions that are being experienced, understanding the feelings associated with the emotions and to understand thoughts and what will be done as a result. It is important to let the participants understand that they should not allow frustration and anger to overcome them, but to be assertive. To be assertive does not mean that one always gets one's

way but rather that one has to convey thoughts and ideas confidently and justify a particular decision or idea (Rooth, 2003:108).

The agent should encourage the participants to practice the following:

- Keep a journal of their feelings: write down what was happening, what they are feeling and how they reacted to these feelings.
- Make a list of their roles, like that of a brother, sister, mother, father or friend: write down what was happening, what they are feeling and how they reacted to the feeling. The feeling for each role might be happy, frustrated or anxious.
- Predict how they might feel: they have to think about a potential situation that they may be exposed to and predict how they might feel. They should practice naming and accepting the feeling. For example, they might say: “I am feeling angry or I am feeling frustrated.” Naming the feeling puts the person in control. The participants should try and choose an appropriate reaction to the feeling rather than just reacting in the same way to all the potential situations

5.3.2 Guideline 2: Development of interpersonal skills

Emphasis is placed here on the development of interpersonal skills.

- **Objective:** To develop interactional skills and behavioural skills of late-adolescents showing aggression who did not complete secondary school education.
- **Actions:**
 - Facilitate communication skills
 - Facilitate behavioural skills.

The lack of communication skills generates misunderstandings which aggravates the aggression of late-adolescents who did not complete secondary school education.

The absence of communication skills can become a barrier in the constructive management of the aggression of late-adolescents who did not complete secondary school education. Some of the misunderstandings of the late-adolescents showing aggression who did not complete secondary school education observed by the researcher include problems that are communication-related (Shawchuck & Heuser, 2008:83).

Communication is the sharing of information whether by speaking or in any non-verbal form. The type of communication that takes place in a group is essentially personal communication. Personal communication occurs when one person makes their wishes, thoughts or ideas known to another person. Without personal communication, the agent would not be aware of the dynamics of the aggression of late-adolescents who did not complete secondary school education.

The agent will create a listening-environment in which the recipients are allowed to speak their minds. This listening-environment will provide more openness and open-mindedness, as constructive communication skills require a high level of self-awareness. The agent should teach the recipients to understand their personal styles of communicating. In this way, the recipients could become better listeners by actively listening. Active listening is making a conscious effort to hear not only the words of another person, but to try and understand the entire message being communicated (Rooth, 2003:4).

Some of the following gestures can cause barriers to communication - not listening, yelling, blaming, criticizing or name calling, making the other person feel guilty, giving negative non-verbal messages such as frowning or scowling and interrupting. The recipients will discuss the barriers to communication. The recipients will be required to list gestures that constitute non-verbal communication. The recipients will discuss the characteristics of constructive communication such as active listening, simple language and use of matching verbal and non-verbal communication.

The agent should vigorously strengthen the behavioural skills of the recipients, as it is through self-knowledge of their behaviour skills that the late-adolescents showing aggression who did not complete secondary school education can constructively manage their aggression. A strong awareness of behaviour skills is an important

element of the recipient's ability to manage their aggression in a constructive manner. The recipients will be educated about the importance of behavioural skills as these skills have an impact on the quality of their interaction with others. Behavioural skills promote problem-solving abilities. Individuals who perceive themselves as competent in problem-solving are more extroverted, positive and have a more positive self-perception in inter-personal relationships (Du Toit, 2003:63).

5.3.3 Guideline 3: Development of context-specific skills

The facilitator supports late-adolescents showing aggression who did not complete secondary school education to develop the skills such as community skills and participation they need to be empowered as an integral part of mental health to address aggression in a constructive manner.

- **Objective:** To develop community skills and participation, a sense of control, sense of belonging, understanding the environment, personal action and skill development of late-adolescent showing aggression who did not complete secondary school education.
- **Actions:**
 - Build community skills
 - Facilitate sense of control
 - Facilitate sense of belonging
 - Facilitate personal action
 - Build skill development.

The late-adolescent showing aggression who did not complete secondary school education with a high sense of efficacy about their community may have an easier

time to constructively manage their aggression. These participants may also be able to rebound from setbacks in their environment and more willing to experiment with new ideas or techniques. Low efficacious late-adolescents showing aggression who did not complete secondary school education may rely more on a controlling environment and may be more critical of the community (Arnett, 2004:463).

The agent should, by all means, attempt to facilitate building community skills, sense of belonging, personal action and skill development. This should improve their ability to collaborate and participate in their community and they would gain a sense of control and feel able to meet their own person ability to constructive manage aggression.

5.3.4 Guideline 4: Constructive management of aggression by late-adolescents who did not complete secondary education

Late-adolescents showing aggression who did not complete secondary school education should be able to constructively deal with the aggression they experience on a regular basis through the facilitation of communication skills, respect and self-respect, a culture of tolerance and diversity, and through management of aggression.

- **Objective:** To facilitate communication skills, respect and self-respect, a culture of tolerance and diversity and management of aggression of late-adolescents showing aggression who did not complete secondary school education.
- **Actions:**
 - Build communication skills
 - Build respect and self-respect
 - Facilitate a culture of diversity and tolerance

- Facilitate management of aggression.

The agent will facilitate building communication skills, respect and self-respect, a culture of diversity and tolerance and management of aggression. It was mentioned in Chapter 3, that late-adolescents showing aggression who did not complete secondary school education are unwilling to tolerate differences in individualism, social class and belief systems. For the late-adolescents showing aggression who did not complete secondary school education to actualise the positive potential of diversity, the agent should teach the recipients about the concepts of tolerance and diversity in order for them to recognise that diversity exists. After the recipients have acknowledged that diversity exists, they will learn tolerance and acceptance. The recipients could also discuss the alternative ways in which the late-adolescent showing aggression who did not complete secondary school education can deal with intolerance of diversity in the community.

The recipients will be taught about the five key elements of active listening adapted from Du Toit (2003:55) namely, show that you are listening, provide feedback, defer judgement, respond appropriately and pay attention. These five elements will help to ensure the effective communication skills in the constructive management of aggression of late-adolescents who did not complete secondary school education. The agent will explain the theory of listening and responding. The agent will write down any mistakes in communication and request the recipient's to reflect on those mistakes.

Respect and self-respect have great importance in everyday life, particularly for the late-adolescents showing aggression who did not complete secondary school education (Armitage, 2006:112). The recipients will be taught about respect for themselves, respect for parents, respect for elders and respect for members of the community. The facilitation of respect and self-respect should emphasise teaching the late-adolescents showing aggression who did not complete secondary school education about respect for the other community members' feelings, rights and differences of opinion. The recipients will be required to list gestures that constitute respect and self-respect. During the facilitation of respect and self-respect, the recipients should be taught that these values are deeply connected, that it is difficult, if not impossible, to respect others if they do not respect themselves.

The late-adolescent who did not complete secondary school education need to be objective when they handle the factors that trigger their aggression. They should not look at their aggression as segmented and mechanical, a broken part that needs to be fixed, but to see aggression as part of their living, synergetic whole (Basson, 2007:199).

5.4 GUIDELINES FOR THE EVALUATION OF THE PSYCHO-EDUCATIONAL PROGRAMME

The evaluation guidelines of the programme can be divided into three sections, namely process evaluation, impact assessment, and outcome evaluation. These guidelines pertaining to this research will be briefly discussed in the following section.

5.4.1 Process evaluation

Process evaluation monitors the performance of a programme. It also provides feedback on how a programme or series of interventions is operating and whether the objectives have been met (Kreuger & Neuman, 2006:457). This implies that programme monitoring is an ongoing activity; the responses to this assessment allow problems to be addressed as they are identified. The results of the programme will help to identify the strengths and weaknesses as well as where improvements to the programme can be made (Bothma et al. 2010:190).

According to Rossi, Lipsey and Freeman (2004:168), there are five components to process evaluation, namely:

- Programme adherence
- Implementation process

- Intended time frame
- Macro-level implication
- Process-outcome linkage.

5.4.1.1 Programme adherence

Programme adherence addresses whether the programme is being delivered as intended according to the original programme design. This is an important aspect as it affects the quality of the programme implementation (Fagan, Hanson, Hawkins & Arthur, 2008:240). They further state that true programme fidelity is not easily achieved because programme facilitators, whether intentionally or otherwise, often change or adapt the programme content during actual implementation.

5.4.1.2 Implementation process

The implementation process should be contingent to the implementation quality which will ensure that a successful programme is maintained, timely modifications made, or workable or unsuccessful programmes, scrapped (Law & Shek, 2011:540).

5.4.1.3 Intended time frame

Scheirer (1994:57) states that the programme time frame refers to the effort made by the facilitator of the programme to follow the required time prescribed for a particular programme as inadequate time affects the quality of programme implementation.

Intended time frame also refers to the size of the group that is receiving the programme.

5.4.1.4 Macro-level implication

Process evaluation can provide important findings with macro-level programme implications such as the importance of the engagement of different community stakeholders; the different needs of the recipients and the challenges of the programme for a particular context (Law & Shek, 2011:538).

5.4.1.5 Process-outcome linkage

According to Fagan *et al.* (2008:242), process evaluation provides insights for programme developers and implementers into the linkage between process and outcome. This will allow both the programme developers and programme implementers to delineate the success and improvement areas during the process and connect them with the programme outcomes.

In the context of this study, process evaluation should have outcomes for the intended programme, namely:

5.4.1.5.a Outcome 1: Intrapersonal skills

Intrapersonal skills encompass self-awareness, self-responsibility, self-efficacy and self-esteem as powerful tools for understanding aggression.

5.4.1.5.b Outcome 2: Interactional skills

Interactional skills and behavioural skills which assists to take appropriate social initiatives, understand people's reactions to them and to respond accordingly.

5.4.1.5.c Outcome 3: Context-specific skills

Context specific skills are community skills and participation, a sense of control, a sense of belonging, understanding the environment, personal action and skill development for the constructive management of aggression.

5.4.1.5.d Outcome 4: Constructive management of aggression

Constructive management of aggression encompasses communication skills, respect and self-respect, culture of tolerance and diversity as well as effective management of aggression.

5.4.2 Impact assessment

Impact assessment determines whether the psycho-education programme has brought about a change. Impact evaluation is a form of outcome evaluation that is typically more scientifically rigorous and allows for the definitive determination of whether the observed outcomes are causally related to the intervention (Weiss, 1998:270). The goal of impact evaluation is to determine cause and effect.

For the purpose of this study, impact assessment will determine whether the psycho-educational programme to address late-adolescents showing aggression who did not complete their secondary school education has brought about change in the behaviour of the participants that would not have occurred if the programme was not designed and implemented.

5.4.3 Outcome evaluation

Trochim (2006:1) states that an outcome evaluation is a type of evaluation that investigates whether changes have occurred for the participants from a programme or activity and whether these changes are associated with that particular programme or activity. Outcome evaluation measures to what degree programme objectives have been achieved like short-term, intermediate and long-term objectives. This form of evaluation assesses what has occurred because of the programme and whether the programme has achieved its outcome objectives (Campbell, Fitzpatrick, Sandercock & Tyler, 2000:694-695).

According to Patton (2002:151), outcome evaluation has become a central focus, if not “the” central focus, of accountability-driven evaluation. The accountability factor is not so much about achieving quality as it is about demonstrating responsibility towards all parties involved. Rossi *et al.* (2004:175) further state that the most prominent fact of outcome evaluation is that it allows for communication between researchers who are involved in similar innovations.

Upon completion of an evaluation, it is important to provide feedback to the stakeholders involved in the programme. Dissemination of the results may help garner further support for the programme if it is successful, and help others gain support for the introduction of similar programmes. It is also important to share with others if the programme has not been successful and discuss weaknesses and relevant issues of the programme.

5.5 PRESENTATION OF THE PROGRAMME

The programme should be offered within a group setting as intrapersonal communication and interpersonal skills are fundamental to empowerment as an integral part of mental health of the late-adolescents showing aggression who did not complete secondary school education to address aggression in a constructive manner. The success of the programme is closely related to the method in which the information is relayed and how it is integrated through facilitation. A major obstacle is to get the late-adolescents showing aggression who did not complete secondary school education involved in the learning experience that the programme entails.

Late-adolescents showing aggression who did not complete secondary school education will be afforded the opportunity to learn, grow and develop rather than on gaining senseless new information. The ultimate goal of the programme is to assist the late-adolescent showing aggression who did not complete secondary school education in the following manner:

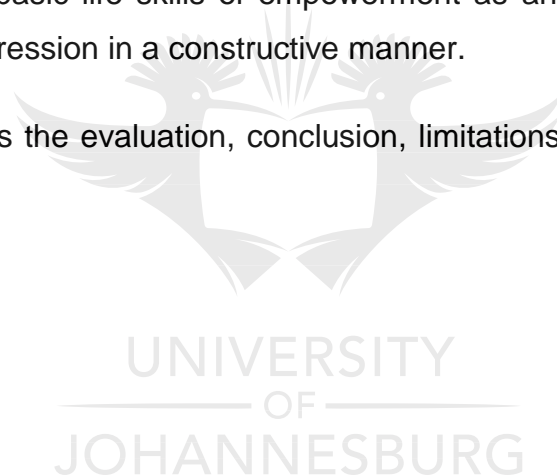
- Assisting late-adolescents showing aggression who did not complete secondary school education to take responsibility for their own personal development, growth and empowerment as an integral part of mental health.
- Envisioning and creating a better future for themselves.
- Finding new ways of dealing with and reacting to other aggressive and non-aggressive members of the community.
- Constructively managing the aggression they experience on a daily basis.
- Taking responsibility and ownership of the challenges they experience as late-adolescents showing aggression who did not complete secondary school education from the rest of the communities in which they reside.
- Making use of the opportunity of assisting other aggressive adolescents to change their lives for the better.

It is imperative that time should be set aside for further discussions with individuals who need further guidance and personal assistance.

5.6 SUMMARY

The focus of this chapter was to describe ways of implementing a psycho-educational programme to address late-adolescents showing aggression who did not complete secondary school education. This programme was designed to meet the specific needs of late-adolescents who did not complete secondary school education at a specific community and to assist them to cope with their aggression by equipping them with basic life skills of empowerment as an integral part of mental health to address aggression in a constructive manner.

Chapter 6 will address the evaluation, conclusion, limitations and recommendations of the study.



CHAPTER 6

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS OF THE PSYCHO-EDUCATIONAL PROGRAMME

6.1 INTRODUCTION

In Chapter 5, a psycho-educational programme to address late-adolescents who did not complete secondary school education showing aggression was described. The aim of the programme is to address the major themes and categories from the phenomenological interviews held with late-adolescents who did not complete secondary school education on their life stories of aggression in a specific community.

The programme is to be implemented with late-adolescents who did not complete secondary school education showing aggression. After each session, the participants would be requested to write down their experiences of the session. At the end of the programme, the participants would be asked to formulate and write down their experiences of the entire programme.

6.2 CONCLUSION

The overall aim of this research is to develop a psycho-educational programme and provide implementation guidelines aimed at addressing aggression of late-adolescents who did not complete secondary school education.

The researcher wanted to explore the factors that impacted late-adolescents showing aggression who did not complete secondary school education. The method

used to meet the broad objective was achieved by using a qualitative, exploratory, descriptive, contextual, and programme developmental approach research design method. The research design was discussed in detail in Chapter 2.

The following specific objectives were implemented in this research:

- To explore and describe the experiences of late-adolescents showing aggression who did not complete secondary school education.
- To develop a conceptual framework for a psycho-educational programme for late-adolescents showing aggression who did not complete secondary school education.
- To develop a psycho-educational programme.
- To describe guidelines to implement the psycho-educational programme.

The researcher followed four phases in conducting this research.

6.2.1 Phase 1: Situation analysis

In Phase 1 of this research, the researcher conducted in-depth phenomenological interviews with late-adolescents showing aggression who did not complete secondary school education. The approach was qualitative, exploratory, descriptive, contextual, and programme developmental by nature. Subsequently, the results of the phenomenological interviews were analysed and categorised by using the eight steps of qualitative data analysis of Tesch's in Creswell (2005:154-156).

The findings were contextualised and a literature control was conducted to validate the findings. To ensure trustworthiness the criteria, according to Lincoln and Guba (Lin Polit & Beck, 2008:539-40) model for trustworthiness, was applied to the research. The results shed some light on the life stories on aggression of the late-adolescents who did not complete secondary school education.

The results were of a three-fold nature. The first theme categorised was their life stories reflecting aggression as part of their life situation. They indicated that they experience aggression as context bound and that aggression is part of that which makes up their personal identity.

The second theme related to their life stories on aggression as a negative experience. It gave the researcher a perspective on the phenomenon that was discussed. They indicated that they associate aggression with the following:

- Fear
- Frustration
- Anger
- Despair
- An experience beyond their control (external locus of control)
- A challenge that is not easy.


These became stumbling blocks to their mental health as these factors influenced them to act in an aggressive manner to situations which they believe was beyond their control.

The third theme had to do with them verbalising measures to manage their aggression. They indicated that they are aware of the negative implications of their aggressive behaviour and provided suggestions to manage their aggression. Some suggested that if there were possibilities of them going back to school and getting back with their families or getting work, their present situation might improve. They also rose in their opinions that people need to sit down and talk problems through, reflect on what others say and show respect to others, thus applying self-control.

6.2.2 Phase 2: Development of a conceptual framework

In Chapter 4, the conceptual framework for empowerment as an integral part of mental health to address aggression in a constructive manner was discussed. The conceptual framework is a type of intermediate theory (Kakutani, 2009:14) that attempts to connect to all aspects of the inquiry such as:

- Problem definition
- Purpose
- Literature control
- Methodology
- Data collection
- Analysis.



The conceptual framework positions the researcher in relation to the research study. It also represents the integration of statements in terms of the researcher's interest, framework and expected outcome (Mouton, 2011:136). The conceptual framework for the development of a psycho-educational programme to facilitate empowerment as integral to mental health to address aggression in a constructive manner of late-adolescent who did not complete secondary school education, not only reflects the researcher's theoretical and practical assumptions of the programme but also defines central concepts. This permits the accommodation of both the outline of the programme components and the desired educational approach in the psycho-educational programme.

The process is summarised in a "thinking map" (Figure 4.1 section 4.3) that shows a journey with the late-adolescent showing aggression who did not complete secondary school education towards empowerment as an integral part of mental health to address aggression in a constructive manner, while also addressing the themes and categories.

6.2.3 Phase 3: Development of a psycho-educational programme

The aim of the psycho-educational programme is to facilitate empowerment as an integral part of mental health to address aggression in a constructive manner of late-adolescents who did not complete secondary school education. The programme includes the following:

6.2.3.1 Development of intrapersonal skills

Intrapersonal skills is an individual's perceived control or beliefs about competence to influence decisions that affect one's life (Holden et al. 2005:265).

6.2.3.2 Development of interpersonal skills

Interpersonal skills is the individual's belief about their own efficacy in the context of social and political systems as well as their beliefs about whether they can make decisions and take action toward a desired outcome even though social and political systems may be constructed to restrict their agency (Kinard & Webster, 2010:30).

6.2.3.3 Development of context-specific skills

Context-specific skills are the skills that need to be developed for individuals who share a common identity which takes place in a specific geographical locality and involves the adolescent's relationship with the members of the community around them.

6.2.3.4 Constructive management of aggression by late-adolescents who did not complete secondary school education

Late-adolescents who did not complete secondary school education showing aggression should be able to constructively deal with the aggression they experience on a regular basis.

6.2.4 Phase 4: Guidelines to implement the psycho-educational programme

These guidelines were derived from the described psycho-educational programme where each guideline has an objective statement and action.

6.3 RECOMMENDATIONS

Recommendations of this study will be discussed in terms of future research and programme implementation.

6.3.1 Future research

The role of the facilitator in the psycho-educational programme is not described in detail, thus it would be useful if there is a follow-up on how the facilitator is managing after the programme was devised. The psycho-educational programme can be better exposed by more effective marketing from the community leaders. There should be a follow-up study on how to motivate the participants to continue to apply the skills they acquired during the research programme. A critical re-evaluation of the programme after a year could be executed in order to determine new insights and adjustments to the programme which could possibly make it more effective.

The programme could be applied to other communities that find themselves in similar situations as the initial research project. In this way, the impact of the programme could be more widespread. Other late-adolescents showing aggression who did not complete secondary school education will be affected by the proposed approach to deal with their aggression. Research can be carried out into how this has affected them.

The changes in the attitudes of the late-adolescent showing aggression who did not complete secondary school education will spill over to others in a similar situation in the same community and possibly to other communities. Research can be carried out into how these spill overs have affected the other individuals of similar standing.

The programme will also have an impact on the support structures, families and friends of these late-adolescents showing aggression who did not complete secondary school education. These support structures could possibly need guidance on how to manage and deal with the changes in the participants. Research can be conducted into how these support structures of the late-adolescents showing aggression who did not complete secondary school education experience the effects of the psycho-educational programme.

6.3.2 Programme implementation

The researcher is of the opinion that once the success of the programme has been determined, the programme can be adopted by the Department of Education. In this way, more communities can benefit via the schools where certain educators showing an interest in this type of extra-curricular activity are instructed on how to implement the programme. The schools are fundamentally the gatekeepers to identify the phenomenon of aggression which is shown by late-adolescents who did not complete secondary school education and as such should be the entry point to address this phenomenon.

6.4 ORIGINAL CONTRIBUTION

The researcher has made an original contribution through this research study by:

- Ensuring a better understanding of the mindset and trigger factors of late-adolescents showing aggression who did not complete secondary school education.
- A conceptual framework as framework of reference to facilitate empowerment as an integral part of mental health to address aggression in a constructive manner of the late-adolescent who did not complete secondary school education.
- Description of a psycho-educational programme and guidelines to implement the psycho-educational programme.

6.5 CHALLENGES OF THE STUDY

The guidelines to implement the psycho-educational programme have not been applied in practice. It follows that the effect of the current study cannot be determined. This creates an opportunity for the actual implementation of the psycho-educational programme to be used as a spring board for programme implementation at a later stage for a further doctorate or for post doctorate research.

6.6 CONCLUSION

The growing concern by the public with regard to late-adolescents showing aggression who did not complete secondary school education is escalating. In this study, the challenges of late-adolescents showing aggression who did not complete secondary school education were presented.

The individual phenomenological interviews according to the qualitative research design in order to explore and describe the late-adolescents showing aggression who did not complete secondary school education provided an in-depth situation analysis. The findings of the situation analysis allowed the researcher to develop a contextualised conceptual framework for the psycho-educational programme. As a result of the conceptual framework, the structural format of the psycho-educational programme was described. Guidelines for the implementation of the psycho-educational programme were also given to address the late-adolescent showing aggression who did not complete secondary school education which is aligned with a qualitative research design.

The researcher found that one of the main categories that emerged from the analysis of the phenomenological interviews was the anger factor which is associated with aggression and found this insert from Crwys-Williams (2004:13) very apt:

“Anger is a temporary feeling - you soon forget it, particularly if you are involved in positive activities and attitudes. It is not easy to remain bitter if one is busy with constructive things.”



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