WHEN WHITE AFRIKAANS-SPEAKING ADOLESCENTS FROM DIVORCED FAMILIES FUNCTION RESILIENTLY – AN OVERVIEW OF THE PROTECTIVE ANTECEDENTS

by

Nadine Dunn

M.Ed. (Psig.)

Thesis submitted in fulfilment for the degree

Philosophiae Doctor

in

Education (Educational Psychology)

at the

VAAL TRIANGLE CAMPUS OF THE NORTH - WEST UNIVERSITY

Promoter: Prof. L.C. Theron

Vanderbijlpark

2008

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NADINE DUNN

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAALDRIEHOEKKAMPUS

2009 -04- 03

Akademiese Administrasie
Posbus Box 1174
VANDERBIJLPARK
1900

DECLARATION

Student number: 11962097

I declare that WHEN WHITE AFRIKAANS-SPEAKING ADOLESCENTS FROM DIVORCED FAMILIES FUNCTION RESILIENTLY – AN OVERVIEW OF THE PROTECTIVE ANTECEDENTS is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Dunn

NADINE DUNN

April 2009

DATE

ACKNOWLEDGEMENTS

My gratitude to:

- God, for giving me life and talents;
- my husband, Philip, for his unconditional love, encouragement, support and motivation. I would not have been able to do this without you;
- my parents, in-laws, sister, other relatives and friends for their support, motivation, patience and for believing in me;
- my promoter, Prof. Linda Theron, for her dedication, guidance, exceptional mentoring and patience;
- the White, Afrikaans-speaking adolescents from divorced families who were willing to participate;
- Rita van Wyk who did the proof-reading with such excellence;
- my mother, Beryl Venter, my mother-in-law, Anne-Marie Dunn, and colleague, Karin Steyn, for the translation of the interviews and proof-reading;
- the staff of the Ferdinand Postma Library at the Vaal Triangle Campus, especially Hendra Pretorius and Yvonne Engelbrecht;
- Prof. Casper Lessing for technical editing of the bibliography;
- the principals and educators connected to the schools where I worked and did my research, for the opportunity, inspiration and motivation; and
- everyone who, knowingly or unknowingly, has been part of the thesis.

SUMMARY

WHEN WHITE AFRIKAANS-SPEAKING ADOLESCENTS FROM DIVORCED FAMILIES FUNCTION RESILIENTLY – AN OVERVIEW OF THE PROTECTIVE ANTECEDENTS

By: **Nadine Dunn**
Degree: **Philosophiae Doctor – in the department Education (Psychology of Education)**
Promoter: **Prof. L.C. Theron**

Divorce is an ever-present phenomenon in society. This is also true for white Afrikaans-speaking adolescents. Some of these adolescents seem to cope resiliently with the risk inherent in divorce while others struggle to cope. I wanted to determine what protective factors and processes are present in the lives of white Afrikaans-speaking adolescents who do function resiliently. The aims of the study were to explain what adolescent resilience means, document the impact of divorce on adolescents, conduct an empirical study to determine what protective factors and processes contribute to resilience, and to develop resilience promoting guidelines in the form of a concept program for Life Orientation educators and other service providers who might encourage resilience among white Afrikaans-speaking adolescents from divorced families.

The study followed the prescriptions of the International Youth Resilience Study (IYRS), which includes a triangulated mixed method design. An advisory panel drawn from the communities of the participants helped to develop site specific questions and to identify resilient and non-resilient white Afrikaans-speaking adolescents from divorced families from different schools in three provinces. In total, 64 participants completed the Child and Youth Resilience measure (CYRM) and ten resilient adolescents were interviewed using semi-structured interviews. The resulting findings suggested that protective factors and processes inherent to the individual, relationships, the community and culture helped the resilient adolescents to cope adaptively with their parents' divorce. In line with more recent thinking, the findings confirmed that protective resources that encourage resilience are group-specific.

Using the protective factors and processes identified by the participants, I compiled a concept programme to encourage adolescents from white Afrikaans-speaking divorced families to function more resiliently. The concept programme includes a ten-session, group intervention programme for adolescents and complementary workshops for their parents, educators, friends and community leaders.

The concept programme was not implemented and so a future intervention study is recommended to test the concept programme. Future studies could also look at the relevance of the programme for adolescents from divorced families in other cultures.

KEY WORDS

resilience; protective resources; risk factors; divorce; divorce process; white Afrikaans-speaking; adolescent; concept programme; CYRM

OPSOMMING

WANNEER WIT AFRIKAANSSPREKENDE ADOLESSENTE UIT GESKEIDE GESINNE VEERKRAGTIG FUNKSIONEER – 'N OORSIG VAN DIE BESKERMENDE ANTESEDENTE

Deur: **Nadine Dunn**

Graad: **Philosophiae Doctor – in die departement Opvoedkunde (Opvoedkundige Sielkunde)**

Promotor: **Prof. L.C. Theron**

Egskeiding is 'n verskynsel wat altyd in ons gemeenskap teenwoordig is. Dit is ook waar met betrekking tot Afrikaanssprekende adolessente. Sommige van hierdie adolessente funksioneer veerkragtig met die inherente risiko verbonde aan egskeiding terwyl ander sukkel om hulle nuwe omstandighede te hanteer. Ek wou vasstel watter beskermende faktore in die lewens van wit Afrikaanssprekende adolessente wat wel veerkragtig funksioneer, teenwoordig is. Die doelwitte van die studie was om te verduidelik wat adolessente veerkragtigheid beteken, die uitwerking van egskeiding op adolessente te dokumenteer, 'n empiriese ondersoek te doen om vas te stel watter beskermende faktore en prosesse tot veerkragtigheid bydra, en om riglyne wat veerkragtigheid onder wit Afrikaanssprekende adolessente uit geskeide gesinne sal aanmoedig, vir Lewensoriëntering onderwysers en ander diensverskaffers te ontwikkel.

Die studie volg die voorskrifte van die Internasionale Jeugveerkragtigheidstudie (IJVS) wat 'n trianguleerde gemengde metode ontwerp insluit. 'n Raadgewende paneel saamgestel uit lede van die deelnemers se gemeenskappe het gehelp om liggingspesifieke vrae te ontwikkel en om veerkragtige en nie-veerkragtige wit Afrikaanssprekende adolessente uit geskeide gesinne in verskillende skole in drie provinsies te identifiseer. In totaal het 64 deelnemers die Kinders- en Jeugveerkragtigheidsmeting (KJVM) voltooi en tien veerkragtige adolessente het aan semi-gestruktureerde onderhoude deelgeneem. Die uiteindelike bevindinge het daarop gedui dat beskermende faktore en prosesse inherent aan die individu, verhoudings, die gemeenskap en kultuur die veerkragtige adolessente gehelp het om na hulle ouers se egskeiding aanpassend te funksioneer. In ooreenstemming met meer onlangse navorsing het die bevindinge bevestig dat beskermende faktore wat veerkragtigheid aanmoedig, groepspesifiek is.

Deur gebruik te maak van die beskermende faktore en prosesse wat deur die deelnemers geïdentifiseer is, het ek 'n konsepprogram ontwikkel om adolessente uit geskeide wit Afrikaanssprekende gesinne te help om meer

veerkragtig te funksioneer. Die konsepprogram bestaan uit 'n groepprogram van tien sessies vir adolessente en komplimenterende werkswinkels vir hulle ouers, onderwysers, vriende en gemeenskapsleiers.

Die konsepprogram is nie geïmplementeer nie en verdere studies met meer deelnemers word aanbeveel om dit te toets. Verdere studies kan ook kyk na die toepaslikheid van die program vir adolessente uit geskeide gesinne in ander kulture.

SLEUTELWOORDE

veerkragtigheid; beskermende hulpbronne; risikofaktore; egskeiding; egskeidingsproses; wit Afrikaanssprekend; adolessent; konsepprogram; CYRM

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CHAPTER 1

ORIENTATION OF THE STUDY

"Divorce is a process, not an event" – (Lansky, 2005:176)

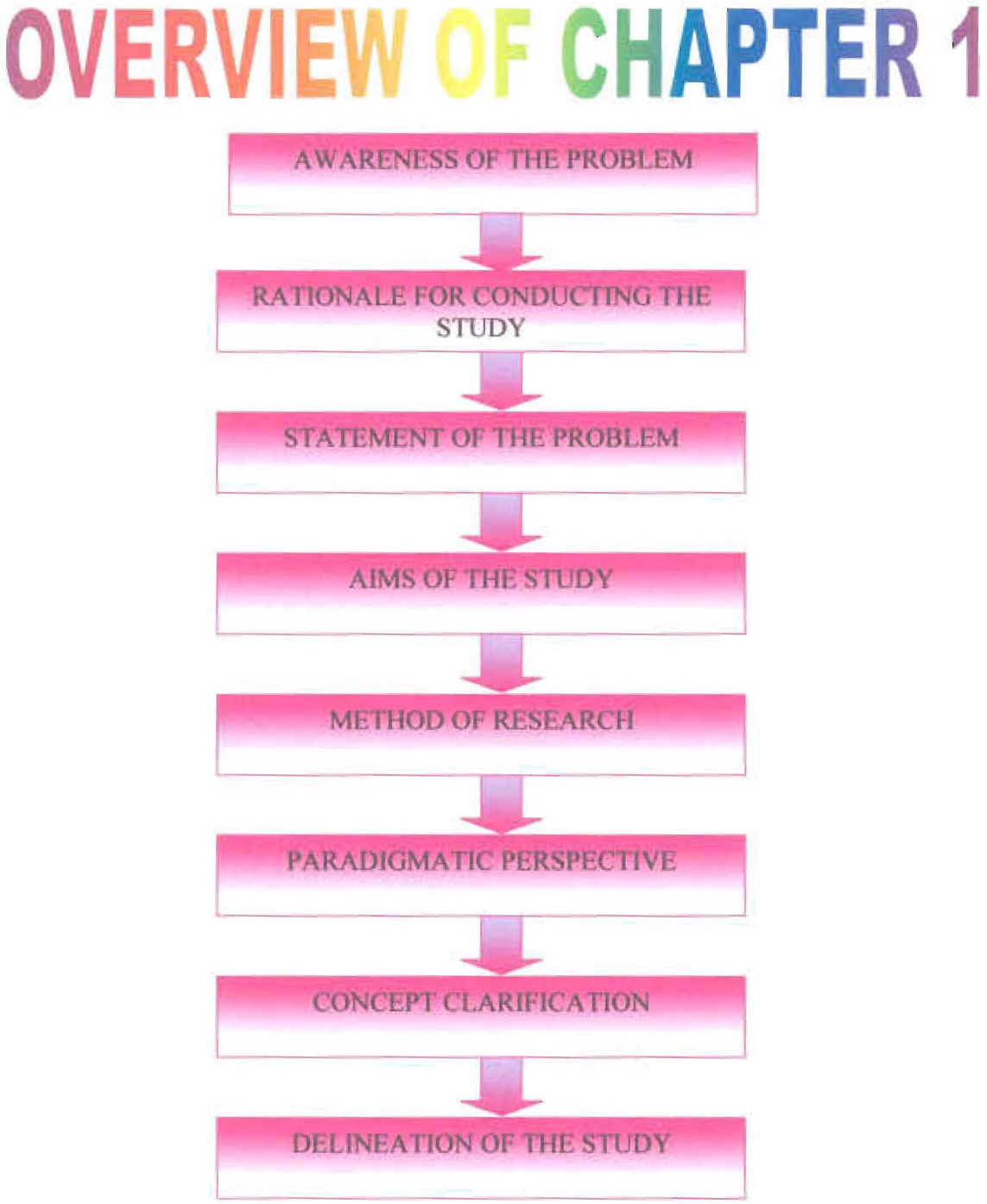


Figure 1.1 Overview of Chapter 1

1.1 INTRODUCTION

Resilience refers to adaptive behaviours despite extenuating circumstances (Gordon Rouse, 2001:461; Masten & Reed, 2005:76; Powers, 2002:165; Richman & Fraser, 2001:5; Rutter, 2001:34; Ungar, 2005: xvi-xvii). When adolescents face multiple risks, their potential to function resiliently is undermined (Fergusson & Lynskey, 1996:281; Nelson, Stage, Duppoing-Hurley, Synhorst & Epstein, 2007: 368; Newman, 2002:42). There are numerous risk factors which might potentially damage an adolescent's potential to behave adaptively. These risks typically originate in the adolescent or within the adolescent's family, environment or culture. Amongst these is the risk of experiencing parental divorce (Hawkins, 2005; Reed-Victor, 2003; Strasheim, 2003).

A large group of White, Afrikaans-speaking adolescents in South Africa is part of a growing number of adolescents whose parents are divorced making them potentially more vulnerable (Hawkins, 2005; Hetherington & Elmore, 2003:183; Kelly & Emery, 2003:356; Rodgers & Rose, 2002:1024) than other White, Afrikaans-speaking adolescents from intact families. The study which is being outlined in this chapter focuses on these adolescents, in particular White Afrikaans-speaking adolescents whose parents are divorced but who have demonstrated resilience and bounced back from these risk factors.

1.2 AWARENESS OF PROBLEM

Divorce is an increasing phenomenon, affecting more families each year (Basson, 2003:1). Marriage has become more optional and a less permanent institution (Cohen, 2002:1020; Corak, 2001:682; Hetherington & Elmore, 2003:182), causing an increase in the number of children living in single parent families. In South Africa, as in the United States, divorce rates are very high, with more than 34 400 divorces in 2002 (Statistics South Africa, 2005:1). This figure does not include people who are still married but not living together or those who are currently filing for divorce. The percentage of divorced White South Africans is the highest in South Africa compared to other population groups. The highest number of children[1] affected by divorce therefore also comes from White South African families (Statistics South Africa, 2005:2).

Divorce potentially involves painful transitions and numerous challenges for the adolescent. In many cases the divorce can be like a death in the family although it is in actual fact the death of a family (Hawkins, 2005). Divorce is sometimes experienced as a loss, while some children experience the loss as worse than the death of a parent, which they can mourn and from which they can then move on. Some adolescents experience divorce as a double loss: firstly, the loss of the parent who leaves and secondly, less emotional

[1] Child or children refers to young and older children (adolescents).

availability from the remaining parent struggling with his/her own emotions (Hett & Rose, 1991:38). Experiencing the loss of family and support provided by the family can place the adolescent in a vulnerable situation (Basson, 2003:1).

The impact of divorce on children and adolescents is multifaceted, ranging from emotional distress, financial problems, housing changes, poor relationships and many more negative implications (Amato & Keith, 1991a:26; Benokraitis, 1996:455; Cohen, 2002:1019; Duncan, 1994:444; Hetherington & Elmore, 2003:194). According to Wallerstein and Kelly (1976:264), divorce impacts fiercely on adolescents. The adolescents coming from a divorced family have to deal with normal developmental tasks with additional stressors from the divorce (Basson, 2003:1, Hoek, 2005:1), potentially placing the adolescent at risk. Although some adolescents are resilient, many are vulnerable and struggle to cope after their parents' divorce (Buchanan, MacCoby & Dornbusch, 1996:4; Hawkins, 2005; Hetherington & Elmore, 2003:183; Kelly & Emery, 2003:356). In my experience as an educator, coping with divorce is generally difficult for adolescents.

1.3 RATIONALE FOR CONDUCTING THIS STUDY

Not all adolescents do, however, become dysfunctional because of the risks outlined above. There are numerous adolescents who adapt to these stressors and who display psychological wellness regardless of their parents' divorce. These adolescents may be termed resilient. Resilience can be defined as patterns of good adaptation under extenuating circumstances - arising from individuals and their assets, from relationships with family and community, school and religion and other cultural traditions - or as the ability to rebound from adversity (Boyden & Mann, 2005:9; Gordon, 1996:63; Gordon Rouse, 2001:461; Greene & Conrad, 2002:37; Howard & Johnson, 2000; Masten & Coatsworth, 1998:205; Masten & Powell, 2003:16; Masten & Reed, 2005:76, 85; Ungar, 2006:55; Werner & Smith, 1992:2; Zimmerman & Arunkumar, 1994:4). Resilience therefore is the individual's capacity to navigate to and use health-promoting resources (such as support groups, stress management programs, school support services) as provided by the individual's family, community and culture in a culturally meaningful way (Ungar, 2005: xxxii; Ungar, 2008a). Typically, the adolescent who is resilient can be described as one who:

- ✓ evidences academic achievement;
- ✓ engages in pro-social conduct;
- ✓ enjoys peer acceptance and friendship;
- ✓ displays normative mental health; and
- ✓ engages in age-appropriate activities (Masten & Reed, 2005:76; Theron, 2007:362).

In my role as educator in both primary schools and high schools, I noticed how some White Afrikaans-speaking learners struggled to function resiliently and that their vulnerability was linked to their parents'

divorce. I also noted that not all adolescents from White Afrikaans-speaking, divorced backgrounds are vulnerable – despite the aforementioned risk factors, some continue to flourish. This prompted me to explore (empirically) why some adolescents from White Afrikaans-speaking, divorced backgrounds have the ability to adapt and evince resilience. A special interest was taken in finding out which factors contribute to adolescents being able to adapt (being resilient) to their parents' divorce.

This focus on resilience among White, Afrikaans-speaking adolescents was prompted by their accessibility to me (I teach White, Afrikaans speaking youth) and by the lack of information available on resilience among White, Afrikaans-speaking adolescents from divorced families. A lot of information is available on the effect of divorce on adolescents in general (Amato & Sobolewski, 2001:900; Cohen, 2002:1019; Duncan, 1994:444; Fagan & Rector; 2000; Hawkins, 2005:1; Hetherington & Elmore, 2003:182; Isaacs, 2002:329; Kelly & Emery, 2003:352; Wallerstein & Blackeslee, 1989:298), but little literary information specifically focused on White Afrikaans-speaking South African children whose parents are divorced could be sourced. In South Africa, the effect of divorce on the adolescent was studied in particular by Masters degree students (Basson, 2001; Cowan, 1999; Hoek, 2005; Jakobsen, 2000; Johnson, 2000; Van der Merwe, 1989; Vermeulen, 2004; Watson, 2003) and Doctoral students (Basson, 2003; Venter, 2000) but the information is by no means exhaustive. None of these studies focused just on White Afrikaans-speaking South Africans and none emphasized resilience. Ungar (2006:54) cautions that studies of healthy functioning must be conducted with sensitivity shown to the context and the culture of those being studied.

Table 1.1 gives a summary of completed studies in South Africa that focus on divorce and youth/adolescents.

THEME	SAMPLE AND FOCUS	METHOD OF RESEARCH AND FINDINGS
1. Poetry therapy as intervention strategy in the post-divorce adjustment of adolescent girls. **SOURCE** Hoek, F. 2005	**Sample:** Twelve Afrikaans-speaking adolescent females, six in a control group and six in the therapy group between the ages of 16 to 18, all from Bloemfontein. **Focus:** To improve adjustment of adolescent girls from divorced homes, specifically looking at self-esteem and emotional stability through integration of conflicting emotions, healthy relationships with family and peers and identity formation.	**Method:** ➢ A pre-test inventory measure for the control and experimental group; ➢ the experimental group participated in poetry therapy for eight weeks. After completion, both groups did a post-test; ➢ qualitative analysis was used in the analysis of the data; and ➢ five micro-maps were used as broad guidelines to analyse the poetry written by the participants. **Findings:** ➢ Statistically insignificant increase in self-confidence, self-esteem, self-control, nervousness and health; and poetry therapy gave them the opportunity to communicate, humour and improve verbalisation of feelings, causing them to view their home situation in a different light and become better equipped to communicate their needs and wants.

THEME	SAMPLE AND FOCUS	METHOD OF RESEARCH AND FINDINGS
2. The adolescent's reaction to parental divorce. **SOURCE** Van der Merwe, C.A. 1989.	**Sample:** Eight, White, late adolescents, four males and three females, aged between 18 to 23, at the Stellenbosch University whose parents had been divorced for more than a year. **Focus:** Looking at the grieving process by discussing various theories regarding grieving.	**Method:** ➢ Biographical questionnaire from Lazarus (1981) compiled and adapted by the psychologist at the Stellenbosch University; ➢ the 16 PF (16 Personality factors questionnaire); ➢ RHSF relationship questionnaire; ➢ the TAT (Thematic Apperception Test) with specific focus on cards 4, 6 and 10; and ➢ semi-structured interviews. **Findings:** ➢ Half of the participants were relieved when they found out about the divorce; ➢ five of the participants were aggressive towards the parent whom they blamed for the divorce and longed for the time before the divorce; ➢ five participants experienced ambivalent feelings towards their fathers while the relationship with their mother stayed the same; ➢ most of the participants had close friends with whom they could talk about the divorce although all the participants were initially shy to tell their friends about the divorce; ➢ six of the participants struggled to adapt to the decline in income; ➢ all had fears about their own future marriages; ➢ some felt they had more responsibilities, were more realistic and mature due to the divorce; ➢ half of the participants did not trust their own abilities to succeed; ➢ the mourning process was similar to that experienced when losing a parent to death although aggression and ambivalence lasted longer for parental divorce; and ➢ half of the participants were easily influenced by their home environment; and most of them felt insecure.
THEME	**SAMPLE AND FOCUS**	**METHOD OF RESEARCH AND FINDINGS**
3. The use of the Developmentally Facilitated Group Model (DFGM) for divorce-traumatised adolescents. **SOURCE** Jakobsen, M, 2000.	**Sample:** Six female participants, two Afrikaans girls and four Northern Sotho girls between the ages of 15 and 18 (late adolescence). **Focus:** ➢ To normalise parental divorce; ➢ to understand the emotions associated with divorce; ➢ to provide them with a safe environment in which to release their emotions;	**Method:** ➢ Photo-activity to identify feelings, attitudes, preferences, dislikes and values. Adolescents describe what is happening in the photo and how they are feeling; ➢ Developmentally facilitated group model with twelve group sessions; ➢ record all group sessions on video tapes; ➢ making of field notes; and ➢ questionnaires: self-concept questionnaire and a group therapy evaluation questionnaire.

	➢ to give them the opportunity to understand divorce; ➢ to develop coping strategies to deal with the negative feelings associated with divorce; ➢ to see if the DFG model works for late adolescents; and ➢ to see how the group therapy session works in a multi-cultural setting.	**Findings:** ➢ where fighting occurred before the divorce, the adolescents saw themselves as happier afterwards; ➢ participants were influenced more by events preceding the divorce than the divorce itself; ➢ saw themselves as different from their peers; ➢ participants reported feeling sad; ➢ school performance and aspirations were not affected by the divorce; ➢ four out of the five participants had a better relationship with their custodial parent than before the divorce; ➢ the participants' self-concept was influenced by events preceding the divorce and not just the divorce; ➢ the new model was successfully applied to the older adolescents within a multicultural environment; ➢ the participants were sensitive towards members of the other culture; and ➢ the participants did not indicate that they would have preferred a group comprising only their own culture.
THEME	**SAMPLE AND FOCUS**	**METHOD OF RESEARCH AND FINDINGS**
4. A group intervention programme for adolescents of divorce. **SOURCE** Johnson, C. 2000.	**Sample:** Eight adolescents between 13 and 17, four boys and four girls, all coming from various English medium schools, all White and from middle class economic status. **Focus:** To present a group intervention programme to assist children of divorce and to create a supportive group atmosphere in which children can: ➢ share divorce-related feelings; ➢ clarify common misconceptions; ➢ reduce feelings of isolation; ➢ develop coping skills; ➢ facilitate greater interaction and support among their peers; and ➢ to identify support structures.	**Method:** ➢ The following tests were used before the group sessions commenced and again after the completion of the group sessions: o The TAT (Thematic Apperception Test) o The ASCS (Adolescent Self-Concept Scale) o The BDI (Beck Depression Inventory) o The IPAT (IPAT Anxiety Scale) and o The FFAQ (Family Functioning in Adolescence Questionnaire) ➢ A group intervention programme running for 10 weeks. **Findings:** ➢ Participants could reassure and sympathise with one another because their circumstances were the same; ➢ there was a need to differentiate between early and late adolescence by taking into consideration their cognitive development; ➢ the late adolescents were able to think critically and distinguish between present reality and future possibility and had a positive influence on the younger members; ➢ the group process helped to alleviate some distress and had a positive impact on their self-concept and emotional well-being; ➢ the group should consist of six participants or the sessions should be increased to 90 minutes;

		➢ participants felt less isolated and different from their peers. ➢ participants also learned to identify and appropriately express their feelings about the divorce and were helped to reduce their confusion about the family situation.
THEME	**SAMPLE AND FOCUS**	**METHOD OF RESEARCH AND FINDINGS**
5. The development and evaluation of a holistic intervention programme for adolescents of divorce. **SOURCE** Basson, W.J. 2003.	**Sample:** Two experimental groups (group 1 had eight participants and group 2 had six participants) and one a control group (7 participants), consisting of White, middle-class adolescents from divorced families. Experimental group 1 attended the group without their parents' participation, while the parents of experimental group 2 attended a separate parent programme. The control group had no treatment. **Focus:** To develop and evaluate a holistic group intervention programme for adolescents of divorce which include a separate but parallel group programme for custodial parents, aimed at providing information and teaching copings skills.	**Method:** ➢ Nowicki-Strickland Locus of Control Scale; ➢ Children's Divorce Adjustment Scale (CDAS); ➢ Children's Beliefs About Parental Divorce (CBAPD) Scale; ➢ Epidemiological Studies Depression (CESD) Scale; and ➢ eight group sessions with the intervention programme for adolescents. **Findings:** A comprehensive manual was compiled to provide counsellors with effective techniques that focus on meeting the needs of the adolescents. The following themes were identified: ➢ losing out on childhood and family life; ➢ mother's relationship, especially with regard to new relationships; ➢ parental conflict that continues even after the divorce; ➢ dependency of parents on child, especially mothers who depend on their adolescent daughters for emotional support; ➢ father issues - intense anger, resentment and sadness often expressed towards their fathers; ➢ future relationships could be compromised as adolescents struggle with relationships with the opposite sex. This was also reflected in the view expressed by some that they would never marry and that marriage does not last; and ➢ focusing on the positive or finding meaning in the divorce event.

THEME	SAMPLE AND FOCUS	METHOD OF RESEARCH AND FINDINGS
6. The adolescent's experience of the single family due to divorce. **SOURCE** Basson, H. 2001.	**Sample:** Six English- and Afrikaans-speaking adolescents between the ages of 14 and 16, living in Gauteng. Three of the participants were male and three were female and none of their parents had been divorced for more than two years. **Focus:** ➢ To determine what adolescents experience due to parental divorce; ➢ how adolescents experience single parenting; and ➢ how divorce influences the adolescents' relationships with their parents, siblings, educators and peers.	**Method:** Structured interviews that were used in conjunction with the literature study to provide parents, educators and counsellors with guidelines. **Findings:** Specific guidelines were compiled. The guidelines included: ➢ being sensitive as divorce can be a shock to most of the adolescents; ➢ to build good relationship with the adolescents; ➢ not to fight in front of the adolescents; ➢ to be sensitive about giving extra chores so that they do not feel overwhelmed at home; ➢ encourage talking about emotions and listen attentively; ➢ inform adolescents about possible changes they can expect; ➢ it is important for the adolescents to know that the divorce was not their fault; ➢ parents should not threaten adolescents or pass negative remarks about the other parent; ➢ do not give adolescent the choice of where they want to stay; ➢ counsellors need to help adolescents recognise their feelings; ➢ help adolescents to convey their feelings in an appropriate way; ➢ help with conflict handling skills; and ➢ help in developing self-confidence.
THEME	**SAMPLE AND FOCUS**	**METHOD OF RESEARCH AND FINDINGS**
7. Parental divorce and its effect on adolescent adjustment. **SOURCE** Cowan, L. 1999.	**Sample:** 90 Grade 10 and 11 adolescents divided into an experimental group consisting of 45 participants from Grade 10 and 11 whose parents have been divorced for 3 to 6 years, while the other 45 Grade 10 and 11 participants were from intact families. The participants were either White, Indian or black.	**Method:** ➢ The researcher used the P.H.S.F (Personal, home, social and formal relations questionnaire) to determine if there was a significant difference between divorced families and intact families; ➢ a quasi-experimental group design was used with an experimental group and an equivalent comparison group; and ➢ three different models were used to look at divorce and adolescent adjustment: the family deficit model, transitional life-events model and the risk and protective model.

	Focus: ➢ to assess if there is a statistically significant difference in levels of adjustment three to six years after divorce compared to adolescents coming from intact families; ➢ the effect of divorce on adolescents three to six years after the divorce; ➢ to investigate whether the adjustment stabilises after an initial adjustment period; ➢ to confirm whether divorce is a transitional life-event or a more complex process with long-term implications; and ➢ to determine which approach is the best to explore the differences or lack of differences in adjustment.	**Findings:** The best system to use to describe adolescents is a holistic framework rather than looking at just one facet. There was a statistical significance with regard to participants from divorced homes. They ➢ had a lower self-esteem; ➢ were more nervous and preoccupied with their personal health; ➢ saw themselves as less influenced by family factors such as family togetherness and parental relationship; ➢ felt more restricted by their parents; ➢ had a lesser need for participation in social group interaction; ➢ were more likely to be described as introverts; and ➢ had a greater sense that their behaviour corresponded to accepted norms of society.
THEME	**SAMPLE AND FOCUS**	**METHOD OF RESEARCH AND FINDINGS**
8. Short-term structured play therapy with the latency-aged child of divorce. **SOURCE** Venter, C. 2006	**Sample:** A ten-year-old female latency child. **Focus:** The development of a short-term structured therapy program for latency-aged children between six and twelve years old.	**Method:** The following activities were used by the therapist to assess the effect of divorce on the participant: ➢ an interview with the child; ➢ structured play; ➢ five fantasies in a mutual story-telling format; ➢ fifteen family projection pictures; ➢ child's drawing of his or her family; ➢ graphic family sculpting activity; ➢ seventeen self-projecting pictures; ➢ sentence completion; ➢ projective play activity; and ➢ an interview with the parents. Play therapy was used that included the therapist, child and one of the parents. The treatment consisted of seven stages and the length of the therapy was determined by the speed with which each stage was worked through. **Findings:** ➢ A short therapy programme is feasible; ➢ one participant who seems to have benefited from the program; ➢ the programme effectively addressed six psychological tasks necessary for children of divorce to work through; and ➢ the findings of the research cannot be generalised to males.

THEME	SAMPLE AND FOCUS	METHOD OF RESEARCH AND FINDINGS
9. An analysis of schema theory and learning theory as explanations for variance in adolescent adjustment to divorce **SOURCE** Watson, N.M. 2003	**Sample:** A sample of 293 first year Psychology and Economics students at Stellenbosch University. **Focus:** ➢ To identify factors contributing to adjustment of adolescents whose parents are divorced by using learning theory and schema theory as possible explanations for the variance found in adjustment; and ➢ to research the possibility of attitude to divorce acting as a mediator between the parent-adolescent relationship and adolescent adjustment.	**Method:** ➢ Self-report questionnaires were completed by all 293 participants; and ➢ thirty-nine adolescents from divorced families and 38 from married families completed the following questionnaires: Antonovsky's Life Orientation questionnaire (measuring adjustment), Hudson's CAM and CAF questionnaires (measuring relationships with mother and father respectively), and a set of questions measuring attitude to divorce. **Findings:** ➢ Limited evidence for attitude to divorce acting as a mediator between the parent-adolescent relationship and adolescent adjustment. Schema theory not supported conclusively; and ➢ Learning theory adequately explained positive correlations found between parent-adolescent relationship and adolescent adjustment.
THEME	**SAMPLE AND FOCUS**	**METHOD OF RESEARCH AND FINDINGS**
10. The effect of parental divorce on adolescent girls in South Africa: an exploratory study of current status **SOURCE** Lefson, N.J. 1997	**Sample:** Ten adolescent girls between 13 and 17 years with parents divorced between one and twenty-four months. **Focus:** To examine the perceptions of adolescents from divorced parents with regards to: - the implications of the divorce for their life situation; - their preparedness for divorce and its consequences; - informal/formal support systems available; - effect on school performance; - effect on relationships with parents, siblings, extended family, teachers and peers.	**Method:** ➢ Semi-structured individual interviews. **Findings:** ➢ Unable to speak to both parents about the divorce; ➢ half of the girls could speak to their mothers; ➢ mixed feelings concerning relationships with parents; ➢ sixty percent of the girls felt supported by a sibling; ➢ mothers mostly informed the girls about the divorce although most of them expected a divorce; ➢ forty percent of the girls blamed themselves; ➢ most of the girls were satisfied with their living arrangement and felt that they would prefer deciding where they want to live; ➢ seventy percent of the girls never spoke in detail to someone about their parents divorce; ➢ eighty percent of the girls spend most of their time with a group of friends; ➢ fifty percent told a close friend first about the divorce; ➢ eighty percent of the girls experienced a decline in their school performance after the divorce; ➢ eighty percent of the girls felt that they did not receive support from teachers; ➢ more than half experienced somatic symptoms; ➢ seventy percent of the girls go to church and believed that their faith in God helps them to cope; and ➢ two-thirds of the girls had problems in relationships with the boys.

Table 1.1 Summary of studies done on divorce in South Africa

From the above table it can be seen that numerous studies have been done in South Africa, but none have focused exclusively on the experiences of White Afrikaans-speaking adolescents or resilience, although some of the studies did include White and Afrikaans-speaking participants along with other participants. International studies focusing on resilience after divorce were done by Hutchinson, Afifi and Krause (2006:21); Kelly and Emery, (2003:352); Pedro-Carroll, (2005:54); Quinney and Fouts, (2004:55); but none of these studies focus specifically on White Afrikaans-speaking South Africans. Without adequate information regarding what encourages resilience among White, Afrikaans-speaking adolescents from divorced families, Life Orientation educators and other service providers will be challenged to meaningfully coach and support such adolescents towards resilience. From previous studies, it is known that good intervention is specifically based on the needs and characteristics of the population for which it is intended (Mash & Wolfe, 2005:98; Theron, 2008:218). The current lack of information therefore necessitates a study regarding the antecedents of resilience among White Afrikaans-speaking adolescents from divorced families, so that Life Orientation educators and other service providers can effectively guide White Afrikaans learners from divorced families towards resilience. In other words, the rationale for this study is preventative: if we can understand what empowers resilient White Afrikaans-speaking adolescents from divorced families, service providers and Life Orientation educators can preventatively empower other White Afrikaans-speaking adolescents from divorced families.

1.4 PROBLEM STATEMENT

Based on the above, the problem central to this research is: What antecedents contribute to resilient functioning among White Afrikaans-speaking adolescents from divorced backgrounds?

The following research questions ensue from this:

- ✓ what is adolescent resilient functioning?
- ✓ what is the effect of divorce on adolescent resilience?
- ✓ what protective resources/processes contribute to resilient functioning among adolescents from White Afrikaans-speaking divorced families? and
- ✓ what guidelines can be provided to Life Orientation educators to encourage resilient functioning in White Afrikaans-speaking adolescents from divorced families?

1.5 AIMS OF THE STUDY

The overall aim of the study will be to determine the antecedents that contribute to resilient functioning among White Afrikaans-speaking adolescents from divorced backgrounds.

The above aim can be operationalised into the following sub-aims:

- ✓ to elucidate what is encompassed by adolescent resilience;
- ✓ to document the effects of divorce on adolescent resilience;
- ✓ to conduct an empirical study to determine what protective resources/processes contribute to resilient functioning among adolescents from White Afrikaans-speaking divorced families; and
- ✓ to develop guidelines in the form of a concept program for Life Orientation educators to foster resilient functioning in adolescents from White divorced Afrikaans-speaking families.

1.6 METHOD OF RESEARCH

The study will be designed to fit the prescriptions of the International Youth Resilience Study (IYRS) (www.resilienceresearch.org). The IYRS uses a mixed method approach, which will be described in more detail below.

1.6.1 Research Design

There are mainly three approaches to research, namely a qualitative approach, a quantitative approach and a mixed method approach (Creswell & Garrett, 2008:322; Ivankova, Creswell & Clark, 2007:264). In this study, I will use a triangulation mixed method design, which is a combination of both quantitative and qualitative approaches (Ivankova *et al,* 2007:266). Mixed method research can be defined as a process for collecting, analysing and "mixing" both quantitative and qualitative information at some stage of the research process within a particular study to understand the research problem more fully (Creswell & Garrett, 2008:328) while the triangulation mixed method design analyse both qualitative and quantitative data simultaneously (Ivankova *et al.*, 2007:266). In other words, quantitative data collection and analysis are done together with the qualitative data collection and analysis.

Qualitative research methodologies are identified as dealing with data that are verbal and quantitative research methodologies deal with data that are numerical (Babbie, Mouton, Voster & Prozensky, 2001; Ivankova *et al.*, 2007:255; Leedy & Ormrod, 2005:94). Qualitative research uses a range of methods which uses qualifying words and descriptions to record and investigate aspects of social reality (Ivankova *et al,* 2007:257) and is not useful for establishing prevalence and incidences (Gilgun, 2005:40), while quantitative research measurements record and investigate aspects of social reality using numerical data (Bless & Higson-Smith, 2000:156; Ivankova *et al.*, 2007:255). By using the mixed method design, better understanding can be gained about the phenomena under study.

The investigation will be conducted in three phases:

Phase 1

A literature study will be conducted into:

- ✓ risk and protective factors that feature in adolescent resilience; and
- ✓ resilience and divorce.

An overview of available literature sources is tabulated below:[2]

Theme	Sources
Risk and protective factors/processes that influence adolescents 	**Among others:** ✓ Boyden & Mann, 2005. ✓ Christle, Harley, Nelson & Jones, 2001. ✓ Fergusson & Horwood, 2003. ✓ Fergusson & Zimmerman, 2005. ✓ Lerner & Noh, 2000. ✓ Masten & Powell, 2003. ✓ Masten, 1997. ✓ Morrison & Cosden, 1997. ✓ Reed-Victor, 2003. ✓ Siqueira & Diaz, 2004. ✓ Theron, 2004.
Adolescent resilience 	**Among others:** ✓ Boyden & Mann, 2005. ✓ Brooks & Goldstein, 2004. ✓ Cook & Du Toit, 2005. ✓ Gouws, Kruger & Burger, 2000. ✓ Hetherington & Elmore, 2003. ✓ Howard & Johnson, 2000. ✓ Kim-Cohen, 2007. ✓ Masten & Reed, 2005. ✓ Newman, 2002. ✓ Owens & Shaw, 2003. ✓ Schoon, 2006. ✓ Siqueira & Diaz, 2004. ✓ Ungar, 2005, 2006, 2008a,b,c.
The impact of divorce on adolescents 	**Among others:** ✓ Amato & Keith, 1991a. ✓ Benokraitis, 1996, 2004. ✓ Clapp, 2000. ✓ Duncan, 1994. ✓ Duryee, 2003. ✓ Hetherington & Elmore, 2003. ✓ Johnson, 2000. ✓ Lansky, 2005. ✓ Masten, 1997.

[2] All pictures used were taken from Print Master 4.0.

Implications of divorce on adolescents 	**Among others:** ✓ Amato & Keith, 1991a. ✓ Clapp, 2000. ✓ Cohen, 2002. ✓ Duryee, 2003. ✓ Hetherington & Elmore, 2003. ✓ Jakobsen, 2000. ✓ Johnson, 2000. ✓ Lansky, 2005.

Table 1.2 Literature overview

As noted in 1.2, literature gives a general overview of resilience and divorce. Very little information could be found which specifically highlights the White Afrikaans-speaking adolescent's experience of divorce and the impact of such potential risk factors on resilience. This absence underlines the need for an empirical study with White Afrikaans-speaking adolescents, which in my study includes a survey (Phase 2) and a phenomenological study (Phase 3).

Phase 2 Survey Research

Administration of The Child and Youth Resilience Measure (CYRM) – included in Addendum D.

The CYRM consists of 58 questions with a five-point scale relating to resilience. In accordance with the IYRS specifications, fifteen site-specific questions will be added for each site. For this study, questions relating to being White and divorced will be added. The CYRM will be administered to 30 White Afrikaans-speaking adolescents whose parents are divorced and who were identified as resilient by advisory panels.

The advisory panels are prescribed by the IYRS to minimise researcher subjectivity in selecting participants and will consist of educators, peers and the school psychologist (where available). The advisory panel will have discussed, understood and agreed on the resilience criteria so that they can identify eligible youth. This discussion will be guided by an understanding of resilient adolescents as those who demonstrate academic achievement; pro-social conduct; peer acceptance, normative mental health and involvement in age-appropriate activities (Masten & Reed, 2005: 76; Theron, 2007:362). Thirty additional questionnaires will be administered to White Afrikaans-speaking adolescents whose parents are divorced, but are not seen by the panels as resilient. Adolescents who are not resilient are understood to be those who demonstrate poor academic achievement, anti-social conduct, struggled with peer acceptance and friendships, have mental health problems and who are not involved in age-appropriate activities.

Given the above, the total sample for the survey will be a purposive convenience sample of 60 White Afrikaans-speaking adolescents whose parents are divorced. The sample will be drawn from the Free State,

Gauteng and Mpumalanga because these areas were accessible to me. The sample will be purposive in that it will include adolescents who are seen as resilient and non-resilient by the panel after their parents divorced and who are White and Afrikaans-speaking. They were conveniently available in that I targeted schools in areas where I lived and worked. The adolescents' responses will be analysed using descriptive statistics. The survey research design is described in detail in Chapter 4.

Phase 3 Phenomenological Study

Semi-structured interviews will be conducted with resilient White Afrikaans-speaking adolescents whose parents are divorced.

In accordance with the specifications of the IYRS, phenomenological interviews will be conducted with resilient adolescents. A copy of the questions is included in Addendum E. Ten White, Afrikaans-speaking adolescents whose parents are divorced and who were identified by the advisory panel as resilient, will be randomly selected to participate in the interviews. The participants' names will be drawn from a hat to ensure that they all have an equal chance to be selected. A member of the advisory panel will then ask the candidates to participate in the interviews voluntarily, also explaining to them what the research is about. The parents of those candidates who agree to the interviews will be phoned to obtain their permission for their children to participate and the candidates themselves have to consent in writing. The responses of the candidates will be content analysed using inductive qualitative analysis.

Phases Two and Three will be conducted according to prevailing ethical principles as discussed in Chapter 4.

1.7 PARADIGMATIC PERSPECTIVE

All research is influenced by the researcher's perspective. This perspective includes the researcher's way of looking at the world, her prior experience and the theoretical foundation she has acquired during the literature overview (Gilgun, 2007:7).

1.7.1 Paradigms

The word paradigm comes from the Greek meaning model, pattern or example. Originally it was a scientific term but is used today to mean a model, theory, perception, assumption or a frame of reference (Covey, 1998:23; Joseph, 2000:11; Liebenberg, 2000:25). Paradigms are therefore basic sets of beliefs that guide actions and feelings about the world, and researchers' beliefs about how the world should be understood and studied (Denzin & Lincoln, 2000:19). Paradigms include an agreement about fundamentals and

specifications on the nature of research (Downing, 2000:67) and refer to people's framework or set of rules by which they operate and can be seen as a method of perception (Joseph, 2000:11). A paradigm is a set of scientific convictions like-minded scientists use to establish:

- how research is to be conducted;
- what to observe and scrutinise;
- what kind of questions are supposed to be asked;
- how the questions should be structured; and
- how the results should be interpreted (Goodson, 2004:34; Van der Walt, 2001:14; 29).

A paradigm is thus how the researcher perceives, understands and interprets the world (Covey, 1998:23). The paradigm which I choose will shape my method of conducting research, as paradigms are concerned with appropriate research practice, based on ontological (basic assumptions about the nature of reality) and epistemological (basic assumptions about what we can know about reality) assumptions, and on the relationship between knowledge and reality-assumptions (Shelmerdine, 2005:7).

A paradigmatic perspective is the source of knowledge, which helps the researcher to understand emerging research findings, but the paradigmatic perspective also restricts the researcher as it has borders, which only allows through information that is acceptable to the researcher (Liebenberg, 2000:25).

A paradigm is therefore not a theory but rather a network of convictions, developed through a set worldview and theoretical approach that the researcher uses to collect data and to draw conclusions (Venter, 2000:167). The paradigm used to do research therefore has a direct influence on the planning, execution and interpretations. In this research, I will use an interpretivist paradigm.

1.7.2 The Interpretivist Paradigm

In the mid-twentieth century, there was a shift away from positivism to post-positivism. Post-positivists realised that observations are fallible, that all theory is revisable and that scientific methods can only give us an approximation of the truth (Henning, van Rensburg & Smit, 2005:20). The interpretivist paradigm is post-positivist because it focuses on interpretation and understanding, rather than on predicting or criticising.

The emphasis of the interpretivist paradigm is on experience and interpretation. The interpretivist paradigm is concerned with meaning (De Vos, Schulze & Patel, 2006:6) and it seeks to understand social members' definitions and understanding of situations (Henning *et al.*, 2005:20). There is no objective reality independent of the observer's frame of reference as reality is mind-dependent and influences the process of observation. Reality is thus subjective and consisting of multiple realities as constructed through interaction

and meaning given to situations and experiences. Interpretivism is not concerned with the search for broadly applicable laws and rules but rather seeks to produce descriptive analyses that emphasise deep, interpretive understanding of social phenomena (Henning *et al.*, 2005:20; Le Roux, 2006).

- **Knowledge in the Post-Positivist/ Interpretivist paradigm**

Knowledge is constructed by observable phenomena, descriptions of people's intentions, beliefs, values, reasons, meaning, making and self-understanding. Knowledge is also gained through social constructs such as language, consciousness, shared meanings, documents and other artefacts (Henning *et al.*, 2005:20; Mertens & McLaughlin, 2004:53). Knowledge and meaning are acts of interpretation and there is no objective knowledge, which is independent of thinking and reasoning. Knowledge therefore provides suggestive interpretations by particular people at particular times (Shelmerdine, 2005:11,14). As with knowledge, all behaviour is based on interpretation and meaning exists in people's interpretation of the world (Shelmerdine, 2005:16). If people's actions are to be understood, it is important to understand those actions in the way the people do (Le Roux, 2006). In order for a me to understand a phenomenon, I have to look at different places and at different things (Henning *et al.*, 2005:20).

In other words, it is necessary to gather multiple, experienced participant perspectives of a phenomenon to truly understand a phenomenon from the participants' experience.

1.7.3 Assumptions

The role of the researcher in the Post-Positivist/Interpretivist paradigm is to interpret the participants' world while keeping in mind that these interpretations need to be reliable. The credibility of the researcher depends on the researcher's independence and awareness of assumptions, as the researcher's own belief system can create bias (Walker & Dewar, 2000:714).

My personal paradigm is very important to the study as I am the primary gatherer and interpreter of the data (Creswell, 1994:145). My assumptions, preconceived notions and values must consequently influence the research. This is a potential danger to the validity of the conclusions drawn (Maxwell, 1996:26) and so I am aware of my assumptions, preconceived notions and values and how these might influence my findings.

With regard to this study, it is important to note that I hold assumptions related to the framework of positive psychology. Positive psychology no longer views human beings as passive victims of fate. Instead, humans are understood to be people capable of choices, thoughts and decisions that promote the potential for mastery and resilience despite adversity (Seligman, 2005:5). Because of my alignment with this belief, I will be open

to stories of coping and wellness, despite negative circumstances of divorce. I believe (given my theoretical knowledge) that inter- and intrapersonal protective resources found in individuals, their families, peer groups, schools and culture encourage resilience. I myself am a White, Afrikaans-speaking South African and this may bias my interpretations of the participants' stories.

I am aware of the above beliefs and will remain cognisant throughout of the potential impact of the above on how I analyse data. To counteract this, a second reader will verify my analysis -- when the second reader queries interpretations, the reader and I will debate the analysis and at times, changes will be made. In addition, I will carry out respondent validation, which will entail asking some of the participants to verify their interpretations.

Within the Post-Positivist/Interpretivist paradigm, research refers to a descriptive or summarising method with the following characteristics:

Characteristics of the Post-Positivist / interpretivist paradigm

Characteristics	**Application in this study**
Most data are obtained indirectly through other people or media such as academic books.	Data will be collected from questionnaires and interviews with White Afrikaans-speaking adolescents whose parents are divorced. A thorough literature study will done prior to the collection of empirical data. The insights gleaned from the literature will help me to make sense of the data collected from the adolescent participants.
Most researchers spend time in libraries and studies to find material from books.	A literature study will be done on resilience and the impact of divorce on (White Afrikaans-speaking) adolescents. This will be done prior to the empirical data collection.
Most results are impressionistic generalised, approximate, theoretical and propositional.	The results from the literature study originate from studies in multiple countries, not just South Africa. Generalisations will be made from other countries about what kind of behaviour can be expected in South Africa. However, these generalisations will be noted. The empirical study will be used to create working hypotheses (i.e. emerging findings that need to be verified by further, more robust studies) about what is true of resilient White Afrikaans-speaking adolescents from divorced backgrounds. Because the number of participants will be limited, the results will only provide an impression or approximation and cannot be used to predict adolescent behaviour under similar conditions of risk. In addition I will be cognisant that my belief system will impact on my interpretation of the results (as noted above).

The research results are generally of no direct help or offers no guidance to actual work.	The research results on the questionnaires will require statistical analysis (ANOVA) and verification. The interviews will be inductively content analysed. Only then can the results be meaningful, even though they are limited to the participant sample of this study. As such they have no predictive value. However, they will allow a deeper understanding of what shapes resilience among White Afrikaans-speaking adolescents from divorced backgrounds and this understanding will be used to suggest guidelines for Life Orientation (LO) educators. The LO educators will be reminded that the guidelines are based on a small sample of participants and as a result should be used discriminately. Once the guidelines are in use, they will need to be evaluated and reviewed in a future study.

Table 1.3 Characteristics of the Post-positivist / interpretivist paradigm (Tones & Green, 2004:327; Xinping, 2002:39, 40).

1.8 CONCEPT CLARIFICATION

In order to clarify concepts that will be used throughout the research, the following paragraphs will deal with a description of the relevant terms.

Adolescence

Adolescence refers to a period of development beginning with the onset of puberty and ending with the attainment of physiological and psychological maturity (Reber & Reber, 2001:13). Adolescence ranges from approximately 12 to 18, although females mature more rapidly than males (Spear, 2000:419). The exact time period depends on diverse factors and processes such as the surrounding culture, gender and biological development (Lerner & Galambos, 1998:413; Lerner & Noh, 2000:121). Adolescence ends when a person attains certainty of identity, can be emotionally independent from his or her parents, has his or her own system, values and norms, can enter into adult relationships based on love and friendship and when the person is economically independent (Gouws & Kruger, 1996:3).

Afrikaans

Afrikaans is a language that developed from Dutch as a result of interaction between European colonists (Giliomee, 2004:25). Afrikaans is spoken mainly in South Africa but also in some of the neighbouring countries such as Namibia (Jayawickrama, 2002: 835). Afrikaans as language in South Africa has developed

to a language with full University status (Giliomee, 2004:25) and is widely used mostly by Whites in South Africa (Giliomee, 2004:45). Afrikaans is one of the 11 official languages of South Africa (Rossouw & Oosthuizen, 2003:12).

Divorce

Divorce is the legal dissolution of a marriage contracted between a man and a woman, by a judge of a court of competent jurisdiction or by an act of elected representatives (Lansky, 2005:106). Divorce is therefore the legal and formal dissolution of a marriage (Benokraitis, 1996:452; Grisewood, Morris & Morris, 2006:76; Lansky, 2005:106) and covers the period from the time of separation until the end of the legal marriage. According to Bohannon (Hall, 2005; Shaub, 2002; Williams, 2005), there are six stages of divorce. They are:

- ✓ emotional divorce;
- ✓ legal divorce;
- ✓ economic divorce;
- ✓ co-parental divorce;
- ✓ community divorce; and
- ✓ psychic divorce.

Each of the above stations impacts differently on adolescents.

Protective factors/resources/processes

Protective factors/ resources/ processes predict adaptive outcomes under high-risk conditions by mediating the relationship between stress and competence (Armstrong, Stroul, Boothroyd, 2005:392; Bersthorn, 2005:123; Fergus & Zimmerman, 2005:399; Hirayama & Hirayama, 2001:77; Masten & Reed, 2005:77; Schoon, 2006:76; Wright & Masten, 2005:19).

Resilience

Resilience is the ability to adapt positively in the context of significant risk or adversity. A resilient person therefore has the ability to rebound from adversity (Brooks, 2005:297; Demo, Aquilino & Fine, 2005:121; Froma, 2006:4; Masten & Powell, 2003:16). Resilience is identified by the following two criteria (Masten & Reed, 2005:76; Richman & Fraser, 2001:5-6):

- ➢ developmental threat: significant threat to the individual, or exposure to acute adversity or trauma; and
- ➢ the quality of adaptation or development is good or the response to adversity is successful.

Risk factors

Risk factors are factors that are associated with vulnerability as they can negate or minimise opportunities and resources (Fergus & Zimmerman, 2005:399; Greene, 2002a:4; Kelly & Emery, 2003:355; Masten & Powell, 2003:7; Rodger & Rose, 2002:1025; Schoon, 2006:8; Seidman & Pedersen, 2003:318; Theron, 2004:317; Wright & Masten, 2005: 19).

1.9 DELINEATION OF STUDY

The following is a preview of the chapters:

Chapter 2	Literature on the process of resilience, risk and protective factors.
Chapter 3	The process of divorce and impact of divorce on adolescents and studies done in South Africa.
Chapter 4	Research methodology.
Chapter 5	Analysis of the CYRM results and factors contributing to resilience.
Chapter 6	Analysis of the interviews regarding the antecedents of resilience.
Chapter 7	Concept programme using already existing programmes and information obtained from this study.
Chapter 8	Conclusion to this study looking at the findings, limitations and recommendations.

Table 1.4 Delineation of study

1.10 DELIMITATION OF THE STUDY

Delimitation of the study refers to the boundaries of the study (The American heritage dictionary of the English language, 2003). The boundaries of this study are limited to the field of Educational Psychology. Educational psychology is a combination of two separate fields of studies namely psychology and education. Educational psychology is concerned with understanding and researching the processes of teaching and learning and developing ways of improving the affiliated classroom practices and learner wellbeing (Aquino & Razon, 2000:1; Nayak & Rao, 2008:2). A wide variety of topics in the field of educational psychology include learning theories, teaching methods, motivation, cognitive, emotional and moral development; and parent/child relationships (Aquino & Razon, 2000:2; Edwards & Louw, 1998:8; Nayak & Rao, 2008:2). In my study, the focus was on the resilience of the white Afrikaans-speaking adolescent whose parents had been

divorced. In other words, my study focused on discovering what contributed to the resilience of these learners, so that teachers, peers and communities could implement practices that would encourage resilient emotional development of learners from similar contexts.

Furthermore, the study is delimited by the focus of the research focus area (Focus Area 5.1) of North-West University in which my promoter and her students conduct research. One of the foci of Focus Area 5.1 concentrates on research which might contribute to teaching-learning organizations (including their stakeholders) coping more effectively with life's challenges and so promote health. My study falls within this gambit as it will focus on the antecedents of resilience among White Afrikaans-speaking adolescents from divorced families with a view to capacitating youth in similar situations and their ecologies (including their teachers) to support them.

The study is further limited to White, Afrikaans-speaking adolescents from divorced families. This delimitation relates to the gap in current literature documenting resilience in youth as outlined in 1.3 of this chapter.

1.11 CONCLUSION

In this chapter, an overview was provided of what this study will entail. In the following chapter the resilience process will be discussed.

CHAPTER 2

ADOLESCENT RESILIENCE

Trust is the path, acceptance, the direction, serenity, the destination, self-centeredness, a detour and impatience, a rock in your shoe (Martin Todd in Canfield, Hansen, Ackerman, Peluso, Seidler & Vegso, 2004:1).

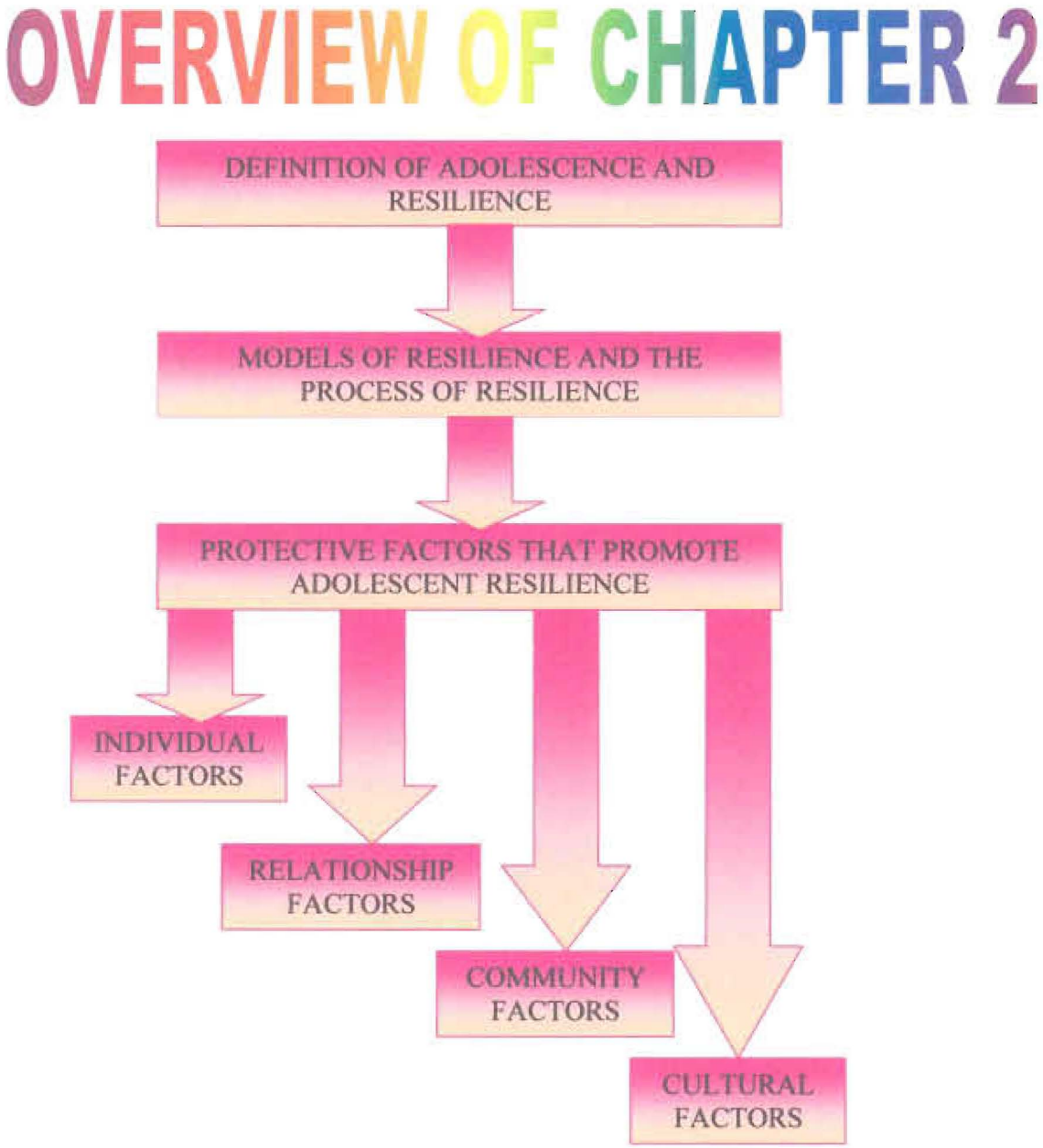


Figure 2.1 Overview of Chapter 2

2.1 INTRODUCTION

Setbacks are sometimes an inevitable part of life and humans vary to a great extent in their adaptability to these experiences (Kim-Cohen, 2007:271). Individual responses to setbacks are varied: in the face of adversity, some individuals continue along a path of self-actualisation, whilst others become vulnerable and succumb to the setback (Gerard & Buehler, 2004:1832; Rutter, 2003:489; Theron, 2004:317). What distinguishes the former group may be the presence of resilience or the ability to cope and bounce back from difficulties (Gordon Rouse, 2001:461; Masten & Reed, 2005:76, 85; Zimmerman & Arunkumar, 1994:4).

Adolescence is a time of rapid development, affecting all areas of development, including cognitive, conative, affective, social and normative development and personality. When faced with challenging developmental tasks and additional risk factors such as divorce, vulnerability in adolescents can become heightened (Fergusson & Horwood, 2003:130; Masten & Reed, 2005:77). This chapter will focus on a holistic view of the adolescent with regard to divorce by first defining who the adolescent is, then defining resilience and thereafter exploring the antecedents of resilience.

2.2 ADOLESCENCE DEFINED

Adolescence is defined by Reber & Reber (2001:13) as the period of development –physiological, cognitive, emotional, physical appearance and personality - marked at the beginning by the onset of puberty and at the end by the attainment of physiological or psychological maturity (Cauce, Stewart, Rodriques, Cochran & Ginzler, 2003:343; Lerner & Noh, 2000:121). It is the state of growing up from childhood to manhood or womanhood, youth, or the period of life between puberty and maturity, generally considered to be, in the male sex, from fourteen to twenty-one. For females, however, the age of puberty may differ because females mature quicker (Cauce *et al.*, 2003:344; Dick, Rose, Pulkkinen & Kaprio, 2001:385; Spear, 2000:419). Female adolescence starts between the ages eleven to fourteen, with girls reaching puberty on average two years earlier than boys (Lerner & Noh, 2000:121). There are no exact ages for adolescence (Spear, 2000:419). In summary, adolescence is the transition period between the dependence of childhood and the independence of adulthood (Schoon, 2006:122).

In South Africa adolescence legally ends when the adolescent is able to vote and no longer needs consent from his or her parents or caregivers, which is the age of 18 (Msimango, 2007; Children's Act, 38/2005). Psychologically adolescence ends when a person attains certainty of identity, can be emotionally independent from parents, has developed his[3] own system of values and norms, and can enter into adult relationships

[3] Within this Chapter the term "his" also refers to "her".

based on love and friendship (Erikson, 1963:261). From an economic perspective, adolescence ends when the individual has the ability to live by his own means and follow a successful occupation (Gouws & Kruger, 1996:3).

Adolescence can be a critical stage in human development, when young people face many critical decisions which may have the capacity to influence their developmental pathways (Meyer, 2000:229; Williams, 2002:203). It is also a time during which the individual is potentially erratic, emotional, unstable and unpredictable (Basson, 2003:8). Thus, when adolescents face the additional task of adjusting to their parents' divorce, resilience may well be threatened.

2.3 RESILIENCE DEFINED

The term resilience initially came from physics where the mechanical characteristics of material are able to absorb shock and recover their initial shape and properties afterwards (Medioni, 2005). These characteristics can be understood in psychological terms too, as outlined below.

Resilience is generally described as the ability to thrive, mature, increase competence or bounce back from adverse circumstances or obstacles (Gordon, 1996:63; Gordon Rouse, 2001:461; Howard & Johnson, 2000; Werner & Smith, 1992:2). It is most typically defined as patterns of positive adaptation in the context of significant risk or adversity or the ability to rebound from adversity (Boyden & Mann, 2005:9; Fergus & Zimmerman, 2005:401; Gordon, 1996:63; Gordon Rouse, 2001:461; Greene & Conrad, 2002:37; Howard & Johnson, 2000; Masten & Coatsworth, 1998; Masten & Powell, 2003:16; Masten & Reed, 2005:76, 85; Reed-Victor, 2003; Werner & Smith, 1992:2; Wright & Masten, 2005:19; Zimmerman & Arunkumar, 1994:4). Adversity is variably defined and may result from the interaction between an individual and the environment that threatens the satisfaction of the individual's needs and competencies thereby leading to disorder or risk for maladaptive outcomes (Goldstein & Brooks, 2005:9; Masten & Coatsworth. 1998:205; Perkins & Borden, 2003:348; Sandler, 2001:19; Sandler, Wolchik, Davis, Haine & Ayers, 2003:214). Risk does not usually exist in isolation but in interaction with other influences (Schoon, 2006:9). Thus, when an adolescent is characterized as resilient it implies (1) that he is doing "okay" and has avoided negative trajectories commonly associated with adolescents at risk and (2) that there is or has been significant risk or adversity to overcome (Masten & Coatsworth, 1998:205; Masten & Reed, 2005:75; Schoon, 2006:8). The broad characteristics of the resilient adolescent include peer acceptance, academic achievement, age appropriate behaviour, normative mental health and pro-social conduct (Masten & Coatsworth, 1998:206; Masten & Reed, 2005:75; Zucker, Wong, Puttler & Fitzgerald, 2003:81-84).

Resilience is a dynamic developmental process or transaction between individuals, their environment, culture, psychological and physiological processes (Benard, 1999:270; Boyden & Mann, 2005:9; Cameron, Ungar & Liebenberg, 2007:285; Evans & Prilleltensky, 2005:407; Greene & Conrad, 2002:33; 37; Koller & Lisboa, 2007:342; Schoon, 2006:6, 95; Siqueira & Diaz, 2004:150). The implication of the aforementioned is that resilience refers to a general pattern of observed behaviour that describes the individual for a specific time and not generally for all time (Borkowski, Whitman & Farris, 2007:24; Sroufe, 1997:252).

Resilience is also impacted by culture (Schoon, 2006:12). What one culture defines as resilient might not be seen by another culture as resilient. For example, in other cultures it might be acceptable to speak to strangers while it is often regarded as dangerous in the White, Afrikaans culture. White, Afrikaans speaking adolescents who speak to strangers might be seen as vulnerable by behaving in this manner. Resilience is not a trait of an individual (Masten & Powell, 2003:4; Peterson & Seligman, 2004:78; Ungar, 2005:xxxii), though individuals manifest resilience in their behaviour and life patterns. More and more, researchers are defining resilience as a process in which young people navigate towards and negotiate for protective resources that support resilient functioning, and that these protective resources differ from culture to culture (Cameron *et al.*, 2007: 285; Ungar, 2008a). Thus within a given culture, an individual needs to identify and utilise personal and contextual strengths and assets to adapt in the face of adversity. In this dynamic process of adaptation the adolescent needs to negotiate and make the most of protective factors available to him (Cummings, Davies & Cambell, 2000:144; Dass-Brailsford, 2005:574; Fergus & Zimmerman, 2005:399; Kitano & Lewis, 2005:200; Luthar, Cicchetti & Becker, 2000:543; Mampane & Bouwer, 2006:445; Nettles, Mucherah & Jones, 2000:47; Olsson, Bond, Burns, Vella-Brodrick & Sawyer, 2003:1).

2.3.1 Resilience Process

As noted above, resilience refers to a dynamic, contextually-relevant process and not to a fixed trait (Cameron *et al.*, 2007:297; Evans & Prilleltensky, 2005:407; Kim-Cohen, 2007:272; Luthar & Zelazo, 2003:513; Schoon, 2006:17). It may also be referred to as an outcome but then the maintenance of functionality is emphasised (Cameron *et al.*, 2007:297; Reed-Victor. 2003). This means that the individual continues to behave competently despite risk and stressful situations. For the purposes of this study, resilience is considered to be a dynamic process.

When resilience is a dynamic process of adaptation, it is a product (in progress) of the individual's unique strengths, capacities, vulnerabilities and 'goodness of fit' with the demands and opportunities of the environment (Reed-Victor, 2003). This process can occur at any age, under any adverse circumstances and can reappear repeatedly in different ways (Blundo, 2002:143). Protective and risk factors are integral to the

process of resilience: there is an interactive relationship between the protective factors, risk factors, the risk exposure and the outcome of resilience (Fergusson & Howood, 2003:132). Both risk and protective factors arise from the individual or from the ecosystem of the individual and typically include intrapersonal factors (like intelligence, temperament, social skill) and interpersonal factors (like mentoring relationships, good parenting peer influences, cultural beliefs, school systems) which the individual has to navigate through (Heath, Toste & Zinck, 2008:40; Ungar, 2008b:23). Although there are a number of protective factors that are universal such as intelligence, gender, autonomy, socials skills, internal locus of control and good parental practices (Bahr & Pendergast, 2007:193; Boyden & Mann, 2005:15; Gordon Rouse, 2001:462; Lopez, Prosser, Edwards, Magyar-Moe, Neufeld & Rasmussen, 2005:707; Newman, 2002; Resnick, Blum, Bauman, Harris, Jones, Tabor, Beuhring, Sieving, Shew, Ireland, Bearinger & Udry, 1997:830; Schoon, 2006:80), not all protective factors and processes present equal amounts of protection to all adolescents in all contexts and cultures. For example, living with extended family may be protective to adolescents whose parents are frequently absent but may be less protective to adolescents living in over-crowded dwellings or in autocratic, hierarchical family systems. In understanding the value and threat of protective factors and processes, the context must be taken into account.

The rest of this chapter will focus on protective factors and processes. Risk factors will be discussed in Chapter Three, with specific reference to the risks incumbent to parental divorce (given the focus of this study).

2.4 PROTECTIVE FACTORS AND PROCESSES THAT PROMOTE ADOLESCENT RESILIENCE

Protective factors are qualities (variables) and processes fundamental to persons or contexts (families, communities, culture) that predict better outcomes under high-risk conditions as protective factors mediate the relationship between stress and competence (Armstrong *et al.*, 2005:392; Bersthorn, 2005:123; Fergus & Zimmerman, 2005:399; Hirayama & Hirayama, 2001:77; Masten & Reed, 2005:77; Schoon. 2006:76; Wright & Masten, 2005:19).

Protective factors serve to moderate against effects of risk situations by buffering, interrupting or preventing problems from occurring so that the individual is better able to adapt (Cook & du Toit, 2005:250; Fergus & Zimmerman, 2005:400; Greene, 2002a:4; Greene & Conrad, 2002:34; Kaplan, 1999:46; Kim-Cohen, 2007:274; Schoon, 2006:77; Schoon & Bynner, 2003:23; Sieh, 2005:276; Wright & Masten, 2005:22).

There are a number of models that attempt to explain the role of protective factors in the resilience process. No single model is unanimously accepted as providing a definitive explanation. Some models, like **the compensatory model**, suggest that protective or compensatory factors are the converse of risk factors (Cook & Du Toit, 2005:249; Fergusson, 1999) and may neutralize or mitigate the impact of stressors on a specific outcome (Cook & Du Toit, 2005:249-250; Fergus & Zimmerman, 2005:401-403; Masten & Reed, 2005:76). Others, like **the balance model,** suggest that as long as the balance between protective and risk factors is manageable, the individual will cope with the situation (Loesel & Bliesener, 1994; Werner & Smith, 1982). According to the **challenge model** the exposure to a moderate amount of stress/risk strengthens the individual to cope with difficulties at later points in life, due to skills and buffering experience obtained through exposure to modest risk (Schoon, 2006:75). Children who learned to cope well with prior adversities are likely to feel more competent in coping with future difficulties (Cook & Du Toit, 2005:249; Fergus & Zimmerman, 2005:403). The **cumulative effects model** suggests that risk or protective effects depend on the availability of psychosocial resources (Schoon, 2006:76). The joint influence of different assets and protective resources has a cumulative effect that compensates or counteracts adversity (Carrey & Ungar, 2007:504; Richman & Fraser, 2001:4).

Some models are more sophisticated. For example, according to the **developmental-contextual systems model**, the individual's adjustment is shaped by different spheres of influence. The different spheres are interrelated and mutually independent. The model has a systems view of resilience that assumes a holistic approach incorporating multi-level person-context interactions. Accordingly, protective factors and processes are inherent to development over time that acknowledges a reciprocal interaction between risk experiences and adjustment within a wider socio-historical context (Schoon, 2006:25-26). In a similar manner, the International Resilience Project suggests that protective factors and processes exist in tension to one another and to the given context of youth. Accordingly, youth need to negotiate for material resources, positive relationships and supportive relationship networks, a positive identity, a collective identity and allegiance to the broader community (socially and spiritually), experiences of power and control, cultural adherence and social justice or capacity to assert their rights both individually and collectively. The successful negotiation for these factors and processes would typically encourage resilience (Cameron et al., 2007:296; Ungar, 2008a; Ungar, 2008b:22).

Regardless of how one explains the function of protective factors and processes, they can typically be described in relation to four (C.f. Figure 2.3) primary systems in the adolescent's world (Howard & Johnson, 2000), as summarized in Figure 2.2 on the next page:

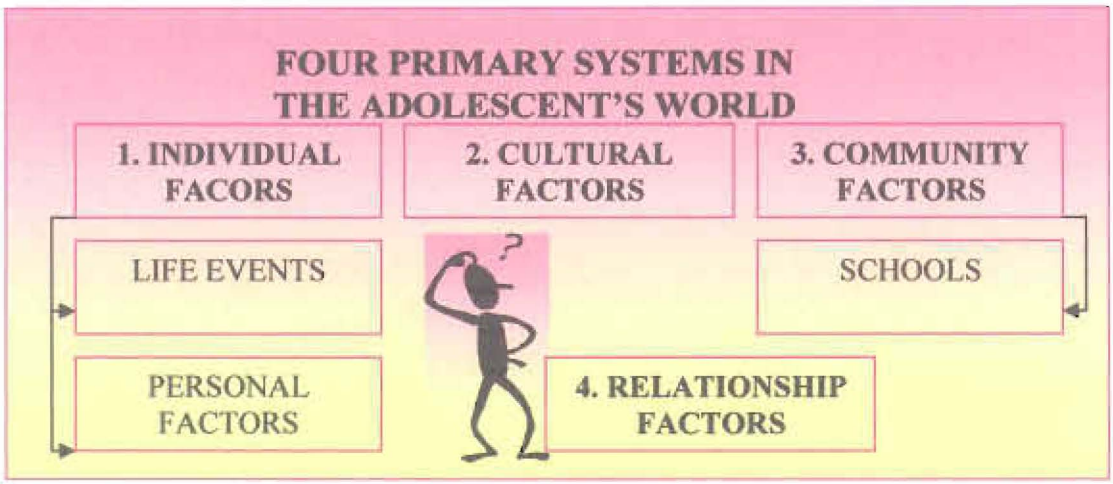


Figure 2.2 Summary of the four primary systems in the adolescent's world

These primary systems can be summarised as:

- individual factors (Howard & Johnson, 2000; Kumpfer, 1999:195; Masten & Reed, 2005:75; Rutter, 1987:316; Schoon, 2006:1; Sheridan, Eagle & Dowd, 2005:166; Sorensen, 1993:66) (Life events and personal factors are included in this heading);
- relationship factors - with family and significant others (Barter, 2005:344; Cook & Du Toit, 2005:248; Howard & Johnson, 2000; Killian, 2004:46; Luthar *et al.*, 2000:544; Masten & Reed, 2005:75; Owens & Shaw, 2003:273; Sandler *et al.*, 2003:227; Schoon, 2006:1);
- community factors – such as experience and opportunities that facilitate successful adaptation to challenges (Berg-Cross, 2000:218; Daniel & Wassell, 2002:16; Howard & Johnson, 2000; Luthar & Zelazo, 2003:529; Newman, 2002; Schoon, 2006:1) (Schools are included in this heading); and
- cultural factors such as socio-historical and economic circumstances, gender and one's location in the social structure (Clauss-Ehlers, 2004:28; Howard & Johnson, 2000; Kim-Cohen, 2007:278; Kumpfer, 1999:198-200; McCubbin & McCubbin, 2005:32; Schoon, 2006:1).

It is important to realise that although each one is described individually, these factors are interrelated and one aspect will influence another. Figure 2.3 shows the interrelatedness and thus a holistic view of the different primary systems that influence the adolescent's resilience.

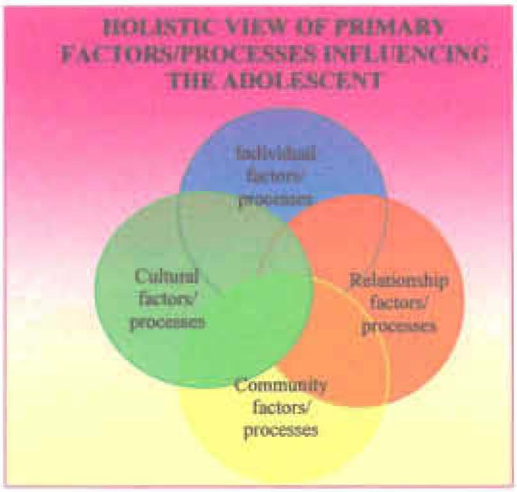


Figure 2.3 Holistic view of primary factors/processes influencing the adolescent's resilience

Each of these factors/processes will be discussed below.

2.4.1 Individual Factors/Processes

Individual factors are divided into two groups for this study: life events (factors and processes over which the individual has no control but which affect the individual directly) and personal factors and processes.

2.4.1.1 Life events

Life events refer to events over which a person has no control, (e.g. birth weight, parental divorce) but which influence life trajectories (Försteling, 1992:122; Hammen, 2003:58; Howard & Johnson, 2000; Luthar & Cushing, 1999:132; Von Eye, Kreppner, Spiel & Wefsels, 1995:148).

Life events influencing resilience positively can be summarised as follows:

LIFE EVENTS

- Full-term birth
  - Satisfactory birth weight
  - Injury-free birth
  - Birth order
  - Able-bodied
- Continued good health
- Opportunities at major life transitions/events
- Meeting significant people

Source: Adapted from Howard & Johnson, 2000; Kim-Cohen, 2007:272; Masten & Reed, 2005:75; Owens & Shaw, 2003:268.

Figure 2.4 Life events contributing to resilience for adolescents

Full- term pregnancy, injury-free birth, satisfactory birth weight, birth order and being able-bodied can be seen as protective factors and processes (Cameron *et al.*, 2007:287; Howard & Johnson, 2000; Kim-Cohen, 2007:272; Masten & Reed, 2005:75,77). Prenatal health is a requisite for healthy postnatal development (Cameron *et al.*, 2007:287). If the baby was born prematurely, or incurred injuries during birth, had a low body weight, or was not able-bodied, there would have been significant distress for the baby and the mother, which can be seen as a risk factor (Cameron *et al.*, 2007:288; Reed-Victor, 2003; Schoon, 2006:9). Research has suggested that firstborns have a greater propensity to be resilient (Hultman, Sparen, Takei, Murry & Cnattingius, 1999:421; Westergaard, Mortensen, Pedersen, Wohfahrt & Melbye, 1999:993).

Continued good health after birth and the absence of serious illness during adolescence can be seen as protective factors (Greene & Conrad, 2002:35). During adolescence, good health can be related to school performance. Being frequently absent from school can impact negatively on the adolescent's school performance and further functioning in general (Bundy, McGuire, Hall & Dolan, 2004; Donald, Lazarus & Lolwana, 2007:298; Levinger, 1986). Good health can be related to psychological and social well-being (Ryff & Singer, 2005:541), as illness negatively affects an individual's ability to cope (Riley, 2002:181).

Having ***opportunities*** during life transitions or major life events (e.g. the transition from primary to high school; adapting after parental divorce/death), such as good social support from others and the necessary resources, can make these transitions more manageable (Schoon, 2006:1; Solomon & Laufer, 2005:235). Lack of the necessary support and resources can make the person vulnerable (Dreman, 1999:161; Edgar, 1999:119). Meeting or being connected to ***significant people*** during a life-changing event can give perspective on events and support the person through the transition (Copeland, 1997:53; Schoon, 2006:1). These significant people may include family, other adults from the community, community leaders such as pastors, friends and role models (Boyden & Mann, 2005:7; Charney, 2005; Greene & Conrad, 2002:30; Killian, 2004:43; Leon & Cole, 2004; Mannes, 2005; Masten & Powell, 2003:13; Neher & Short, 1998:154; Riley, 2002:179; Starzynski, 2005; Williams, 2002:200; Yates, Egeland & Sroufe, 2003:252). As such, the above overlaps with the protective resources/processes found in families, culture and communities.

2.4.1.2 Personal factors

The combination of positive dispositional characteristics, personal coping strategies and beliefs about personal efficacy and agency contributes to individual resilience (Chapman & Mullis, 1999:69; Dumont & Provost, 1999:343; Hamill, 2003:116; Howard & Johnson, 2000; Newman, 2002; Sandler *et al.*, 2003:217) and can be summarised as follows:

PERSONAL FACTORS

- Problem-solving skills	- Positive self-worth	- Easy temperament
- Reflection	-High self-esteem	- Autonomy
- Optimism	-Adaptability and flexibility	- Emotional strength
- Persistence	- Sense of humour	- Self-confidence
- Active engagement	- Internal locus of control	- Academic ability
- Intellectual ability	-Positive self-concept	

Source: Adapted from Gordon Rouse, 2001:462; Howard & Johnson, 2000; Kumpfer, 1999:198-208; Luthar *et al.*, 2000:546; Masten & Powell, 2003:13; Sandler *et al.*, 2003:217.

Figure 2.5 Personal factors/ processes contributing to resilience for adolescents

Resilient children and adolescents may have a sense of curiosity that promotes enthusiasm and problem-solving and a resulting repertoire of ***problem-solving skills*** (Brooks & Goldstein, 2004:251; Dumont & Provost, 1999: 343; Fergusson & Horwood, 2003:132; Masten & Reed; 2005:83; Reed-Victor, 2003; Theron, 2004:319). They may have the ability to ***reflect*** on a problem situation and they may ***actively engage*** in the problem situation with ***persistence and optimism*** (Howard & Johnson, 2000). Optimism can be a protective factor (Wong & Lee, 2005:317). Resilient adolescents may also have a positive outlook on life; have faith and a sense of meaning in life (Masten & Reed, 2005:83; Newman, 2002).

Intellectually able children and adolescents often have socio-economic and educational advantages, as well as more able parents (Bornstein & Bradley, 2003; Christle *et al.*, 2001; Sigelman & Rider, 2006:243). Intellectual ability as measured by tests of intelligent behaviours, including multifaceted IQ tests, serves as markers of the capacity for adaptation under adversity. Intellectual ability (as calculated by traditional IQ tests) has been found to predict the ability of people to adapt to, and cope with, difficult circumstances (Kingsley & Gowers, 2005:30; Kramer & Hodes, 2003:180). Resilient individuals appear to be more intelligent than non-resilient individuals (Fergusson & Horwood, 2003:132; Horowitz & Garber, 2003:578; Luthar, 1991:600; Owens & Shaw, 2003:272) and have a high self-esteem, more positive relationships, higher academic performance and lower levels of risk behaviour (Alexander, 2002:27; Krish, 2006:102). ***Academic ability*** can therefore be related to high self-esteem, intellectual ability and other positive qualities and processes. Academic ability can therefore be seen a protective factor.

A high sense of ***self-worth*** has been related to psychological characteristics of resilient children and adolescents (Greene & Conrad, 2002:36; Sandler, *et al.*, 2003:219; Wild, Flisher, Bhana & Lombard, 2004:1464). Self-awareness and ***self-esteem*** can play an important role in preventing depression and anxiety. Both depression and anxiety can make adolescents more vulnerable and less able to be resilient (Morrison & Cosden, 1997:47). Adolescents with high self-esteem may view mistakes as situations from which to learn

rather than feel defeated. They may attribute mistakes to factors that can be changed (Brooks & Goldstein, 2004:185). Having a positive view of themselves and a high self-esteem is considered to be a protective factor (Dumont & Provost, 1999:343; Fergus & Zimmerman, 2005:401; Masten & Powell, 2003:13), while a low self-esteem can lead to risk behaviour (Wild *et al.*, 2004:1463). Children's and adolescents' self-esteem frequently takes a plunge after divorce (Clapp, 2000:71), rendering them more at risk.

Self-confidence may decline during adolescence (Siqueira & Diaz, 2004:148) which is potentially worrying as it contributes to resilience. Self-confidence can help the adolescent to make decisions and put events in perspective (Stone, Buehler & Barber, 2002:60). Having self-confidence can help the adolescent to have a **positive self-concept** (Midura & Glover, 1995:2) which prompts understanding one's own potential, strengths and weaknesses, learning to accept oneself and striving to become the best one can be in view of one's natural endowment (Bahr & Pendergast, 2007:193; Vakalisa, 2002:23). This can be seen as a protective factor (Brooks, 2005:300; Cross, 2004:27; Rutter, 2000:671; Theron, 2004:319).

Adaptability can be defined as one of the traits of resilience and a protective factor or process as it helps the adolescent if he is able to adapt easily to a new environment or to new circumstances (Deater-Deckard, Ivy & Smith, 2005:52, Masten & Powell, 2003:13; Siqueira & Diaz, 2004:150). During and after the divorce, the relocation from one school to another or moving between the two households can become a daunting task for the adolescent if he struggles to adapt to new circumstances.

Flexibility, like adaptability, can also be a trait characteristic of resilience (Deater-Deckard *et al.*, 2005:52, Starzynski, 2005) that allows adolescents to bounce back from adversity, to cope with major difficulties in life, and even to thrive against overwhelming odds (Dent & Cameron, 2003:5). Adolescents who are flexible in routine may adapt more easily to their parents' divorce than those who are rigid about their routine and way of life.

Humour may help individuals cope with adversity and can be a vital component of a resilient mindset (Brooks & Goldstein, 2004:123; Greene & Conrad, 2002:36; Kumpher, 1999:208; Masten & Reed, 2005:83; Newman, 2002). Humour is also associated with flexible problem-solving skills (Yates *et al.*, 2003:248). A ***sense of humour*** can also help people place events in perspective, to relax, be more playful, less anxious, less defensive and more open to communication (Holden, 1993:34). Laughter is a fundamental characteristic of a fully functioning person (Holden, 1993:59), as humour helps people to cope because they can laugh at themselves (Thomas & Menamparampil, 2005:336). Having a sense of humour can therefore be seen as a protective factor.

Having an ***internal locus of control*** can place the adolescent in control of his or her own life, discourages a sense of helplessness and encourages a survivor mentality (Edwards, 1998:545; Greene & Conrad, 2002:36; Killian, 2004:48; Newman, 2002; Theron 2004:319). This may give resilient adolescents a sense of responsibility but also the assurance that they can control their fate or at least their reaction to their fate. People with an internal locus may have the ability to handle situations and are able to withstand social pressure to conform. Having an internal locus of control can contribute to resilience.

Temperament – a person's general make-up characterised by dispositions towards particular patterns of emotional reactions, mood shifts and levels of sensitivity (Reber & Reber, 2001:740) – may play an important role in shaping resilient development (Kim-Cohen, 2007:277). An "easy" temperament can be a protective factor and a "difficult" temperament can be a vulnerability factor for adaptation to hardship (Boyden & Mann, 2005:6; Greene & Conrad, 2002:35, 43; Newman, 2002; Owen & Shaw, 2003:272). A difficult temperament may be equivalent to greater abuse in an abusive family and more accidents while an "easy" temperament can help with adaptation after a stressful life event (Isaacs, 2002:330).

Autonomy can be defined as a person's ability to control himself from within or his ability to become independent through self-regulation (Reber & Reber, 2001:71). An autonomous individual has the ability to acquire support from important others which can foster resilience (Greene & Conrad, 2002:36; Yates *et al.*, 2003:252). Autonomy can foster a sense of empowerment which can be seen as a protective factor (Theron, 2004:318). Autonomy within relationships between parents and adolescents is one of the areas of conflict in many relationships as adolescents strive for autonomy (Thom, Louw, van Ede & Ferns, 1998:451). Parents' reaction to this will either foster resilience or make their children vulnerable.

Emotional strength refers to the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Killian, 2004:45; Kotchich, Summers, Forehand and Steele, 1997:409; Mayer & Salovey, 1997; Starzynski, 2005). Adolescents with high emotional intelligence are generally good learners, with fewer behavioural problems, who feel good about themselves, are empathetic and less violent than other adolescents, have friends, good impulse control, are generally happier, healthier and more successful (Hein, 2004). Emotional strength and emotional intelligence can therefore contribute to a person being resilient (Edward & Warelow, 2005:101). Emotional expression can also contribute to resilience (Sandler *et al.*, 2003:222) if children have the ability to talk to members of their family and they feel understood.

2.4.2 Relationship Factors and Processes

The family and family members are pivotal to protective relationship factors and processes and can be seen as an integral and interacting part of the larger social ecology of community, society, nations and the world over time. Family factors and processes are often predictive of adjustment of children (McCubbin & McCubbin, 2005:29; Owen & Shaw, 2003:273). The family factors and processes that promote resilience can be summarised as follow:

FAMILY FACTORS AND PROCESSES

- Love and attachment from
  - Parents
  - Siblings
  - Extended Family
- Parenting practices
  - Consistency and quality
  - Positive expectations
- Support
  - Material
  - Emotional
  - Moral

Source: Adapted from Daniel & Wassell, 2002:16; Howard & Johnson, 2000; Owen & Shaw, 2003:273; Sandler *et al.*, 2003:227.

Figure 2.6 Family factors/ processes contributing to resilience for adolescents

Adolescents need their **parents** to be in good mental health and other family members to provide ***love, attachment, and moral, emotional and financial support*** (including material support), acceptance and emotional care (Barter, 2005:344; Cook & Du Toit, 2005:248; Killian, 2004:46; Masten & Reed, 2005:75; Newman, 2002; Reed-Victor, 2003; Schoon, 2006:80; Thomas & Menamparampil, 2005:334). Parents who provide shelter, adequate nutrition and physical protection can further promote resilience (Friesen & Brennan, 2005:297; Reed-Victor, 2003). Parents who communicate clear and ***positive expectations*** of behaviours, clear values and expectations for educational standards and goals, and pro-active ways to manage stress and conflict, can develop resilient behaviours in the adolescent (Wyman, 2003:302).

Parenting practices such as the authoritative parenting style can promote resilience if the parents are supportive, warm, communicative and responsive to their adolescent's needs and who exert firm, reasonable and ***consistent*** control, consistent parenting practices and close supervision (Boyden & Mann, 2005:7; Fergusson & Lynskey, 1996:289; Hetherington & Elmore, 2003:196; Masten & Reed, 2005:83; Newman, 2002). The ***consistency and quality*** of care and support experienced by adolescents can be protective (Fergusson & Lynskey, 1996:289; Howard & Johnson, 2000; Kim-Cohen, 2007:277).

Control by parents may buffer adolescents from trouble and prevent them from venturing into questionable circumstances, although psychological control may be detrimental to the development of independence and self-reliance (Taylor, Jacobson, Rodriques, Dominques, Cantic, Doney, Boccuti, Alejandro & Tobon., 2000:48). Clear guidelines from parents as part of their parenting style can promote security as they give adolescents the opportunity to develop socially and emotionally (Gouws *et al.*, 2000:71). Support given by family members can reduce mental health problems, and increase the adolescents' self-worth, as they can see themselves as valued and trusted by their parents and other family members (Sandler *et al.*, 2003:227).

During adolescence however, the adolescent usually seeks independence by gradually loosening the ties of parental authority. This is needed in order for the adolescent to develop his own identity and value system and become a member of society (Gouws *et al.*, 2000:72).

Relationships with ***siblings*** vary from friendly to hostile (Gouws *et al.*, 2000:74). Positive sibling relationships foster resilience as adolescents experience love, acceptance and validation of common experiences (Daniel & Wassell, 2002:16; Hetherington & Elmore, 2003:200; Lansky, 2005:54).

Relationships with relatives or the ***extended family*** such as grandparents can play a positive role, as a grandparent is a link between the past and the present. Grandparents transmit cultural and familial knowledge in the adolescent's search for identity (Gouws *et al.*, 2000:74). The extended family (e.g. aunts, older cousins) can also provide additional support such as emotional support and material support (Cook & Du Toit, 2005:248). The extended family can also share the burden of parenting, thereby having the ability to foster resilience (Hetherington & Elmore, 2003:201; Newman, 2002).

Healthy attachments can therefore affect the reaction to adversity and encourage survival (Cameron *et al.*, 2007:286).

2.4.3 Community Factors and Processes

The community can play an important role in buffering risk for children and adolescents. The social process or organisations within the neighbourhood in particular seem to be the most important (Gorman-Smith & Tolan, 2003:401). The community can give adolescents a chance to feel supported and valued and can give them a sense of purpose (Thomas & Menamparampil, 2005:335). In this chapter, the protective role of the school as community organisation will be discussed separately.

Community factors influencing resilience can be summarised as follows:

COMMUNITY FACTORS AND PROCESSES

- Adults in the community who provide support
- Sport, clubs and the neighbourhood that provide:
  - Opportunities for success
  - A sense of belonging and connectedness
- Pro-social peers who provide:
  - Support
  - Common interests
  - Common experiences
  - Opportunities for sharing and helping
  - Talking and listening opportunities

Source: Adapted from Berg-Cross, 2000:218; Daniel & Wassell, 2002:16; Howard & Johnson, 2000; Luthar & Zelazo, 2003:529; Newman, 2002.

Figure 2.7 Community factors/ processes contributing to resilience for adolescents

Support from the community (Thomas & Menamparampil, 2005:334) and supervision from neighbours and other adults can give a sense of belonging (Luthar & Zelazo, 2003:529; Wong & Lee, 2005:316). The neighbourhood brings a sense of ***belonging and connectedness*** as adolescents experience social support (Boyden & Mann, 2005:8; Gorman-Smith & Tolan, 2003:401). One important protective community resource is caring adults who are consistently available (Luthar, *et al.*, 2000:547; Mannes, 2005). Close relationships with competent, pro-social and supportive adults are known to be protective (Greene & Conrad, 2002:30; Mannes, 2005; Masten & Reed, 2005:83; Riley, 2002:179). Adults in the community – older people, coaches, religious leaders, care-givers, professionals – who are supportive of adolescents can also fulfil ***support functions*** (Mannes, 2005; Masten & Reed, 2005:83; Resnick *et al.*, 1997:830).

Community Support includes opportunities for recreation, advice, emotional support and positive feedback (Luthar & Zalazo, 2003:529; Starzynski, 2005). Adolescents who rise above adversities may have a history of interaction with adults who can be turned to for nurturance, support, guidance and need fulfilment (Yates *et al.*, 2003:252). Support received from the community, friends and family can foster resilience, as these significant people can give adolescents the expectation that adults can be turned to for nurturance, new perspectives, guidance and support in their current situation (Boyden & Mann, 2005:7; Copeland, 1997:53; Musick, Stott, Spencer, Goldman & Cohler, 1987:229; Williams, 2002:200).

Having strong relationships with ***supportive peers*** as a supportive system outside the family can be seen as a protective process, as it supports the adolescent and gives him space to express his feelings about the adversity that he is facing (Boyden & Mann, 2005:7; Masten & Powell, 2003:13; Williams, 2002:200). Supportive peers in the community can also give the adolescent a sense of belonging somewhere which in turn helps foster resilience (Boyden & Mann, 2005:8; Williams, 2002:200) and pro-social behaviour (Seidman & Pedersen, 2003:340). Positive peer relationships can provide an arena of ***support*** outside the family in which adolescents can experiment, develop attitudes, skills and values, and learn to share, help and

nurture each other (Boyden & Mann, 2005:8). Their peers give them the opportunity to practise their social skills, form close friendships and to form relationships with members of the opposite sex (Gouws *et al.*, 2000:76). Pro-social and rule-abiding peers can therefore act as a protective factor (Masten & Reed, 2005:83).

Peer rejection has been shown to worsen the negative consequences associated with divorce. A ***supportive relationship*** with a single friend may however help to buffer the effect of both peer rejection and marital disruption (Brooks & Goldstein, 2004:153; Hetherington & Elmore, 2003:202).

Peers who have also experienced hardships such as divorce can relate to each other, ***sharing*** their feelings, thoughts and ***experience*** of the hardship. They can also ***help*** one another by ***sharing*** the ways in which they have been able to cope with the hardship themselves. ***Talking*** about experiences and ***listening*** to others sharing their experiences can give the adolescent the opportunity to see that his experiences and feelings are valued and acceptable (Copeland, 1997:55; Walker, 2001:7). Their ***common experiences*** can therefore provide means of sharing and helping each other through hardships. Peer groups can further help an adolescent fulfil a developmental need for group affiliation which offers the adolescent a sense of security (Boyden & Mann, 2005:14; Dornbusch, Laird & Croesnoe, 1999:163). Sharing experiences, talking about and listening to others' experiences can therefore provide information and acceptance that can be seen as protective factors.

Opportunities to belong to and join ***supportive groups*** can contribute to individuals' resilience, while high mobility due to changes in parental employment can contribute to individuals' disconnectedness and their vulnerability (Howard & Johnson, 2000). Having a supportive group during stressful life events can help buffer the negative effect that the adolescents might experience (Dumont & Provost, 1999:343).

Various youth organisations and ***clubs*** provide adolescents with important opportunities for the development of self-determination, peer relations and public responsibility through community service projects. These organisations and clubs can also be protective as they lessen adolescents' time with antisocial peers and give them the opportunity to feel they belong somewhere, as they share ***common interests*** with their friends (Howard & Johnson, 2000; Wyman, 2003:313). Ties to clubs and other pro-social organisations can act as a protective factor (Masten & Reed, 2005:83), as adolescents can gain valuable support from these organisations (Hetherington & Elmore, 2003:189) and an opportunity to engage in extra-curricular activities (Eccles, Barber, Stone & Hunt, 2003:865; Newman, 2002; Wyman, 2003:313).

Sport and clubs can be seen as ***opportunities for success*** as they not only provide support but also the opportunity to excel, which in turn builds a sense of achievement and self-worth that can be related to

resilience (Alexander, 2002:22; Howard & Johnson, 2000). Children and adolescents need opportunities to experience success at all ages (Masten & Reed, 2005:84). The success they achieve gives them confidence and can be seen as protective factors.

2.4.3.1 School factors and processes

School is a community organisation that will be discussed individually, as adolescents spend at least 41 hours a week at school (recommended learning time), excluding time spent at sport or other extra- curricular activities (Chisholm, Hoadley, Kivulu, Brookes, Prinsloo, Kgobe, Mosia, Narsee & Rule, 2005:91), making this one of the processes in the adolescent's life that has the potential to impact on resilience.

Schools that are safe, positive and achievement-oriented with attentive, caring teachers can help adolescents develop a sense of purpose and autonomy, and promote connectedness (Christle *et al.*, 2001; Greene & Conrad, 2002:46; Newman, 2002). Schools can also teach valuable life skills such as social problem-solving and social competence, and encourage learners to develop academic skills that will be needed for further learning and the development of positive self-esteem (Greene, 2002a:5; Howard & Johnson, 2000).

Schools can play a major part in fostering resilience by focusing on some fundamental areas as it provides a supportive system outside the family (Howard & Johnson, 2000; Masten & Powell, 2003:13).

School factors and processes influencing resilience can be summarised as follows:

SCHOOL FACTORS AND PROCESSES

- Good teachers
  - Positive relationships
  - Knowledge of children and adolescents
  - High expectations
  - Positive behaviour management skills
- Curriculum
  - Age appropriate
  - Relevant
- School climate
  - Learner-focused
  - Collaborative
  - Caring
  - Safe/Secure
  - Empowering
- Special programmes
  - Social ('Life Skills')

Source: Adapted from Gordon Rouse, 2001:462; Howard & Johnson, 2000; Hetherington & Elmore, 2003:203.

Figure 2.8 School factors/ processes contributing to resilience for adolescents

Teachers and learners make up a learning team (Vakalisa, 2002:16). In order to achieve this learning team, there needs to be a ***positive relationship*** between the teacher and the learners, where the teacher encourages the learners to do their best and empowers them by using various effective teaching methods (Vakalisa,

2002:17-23). Positive relationships with learners are usually based on empathy, understanding and acceptance (Gouws *et al.*, 2000:97).

Teachers should have good ***knowledge of children and adolescents*** such as information on skills that children and adolescents should have at a specific grade and information regarding learning disabilities. Teachers who do have knowledge of children and adolescents can provide age appropriate information and support. Teachers who are motivated and enthusiastic about their work can influence learners to begin to feel enthusiastic about their work (Donald *et al.*, 2007:145). Highly motivated and adequately trained teachers are more likely to have realistically ***high expectations*** of their learners, which in turn encourages learner achievement (Burton & Barlett, 2005:90; Chambers, 1999:43).

When teachers use ***positive behaviour management skills*** they create and maintain an effective learning environment that encourages respect, caring, acceptance and effective learning, all of which promote resilient functioning (Maphumulo & Vakalisa, 2002:330-331).

Good teachers can support learners and help them engage in academic activities which are ***age appropriate and relevant*** (Donald *et al.*, 2007:56). Different societies and cultures have different expectations of what children and adolescents should achieve at a certain age (Masten & Reed, 2005:76; Robinson, 2007:33). A curriculum should equip learners accordingly if they are to function well in their society. The curriculum should therefore be problem-based (Gawe, Vakalisa & van Niekerk, 2002:183).

In order to provide effective learning conditions it is necessary for the educator to be ***learner focused***. To ***empower*** learners means to give learners power through teaching (Vakalisa, 2002:18). The teacher who engages in activities that empower learners can therefore provide skills that foster resilience. One appropriate way of focusing on the learner and empowering him is by using participatory methods, which give him the opportunity to participate actively (Mahaye, 2002:211).

Participatory methods allow for ***collaboration*** between the educator, the learner, other learners and possibly even elders in the community (Reed-Victor, 2003; Vakalisa, 2002:16). This should give the learners the opportunity to discuss issues, form their own opinions, get experts' opinions on a subject, evaluate their thinking and through feedback develop a positive self-concept (Vakalisa, 2002:18-21). The ***collaboration*** between the educator, learner and other important people could also provide the learner with a support system, which provides a safety net when difficulty strikes (Gouws *et al.*, 2000:75).

A caring school climate can be defined by the school's ability to ***care*** and encourage their students. A caring school climate can provide a sense of belonging, which can lead to less detention and suspensions

(Alexander, 2002:15). A caring school climate refers to a climate where students and their parents are accepted for who they are with all their diversities. In a caring school climate educators demonstrate openness, enthusiasm and understanding towards the students. Parents are also involved and seen as partners in learning (Epstein, 2002:9).

Relationship violence, child abuse, sexual abuse, physical abuse, emotional abuse and substance abuse can create a school environment where learners are no longer ***safe*** (Donald, Lazarus & Lolwana, 2002:267). A positive school climate tries to protect its learners and teachers from these risks.

Special programmes such as ***"Life skills"*** include attitudes, knowledge and skills that enable adolescents to cope with life by equipping them, among others, with knowledge and skills relating to decision-making, interpersonal relationships, problem-solving, self-awareness, creative thinking, empathy, critical thinking, coping with emotions, effective communication and coping with stress and vocational guidance (Donald *et al.*, 2007:273; Donald *et al.*, 2002:157). All of these skills can be related to resilience (Killian, 2004:45). Life skills education is incorporated with Life Orientation, which is a compulsory subject until Grade 12.

The school climate which includes schedules, rules, regulations, consistent discipline and expectations of mature behaviour can enhance cognitive and social development (Hetherington & Elmore, 2003:203). The school climate can therefore be seen as supportive for adolescents who experience risks such as divorce.

Support from educators and the school-based support team (SBST) often constitute an important supportive network as they buffer stress effects of the individual (Helm & Beneke, 2003:5). The more learners can learn to trust others, the more they can be helped to cope with stressful life problems or situations (Donald *et al.*, 2002:224; Reed-Victor, 2003). Support can help diminish the negative effect of stressful life problems or situations, thereby promoting resilience.

2.4.4 Culture

Culture can be defined as the sum of total knowledge which included: shared values, beliefs, skills, rules, methods of interaction and adaptive behaviour which is passed from one generation to another in a given society (Carter, 1999:12; Reber & Reber, 2001:170; McCubbin & McCubbin, 2005:40) and is a way of life – family life, patterns of behaviour, beliefs and language (Robinson, 2007:5). Culture varies from location to location - usually between countries (but also within countries), is learned and can be observed in many generations (Carter, 1999:12; Reber & Reber, 2001:170).

The cultural context in which we learn to cope determines what is perceived as effective coping and what is not effective coping and therefore influences how people understand and cope with stress and adversity (Lopez *et al.*, 2005:710). Culture and context can provide both resources and a challenge to the individual in the pursuit of social, emotional and developmental maturity (Frydenberg, 1999:342). The cultural context in which the adolescent grows up can provide him with the necessary resources to effectively cope with difficult situations. Culture, ethnicity and the environment can play a key role in resilience (Clauss-Ehlers, 2004:28). Cultural factors and processes influencing resilience can be summarised as follows:

CULTURAL FACTORS AND PROCESSES

- Faith/ religion
  - -involvement in youth activities
  - -source of strength
- Cultural pride
  - -having family rituals/traditions
  - -ethnic identity
- Biculturalism

Source: Adapted from Clause-Ehlers, 2004:28; Kim-Cohen, 2007:278; Kumpfer, 1999:198-200; McCubbin & McCubbin, 2005:32

Figure 2.9 Cultural factors/ processes contributing to resilience in adolescents

Religion/Spirituality/Faith has been identified by some as the number one reason why people feel they can cope (Schlessinger, 2006:38). Religion/spirituality can be an important inner resource for coping (Boyden & Mann, 2005:8; Howard & Johnson, 2000; Killian, 2004:46; Kumpfer. 1999:199; Myers, 2000:56; Smith, 2005; Solomon & Laufer, 2005:239; Williams, 2002:200). Religion can be a protective process, and can be a ***source of strength*** for individuals who believe in something bigger than themselves (Schlessinger, 2006:64). Religion/faith can aid adolescents in developing skills that prevent them from adopting maladaptive behaviour (Seidman & Pedersen, 2003:332).

Being involved in religious ***youth activities*** such as attending church youth groups, can give adolescents the chance to gain more knowledge and coping skills (Thomas & Menamparampil, 2005:334). Participating in religious youth activities where there is adult supervision can give them additional role-models and adult figures who can guide them. Churches can also give adolescents support and opportunities for personal counselling, information about job opportunities and studies, social networks, skills training and a sense of belonging (Thomas & Menamparampil, 2005:332,333).

Culture can influence family and community life and functions (for example: at what age to marry and who can be married) as ***family traditions, beliefs*** and values are passed on to the next generation (McCubbin &

McCubbin, 2005:32; Walsh, 2006:51; Walsh & Crosser, 2000:306). For many ethnic minority groups, their cultural connections are very important (Seidman & Pedersen, 2003:332) and family traditions are upheld.

Ethnic refers to people's race or culture (Grisewood *et al.*, 2006:84; Robinson, 2007:4). ***Ethnic group*** refers to people who are biologically related and have a common culture and a sense of identity (Reber & Reber, 2001:251; Robinson, 2007:5). Ethnicity can therefore shape a family's identity – make-up of the person's social, cultural and historical matrix - and social location in society (McCubbin & McCubbin, 2005:35; Phinney, 1996:922; Vera & Quintana, 2004:44). Being proud of one's ethnic background – ***ethnic identity*** – can be a protective factor as a person feels connected and it also forms a critical component in a person's sense of identity, function, worth and confidence (Beauvais & Oetting, 1999:104; McCubbin & McCubbin, 2005:40). Ethnic identity as protective factor is more important to minority groups than to majority groups (Jarvis & Chandler, 2001:125; McCubbin & McCubbin, 2005:36; Trimble, Helms & Root, 2003:249).

Many ethnic minorities have to adapt to their own culture as well as the dominant culture of the majority group and are thus ***bicultural,*** meaning they have adapted to their culture as well as the majority culture (Dudley-Grant, Comas-Diaz, Todd-Bazemore & Hueston, 2004; Verkuyten, 2005:205). Being bicultural can be a protective factor (Kim-Cohen, 2007:278), as adolescents have the ability to fit in with the dominant culture without giving up their own culture. This means that the adolescent can feel part of a group that is not his immediate own and he can also feel part of a group of his own culture.

Closely related to biculturalism is bilingualism. Bilingualism is the ability to understand and to communicate in more than one language (Robinson, 2007:108; Webb, 2002:203). In South Africa, being bilingual is compulsory as learners at school have to have at least two languages. Learning languages other than your home-language can help learners gain understanding into other people's culture and can produce cultural sensitivity which might in turn reduce stereotyping and conflict (Cheshire, 2002:32).

2.5 CONCLUSION

Resilient adolescents who experience chronic adversity fare better or recover more successfully when some of the following protective factors and processes are in place:

- individual factors and processes such as positive life events and personal strengths. These include good birth weight; continued good health and individual traits such as a sense of humour, good self-esteem and emotional strength. These factors promote resilience as they enable the adolescent to negotiate and make the most of available contextual protective resources;

- relationship factors and processes such as positive relationships with parents, teachers, mentors and peers are protective factors as they provide the adolescent with support;
- community factors and processes such as effective schools and involvement in the community are protective factors as they encourage adolescents to become self-efficient. The adolescent can also rely on the community in times of hardship and find support within the community; and
- cultural factors and processes such as cultural pride and traditions are protective factors as they provide the adolescent with a sense of identity. Cultural factors also teach the adolescent to become a responsible member of his community which may prevent risk associated within the community.

Interaction between the above protective factors and processes is a prerequisite if the adolescent is to be buffered against risk (Howard & Johnson, 2000; Ungar, 2008a). In other words, for the adolescent to be resilient he must be willing and able to access and make the most of protective resources, but his context must also offer protective resources.

The next chapter will look at the specific risk factor chosen for this study: namely the impact of divorce on the adolescent.

CHAPTER 3

DIVORCE AND VULNERABILITY

Separation and divorce mean the end (or death) of a concept all of us have about the perfect family and now we must deal with feelings of being different (Lange, 1999).

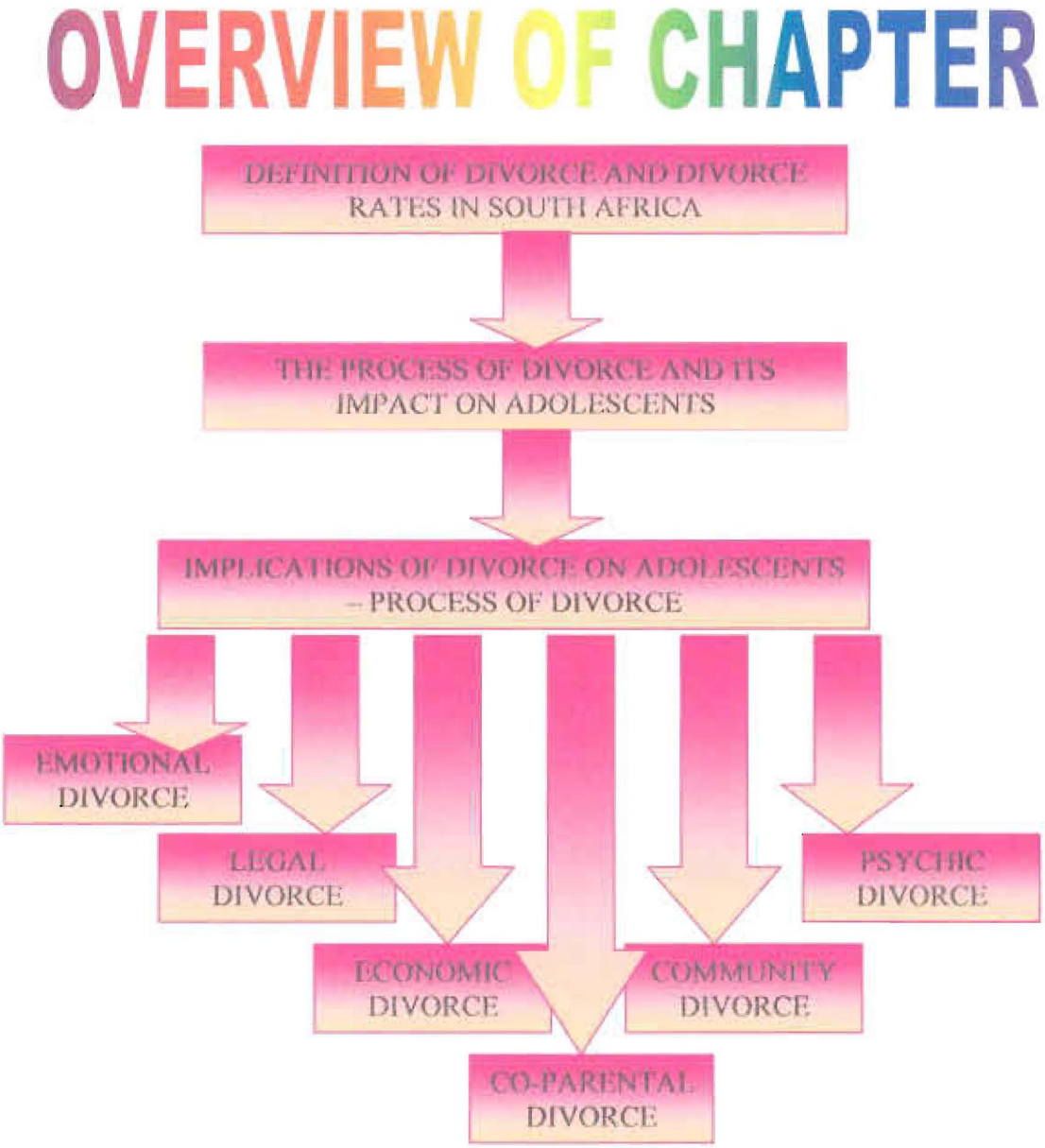


Figure 3.1 Overview of Chapter 3

3.1 INTRODUCTION

The sample of adolescents who will participate in this study has been purposively chosen to include a specific risk factor, namely the experience of parental divorce.

Within this chapter, the impact of divorce during different phases of the divorce process will be discussed with specific reference to the risks adolescents face. Specific reference to South African studies on divorce will also be given.

3.2 DIVORCE DEFINED

Divorce is the legal dissolution of a marriage contracted between two people, by the judge of a court of competent jurisdiction, or by an act of legislature (Allen, 2004:25; Benokraitis, 1996:452; Benokraitis, 2004:425; Collins, 2005:483; Griesewood *et al.*, 2006:76; TNCED, 1999:97).

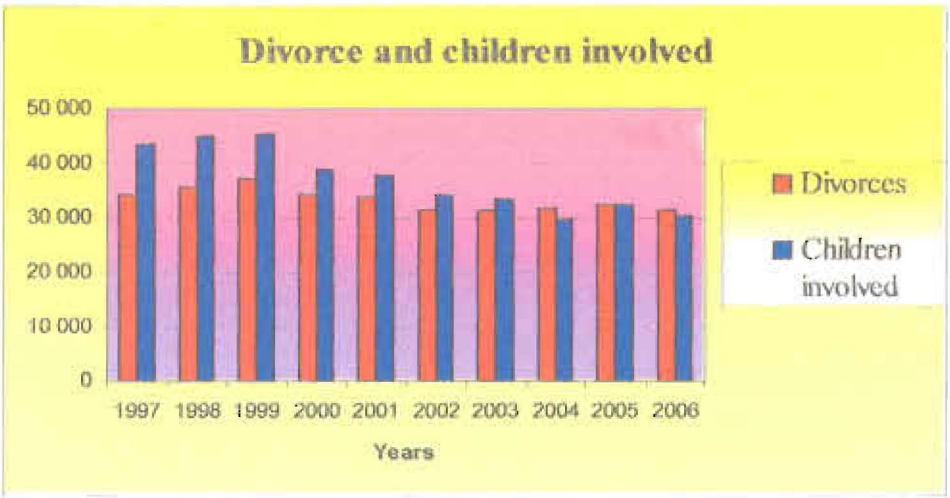
The Code of Hammurabi, written in ancient Mesopotamia nearly 4000 years ago, allowed the termination of a marriage. This is one of the earliest sources known to write about divorce (Rhodes, 2003:219).

Today, divorce is prevalent (Bryner, 2001:201). Reasons for divorce range from dislikes to unfaithful partners (Bryner, 2001:210; Williams, 2005). Whatever the cause of divorce, the impact it has on both the partners and the children can be severe: divorce is a potentially dramatic experience as it may be accompanied by a decline in economic circumstances, abandonment (or the fear of abandonment), diminished capacity of both parents to constructively attend to their children's needs, diminished contact with familiar or potential sources of psycho-social support such as neighbours, friends, family and school friends (Basson, 2003:99; Bryner, 2001:210; Clarke-Stewart & Brentano, 2006:168; Harris, 1992:80, Hetherington & Elmore, 2003:192; Johnson, 2000:2; Sandler *et al.*, 2003:216). It may even include the loss of familiar living settings (Stevenson & Black, 1995:32).

Divorce is therefore more than the mere dissolution of marriage, it is a psycho-social stressor and a significant life transition, which can have a long-term effect on adolescents (Lamb, Sternberg & Thompson, 1997:398) and is regarded as one of the most stressful and complex mental health crises facing adolescents today (Johnson, 2000:1).

3.3 DIVORCE RATES

Divorce rates in South Africa have shown some decrease during the last few years. The following statistics show the trend from 1999 to 2006 and the number of children involved:



Source: Statistics South Africa 2000; Statistics South Africa 2003; Statistics South Africa 2004; Statistics South Africa 2005; Statistics South Africa 2006; Statistics South Africa 2007.

Graph 3.1: Divorces and children involved

In Graph 3.1 it can be seen that both the number of divorces and the children involved in the divorces have decreased since 1999. The divorce rate is however still very high and can be ascribed to a range of factors that include greater expectancy of personal fulfilment in the marriage, the increase in women's financial independence and divorce becoming socially more acceptable (Amato, 2000:1269).

Gauteng is the province in South Africa with the highest divorce rate. The high divorce rate in Gauteng is ascribed to the financial wealth in the province. More people have the ability to live independently (Horner, 2005:10). Furthermore, the divorce rate among Whites is the highest when compared to other population groups. Whites are more likely to divorce within the first nine years of marriage (Statistics South Africa, 2007). The average age for divorce among Whites is between the ages 35 and 39 (Statistics South Africa, 2007).

These statistics are provided to emphasise that divorce is a common occurrence. The implication is that parental divorce is a potential stressor for many White adolescents.

3.4 DIVORCE FROM A RISK PERSPECTIVE

Risk factors have the potential to sabotage resilience and are associated with maladaptive outcomes (Fergus & Zimmerman, 2005:399; Greene, 2002a:4; Kelly & Emery, 2003:355; Theron, 2004:317; Wright & Masten, 2005:19). Typically, risk factors are disabling in that they deny or minimise opportunities and resources and are manifested in negative developmental outcomes (Fergus & Zimmerman, 2005:403; Masten & Powell, 2003:7; Rodger & Rose, 2002:1025; Schoon, 2006:8; Seidman & Pedersen, 2003:318). This may place the adolescent in jeopardy or disallow opportunities to become a meaningful member of the home, school, or community (Christie *et al.*, 2001; Kaplan, 1999:37).

Risk factors are often connected with one another and can be cumulative (Frydenberg, 1999:346; Masten & Powell, 2003:7; Newman, 2002; Peterson & Seligman, 2004:78; Schoon, 2006:141; Schoon & Bynner, 2003:27, Wright & Masten, 2005:19). Risk factors may form sequences of stressful experiences (Masten & Powell, 2003:7; Newman, 2002; Schoon, 2006:6; Schoon & Bynner, 2003:21). In other words, risk factors that sabotage resilience are generally multiple in nature. The potential for resilience decreases when the risk factors pile up in an adolescent's life (Masten, 1997; Masten & Powell, 2003:8; Schoon & Bynner, 2003:23).

Risk factors can be divided into intrapersonal (inherent to the individual) and interpersonal (familial, community or cultural) factors and processes and are context specific (Boyden & Mann, 2005:6; Fergus & Zimmerman, 2005:405). Furthermore risk is typically dynamic and different for different individuals within a given life context (Cauce *et al.*, 2003:343; Greene & Conrad, 2002:33; Fergusson & Howard, 2003:130; Schoon, 2006:141). As will be outlined below, divorce is a dynamic process of multiple risks.

3.4.1 The Impact of Divorce on the Adolescent

Divorce is not a single adversity but can often be a lengthy process of multiple stressors and changes occurring before, during, and after the divorce itself, with both short and long-term influences (Amato & Keith, 1991a & b; Cowan, 1999:10; Fagan & Rector, 2000; Gately & Schwebel, 1992:57; Johnson, 2000:1; Johnson & Wiechers, 2002: 177; Masten, 1997; Wallerstein, 1994:103). Divorce often affects the coping strategies as well as the adjustment of the adolescent. The quicker support is provided, the more likely the adolescent is to bounce back (Clapp, 2000:124). Support therefore is a potential protective factor for adolescents coming from divorced families.

Adolescents may take between five to fifteen years to reconcile emotionally with the divorce of their parents (Brown, 1989:386; Strasheim, 2003). The adverse effect of the divorce may be enduring (Furstenberg, 1988:256; Masten, 1997), although the majority of adolescents do achieve positive physical, emotional and

mental health outcomes in the long term (Galambos & Ehrenberg, 1997:148; Kalter, 1990:349). The adolescent's response to divorce may suggest a crisis period of readjustment immediately after marital disruption, followed by a gradual improvement in functioning (Lansky, 2005:55). According to the South African study done by Cowan (1999:103), adolescents from divorced families were more preoccupied with their personal health than adolescents from intact families.

Adolescents from divorced and remarried families are potentially more at risk for developing psychological, behavioural, social and academic problems (Bryner, 2001:205; Duryee, 2003:152; Johnson & Wiechers, 2002:177; Kelly & Emery, 2003:356; Lansky, 2005:191) compared to those in two-parent non-divorced families. The risk may be greater for adolescents who have experienced multiple marital transitions (Fergusson & Horwood, 2001:292; Hetherington & Elmore, 2003:183; Miller, Benson & Galbraith, 2001:19). Adolescents from divorced families are more likely to enter into adulthood as worried, under-achieving, self-deprecating and angry individuals (Kelly, 2000:963; Wallerstein & Blackeslee, 1989:298) while some are more likely to delay marriage or even get divorced themselve (Cohen, 2002:1020; Corak, 2001:682). In the South African studies done by Basson (2003:248) and Van der Merwe (1989:118), adolescents from divorced families found it hard to have relationships with the opposite sex and many stated that they would never marry.

In Table 3.1 the possible long-term implications and damaging effects of divorce on the adolescent are summarised (Corak, 2001:682; Fagan & Rector, 2000, Johnson, Wilkinson & McNeil, 1995:249).

Damaging effects of divorce	Long-term implications
Adolescents whose parents are divorced increasingly become the victims of abuse both physically and emotionally. The abuse are often caused by parents or the new step family.	Abused adolescents exhibit more health, behavioural and emotional problems, are more frequently involved in crime and drug abuse, and have higher rates of suicide.
Adolescents of divorced parents perform more poorly in reading, spelling and mathematics.	Scholastically, adolescents from divorced parents are more likely to repeat a grade and to have higher dropout rates and lower rates of further education.
Families with adolescents who were not poor before the divorce may see their income drop as much as fifty percent.	Almost half of the parents going through a divorce move into poverty after the divorce. This can cause a change in residence or future plans and money for further education may be limited.

Table 3.1 Long-term implication of divorce on adolescents

The impact of divorce on the adolescent will be further explored within the divorce process.

3.5 THE DIVORCE PROCESS

The divorce process begins with marital disharmony or the emotional divorce (C.f. 3.5.2.1) and after a series of crises theoretically ends with the final termination of the marriage. Divorce is usually a process spread over a long period during which two people gradually untangle the ties, redefine, reorganise and rebuild relationships and expectations (Benokraitis, 2004:428; Lansky, 2005:1).

As part of this process, six stages or "stations" were identified by Bohannon in 1968 (Bohannon, 1970:29-55; Hall, 2005; Schwartz & Kaslow, 1997:361; Shaub, 2002; Williams, 2005). There is no order to the stations as these stages often overlap (Morgan & Coleman, 2001). The six stations of divorce can be summarised as follows:

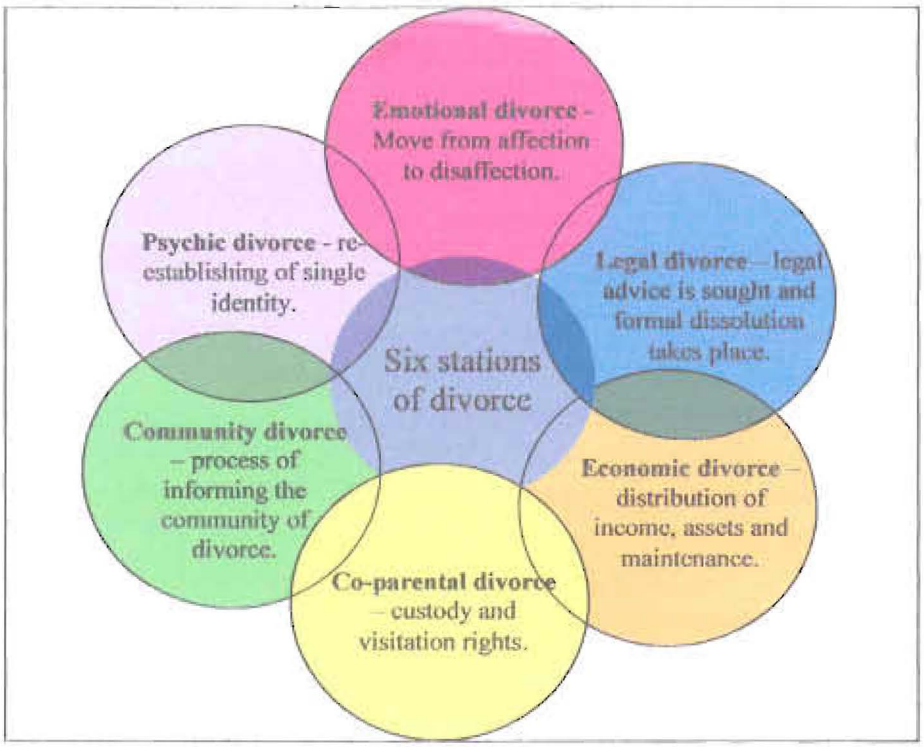


Figure 3.2 Bohannon's six stations of divorce (Bohannon, 1970:29-55; Hall, 2005; Schwartz & Kaslow, 1997:361; Shaub, 2002; Williams, 2005)

Each station will be discussed individually in order to highlight how they impact on the adolescent as they contain potential risks for adolescents whose parents are divorcing. The stations are discussed in no specific order.

3.5.1 Emotional Divorce

The emotional divorce usually begins before any legal action is taken. Disillusionment, unhappiness, anger, sadness, anxiety, euphoria, depression, guilt, fear, incompetence and rejection may be felt by one or both partners (Bryner, 2001:202; Lansky, 2005:1; Williams, 2005). One partner may feel irritated by the other person but they stay married because they fear being alone, do not want to hurt the children or feel bound by their marriage vows. During this stage, the partners may feel disappointed in each other but there is still the hope that the marriage will improve (Schwartz & Kaslow, 1997:24; Williams, 2005). As time passes feelings of hurt and anger may increase as efforts to correct the situation seem to fail. It is during this time that the unhappy partner usually starts to evaluate the rewards and costs of leaving the marriage. This may lead the partner to stop caring and to detach emotionally from the other partner. Love and intimate feelings are often replaced by apathy and indifference. It is usually at this point where legal advice is sought (Benokraitis, 1996:454). During the emotional divorce, after legal advice has been sought and a definite decision to divorce has been reached, the children are usually told (Clapp, 2000:117).

3.5.1.1 The impact of the emotional divorce on the adolescent

During the emotional divorce, adolescents may notice that the relationship between their parents has changed. At this stage some adolescents may still believe there is hope for the relationship to improve (Benokraitis, 1996:455). Hope – the ability to remain cheerful and optimistic - is seen as a typical construct of resilient functioning (Deveson, 2003:113) and can thus potentially shield the adolescent for the time being. It seems therefore that while the adolescent remains hopeful, vulnerability is held at bay but this may prevent the adolescent from accepting their situation, which can lead to vulnerability (Aspinwall, Richter & Hoffman, 2001:219).

When adolescents realise that there is no hope for improvement, they may experience feelings of intense sadness, anger and anxiety (Bezuidenhout, 2006:27; Clapp, 2000:71; Cohen, 2002:1020; Lansky, 2005:16; Mahon, Yarcheski & Yarcheski, 2003:267). Adolescents may be concerned about how the divorce will affect them and alter their personal world. Questions of concern for them often are:

- Where will I live?
- With whom will I live?
- Will I have to go to a new school and what about my friends at my current school?
- How does this affect my future study plans?

It is important that these concerns be talked through to remove the uncertainties that the adolescent may be experiencing (Butler, Scanlan, Robinson, Douglas & Murch, 2002:93; Lubowski, 1995:1-7). Should these fears not be addressed, vulnerability can be promoted (Hawkins, 2005).

In the South African study done by Basson (2001:63), most of the adolescents were shocked when they found out about their parents' intended divorce, followed by uncertainty about the future.

The emotional divorce can leave the adolescent both confused and hurt. For adolescents from divorced families, life can become a complex heap of mixed feelings and emotional chaos (Ramnundlall, 2003:2). The next few paragraphs look at the emotional losses the adolescents may experience during the emotional divorce.

3.5.1.2 Losses experienced during the emotional divorce

During the emotional divorce, many parents may withdraw from their children emotionally. This may result in rejection being experienced (Von Wielligh, 2003:28; Warby, 1996:22), causing vulnerability (Neher & Short, 1998:155). Parents who may now be preoccupied with handling the many changes in their own lives are sometimes incapable of providing support and guidance to their children (Basson, 2003:1; Bezuidenhout, 2006:26; Bryner, 2001:203; Johnson, 2000:2). Lowering of emotional support can be linked to a negative impact on school performance, adjustment problems and vulnerability (Taylor *et al.*, 2000:43; Rodgers & Rose, 2002:1024). The adolescent may experience this emotional and physical withdrawal as rejection or punishment, especially if he thinks that he is partly the cause of the divorce. The emotional withdrawal from the parents' side and the feelings experienced by the adolescent can render him more vulnerable to adjustment problems (Bernstein, 2002:126; Hetherington & Elmore, 2003:196; Seltzer, 1994: 236). Emotional or physical withdrawal is a potential risk factor for adolescents coming from divorced homes.

During and after the emotional divorce, parenting usually deteriorates (Bryner, 2001:203; Kelly & Emery, 2003:354) and becomes less authoritative, more erratic and inconsistent as parents may be overwhelmed by the emotions they experience. This causes them to withdraw from the children's activities they used to be involved with (Bryner, 2001:203; Friesen & Brennan, 2005:298; Hetherington & Elmore, 2003:196). In other instances, one parent may respond to the emotional divorce by being over-protective as he tries to compensate for the loss of the other parent (Duryee, 2003:150). Adolescents coming from such over-protective families might feel smothered, which can heighten vulnerability (Neher & Short, 1998:155). Over-protection on the one hand or lack of authoritative parenting (i.e. loss of positive parenting) on the other can both cause vulnerability in adolescents from divorced families.

3.5.2 Legal Divorce

The legal divorce is the formal dissolution of the marriage where the partners come to an agreement on issues such as childcare, visitation rights, the division of property and assets and other economic issues (Benokraitis, 2004:428; Schwartz & Kaslow, 1997:24). This is where lawyers and judges become involved. For the person getting a divorce, this may be the easier but expensive part (Borden, 2002).

Emotions that parents may experience after the legal divorce are: self-pity, a desire for vengeance, despair, wounded pride, anguish, guilt, loneliness, fear, disgust, withdrawal, relief, and loss of psychological well-being (Anon., 2005).

3.5.2.1 The impact of the legal divorce on the adolescent

The legal divorce forces the adolescent to face the reality that all hope for reconciliation is gone as the divorce is final. The adolescent may feel angry, confused and out of control, which may lead to poor academic achievement, low self-esteem, psychological distress, delinquency, substance abuse, loss of enthusiasm, sexual precocity or inappropriate sexual behaviour, aggressiveness, depression and suicidal behaviour, as well as changes in the frequency and effectiveness of coping strategies, which might be risk factors (Bezuidenhout, 2006:27; Clapp, 2000:76; Dreman, 1999:150; Hartland, Reijneveld, Brugman, Verloove-Vanhorick & Verhulst, 2002:176; Hetherington, 1989:2; Jekielek, 1998:905; Johnson, 2000:1; Johnson & Wiechers, 2002:177; Kalter, 1990:348; Kelly & Emery, 2003:352; Lange, 1999; Strasheim, 2003; Wallerstein, 1994:103; Wild *et al.*, 2004:1455). In the South African study done by Van der Merwe (1989:23), seeing the divorce as final and knowing there would be no reconciliation was difficult for the adolescents. The adolescents first attempted to bargain by begging and crying and when they realised their parents would not reunite, tried to escape the home situation by visiting friends and partaking in extramural activities. The adolescents experienced aggression, anger, guilt (loyalty conflict), rejection, loneliness, sadness, ambivalence, shame and anxiety (Basson, 2001:65; Bezuidenhout, 2006:27; Lefson, 1997:66; Van der Merwe, 1989:24-28), while in the study done by Basson (2001:71), some of the adolescents experienced relief after their parents' divorce. Watson (2003:87) found that adolescents that were exposed to conflict before the divorce were more accepting of the divorce.

In a South African study by Cowan (1999:102), adolescents from divorced families had a significant lower self-esteem when compared to adolescents from intact families, while the study done by Johnson (2000:217) showed that adolescents did experience depression due to the divorce but the level of depression could decrease through group counseling.

When the adolescent accepts the divorce as final, he can start working through the grieving process, as divorce is equivalent to loss (Fritz, 2003). The adolescent who denies the new reality may be at risk, as he fixates on the loss (Bryner, 2001:201). Being positively future-oriented can be a protective factor (Theron, 2004:319) and adolescents who focus positively on the future may also experience the divorce more positively.

During this stage, the adolescent might be exposed to a lot of conflict while the parents decide on the distribution of assets and property, child custody and childcare, visitation rights, and other fiscal issues (Benokraitis, 2004:444). Conflict between parents can be associated with a wide range of deleterious outcomes for the adolescent, including higher levels of depression, anxiety, externalising behaviours, lower levels of self-esteem, as well as social and academic competence (Amato & Keith, 1991a:26; Guthman & Robles-Pina, 1999). Adolescents are more at risk where parents are in conflict (Bryner, 2001:207; Lansky, 2005:2; Madden-Derdich, Leonard & Christopher, 1999:589). The study done by Cowan (1999:103) in South Africa indicated that adolescents from divorced families were more nervous (anxiety), had lower self-esteem, and were less sociable than adolescents from intact families. Johnson (2000:218) also found that adolescents from divorced families experienced a lot of anxiety, but through the intervention program their levels of anxiety decreased. In another South African study, Basson (2003:241) found that parental conflict was a cause of concern for adolescents and that most adolescents became upset when conflict occurred in their presence.

Not all conflict between parents is equally detrimental to adolescents' adjustment and not all adolescents are equally vulnerable to parental conflict. Conflict in which the adolescent feels caught in the middle may have the most adverse consequences for well-being (Bryner, 2001:207; Eseeson, 2007; Hetherington & Elmore, 2003:194; Newman, 2002), although other types of conflict – verbal or physical conflict - may also affect adolescents negatively. Encapsulated conflict - conflict where parents express themselves in a concise way (Allen, 2004:284) – may have the least negative effect on adolescents (Hetherington & Elmore, 2003:194).

3.5.2.2 Losses experienced by the adolescent during the legal divorce

To adolescents the legal divorce may not only mean the loss of family, the entity that provides them with stability, support, security and continuity in an often unpredictable world (Clapp, 2000:70; Cowan, 1999:13), but also the loss of support, friends, home environment, role models and skills (Afifi & Keith, 2004:66; Kostelnik, 2002:150; Stevenson & Black, 1995:32). During the legal divorce stage, the adolescent should realise that there is no turning back and that the divorce is final. It is important for the adolescent to accept the unchangeable as it may facilitate resilience more than hoping for something that cannot be changed

(Aspinwall *et al.*, 2001:219). The adolescent may realise that he is losing a parent and a known environment to face the unknown as part of a divorced family.

With one of the parents moving out, the adolescent may lose the resources, skills, love and acceptance of that parent (Pisick, 2001: 305). The adolescent might still see the non-custodial parent but time might be a limiting factor that previously had never imposed on the relationship in this manner. South African studies (Basson, 2003:243; Jakobsen, 2000:206; Johnson, 2000:120; Lefson, 1997:66) indicate that adolescents experience feelings of intense anger, resentment and sadness at these losses.

If the adolescent moves out with the custodial parent, it means the loss of the home environment, which could have given the adolescent a sense of security (protective factor). The loss of the predictable and facing the unpredictable might be a risk factor for the adolescent. The changes that take place, especially the change in school - new friends and support system, new educators, and a different curriculum - can negatively influence the adolescent as his known support system no longer exists (Hetherington & Elmore, 2003:192; Sandler *et al.*, 2003:227), thereby placing the adolescent in a vulnerable position. Change in school and social support has been associated with negative school performance (Pribesh & Downey, 1999:521; Sandler *et al.*, 2003:227). This was confirmed in the one South African study done by Basson (2001:70).

3.5.3 Economic Divorce

The economic divorce involves the distribution of family income, assets and debt and deciding who will be financially responsible for the children (Williams, 2005). The discussions and conflict over economic issues may continue after the legal divorce has been settled (Clapp, 2000:72). Issues of conflict are usually about past debts, property taxes and unforeseen expenses (e.g. children needing braces; school sports tours, etc.). Maintenance also may augment stressful interaction if it is not paid or when an agreement cannot be reached about the amount of maintenance needed (Benokraitis, 2004:428; Bryner, 2001:203; Schwartz & Kaslow, 1997:24).

The requirements of the two-income household are not only applicable to divorced families but also to intact families (Duryee, 2003:155). When a two-income family divorces, the economic strain sometimes becomes unbearable and the standard of living may be lowered in order to accommodate the loss of a second income (Bryner, 2001:203; Duncan, 1994:444). This may lead to a change in environment and decreased status, living space and even security. If intact families find it hard to survive on only one income, it may become so much more difficult for a divorced family to split the income between two separate families.

Usually both men and women are affected financially by the divorce. Women's income usually decline more drastically than that of men and in some instances the father's income even increases as the mother takes custody of the children, therefore his expenses decrease (Eggebeen & Lichter, 1991:807; Martin, 2007; Rosin, 1996:16). Many women in South Africa earn less than men (Smith, 2000:16) and economically divorce therefore potentially impacts more on women than on men (Budlender, 1996:58; Madden-Derdich *et al.*, 1999:591). This change is often linked to low educational achievement, which may restrict women to low-paying jobs in the service sector, or having a child makes it difficult for a woman to find full-time employment and someone to look after the children. This may limit her to part-time jobs with more flexible hours (Benokraitis, 1996:464).

Most men from divorced families and ex-wives, if they are employed, are financially able to support their children (Benokraitis, 1996:464). If however the man is unemployed, finding work in South Africa may be difficult, especially for White men (Du Toit, 2006:8; Kingdon & Knight, 2001:4).

3.5.3.1 The impact of the economic divorce on the adolescent

With the custodial parents working longer hours or even holding down several jobs to meet the new financial burden, it may mean even less time to be spent with the children and less effective parenting (Bryner, 2001:203; Clapp, 2000:74; Duncan, 1994:451; Ehrenberg, Bush, Pringle, Luedemann & Geisreiter, 2005:42; Hetherington & Elmore, 2003:193). For the children in already poor households the economic strain may increase when their parents divorce, making it even more difficult for them because they might experience the custodial parent as more stressed and less available (Cohen, 2002:1019; Duncan, 1994:444). This potentially puts the adolescent in a more vulnerable position. Economic hardship can have a negative impact on adolescent well-being (Taylor *et al.*, 2000:36) as some divorced parents with low income may feel anxious, depressed, less affectionate, apply harsher and more inconsistent discipline and provide less support (Hall, 2005; Hashima & Amato, 1994:394). Adolescents who experience economic hardships are more likely to have adjustment problems, but the effect of economic hardships can be mediated by parenting and by parents who are psychologically healthy (Taylor *et al.*, 2000:41,42). Lack of fiscal resources can also be linked to heightened vulnerability (Kelly & Emery 2003:356; Schoon, 2006:141). In the South African studies done by Johnson (2000:238) and Van der Merwe (1989:33), economic hardship was a major factor accounting for distress and anxiety in adolescents, not just about their current situation but also about their future.

Change in finances might cause a change in:

- residence: poor-quality housing in an unsafe neighbourhood;
- sleeping arrangements, other familiarities around the house;

- school, educators and friends;
- social support (Bryner, 2001:203; Clapp, 2000:74; Sandler *et al.*, 2003:227; Von Wielligh, 2003:22).

Lack of finances is potentially associated with:

- poor nutrition which may have a negative impact on the adolescent's health (Emmer, 2003:1; Friesen & Brennan, 2005:297), jeopardising his growth and development and consequently damaging his sense of trust, safety and security;
- limited access to basic needs, namely food, shelter and housing, which is strongly correlated with poorer academic performance (Dass-Brailsford, 2005:575);
- limited access to further education as finances are not available; and
- a decline in adolescents' self-esteem as they might feel conspicuous because, due to economic constraints, they cannot afford the same expensive clothing and luxuries as their peers from intact families (Bryner, 2001:203; Clark-Lempers, Ho & Lempers, 1995:117).

3.5.3.2 Losses experienced by the adolescent during the economic divorce

During the economic divorce, it may become clear to many single parents that their financial resources are limited. The custodial parent may have to work longer hours or hold down more than one job to make ends meet, which causes a loss of the time he used to spend with the children (Bryner, 2001:203). Other losses associated with poverty and divorce are:

- a deterioration in health (Cowan, 1999:103; Kalter, 1990:349; Taylor *et al.*, 2000:36) and ultimately in school performance (Dass-Brailsford, 2005:575; Demie, Butler & Taplin, 2002:101; Lansky, 2005:190);
- losing the familiar environment - home, school and neighbourhood (Bryner, 2001:203; Clapp, 2000:74; Stevenson & Black, 1995:32), which includes the loss of friends, teachers and even achievements such as leadership positions they held in their previous school (Clapp, 2000:74; Von Wielligh, 2003:22);
- uncertainty about future expectations as money might no longer be available for future studies (Butler *et al.*, 2002:93); and
- loss of the adolescents' sense of trust, safety and security as they lose their support system (Dreman, 1999:161; Edgar, 1999:119).

All these losses potentially place the adolescent at risk. The adolescent may have to rebuild a life in a different environment and have to find support from new friendships. For adolescents, risks associated with the legal divorce can be devastating.

3.5.4 Co-Parental Divorce

Co-parental divorce involves the agreement between the parents regarding the legal responsibility for financial support and the day-to-day care of the children, as well as the rights of both the custodial and non-custodial parent to spend time with the children (Benokraitis, 2004:428; Schwartz & Kaslow, 1997:24; Williams, 2005). During this stage, adolescents may feel trapped between the two parents and have to decide with which one they are going to stay. Often adolescents do not want to make this decision because they do not want to take sides (Warby, 1996:22). When parents cannot reach agreement regarding custody, the family advocate frequently recommends a forensic psychological evaluation of the family members. The family advocate considers what is in the child's best interest and then makes a recommendation as to where the child should be placed (Rademeyer, 1997:12).

Approximately 80% to 84% of children remain in the custody of their mothers (Hetherington & Elmore, 2003:182; Seltzer, 1994:236; Watson, 2003:87), although joint custody is becoming more popular (Afifi & Keith, 2004:67; Lansky, 2005:122). Problems with control and coercive relationships between mother and sons may endure after the divorce. Preadolescent and adolescent girls often develop close supportive, companionable and confiding relationships with their divorced mothers (Hetherington & Elmore, 2003:197). The relationship between mothers and their daughters can however reach a stage where it is no longer to the advantage of the daughter as unhealthy responsibility can be given to them (Lansky, 2005:48; Temke & Carman, 2006).

3.5.4.1 The impact of the co-parental divorce on the adolescent

For many adolescents, the co-parental divorce is very stressful as they may feel they have to reject one parent in order to choose one to stay with (Basson, 2003:37; Clapp, 2000:101; Lansky, 2005:41; Von Wielligh, 2003:25). Making such a decision can place adolescents at risk as they might experience a lack of control over their lives. A sense of having no control might heighten risk (Irion, Coon & Blanchard-Fields, 1988:135; Parker & Roy, 2001:572), while a sense of control can be a protective factor (Baumeister & Exline, 2000:30; Beardslee & Gladstone, 2001:1101; Ungar & Teram, 2000:241). The co-parental divorce does not seem to offer an easy way out, as both options - having adolescents choose where they want to live or choosing for them - can be risk factors. In a South African study done by Basson (2003:201), the adolescents in his sample experienced a significant increase in their control orientation after an intervention program.

Having younger siblings living with an adolescent girl in a divorced family can place extra stress on her as she is often required to take care of them, provide emotional support, give advice and play the role of

confidante (Berk, 2003:627; Bryner, 2001:203). The adolescent girl might be expected to mature more quickly in order to fulfil her duties at home while the custodial parent is working outside the home. Excessive task demands have been associated with elevated anxiety and depression, low social competence and self-esteem, and a lurking sense of failure and inadequacy among girls (Hetherington & Elmore, 2003:197). Either way the adolescent may be loaded with additional roles (Strasheim, 2003) at a time when she should be free to experiment with roles in order to achieve identity formation. If identity formation is not reached, identity diffusion may result and the adolescent feels that she has no control over her life (Gouws & Kruger, 1996:90; Gouws *et al.*, 2000:93). This may put the adolescent in a vulnerable position. In the South African study done by Basson (2003:247), adolescents experienced a sense of helplessness concerning their relationship with their mothers as many of them felt obligated to take responsibility for maintaining the mothers' emotional equilibrium, even though the mothers were competent. Johnson (2000:221) also found that adolescents felt unable to deal with all the demands that were placed on them up to a point where they felt overwhelmed by their situation while Watson (2003:86) found that a positive relationship between an adolescent and the mother can contribute to positive adjustment. Interestingly, in the study by Watson, fathers experienced more problematic relationships with their adolescents and their role as father seemed relatively unimportant in relation to adjustment (Watson, 2003:86).

The relationship with the non-custodial parent depends more on the quality of time spent together than the quantity. Having a good relationship with the non-custodial parent can be seen as a protective factor, especially if there is a low level of conflict between the parents (Hetherington & Elmore, 2003:198). A good relationship may also help to minimise feelings of loss and rejection (Afifi & Keith, 2004:66; Bryner, 2001:202). The non-custodial parent who helps with homework and personal problems can have a greater influence in promoting the adolescent's positive adjustment. When the relationship with the non-custodial parent is not very good or the spousal conflict is high, frequent contact with the non-custodial parent may worsen adolescent adjustment (Hetherington & Elmore, 2003:198).

3.5.4.2 Losses experienced by the adolescent during the co-parental divorce

The loss of the non-custodial parent and the sense of missing related to this loss can make the adolescent feel lonely. A change in school and home may elicit even more loneliness as they may separate themselves from their support systems (Dreman, 1999:161; Edgar, 1999:119; Hetherington & Elmore, 2003:192; Sandler *et al.*, 2003:216).

It often happens that contact with the non-custodial parent rapidly declines after the divorce – decreased parental involvement can be related to residential distance, low socio-economic status and parental

remarriage (Hetherington & Elmore, 2003:198). Peer support may moderate this low parental support (Rodgers & Rose, 2002:1024).

After divorce many adolescents may have to become independent quicker than they intended to as they have to assume adult responsibilities (Clark-Steward & Brentano, 2006:130; Strasheim, 2003), such as looking after siblings. With added responsibility many adolescents may experience a loss of free time. Adolescents who have to take on extra responsibilities may also feel that they are losing out on time as a child as they have to grow up quickly to take on adult responsibilities (Hecker & Deacon, 1998:359). Losing out on childhood was confirmed by studies done in South Africa by Basson (2003:237) and Van der Merwe (1989:28).

3.5.5 Community Divorce

Friends, family, teachers and other people are informed about the divorce (Schwartz & Kaslow, 1997:24; Williams, 2005). Relationships between some friends may be broken but relationships between grandparents and grandchildren often continue, although the in-laws may sever ties. Old friendships may be replaced with new ones and typically some spouses start dating again (Benokraitis, 1996:455). During this time, there may also be less support from family and friends (Lawler, 2000; Schwartz & Kaslow, 1997:25).

The community divorce may take a long time as friends and family may still hope that the couple can work out their differences and not go through with the divorce (Borden, 2002). Such hope may send double messages to the adolescent and hinder acceptance of the parents' divorce.

In most communities, divorce has come to symbolise social failure, a significant deterioration of a previous standard of living and the struggle to maintain the value of enduring relationships (Duryee, 2003:156).

3.5.5.1 The impact of the community divorce on the adolescent

For adolescents who in any way feel responsible for their parents' divorce, the community divorce may be very embarrassing (Lansky, 2005:42). Adolescents with a negative self-concept are more likely to accept responsibility for the divorce as they internalise the events that took place (Hetherington & Elmore, 2003:184). By feeling personally responsible, the adolescent may be weighed down with guilt and self-directed anger which places him in a vulnerable position (Brooks & Goldstein, 2004:109; Kalter, 1990:312; Strasheim, 2003). In the South African studies by Cowan (1999:43) and Basson (2001:69) the adolescents who felt responsible for the divorce expected that the community would punish them for their contribution to the divorce and therefore the adolescents tried to avoid telling the community and friends about it. Many

adolescents in some other South African studies were shy about the divorce as it was seen as a sin or failure or simply being different (Cowan 1999:43; van der Merwe, 1989:112). In the South African study done by Jakobsen (2000:206), being different reflected adolescents' negative experience of the divorce, while Johnson (2000:126; 215) found that adolescents blamed themselves for the divorce, but after the intervention programme the adolescents' self-concept improved and there was less self-blame.

The community divorce may also be difficult for the adolescent if friends' parents are still together, as they may fear labeling and rejection by the community (Clapp, 2000:81; Von Wielligh, 2003:28). This can affect interpersonal relationships negatively, which in turn elevates vulnerability due to perceived peer rejection (Hetherington & Elmore, 2003:202). In the South African study done by Johnson (2000:220), interpersonal relationships were influenced negatively by the divorced but improved through the intervention programme.

Peer rejection has been shown to intensify the negative consequences associated with divorce. The opposite has also proven to be true. Having a single friend may help to buffer the effect of divorce (Hetherington & Elmore, 2003:202). Adolescents from divorced families are reported to be less socially competent and more vulnerable to peer influence than those from non-divorced families (Cowan, 1999:103; Hetherington & Elmore, 2003:202). Being easily influenced by peers can make these adolescents more vulnerable to drugs, alcohol and early sexual activity.

Many divorced mothers who have custody of the children return to their parents for economic and emotional support after the divorce. Grandparents mostly play a protective role (Hetherington & Elmore, 2003:201) and sometimes help with the financial needs and temporary housing (Lansky, 2005:196). Conflict between the custodial parent and the grandparents can cause further distress for the child or adolescent, making them more vulnerable (Hetherington & Elmore, 2003:202).

If the custodial parent has to move, the adolescent may have to adapt to a new school, friends and neighbourhood. Severed ties with old friendships and his school which provided the adolescent with a support system can impact negatively on the adolescent, making him more vulnerable (Duryee, 2003:154; Hetherington & Elmore, 2003:202; Masten & Powell, 2003:13). As was stated in Chapter 2.4.3.1, school attachment is one of the strongest non-family factors that serve as a protective factor.

3.5.5.2 Losses experienced by the adolescent during the community divorce

Adolescents may experience the loss of friends, family, teachers and other people important to them (Williams, 2005) during the community divorce. The loss experienced may not be directed at them but rather at their parents, although they feel the direct consequences of the loss. Some of the adolescents in the South

African study done by Van der Merwe (1989:113) indicated that they lost some of their friends and family but in general, they had intimate friends who stayed with them and supported them.

3.5.6 Psychic Divorce

This is the process where the partners separate from each other psychologically/ inter-psychically. One or both of the partners may go through a process of mourning. Some people never complete the mourning process, as they cannot let go of the pain, anger and resentment (Benokraitis, 1996:455; Ford, 2002:82). The psychic divorce is the true separation where the parents learn to be self-supportive and adapt to being divorced (Lawler, 2000).

During the psychic divorce, the divorcee needs to re-establish a single identity (Lawler, 2000; Schwartz & Kaslow, 1997:26; Williams, 2005).

3.5.6.1 The impact of the psychic divorce on the adolescent

The parents' mourning process may differ from that of the adolescent. The parent may mourn the loss of a spouse, the past they shared, future plans and expectations and a part of their identity (Clapp, 2000:152). The adolescent more likely mourns the loss of a parent as part of his daily reality, despite the parent's continued existence (Hetherington & Elmore, 2003:198). For some adolescents this is worse than losing a parent through death (Bryner, 2001:179; Rademeyer, 1997:12). For other adolescents divorce rates just under losing a parent through death, as these adolescents experience less support from family than do adolescents who lose a parent through death (Hodges, 1991:9; Lansky, 2005:27).

The mourning process may not take place for the parent and the adolescent simultaneously. Furthermore, the mourning process may continue longer for the one than for the other. The mourning process of the parent can take many forms, some of which might exclude the adolescent or make him more vulnerable (Clapp, 2000:152).

As the parents re-establish their own single identity and move on from the divorce to meet new people, the adolescent's feelings may range from acceptance to rejection, depending on the adolescent's own mourning process and acceptance of the divorce (Clapp, 2000:187). If the custodial parent moves on with life too soon for the adolescent, it can make him more vulnerable as his world is shaken for a second time in a short period and he has to accept yet another person with whom he must share his parent.

3.5.6.2 Losses experienced by the adolescent during the psychic divorce

Adolescents work through their losses – of a parent, home, school, familiar surrounds – by working through the grieving process (Hodges, 1991:9; Lansky, 2005:27). Adolescents may also mourn the loss of a dream, the ideology that their parents will stay together forever, and the perception that all problems can be solved.

As adolescents move on and accept the divorce, new challenges may arise as parents also move on. Once parents start dating again, adolescents might feel rejection all over again as the attention and support is now shifted from them to the new date and even to a new stepparent. Some adolescents experience both excitement and anxiety about their parents dating. Adolescents can also experience anger towards the mother's boyfriend or new husband when he tries to discipline them (Basson 2003:111).

With new stepparents, new rules and restrictions may arise, which may cause the loss of the newly accepted single-family environment. The adolescent might also lose some time with his custodial parent due to dating. This was confirmed by a South African study done by Basson (2003:240) where in the group sessions adolescents expressed the viewpoint that the new parent or partner caused them to lose their parent.

At this stage, chores for older adolescents may increase when they have to look after younger siblings. The adolescent thus loses some time that he would have spent doing something else (Basson, 2003:89).

3.5.7 Summary of the Stations of Divorce

During each of the six stations, the adolescents may experience factors that might impact negatively on their functioning, potentially causing vulnerability, which can potentially weaken resilience. Thus, the risks inherent to divorce are multiple and include:

Risky intrapersonal factors/processes	Risky interpersonal factors/processes
- hopelessness	- poor parenting
- negative future expectation	- fiscal stress
- confusion and hurt	- social rejection
- rejection	- disrupted schooling
- behavioural and emotional problems	- relationship losses
- anxiety, anger, intense sadness	- substance abuse
- uncertainty	- sexual precocity
- low self-esteem	- parental conflict
- loss of enthusiasm	- decrease in income
- depression	- decrease in family time
- loss of sense of trust	- childhood

Figure 3.3 Risk factors inherent to the divorce

The following figure summarises the effect of divorce on adolescents during the six stations of divorce:

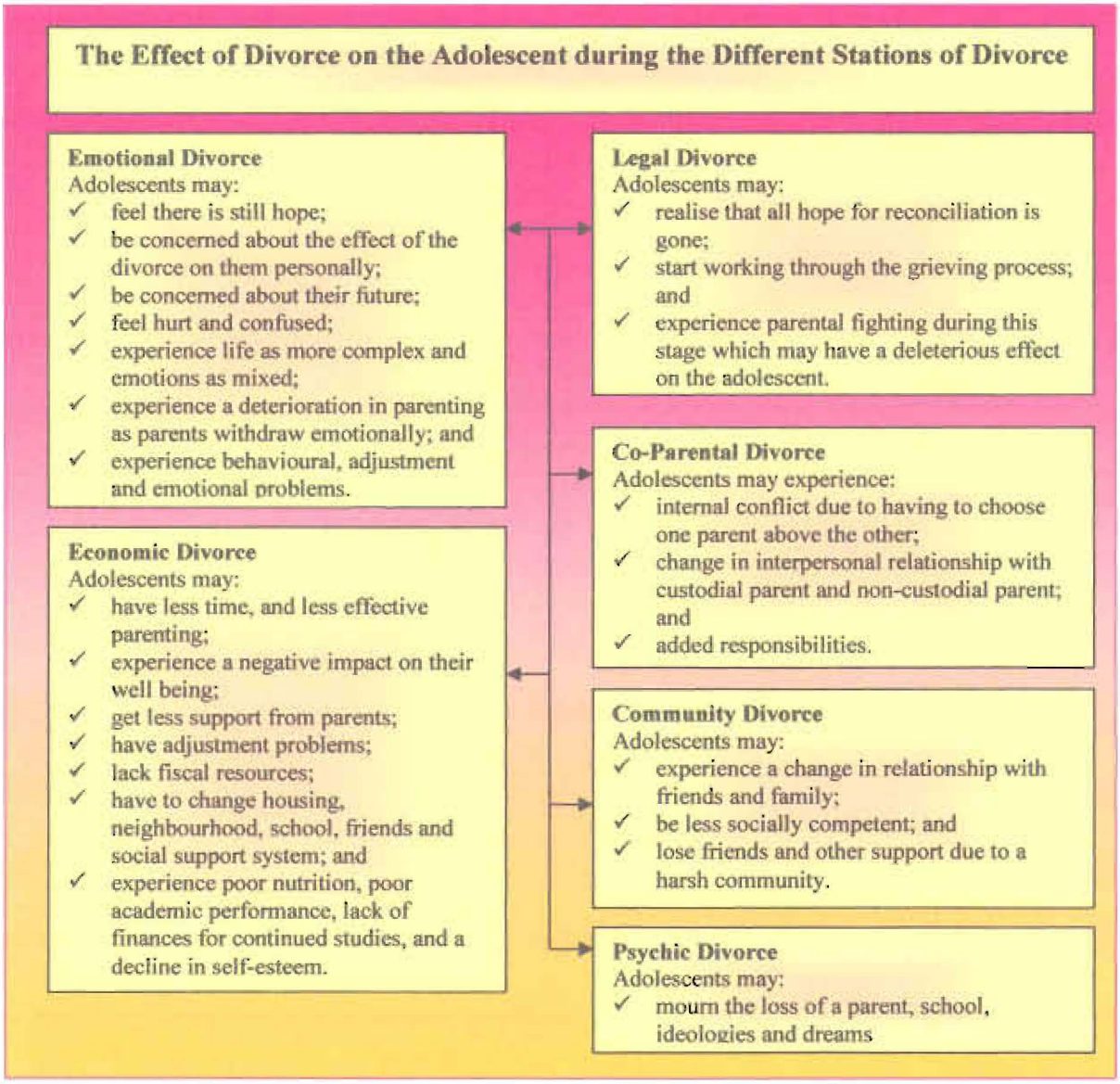


Figure 3.4 Summary of the impact of divorce on the adolescent during the six stations of divorce

3.6 CONCLUSION

White Afrikaans-speaking adolescents face multiple risks when their parents divorce. Many adolescents experience their parents' divorce as a crisis in their lives. Divorce affects adolescents from the day that they find out about the divorce until they have worked through the divorce. Many will be affected throughout their lives. However, when adolescents are resilient, the impact is less deleterious and the divorce does not define the adolescent.

The next chapter will focus on the research methods used to conduct the study.

CHAPTER 4

RESEARCH DESIGN AND METHOD

"If you can't describe what you are doing as a process, you don't know what you're doing" – (W. Edwards Deming- www.desktop-quotes.com)

OVERVIEW OF CHAPTER 4

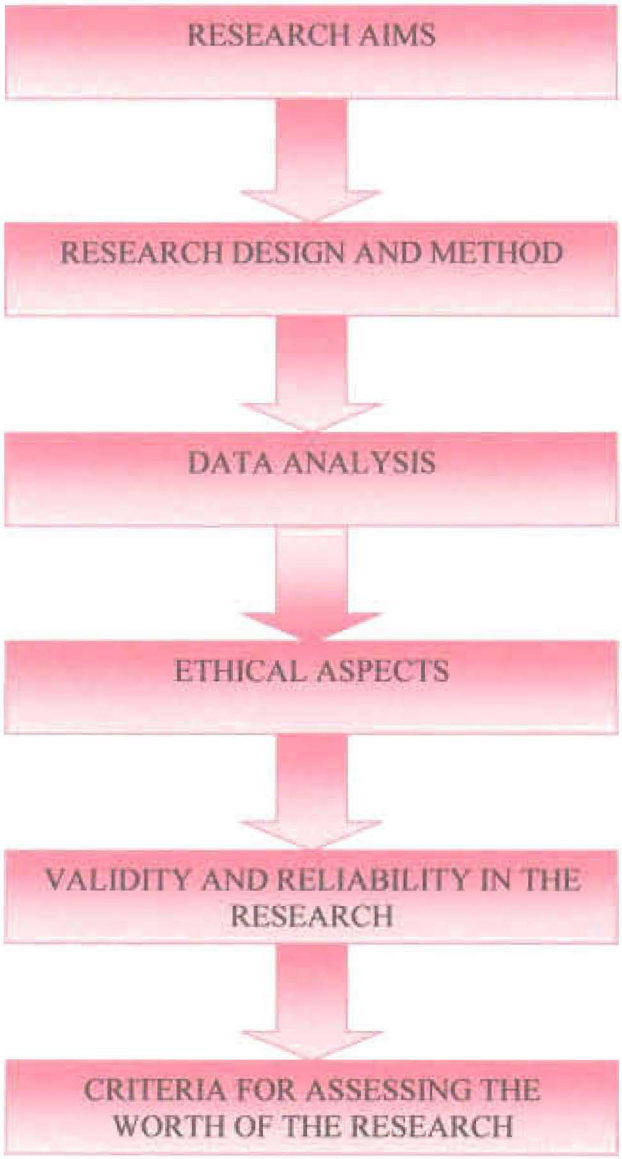


Figure 4.1 Overview of Chapter 4

4.1. INTRODUCTION

The aim of this chapter is to delineate the entire research process by means of a concentrated holistic description. The general research approach, design, data collection and methods of analysis will be discussed. In addition, important aspects like ethical considerations, reliability and validity will receive attention.

4.2. RESEARCH AIMS

The overall aim of the study is to determine the antecedents that contribute to resilient functioning among White Afrikaans-speaking adolescents from divorced backgrounds.

The above aim can be operationalised into the following sub-aims:

- ✓ to elucidate what is encompassed by adolescent resilience;
- ✓ to document the effects of divorce on adolescent resilience;
- ✓ to conduct an empirical study to determine what protective resources/processes contribute to resilient functioning among adolescents from White Afrikaans-speaking divorced families; and
- ✓ to develop guidelines in the form of a concept program for Life Orientation educators to foster resilient functioning in adolescents from White divorced Afrikaans-speaking families.

The first two sub-aims were realised by conducting a literature research. The empirical study which the third sub-aim refers to will be outlined below.

4.3 RESEARCH DESIGN AND METHOD

The study was designed to fit the prescriptions of the International Youth Resilience Study (IYRS). The IYRS is an international project initiated by Dalhousie University in Canada, which uses mixed research methods to examine the factors that help children and youths cope resiliently with the many challenges they face. The combination of quantitative and qualitative components in the research contributes to making the phenomenon of resilience broad and multidisciplinary (Ungar, 2006:55; Ungar, Lee, Callaghan & Boothroyd, 2005:15-18; Ungar & Liebenberg, 2005:214; www.resilienceresearch.org). The design consists of two parts:

1. a survey using a close-ended questionnaire; and
2. a phenomenological study using semi-structured interviews.

The International IYRS research process can be summarised as following:

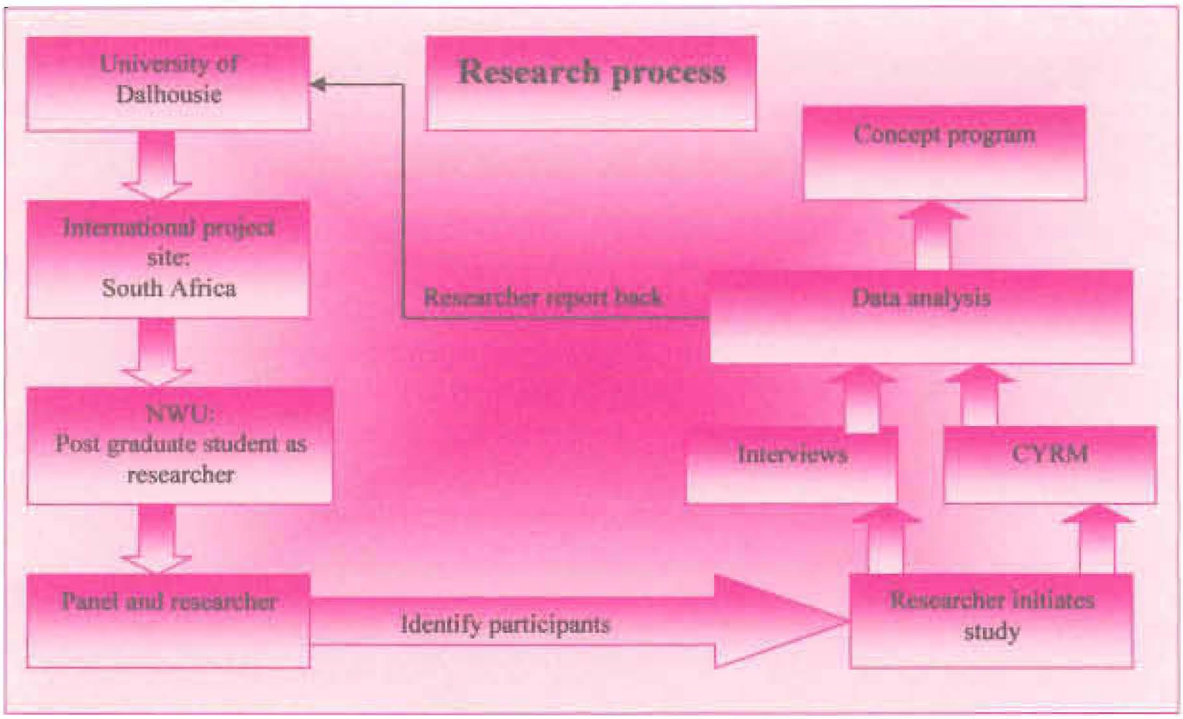


Figure 4.2 **International youth resilience summary of study with White Afrikaans adolescents from divorced parents**

The University of Dalhousie (specifically Dr Ungar and Dr Liebenberg who head IYRS) invited South African participation in their ongoing research on resilience. They liaised with my promoter who encouraged me to participate.

In accordance with IYRS specifications, I compiled an advisory panel at each school consisting of educators, peers and school psychologists. The advisory panel identified learners for participation in the study and they also distinguished between resilient and non-resilient learners based on their understanding of resilience. The criteria used for understanding were guided by literature in Chapter 2 and group discussions. These criteria were rigorously debated by the advisory panels before participants were selected. The criteria can be found in Addendum B.

I distributed the questionnaires to the participants and conducted interviews with ten resilient participants. I analysed the information received from the participants by doing inductive qualitative analysis of the interviews and using ANOVA - analysis of variance (Lincoln & Guba, 1985:202; Moore & McCabe, 1998:744) - for the questionnaires.

To motivate my choice of mixed research designs, a brief description of quantitative research design, qualitative research design and the investigation group is provided.

4.3.1 Mixed Methods Design

In the changing and complex society in which we live, no single research method can completely investigate the characteristics of a phenomenon. By using different research methods, collecting and integrating different kinds of data, both qualitative and/or quantitative, the blend of strengths and advantages of the different methods counterbalance the weakness and disadvantages of the other (Du Plessis, 2005:94). The mixed methods approach therefore is a combination of elements from both qualitative and quantitative research which may provide a better balance for findings than just either approach alone (Creswell & Garrett, 2008:322; Gilgun, 2005:46; Ivankova *et al.*, 2007:261; Leedy & Ormrod, 2005:97; Ungar & Liebenberg, 2005:214). Both quantitative research and qualitative research will be discussed individually to highlight the strengths of each.

4.3.1.1 Quantitative research

Quantitative research can be defined as an approach used to answer questions about relationships among measured variables with the purpose of explaining, predicting and controlling phenomena (Cottrell & McKenzie, 2005:3; Ivankova *et al.*, 2007:255; Leedy & Ormrod, 2005:94). The following table summarises the use of quantitative research by looking at the use, nature of the process, data collection and data analysis:

Use of quantitative research	**The nature of the quantitative research process**	**Data collection in quantitative research**	**Data analysis in quantitative research**
✓explains and predicts future behaviour or phenomena; ✓confirms and validates information obtained, such as relationships between variables; and ✓test theory and develop generalisations that contribute to theory.	✓ the researcher works with known variables as they are defined before the study commences; ✓ the research focuses on a specific area of importance; ✓ guidelines for the study are established before the study begins and are therefore not very flexible; ✓ the research methods are predetermined as they are set out before the study and remain the same throughout the study; ✓ research methods are chosen in such a way that the researcher can	✓ one or more variables are identified to be studied and data relating to the specific variables is collected; ✓ specific methods of measuring each variable are identified, developed and standardised with attention to validity and reliability; ✓ data is collected from a population or a large sample that is representative of the phenomena being studied; and ✓ data is collected in	✓ remains objective in the data analysis, conducting predetermined statistical procedures and using objective criteria to evaluate the outcomes; and ✓ relies on deductive reasoning.

	be objective when variables are measured; and ✓ quantitative researchers aim to remain detached from their participants in order to draw unbiased conclusions.	such a way that it can easily be converted to numerical indices.	

Table 4.1 Quantitative research (Ivankova *et al.*, 2007:255, 256; Leedy & Ormrod, 2005:95,96; Olson, 1995; Trochim, 2006)

4.3.1.2 Qualitative research

Qualitative research answers questions about the complex nature of phenomena with the purpose of describing and understanding the phenomena from the participants' point of view (Gilgun, 2005:40; Ivankova *et al.*, 2007:257; Leedy & Ormrod, 2005:94; Mouton & Marais, 1994:205). The aim is to understand social life and the meaning people attach to everyday life and their descriptions of lived experiences (Gilgun, 2005:40; Schurink, 1995:11). Qualitative research uses humans as instruments, as qualitative research inclines towards methods that are extensions of normal human activities and therefore humans will incline to activities such as interviews and observing (Lincoln & Guba, 1985:199). Qualitative research is also conducted to discover new insights rather than to verify a predetermined idea and thus focuses on natural settings (Sherman & Webb, 1988:5).

Qualitative research starts with a general research question and collects an extensive amount of verbal data from a small number of participants (Gilgun, 2005:46; Leedy & Ormrod, 2005:94). Verbal descriptions are used to portray the situation that was studied (Gilgun, 2005:41; Leedy & Ormrod, 2005:94). Nothing is unimportant to a qualitative researcher. The following table summarises the qualitative research method, looking at the use, nature, data collection and data analysis used with the method:

Use of qualitative research	The nature of the qualitative research process	Data collection in qualitative research	Data analysis in qualitative research
✓seeks a better understanding of complex situations by exploring and interpreting the situation; ✓builds theory using observation; and ✓describes and	✓the research process is holistic and may change along the way; ✓the setting is entered with an open mind and is flexible; ✓researchers are prepared to immerse themselves in the complexity of the	✓researchers operate under the assumption that reality is not easily divided into discrete, measurable variables; ✓a few participants are used who can best shed light on the phenomenon under	✓relies on inductive reasoning; ✓makes specific observations and then draws inferences about larger and more general phenomena; and ✓subjectively identifies

explains findings.	situation; ✓there is interaction with the participants; ✓context-bound categories emerge from the data; ✓not all variables are known and compensated for; and ✓the researcher gives a personal view.	investigation; ✓the researchers are personally involved in the setting; and ✓verbal and non-verbal data may be collected during the research process.	patterns reflected by the data.

Table 4.2 Qualitative research (Gilgun, 2005:41-44; Ivankova *et al.*, 2007:257,258; Leedy & Ormrod, 2005:95,96; Olson, 1995; Trochim, 2006)

4.3.1.3 Mixed methods research

When using a mixed method design, the quantitative and qualitative methods are combined to complement each other. Mixed method research is helpful in gaining in-dept understanding of a phenomenon. There are four mixed method designs to describe how and when and in what combination the qualitative and quantitative methods are mixed (Ivankova *et al.*, 2007:263). Each one of the mixed methods has a specific goal. For this study, I used the triangulation mixed method design. I gathered quantitative and qualitative data and then mixed both the qualitative findings and the quantitative findings to provide me with a more comprehensive picture rather than looking at each set of findings separately or using the one set to explain the other (Ivankova *et al.*, 2007:266).

4.3.2 The Literature Study

A literature study formed the foundation for this research and was conducted on the following themes:

- ✓ adolescents (Cauce *et al.*, 2003; Gouws *et al.*, 2000; Lerner & Noh, 2000; Louw, van Ede & Louw, 1998; Reber & Reber, 2001);
- ✓ resilience (Boyden & Mann, 2005; Greene & Conrad, 2002; Howard & Johnson, 2000; Masten & Coatsworth, 1998; Masten & Reed, 2005; Sandler *et al.*, 2003; Siqueira & Diaz, 2004; Ungar, 2005);
- ✓ the process of resilience and resilience models (Boyden & Mann, 2005; Cook & du Toit, 2005; Fergus & Zimmerman, 2005; Fergusson & Howood, 2003; Killian, 2004; Kim-Cohen, 2007; Masten & Reed, 2005; Reed-Victor, 2003; Schoon, 2006; Schoon & Bynner, 2003);
- ✓ risk factors (Boyden & Mann, 2005; Fergus & Zimmerman, 2005; Theron, 2004; Masten & Powell, 2003; Schoon & Bynner, 2003; Wright & Masten, 2005);
- ✓ protective factors (Fergus & Zimmerman, 2005; Greene, 2002a; Greene & Conrad, 2002; Kaplan, 1999; Masten & Reed, 2005; Theron, 2004);

- ✓ adolescent resilience (Boyden & Mann, 2005; Brooks & Goldstein, 2004; Cook & du Toit, 2005; Greene & Conrad, 2002; Hetherington & Elmore, 2003; Howard & Johnson, 2000; Kim-Cohen, 2007; Masten & Reed, 2005; Reed-Victor, 2003; Sandler *et al.*, 2003; Yates *et al.*, 2003); and
- ✓ resilience and divorce (Amato & Keith, 1991a&b; Clapp, 2000; Duncan, 1994; Friesen & Brennan, 2005; Hetherington & Elmore, 2003; Kelly & Emery 2003; Taylor *et al.*. 2000).

4.3.3 The Empirical Study

Within this study, the empirical study was primarily conducted to obtain in-depth information about why some White Afrikaans-speaking adolescents function resiliently after their parents' divorce and why some do not. The empirical study was necessitated because very large amounts of information regarding divorce are available (Benokraitis, 1996:453; Bryner, 2001:202; Clapp, 2000:117; Cohen, 2002:1019; Duncan, 1994:444; Fagan & Rector, 2000; Hawkins, 2005:1; Hetherington & Elmore, 2003:196; Isaacs, 2002:329; Kelly & Emery, 2003:352; Lanksy, 2005:1) but no information is available regarding the effect of divorce on Afrikaans-speaking adolescents - who form part of a minority group in South Africa - and their ability to be resilient (C.f. 1.3).

The empirical study can be summarised as follows:

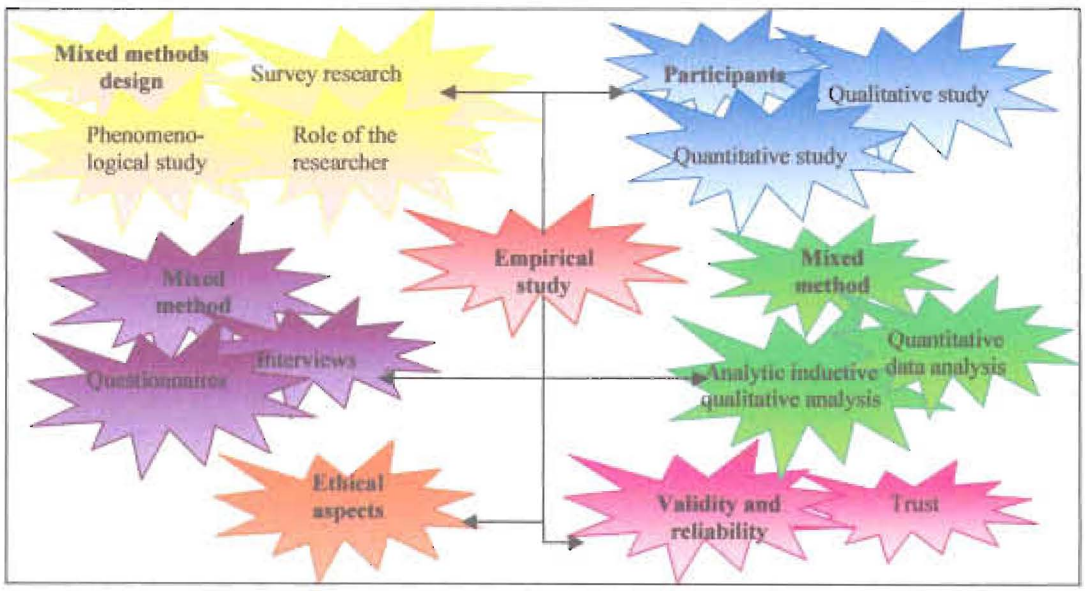


Figure 4.3 Overview of the empirical study

4.3.3.1 Triangulated mixed methods design

The triangulated mixed methods design informing the empirical study was delineated in 4.3.1. As indicated previously, the data collection consisted of survey research entailing close-ended questionnaires (quantitative

research) closely followed by a phenomenological study that used semi-structured interviews (qualitative research). In order to answer my guiding research question, I mixed the findings.

4.3.3.1.1 Survey research using close-ended questionnaires

Survey research involves acquiring information about the opinions, attitudes, perceptions or previous experience of one or more groups of people. The ultimate goal is to learn about a large population by surveying a sample of that population (Leedy & Ormrod, 2005:183).

A close-ended questionnaire, The Child and Youth Resilience Measure (CYRM), was used for this study. The questionnaire is divided into three sections:

- ✓ Section one has eight questions that gather background information regarding the participant's family, gender, race, ethnicity and age. Section one was compiled by the IYRS.
- ✓ Section two consists of fifteen site-specific questions relating to how White Afrikaans-speaking adolescents of divorced families experience life. These questions were compiled by the advisory panel and myself. All the questions in section two have five possible answers from which the respondents could choose ratings from "1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a bit; 5 = A lot". A copy of the questionnaire is included in Addendum D.
- ✓ Section three consists of 58 standard questions relating to resilience and was compiled by the IYRS. As in section two the respondents had to choose from five possible answers rating from "Not at all" to "A lot". (C.f. Addendum D).

The site-specific questions will be described in detail in section 4.3.3.3.

4.3.3.1.2 A phenomenological study using semi-structured interviews

A phenomenological study using semi-structured interviews attempts to understand people's perceptions, perspectives and understandings of a phenomenon or particular situation (De Vos & Fouche, 2001:80; Gilgun, 2005:44; Leedy & Ormrod, 2005:139; Pollio, Henley & Thompson, 1997:28). A typical phenomenological interview resembles an informal conversation, with the participants doing most of the talking and the researcher most of the listening (Kvale & Kvare, 1996:19; Leedy & Ormrod, 2005:139; Pollio *et al.*, 1997:29). This study used a slightly more structured approach namely semi-structured interviews. The predetermined semi-structured questions are typically asked for each interview to facilitate conformity, but I used one or more individually tailored questions to obtain clarification or to probe the person's reasoning (Berg, 1998:6; Leedy & Ormrod, 2005:184; Pollio *et al.*, 1997:30). Questions used for this study are included in Addendum E. Phenomenological interviews thus give the interviewer (myself) the opportunity to

gain a better understanding of a given phenomenon by looking at the content of what was said as well as the circumstances that lead up to the event and the way that the person is still experiencing things. During the phenomenological interview, I attempted to get the direct description of the participants' experience of their parents divorce without any consideration of its origins or causes (Omery, 1983:50).

The interviews with the resilient adolescents consisted of questions relating to their experience of their parents' divorce and factors that contribute to their resilient functioning, their belief system and values. The questions that were compiled can be found in Addendum E. The interviews were conducted in Afrikaans as it was the participants' home language. The interviews were all transcribed into English by a translator. The translations were later compared to the original interviews by an independent language editor to confirm that the meanings were not lost during the translations. The English versions of the interviews were used as the thesis is in English. Adding the Afrikaans with the English would have taken too much space. The Afrikaans interviews can be obtained from me.

4.3.3.1.3 The role of the researcher in a phenomenological study

The interviewer (I) needs to clearly define her role before the interview starts as she brings along her personal and professional values and experiences (Gilgun, 2006:440; Glasher & Pheskin, 1992:35). I (the interviewer) do not leave the field that I have researched unscathed (Machin & Fitzsimons, 2005:82). Qualities that influence the research include:

- the researcher's use of self;
- the researcher's communication techniques; and
- creation of a relaxed atmosphere.

a) Use of self

One of the strengths of qualitative research and specifically phenomenological study is the ability to use all the senses to undertake the research (Gilgun, 2007:14; Janesick, 1998:61; Marshall & Rossman, 2006:99). I used all my senses to collect data including listening closely and observing the participants as they spoke. The use of self in phenomenological research is of the utmost importance since I am able to react to the responses of the participants, thereby allowing the interview to develop and facilitating interview depth. I used empathy and intuition deliberately to allow myself to become closely involved with the experience of the participant. Empathy and intuition helped me to remain open to the perceptions of the participant, rather than to give my own meaning to the participant's experiences (Burn & Grove, 1993:80; Kvale & Kvare, 1996:125; Marshall & Rossman, 2006:32).

b) Communication techniques of the researcher

Verbal and non-verbal behaviour influences the participant in the interview situation (Kirsten, 2001:213; Marshall & Rossman, 2006:99). I was therefore ever conscious of my verbal and non-verbal behaviour. Important communication techniques that I used during the interviews include:

- ✓ reflecting, which is the ability to paraphrase, restate or reformulate what the participant has just said in new, different words (Burnard, 1999:126; Mazabow, 2003:33; Nelson-Jones, 2002:56). Reflecting reassures the participant that he or she has been understood and demonstrates empathy for the participant's perceptions, experiences and feelings (Nelson-Jones, 1993:40). The reflection must contain or reflect the same meaning the original statement had for the adolescent;
- ✓ paraphrasing, which entails reformulating a statement that was made by restating the whole message in different words (Nelson-Jones, 1993:40; Nelson-Jones, 2002:56). Paraphrasing is used to clear up confusion or ambiguity so as to avoid misunderstanding the adolescent, and to confirm the accuracy of what I heard (Mazabow, 2003:33; Nelson-Jones, 2002:56);
- ✓ summarising, which is feedback given to the participant during or directly following the interview on the general content of the interview or part thereof (Nelson-Jones, 1993:53; Nelson-Jones, 2002:66). Summarising is used to put together the main feelings and content without adding anything extra. This allows the adolescent to organise and order his or her thoughts and summarising also allows me to check that I understand what the participant is conveying (Mazabow, 2003:41);
- ✓ clarification, which entails reformulating a statement by the participant that I find to be vague, confusing or unclear, as a request to gain clarity (Nelson-Jones, 1993:4); and
- ✓ a request for examples and descriptions from the participant to clarify a statement or to provide personal insight (Nelson-Jones, 1993:51).

c) Creation of a relaxed atmosphere

The climate of the interview is very important and the interviewer should see to it that the participant feels comfortable and at ease (Marshall & Rossman, 2006:114; Thompson & Rudolph, 2000:32). Effective interviewers are skilled in creating a warm and relaxed atmosphere and in establishing rapport with their participants. The interviewer should therefore prior to the interview make, sure that he or she is free from distracting worries and thoughts so that she can devote her full attention to the adolescent. Adolescents are extremely sensitive to adult moods and can quickly recognise insincerity or a lack of concern (Thompson & Rudolph, 2000:34). In my study, I focused on creating a relaxed atmosphere by using a venue where we could not be interrupted and by being warm towards the participants. I worked hard to establish rapport with the participants.

4.3.3.2 Participants

The potential population of participants were all White Afrikaans-speaking adolescents whose parents are divorced.

✓ **Sample**

The sample consists of particular entries, events or participants selected by the researcher from a larger population, and the process of selecting a sample is the sampling process (Bless & Higson-Smith, 2000:83; Leedy & Ormrod, 2005:144; Padgett, 1998:50). Accurate conclusions can be reached by examining only a representative portion of the total group. During this study, the advisory panel and I selected the participants according to set criteria that can be found in Addendum B. Using the set criteria, the advisory panel identified participants who were resilient and participants who were not resilient. The participants were not aware that they had been divided into two groups as the division might have influenced their answers to the questions. The division was necessary to compare the resilient adolescents with the non-resilient adolescents. In this study, the sample was purposively chosen: only adolescents from White Afrikaans-speaking families where the parents are divorced were eligible for inclusion. Both resilient and vulnerable individuals from White Afrikaans-speaking families where the parents are divorced were included.

✓ **Survey sample**

The sample size was specified by the IYRS. According to the specifications of the IYRS, at least 60 learners must be included in the survey to complete the CYRM, 30 who are resilient and 30 who are non-resilient. The advisory panel and I identified these learners as resilient or vulnerable beforehand. Identification was based on a thorough discussion of resilience so that the entire panel clearly understood and was be able to rate adolescents as resilient or not using the debated guiding characteristics (C.f. Chapter 2.4). Both groups of 30 required 15 boys and 15 girls. The IYRS specifies that the learners need to be drawn from a specific community or group: in this study the group was that of White Afrikaans-speaking youths whose parents are divorced. For the purposes of this study, 64 learners were selected from all Grade 7 to 12 learners at schools in the Free State, Gauteng and Mpumalanga. The reason for targeting these provinces was that I worked as an educator at a school in Gauteng, initially resided in the Free State and later moved to Mpumalanga. The locality of the sample was therefore to facilitate logistical arrangements, making it more convenient for me to distribute the questionnaires and conduct the interviews.

✓ **Participants in the phenomenological interviews**

No sample size is stipulated for phenomenological studies as numbers are unimportant in ensuring the adequacy of the sampling strategy, but participants should be selected according to their direct experience of the phenomenon being studied (Gall, Borg & Gall, 1996: 201; Sandelowski, 1999:79). The typical sample size for phenomenological studies ranges from 5 to 25 individuals (Leedy & Ormrod, 2005:139). Typically, though, researchers are advised to interview until data saturation is reached (i.e. until interviews yield no new data) (Merriam, 2007). For the purposes of this research, ten interviews were used to gain as much information as possible on factors contributing to adolescents being resilient after their parents' divorce. This allowed data saturation. Ten interviews were conducted with Afrikaans-speaking adolescents - the participants - whose parents were divorced and who were identified as resilient by the advisory panel. They were randomly selected (their names were put in a hat and drawn to ensure they all had an equal chance) from the participants invited to participate after the advisory panel identified them by the set criteria (C.f. Addendum B) and approached by a member of the Advisory Panel. Once the invitation to participate in the interviews was accepted, and the research project explained, they signed a consent form stating that they were participating voluntarily (C.f. Addendum C).

4.3.3.3 Data collection

Questionnaires and interviews were used to obtain information from the adolescents who participated in the study.

✓ **Questionnaire**

The CYRM was translated into Afrikaans by researchers collaborating with Dalhousie University. The participants completed the CYRM questionnaire and had the opportunity to ask for assistance if questions needed clarification. Obtaining clarification heightened validity as questions could be answered honestly. During the completion of the CYRM, I was present to assist the learners if they had any questions. Because the questionnaire is simply worded, no questions were asked.

✓ **Interviews**

All the interviews were conducted by myself with the participants at the participants' schools in an office allocated to me for research purposes. The participants were interviewed individually. The duration of the interviews ranged from 30 minutes to an hour. All the interviews were taped and transcribed verbatim. A copy of Interview 1 is included in Addendum F and the rest of the interviews are available upon request.

4.3.3.4 Data analysis

In this study, data analysis refers to the processes of qualitative content analysis (primarily inductive) and inferential statistical analysis.

4.3.3.4.1 Inductive qualitative analysis

Inductive analysis is the process of building understanding and meaning from data where prior theory can be set apart in an attempt to open new aspects of the phenomena under investigation (Camozzi & Marthie, 2005:129; Gilgun, 2007:7). Inductive analysis involves building new understanding from thick descriptions, reflecting on data records and discovering patterns, themes and categories (Camozzi & Marthie, 2005:129; Patton, 2002:459).

Inductive analysis is useful to interpret interviews, but should not be used as an attempt to verifying existing theory nor to disprove a theory (Ingwersen & Järvelin, 2005:97; Mills, Bonner & Francis, 2006).

Inductive analysis begins with empirical observations and progresses to identification or coding or relevant segments of data. The units of analysis or data segments are not predetermined as I might not know exactly what to look for, other than something different from prior knowledge (Gilgun, 2007:7; Tesch, 1990:90).

Findings made through inductive analysis are not applicable to an entire population and findings even within the test sample may not fit all the participants. I am further cautioned not to impose my own world of meaning on the participants (Patton, 2002:459) and I am cautioned to remember that inductive analysis is a very labour intensive method of analysis (Ingwersen & Järvelin, 2005:97).

The following steps were taken in this study as was prescribed by the IYRS (Ungar & Liebenberg, 2005):

1. a specific research question was posed (what makes White Afrikaans-speaking adolescents from divorced families resilient);
2. interviews were conducted with ten participants about their resilient coping skills and experiences relating to their coping with their parents divorce;
3. the interviews were transcribed and translated;
4. the interviews were broken down into smaller more manageable segments and then analysed separately;
5. open coding was done on the interviews as part of inductive analysis;
6. axial coding was used to identify and group specific codes (this was influenced by current literature and the CYRM categories so it was a more deductive process); and
7. the grouped codes were used as themes to hypothetically answer the research question.

Although my main approach was to code inductively, I am aware that there were deductive elements as outlined above.

4.3.3.4.2 Coding

Codes can be defined, as the categories that the researcher expects will help her answer the research questions that were asked. The coded that I assigned stemmed from my frame of reference as the latter influences what is noticed and interpreted (Gilgun, 2007:16). The codes were also influenced by the literature study that I conducted and documented in Chapters 2 and 3 and by the categories of the CYRM.

There are typically three types of coding: open coding, axial coding, and selective coding (Bornheim, 2000:77; Corbin & Strauss, 1990:108; Strauss & Corbin, 1998:62).

Open coding is the process of reading through the transcribed interviews and making notes about themes that appear. The labels or notes are the codes (Gilgun, 2005:43). I am not looking for specific themes with open coding but just data relevant to answering the research questions. Open coding is the naming and categorising of such data through close examination of the interviews (Strauss & Corbin, 1998:62). Open coding of Interview 1 is included in Addendum F-Coding.

Axial coding is the process of linking related codes to each other by using inductive and deductive reasoning (Bornheim, 2000:77). Axial coding stems from the open codes that were identified. In axial coding, coding occurs around the axis of a category, linking categories at the level of properties and dimensions (Corbin & Strauss, 1990:97; Strauss & Corbin, 1998:123). In other words, similar codes are grouped to form categories or themes. (My rudimentary axial coding of Interview 1 is included in Addendum F too). My grouping of the open codes was somewhat deductive in that I used the overarching categories of the CYRM (i.e. individual, community, relationships and culture) as framework.

In selective coding researchers look for specific codes that might add further dimensions to that that was already identified (Bornheim, 2000:77; Gilgun, 2007:16). Selective coding is done by asking a specific set of question about the data. Selective coding is typically used in grounded theory studies and so was not relevant to this study.

4.3.3.4.3 Quantitative data analysis

Inferential statistics were used to draw conclusions about the data generated by the questionnaires. Responses from the questionnaires were analysed using a frequency count and descriptive statistics. ANOVA and Statistica were used to analyse the data obtained from the two groups of adolescents.

The 58 standard questions of the original CYRM are categorized into 32 domains or groupings (Ungar & Liebenberg, 2005:218) as summarized in table 4.3:

Culture:	
Culturally grounded	Items 2; 19
Dislocation and shift in values	Items 5; 57
Self-improvement	Item 17
Religious organisation	Items 24; 46
Spiritual identification	Items 25; 52; 53
Tolerance of different ideologies	Item 55
Life philosophy	Item 15
Community:	
Access to education	Items 10; 37
Meaningful rights of passage	Items 27; 43
Age appropriate work	Items 44; 50
Government responsibility	Items 32; 35
Avoiding violence	Item 41
Tolerance of risk behaviour	Item 42; 56
Safety and security	Items 21; 48
Relationships:	
Role models	Item 6
Social competence	Items 1; 12
Quality parenting	Items 20; 29
Meaningful relationships / parenting	Items 23; 34
Individual:	
Sense of humour	Items 1; 28
Problem solving	Item 3; 30
Self-efficacy	Item 4
Empathy	Items 7; 14
Dependence	Item 8
Assertiveness	Items 9; 36
Sense of duty	Items 13; 47
Optimism	Item 51
Goals / Aspirations	Items 22; 26
Social support	Items 31; 38
Abstinence from drugs and alcohol	Item 33
Individuality	Item 58
Self-awareness	Items 18; 40; 45; 49
Life uncertainty	Item 16

Table 4.3 Domains of the CYRM

I divided my site specific questions into the following domains:

Category	Items
Site Specific:	
Acceptance of parental divorce	Items 1; 3; 6
Impact of the divorce	Items 2; 4; 7
Support received	Items 5; 10; 11
Personal	Items 8; 9
Language and culture	Items 12; 13; 14; 15

Table 4.4 Domains of the CYRM Site specific questions

Statistical analysis was done to determine which of the above groupings contributed significantly to resilience. The factors that are significant (those having a Cohen value of 0.2 have a small significant value, those between 05 and 0.8 have a medium significant and those above 0.8 indicated a big significant difference) were seen as contributing to resilience. Where a domain consisted of one question only, the t-test was used. To determine significance of the t-test, any value between -1,96 and +1,96 had no significance while values bigger than ±1,96 but smaller that 2,58 indicated a small to medium significance and a value bigger than 2.58 indicated a high significance (Lee & Comrey, 2006:111; Schoeff, 2004:56).

4.3.3.5 Ethical aspects

During the research process, the following ethical considerations were taken into account:

- the process of ethically enlisting/recruiting the participants;
- ethical aspects when completing the CYRM;
- ethical aspects pertaining to the interviews; and
- ethical aspects on reporting the data.

Each of the considerations will be discussed in detail.

- Enlisting participants

As researcher, I ensured that the selection of participants was equitable and reasonable, taking into account the purpose of the research and the setting in which the research would take place. Informed consent was also sought from the participants as well as their parents or guardians as the participants were all below the age of 18 although they can consent from the age of 14 (Alston & Bowles, 2003:21; Field & Behrman, 2004:98). The following steps were taken to enlist the participants in this study:

I gained the prerequisite permission from the relevant authorities to conduct research with school-going youth. Then I consulted with teachers identified by the principals of the different schools. In most instances, it was the Life Orientation educator or school psychologist. I explained the purpose of an advisory panel.

The educator or psychologist and I then had a meeting to identify other people who would form part of the panel. Typically, these panels consisted of educators, peers and the school psychologist or Life Orientation educator. I met with potential panel members and invited them to participate. I stressed the voluntary nature of their participation.

The panels at each school identified learners according to the agreed criteria (Addendum B). A member of the panel informed the participants that they had been chosen to participate, but that they were free to withdraw should they prefer to do so. The informed consent forms from Dalhousie University were given to each participant. A letter explaining the research was also attached to the informed consent form (Addendum C).

The participants and their parents had to sign the consent forms to indicate that they had been informed about the research, knew what was required of them and were willing to participate. An educator or psychologist on the panel also explained to the participants that if they were willing to participate by completing the CYRM, they might also be chosen to be interviewed.

- Ethical considerations for completing the CYRM

The Ethics Board of the Dalhousie University approved the standard questions of the CYRM (Ungar, 2003:14) as well as the Ethics Board of the Northwest University. The additional 15 site-specific questions were approved by the advisory panel as ethical and not being harmful and that information obtained from these questions could lead to more knowledge and also had a just purpose (Alston & Bowles, 2003:21). The information that would be obtained from the CYRM would be used to contribute to current knowledge about White Afrikaans-speaking adolescents from divorced families.

Once the informed consent form (Addendum C) was returned, signed by both the participant and one of his or her parents, the participants completed the CYRM (Addendum D) which was carefully explained to them. During the completion of the CYRM the participants also had the opportunity to ask me questions if any of the questions were not clear to them.

The questions in the CYRM were of a personal nature and the participants were assured that the information they provided would be handled with care and that their anonymity was assured, as only the panel and I knew who they were.

The panel at each school assigned a number to each participant and then on the separate list indicating whether the participant was resilient or not. The participants did not know that they were classified as resilient or not, nor was this shared with anyone else but with me.

- Ethical aspects pertaining to the interviews

From the list of resilient participants, ten participants were randomly chosen to participate in the interviews. An educator or psychologist from the panel phoned the parents of the randomly selected resilient participants to obtain their permission for the participants to partake in the interviews.

The participants were informed about possible questions they could receive during the interview and the goals of the interview, as well as possible drawbacks and risks involved in doing the interview. Once the participants had been briefed about the research and they consented to the interview, they were asked to sign a consent form saying that they participate of their own free will, that they have been informed about the research and that as far as possible, they knew their anonymity would be ensured and that they could end their participation at any time. Participants where informed by me as to when their anonymity would not be guaranteed, namely if the participants made it clear during the interview that they planned on hurting others or themselves, or if they were involved in any criminal activities or planned a criminal activity. In reporting the data, I used fictitious names that the participants chose for themselves.

During the interviews, I used procedures that are consistent with a sound research design, which did not expose the participants to unnecessary risk. All the interviews were recorded with written permission from the participants. The interviews were transcribed and translated (C.f. Addendum F).

- Ethical aspects on reporting the data

My research plan made adequate provision for monitoring the data collected to ensure the safety of all the participants (Field & Behrman, 2004:98). In other words I did no envisage risk to the participants because I would be asking them for stories of resilience. However, I did inform all participants that should the interview cause discomfort, they would be assisted to find suitable counsellors.

To ensure that the information obtained was reported ethically, I consulted with the advisory panel on a regular basis. I aimed to report on the findings with accuracy, objectivity and unambiguity. Furthermore, I attempted to confirm my findings with other researchers and to report the information in a scientific way. I also ensured that limitations and recommendations with regard to this study were noted in Chapter 8.

All the consent forms, questionnaires and recordings of the interviews are in safe-keeping. Ethical guidelines adhered to during the course of the research are summarised in Table 4.5 on the next page:

Ethical issue	Complied to by this study
Informed consent	Accurate and complete information was given to the participants before the interviews and the completion of the CYRM. The participants willingly consented to participate in the study, knowing the risks involved.
Privacy of participants	Participants had the opportunity to pick a pseudonym before the interview and the participants completing the CYRM were assigned a number rather than a name.
Harm to participants	Prior to the research I informed participants that they might experience some emotional discomfort talking about their past but that assistance (like counselling) would be available should they require it.
Deception of the Participants	I outlined the process and possible questions to the participants before entering into the situation and had no need to deliberately mislead participants.
Restoring participants	The participants had the opportunity to talk to me after the interview and the CYRM. The interviewees also had the opportunity to talk to me a day after the interview.
Reporting the findings	The findings were reported in a scientific way and limitations were also reported in Chapter 8.

Sources: Alston & Bowles, 2003; Field & Behrman, 2004:98

Table 4.5 Ethical considerations for the study

4.3.3.6 Trustworthiness in qualitative research

Qualitative researchers feel that the word "trustworthy" better describes validity and reliability in qualitative research (Lincoln & Guba, 1985:301). The criteria for trustworthiness are: credibility, transferability, dependability and confirmability (Kvale, 2002:300; Lincoln & Guba, 1985:300). Each is discussed below.

- Credibility

Credibility refers to the process of internal validity or believable findings (Lincoln & Guba, 1985:21). Credibility can be established by peer debriefing and member checking. Peer debriefing is the process where I expose myself to a disinterested peer in a manner paralleling an analytic session for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within my mind (Lincoln & Guba, 1985:308). Within this study I consulted with my promoter, who was unbiased and able to see all sides, on a regular basis. I also consulted on a regular basis with the advisory panel to see that I adhered to the stipulations of the study.

Member checking is the process where the researcher verifies data and interpretations with respondents (Lincoln & Guba, 1985:314; Maykut & Morehouse, 1994:147). Within this study, I randomly selected participants who participated in the interviews and I confirmed their answers with them and my analysis of their responses. Some of the participants were contacted to clarify what they meant with what they said.

- Transferability

Transferability refers to the process where the research is applicable to other contexts and settings (Decrop, 2004:159; Hammell, 2004:140) and is therefore concerned with external validity (Lincoln & Guba, 1985:316).

There will always be factors that make a particular setting unique but by taking these particular factors into account, judgments about transference to other settings can be made (Cronbach, 1975:125). I have provided readers with sufficient case information so that generalisations can be made in terms of case-to-case transfer (C.f. Table 6.1), although the aim of the research is used to gain maximum information and not to generalise (Lincoln & Guba, 1985:110; 202).

- Dependability

Dependability looks at whether the results are consistent, reproducible and trustworthy (Brown & Rodgers, 2002:242; Decrop, 2004:159) and is similar to reliability (Lincoln & Guba, 1985:219). In order for this to happen, the researcher's steps should be available to be audited. The data collection process and the analysis process should be transparently available to the scrutiny of other researchers (Atkinson, Coffey & Delamont, 2003:156) and the process should be presented logically, traceably and documented (Lincoln & Guba, 1985:187).

By including an example of an interview and preliminary open and axial coding in Addendum F, I attempted to make the process of analysis transparent. Furthermore, I described the data collection process in detail.

- Confirmability

Confirmability refers to how neutral or how objective the finding is (Decrop, 2004:159; Lincoln & Guba, 1985:219; Potter, 1996:195). It also proof that data and the interpretation of data are not biased or subjective (Lincoln & Guba, 1985:332).

To obtain confirmability in the research, I made use of an auditor - my promoter - to ensure that I was objective with interpretations of the data. My promoter took the role as "devil's advocate" to help me ensure that the findings were objective and neutral (Trochim, 2006). I furthermore made available full details of the data on which I based my interpretations and claims (Mackey & Gass, 2005:180). I confirmed my interpretations with some of the participants and the advisory panel. I also was aware of my assumptions (C.f. 1.7.3) and that these could influence my findings.

To ensure trustworthiness in qualitative research (Lincoln & Guba, 1985:219; 301; Padgett, 1998:101; Thomas, Nelson & Silverman, 2005:364) the following methods were used:

Trustworthiness component	Description of use
Extensive time in the field – the researcher spends time observing a particular phenomenon, forming tentative hypotheses and looking for more evidence.	Ten lengthy interviews were held with White Afrikaans- speaking adolescents whose parents are divorced. In total, I spent three years collecting literary and empirical data.
Negative case analysis – the researcher looks for cases that contradict the existing hypotheses so that he or she can revise the explanation of the study.	Participants from various walks of life were used to cater for contradiction as not all participants were unanimous in their responses and although similar, their backgrounds were not identical. I did not specifically set out to find a case, which contradicted the others, but did point out contradictions during the analysis (if they arose).
Thick description - the situation is described with ample, rich detail so that readers can draw their conclusions from the data presented.	The data were carefully analysed and common themes were sought. Content analysis is considered a reliable method of proving validity due to the detailed examination given (Krippendorff, 2004:18; Leedy & Ormrod 2005:142). I used rich quotes from various transcripts to highlight my interpretations and I described the participants in some detail (C.f. Table 6.1).
Feedback from others - the opinion of colleagues in the field is sought to determine whether they agree or disagree with the conclusions and interpretations drawn from the data	I was in constant consultation with the advisory panel, my study leader and with educators in the field. I spent lengthy time in intersubjective discussion.
Respondent validation - the conclusions derived from the research is taken back to the participants. The participants are asked whether the conclusions make sense based on their own experience.	Following the content analysis done on the interviews and analysis of the questionnaire as well as the triangulation of these results, I shared the conclusions drawn from the study with some of the participants to establish whether they agreed with the conclusions. The information will also be shared with the University of Dalhousie.

Table 4.6 Trustworthiness as used in the research

4.3.3.7 Validity and reliability of the CYRM

The CYRM is used globally to research what contributes to resilience. A pilot study involving fourteen sites in eleven countries (Canada, US, Colombia, China, India, Russia, Palestine, Israel, Tanzania, the Gambia,

South Africa) and 1451 participants was used to ensure that the CYRM was culturally and contextually relevant. The 58-items which initially formed the CYRM established good reliability with Cronbach's alpha scores for chosen subsets. The Cronbach's alpha scores were as follow: individual (.84), relational (.66), community (.79) and culture (.71) (Ungar, 2008c:223; Ungar, Liebenberg, Boothroyd, Thiessen, Duque & Makhnach, 2006:19).

4.4 CONCLUSION

The chapter concentrated on a holistic description to the entire research process, including the qualitative research design, quantitative research design and the qualitative and quantitative means of data analysis. Measures that ensure trustworthiness were also provided. The next chapter, Chapter 5, documents the results obtained from the CYRM.

CHAPTER 5

QUANTITATIVE DATA ANALYSIS

"Resilience is both an individual's capacity to navigate to health resources and a condition of the individual's family, community and culture to provide these resources in culturally meaningful ways" – (Ungar, 2006:55)

OVERVIEW OF CHAPTER 5

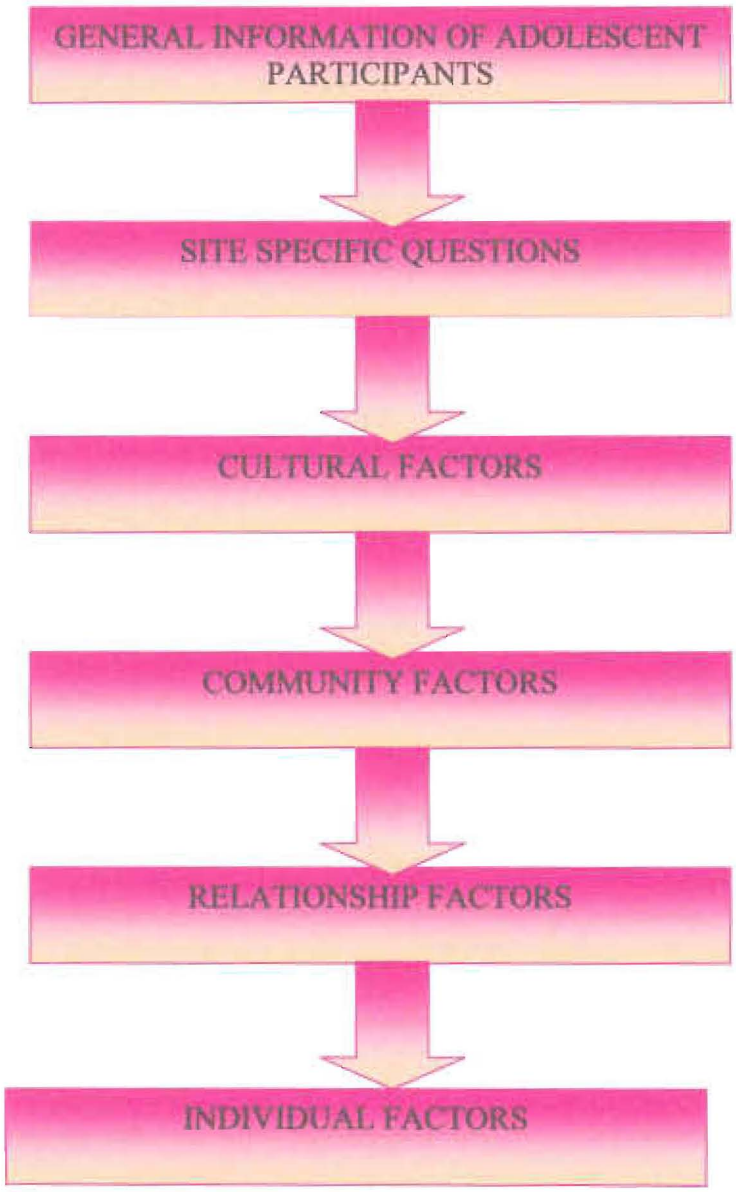


Figure 5.1 Overview of Chapter 5

5.1 INTRODUCTION

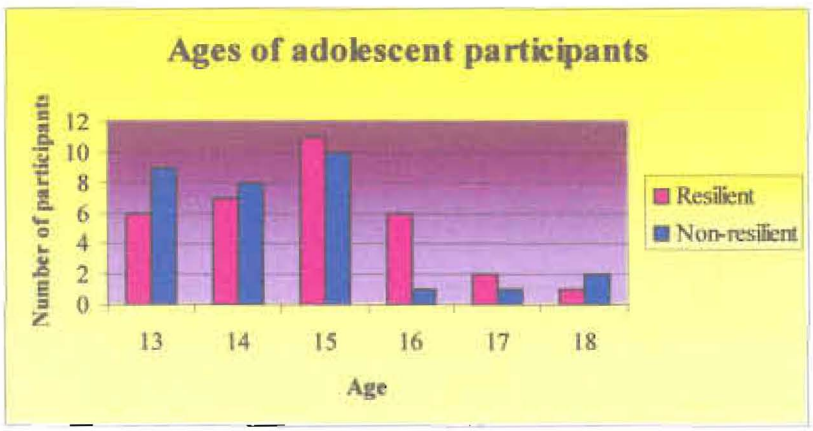
In this chapter I will provide the reader with the analysis of the CYRM that was completed by 64 participants. General information about the participants will be given first. This was obtained from Question 1 of the CYRM and the panels. Thereafter data generated by the site specific questions (Section 5.3) will be analysed. The general questions of the CYRM will be analysed from Section 5.4 onwards.

5.2 GENERAL INFORMATION OF THE PARTICIPANTS COMPLETING THE CYRM

A total of 64 adolescents participated voluntarily (33 female; 31 male). The participants were identified by the advisory panel at each school as resilient or non-resilient, as described in the criteria in Addendum B. Thirty-three of the participants were identified as resilient and 31 as non-resilient.

5.2.1 General Ages of the Participants

All the participants who participated in the study were between 13 and 18 years of age. The ages are graphically represented in Graph 5.1:



Graph 5.1 Ages of participants completing the CYRM

The mean age of resilient participants was 14 years and 10 months, which is slightly above the mean age of the sample (14 years and 8 months). Age groups 13, 14 and 18 contained more non-resilient participants while the remaining groups, 15, 16 and 17 contained more resilient participants.

5.2.2 Period of Time Since Parents' Divorce

The number of years since the divorce of participants' parents is graphically shown in Graph 5.2:

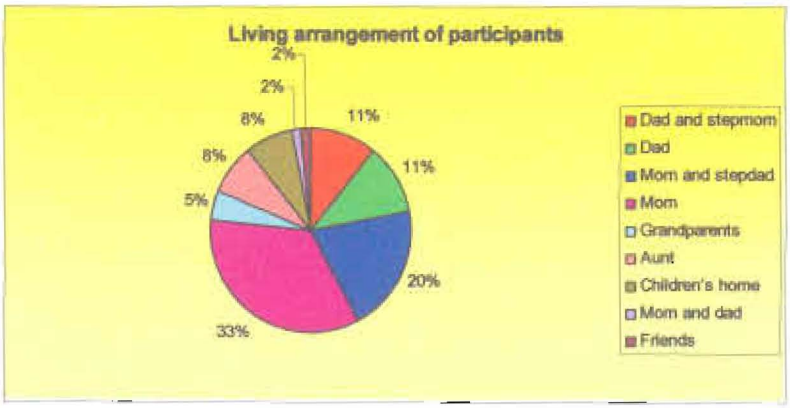


Graph 5.2 Number of years since divorce

- ✓ Of the all the participants, 20% (13 out of 64) of their parents divorced when they were younger than five years old (not going to school yet) and 46% of these participants were described as resilient while 44% were identified as vulnerable[1].
- ✓ Of all the participants, 80% (51 out of 64) of their parents divorced after they were five years old. Another 39% (25 out of 64) divorced three years prior to participants completing the questionnaire and 47% (24 out of 51) of these participants were described as non-resilient while 53% (27 out of 51) were identified as resilient.

5.2.3 Living Arrangements

Graph 5.3 shows the percentages of living arrangements of all the participants who completed the CYRM.



Graph 5.3 Living arrangements of all the participants

[1] Participants who answered using somewhat were not analyzed and therefore percentages might not add up to 100. "Not at all" and "a bit" were combined while "quite a bit" and "a lot" were combined as categories to be discussed.

- ✓ In Graph 5.3 it can be seen that most of the participants in this sample stayed with their mother, followed by staying with their mother and stepfather. Courts are showing readiness to award adolescent boys to fathers while young children are more often given to the mother (Anon, 2002; Masten, Best & Garmezy, 1990). A study done by Hoek (2005:10) indicated that 83% of the participants in that study resided with their mother which correlates well with this study as most of the participants in this study also resided with their mothers.
- ✓ The minority stayed with friends or in a children's home.

The following percentages can be drawn from the graph:

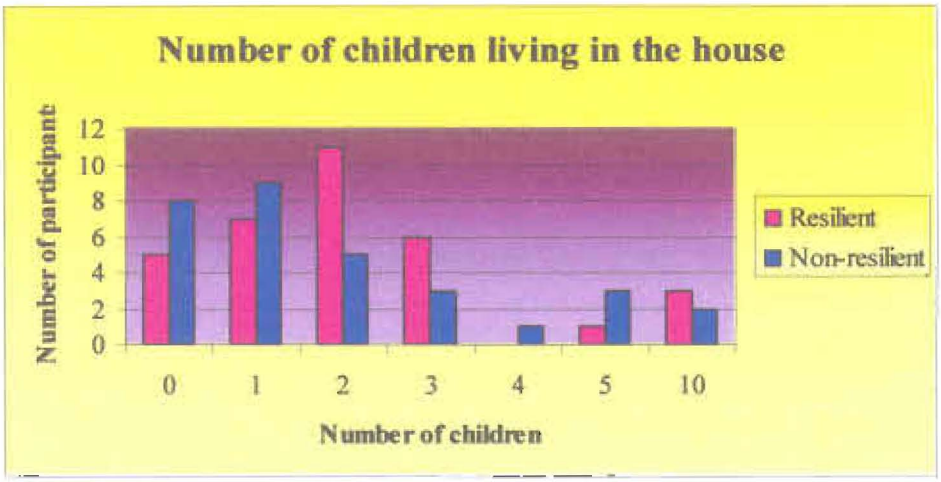
Living arrangements	Total	Resilient participants	Non-resilient participants	Percentage of the whole - resilient participants	Percentage of the whole - non-resilient participants	Percentage of the whole – all the participants
Dad and stepmom	7	2 (29%)	5 (71%)	3%	8%	6%
Dad	7	2 (29%)	5 (71%)	3%	8%	6%
Mom and stepdad	13	8 (62%)	5 (38%)	13%	8%	24%
Mom	22	11 (50%)	11 (50%)	17%	17%	33%
Grandparents	3	2 (67%)	1 (33%)	3%	1.50%	6%
Aunt	5	3 (60%)	2 (40%)	5%	3%	9%
Children's home	5	4 (80%)	1 (20%)	6%	1.50%	12%
Mom and dad	1	1 (100%)	0 (0%)	1.50%	0%	3%
Friends	1	0 (0%)	1 (100%)	0%	1.50%	0%

Table 5.1 Pro rata statistics of living arrangements

- ✓ When comparing adolescents living with their mother (including mother and step father), with the adolescents living with their father (including father and step mother), more resilient adolescents lived with their mother than with their father.

5.2.4 Number of Children in the House

The number of children living in the house excluded the participants who completed the questionnaire. Graph 5.4 shows the number of children living with both the resilient and non-resilient participants.



Graph 5.4 Number of children in the house where the participants live

- ✓ The children's homes where the participants were staying had ten children in each home. Three of the five children living in the children's home were identified as resilient. Due to the many children living in the children's home that would be regarded as siblings, the five participants who lived there were omitted from the results as the nature of their siblings is different from that of the other participants.
- ✓ Thirty-three percent of the resilient participants had two other siblings living with them in their home while 16% of the non-resilient participants also had only two other siblings living with them in their home. Having two siblings living with you after divorce appears to be a protective factor when comparing the samples in this group but is should be noted that additional protective factors could (other than siblings) might have contributed.
- ✓ Of the non-resilient participants, 26% had no siblings in the home while only 15% of the resilient adolescents had no siblings in the home.

5.3 SITE SPECIFIC QUESTIONS

The CYRM contained fifteen site specific questions related to the participants' experience of their parents' divorce and being White and Afrikaans-speaking.

The questions in this section are grouped for analysis. The following groups were used and each group will be discussed separately:

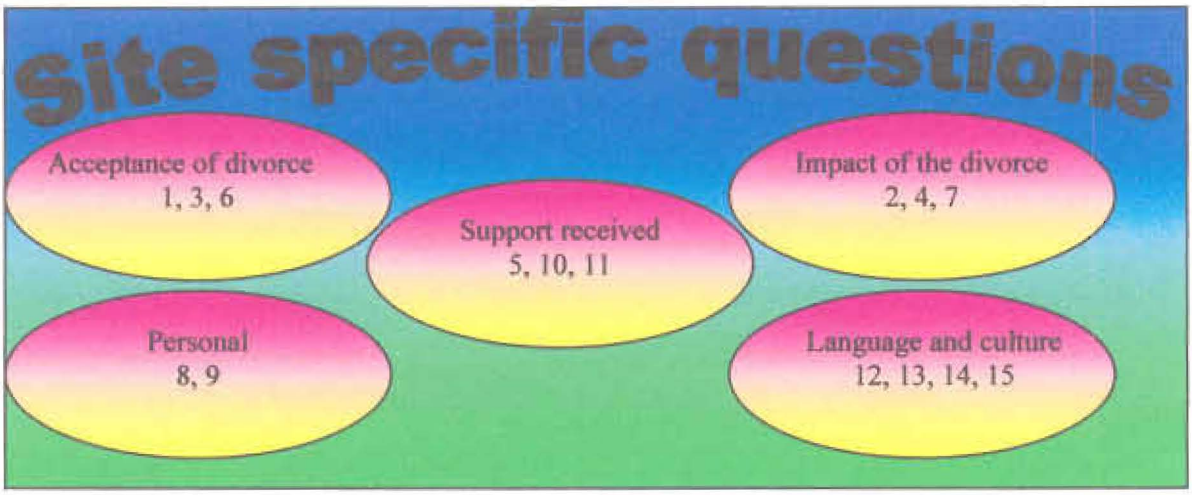
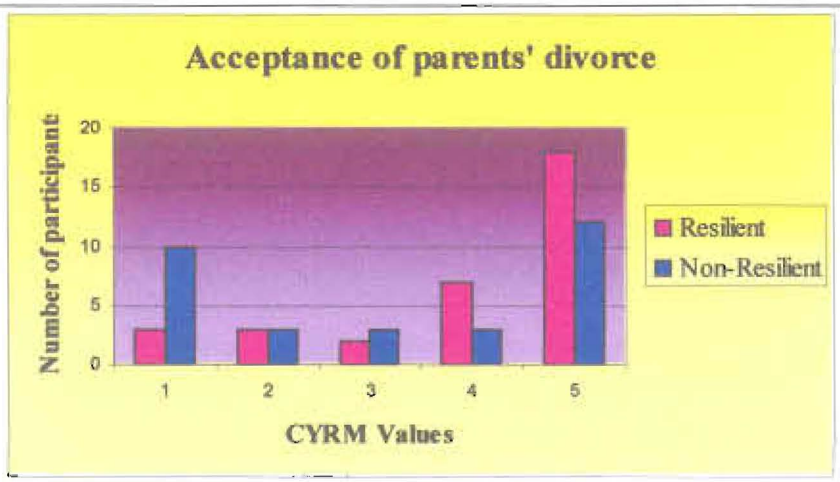


Figure 5.2 Grouping for site specific questions

5.3.1 Acceptance of Parental Divorce

1) Did you accept the fact that your parents are divorced and will not get together again?



Graph 5.5 Participants' acceptance of their parents' divorce

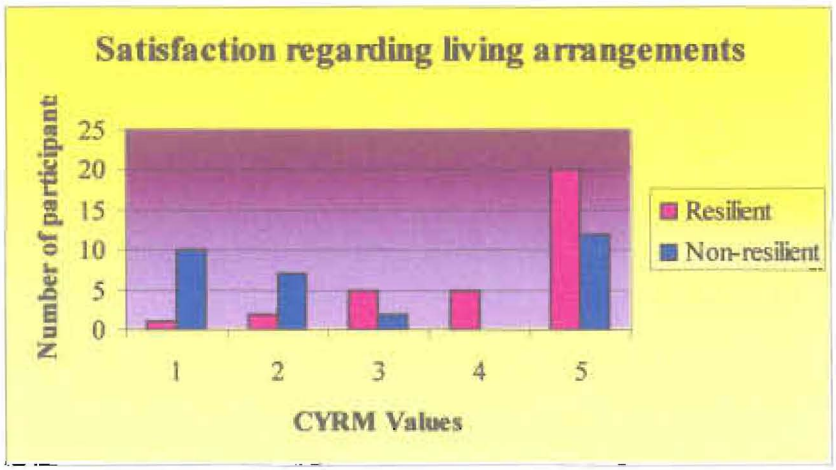
- ✓ Of the resilient participants, 76% (25 out of 33) indicated that they did accept the fact that their parents had divorced and would not reunite, compared to 48% (15 out of 31) of the non-resilient participants who did not accept their parents' divorce as final.

5.3.1.1 Significance of acceptance of parental divorce

Resilient participants accepted their parents' divorce significantly (t-value of 2.279) more readily than the non-resilient participants. As suggested in previous studies, not accepting the divorce as final can place the participants in a vulnerable position as acceptance and mourning cannot take place (Major, Richards, Cooper, Cozzarell & Zubek, 1998:735; Clapp, 2000:187). Within this study, acceptance of parental divorce can be seen as a protective factor.

3)	Are you satisfied with your choice of parent to live with?

Graph 5.6 shows to what extent participants accepted and were satisfied with their altered living arrangements. Low values on the CYRM in this question relates to dissatisfaction with regard to their living arrangements and possible consequent vulnerability. High values indicate satisfaction which most of the resilient participants' experienced.



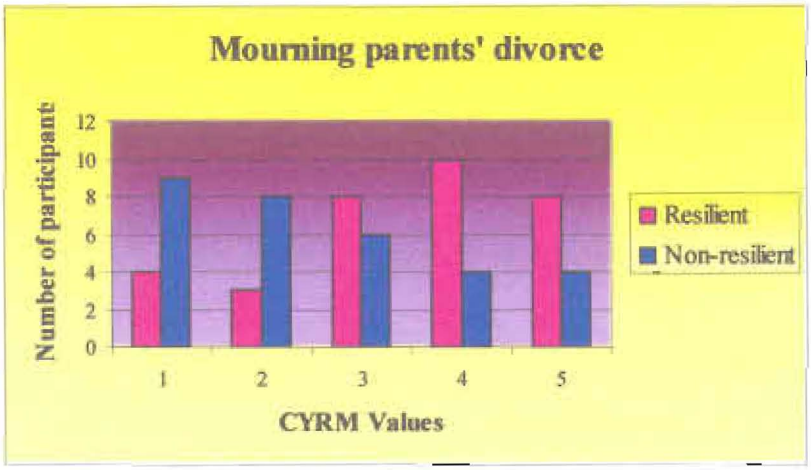
Graph 5.6 Participants' satisfaction with their living arrangements

- ✓ Of the resilient participants, 76% (25 out of 33) were happy with their living arrangements, compared to 39% (12 out of 31) of the non-resilient participants.
- ✓ Only 9% (3 out of 33) of the resilient participants compared to 55% (17 out of 31) of the non-resilient participants were unhappy with their living arrangements.

5.3.1.2 Significance of participants' satisfaction with their living arrangement

Resilient participants in this sample were significantly (t-value of 3.582) more satisfied with their living arrangements than non-resilient participants. Being satisfied with living arrangements is a potential protective factor for participants (Kelly, 2007:35).

6)	To what extent did you mourn your parents' divorce?



Graph 5.7 Participants' mourning their parents' divorce

- ✓ Of the resilient adolescents, 55% (18 out of 33) mourned their parents' divorce while only 26% (8 out of 31) of the non-resilient participants mourned their parents' divorce.
- ✓ Only 21% (7 out of 33) of the resilient participants compared to 55% (17 out of 31) of the non-resilient participants did not mourn their parents' divorce.

5.3.1.3 Significance of participants mourning their parents' divorce

The difference between the resilient and non-resilient participants in this sample is significant as the t-value is 2.691. The resilient participants mourned their parents' divorce more often and for this sample it can be a protective factor.

Mourning parental divorce has been shown to be a protective factor (Rademeyer, 1997:12). Grief is typically associated with adolescent reaction to divorce (Lansky, 2005:57). To mourn is difficult in a society that rewards stoicism. When grief is denied and loss not mourned, coping could be diminished (Abrams,1999:96; Walker, 2003:72).

5.3.1.4 Conclusion of participants' acceptance of their parents' divorce

- ❖ Resilient participants experienced the divorce between their parents as final more often than the non-resilient participants. Accepting their parents' divorce as final can possibly be seen as a protective factor for the participants as they can accept the changes and go on with their lives. Acceptance can be a protective factor as it allows the adolescent to move forward in life (Major *et al.*, 1998:735; Bryner, 2001:203), while the inability to accept the divorce and therefore still having hope for the

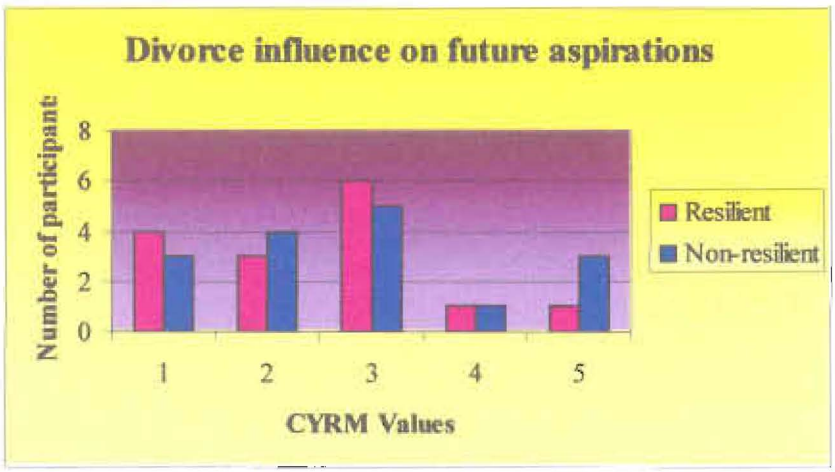
marriage can place the adolescent in a vulnerable position (Esecson, 2007; Leon & Cole, 2004).

- ❖ Resilient participants were more content with their living arrangements than non-resilient participants. Being satisfied with the living arrangements is seen as a protective factor (Christle, *et al.*, 2001; Greene & Conrad, 2002:35; Greene, Taykor, Evans & Smith, 2002:241; Siqueira & Diaz, 2004:151).
- ❖ Some adolescents experience the divorce of parents as a loss (Bryner, 2001:201; Clapp, 2000:71, 152) that needs to be mourned. In this sample, more participants who were identified as resilient mourned their parents' divorce compared to non-resilient participants. Adolescents go through their own mourning process after the divorce (Bryner, 2001:201; Clapp, 2000:187). Mourning heightens resolution (Kato & Mann, 1999:275; Loran, 2007) that can help adolescents to move on more easily after their parents' divorce.

5.3.2 Impact of the Divorce on the Participants

2)	Do you think your parents' divorce influenced your life aspirations negatively?

Graph 5.8 shows the influence participants thought their parents' divorce would have on their future aspirations. In Graph 5.8, numbers 1, 2 and 3 show that the participants did not expect their future aspirations to change significantly while a score in numbers 4 and 5 means that they did expect an influence on their future aspirations.



Graph 5.8 The impact of divorce on future aspirations

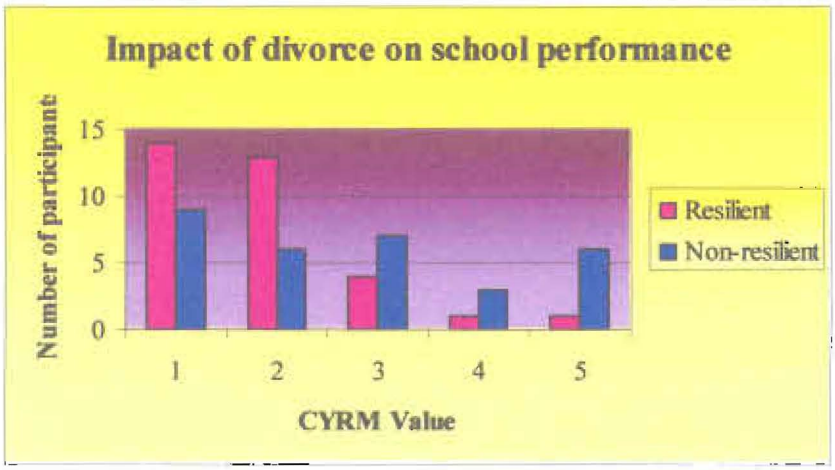
- ✓ Of the resilient participants only 24% percent (8 out of 33) felt their future would be influenced negatively while 32% (10 out of 31) of the non-resilient participants felt that in future they would be influenced negatively due to their parents' divorce. Forty-eight percent (31 out of 64) of both the resilient and non-resilient participating

groups did not feel that in future they would be influenced negatively due to their parents' divorce.

5.3.2.1 Significance of the impact participants believe divorce will have on their future

There is no significant difference (t-value of -0.215) between the resilient and non-resilient groups in this study with regard to a negative future expectation as a consequence of parental divorce. Participants in this sample felt that they could function well despite their parents' divorce and could therefore be seen as autonomous. Being/becoming autonomous during adolescence can be a protective factor that adolescents from divorced families may develop at a younger age as they have to be more independent (Hetherington & Elmore, 2003:197).

4)	To what extent did the divorce impact negatively on your school performance?



Graph 5.9 The negative impact of divorce on participants' school performance

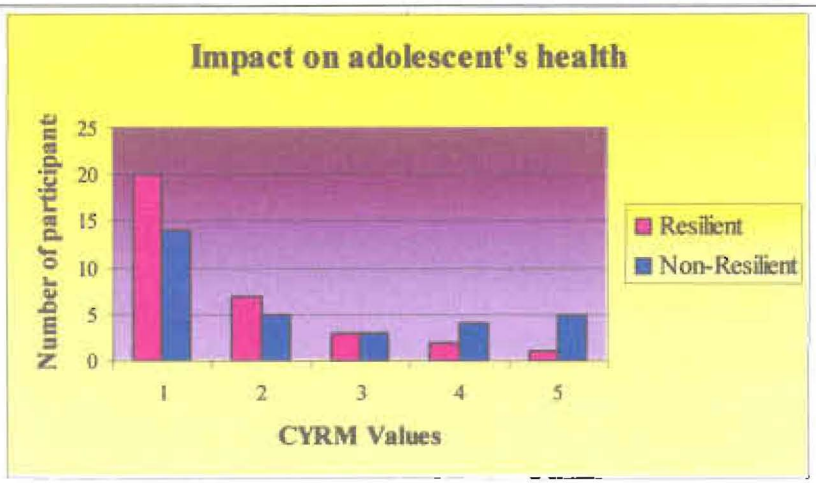
- ✓ Of the resilient participants, 82% (27 out of the 33) felt that their parents' divorce did not impact negatively on their school performance while only 48% (15 out of 31) of the non-resilient participants felt that their parents' divorce did not impact negatively on their school performance. Six percent (2 out of 33) of the resilient participants and 29% (9 out of 31) of the non-resilient participants felt that the divorce impacted negatively on their school performance.

5.3.2.2 Significance of the negative impact participants experienced on their school performance

There is a significant difference (t-value of -2.723) between the resilient and non-resilient participants with regard to the impact of divorce on school performance. Resilient participants in this sample did not associate divorce with negative impact on their school

performance while the non-resilient participants did. This might have been because they experienced a school environment that was consistent (Hetherington & Elmore, 2003:203). Another reason for the low impact may be ascribed to resilient participants' ability to think more positively or even shutting out events (Goleman, 1995:88; Hawthorne, 2007:100; Howard & Johnson, 2000; Jaffe, Segal & Dumke, 2005; Lieberman, 2004; Masten & Reed, 2005:83).

7)	To what extent do you think the divorce influenced your health?



Graph 5.10 Impact of divorce on the participants' health

- ✓ Of the resilient participants, 82% (27 out of 33) and of the non-resilient adolescents 61% (19 out of 31) did not experience problems with their physical health due to the divorce. Only 9% (3 out of 33) of the resilient participants compared to 29% (9 out of 31) of the non-resilient participants did experience problems with their physical health because of their parents' divorce.

5.3.2.3 Significance of participants' experience of health-related problems due to their parent's divorce

The difference between the resilient participants and the non-resilient participants is significant (t-value of -2.045) and it can be concluded that in this study, divorce impacted more negatively on non-resilient participants' physical health than on resilient participants' physical health.

Resilient participants experienced less deterioration in their physical health during and after the divorce than the non-resilient participants. This suggests that resilient participants in this sample coped better with divorce than non-resilient participants, as ill health is related to the

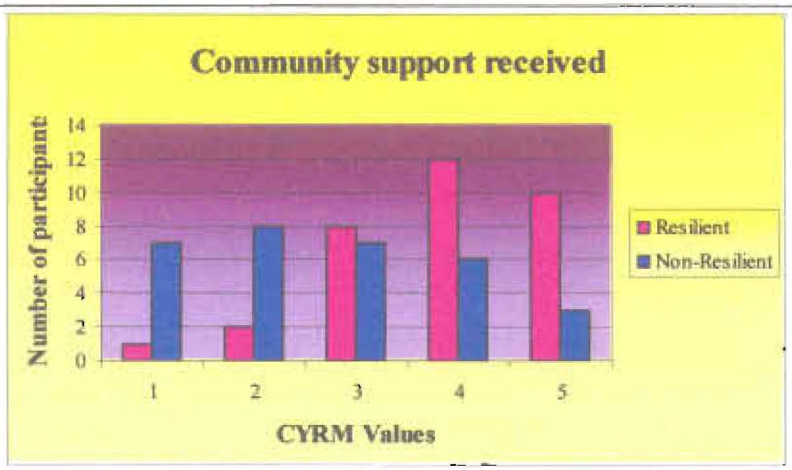
negative impact of divorce (Cohen, 2002:1020; Hadley & Staudacher, 1996:85-87; Strasheim, 2003; Von Wielligh, 2003:33).

5.3.2.4 Conclusion on the impact of the divorce on the participants

- Almost half (48%) of the resilient and non-resilient participants did not believe that their parents' divorce would impact negatively on their future. Resilient participants typically have a more positive orientation towards the future regardless of their difficult circumstances (Theron, 2004:319; Theron, 2006:201; Wyman, 2003:304). In this study at least half of the resilient and the non-resilient adolescents were not pessimistic about their future.
- In this sample resilient participants coming from divorced families had the perception that they performed just as well scholastically after the divorce as before the divorce. Literature confirms that divorce can negatively influence the participants' school performance, especially if they are not resilient (Howard & Johnson, 2000; Masten & Reed, 2005:83; Rodgers & Rose, 2002:1024).
- Most of the resilient participants did not experience their parents' divorce as having a negative influence on their health. Non-resilient participants experienced more of a negative effect on their health. Negative health is correlated with vulnerability (Boyden & Mann, 2005:6; Cohen, 2002:1020).

5.3.3 Participant Support Received

5) Do you feel that your community supports you as an adolescent coming from a divorced family?



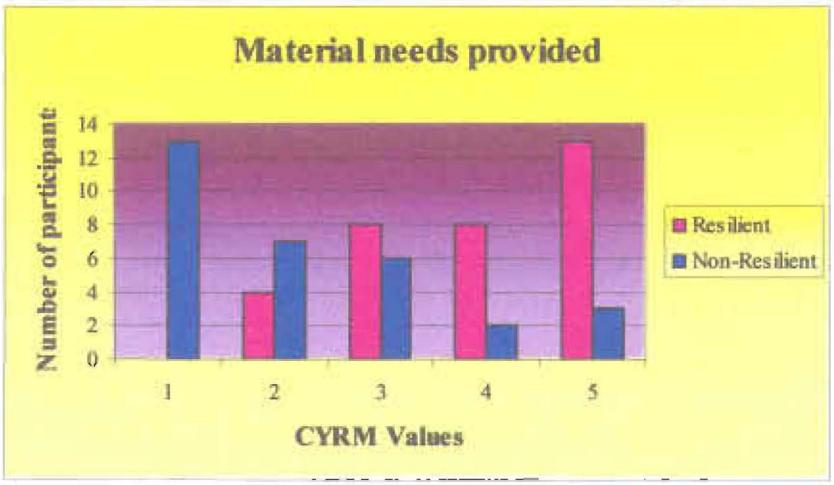
Graph 5.11 Participants' receiving support from the community

- ✓ Of the resilient participants, 67% (22 out of 33) felt that their communities were supporting them while only 29% (9 out of 31) of the non-resilient participants felt supported by their communities. Only 9% (3 out of 33) of the resilient participants compared to 48% (15 out of 31) of the non-resilient participants felt that their communities were not supporting them.

5.3.3.1 Significance of participants receiving community support

The difference between the resilient and non-resilient participants with regard to their view of receiving community support is significant (t- value of 3.423) for this sample. The resilient participants felt that they received more support from the community than non-resilient participants did. Literature confirms community support as a protective factor (Bernard, 1991; Greene & Livingston, 2002:73; Killian, 2004:46; Sandler *et al.*, 2003:227).

10)	Do your parents provide for your material needs after the divorce?



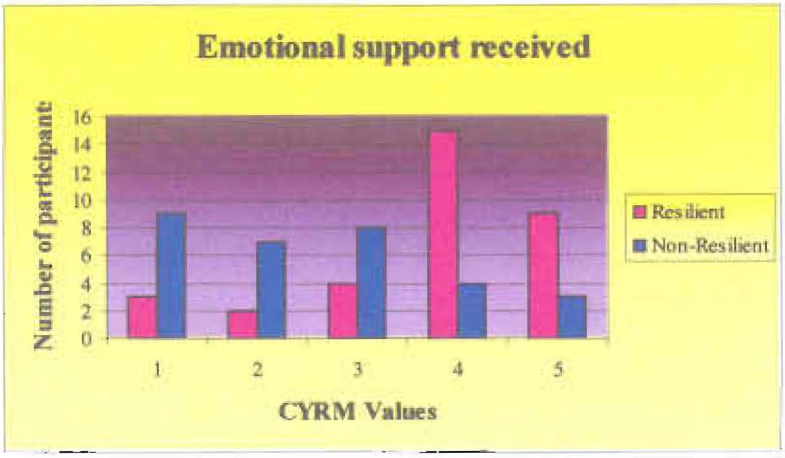
Graph 5.12 Participants' material needs met

- ✓ Of the resilient adolescents, 64% (21 out of 33) and of the non-resilient participants felt that their parents were providing in their material needs. Only 12% (4 out of 33) of the resilient participants compared to 65% (20 out of 31) of the non-resilient participants did not feel that their parents were providing in their material needs.

5.3.3.2 Significance of material needs being met

The difference between the resilient and non-resilient participants is significant (t- value of 5.668). Resilient participants in this sample felt that their material needs were met more than the non-resilient participants did. Lacking material needs can put participants in a vulnerable position (Dass-Brailsford, 2005:575; Duncan, 1994:448).

11)	Do you feel that your parents are supporting you enough emotionally?



Graph 5.13 Participants' receiving emotional support

- ✓ Of the resilient participants, 73% (24 out of 33) and of the non-resilient participants, 22% (7 out of 31) felt that they were receiving enough emotional support from their parents. Only 15% (5 out of 33) of the resilient participants compared to 52% (16 out of 31) of the non-resilient participants did not feel that they were receiving enough emotional support from their parents.

5.3.3.3 Significance of participants' perception of receiving emotional support from their parents

There is a significant (t- value of 3.941) difference between the resilient and non-resilient participants with regard to perceived emotional support from their parents. Resilient participants believed that they received more emotional support than non-resilient participants did. Receiving emotional support from parents is a known protective factor for adolescents of divorce (Buchanan *et al.*, 1996:8; Kelly & Emery, 2003:356).

5.3.3.4 Conclusion of support received by the participants

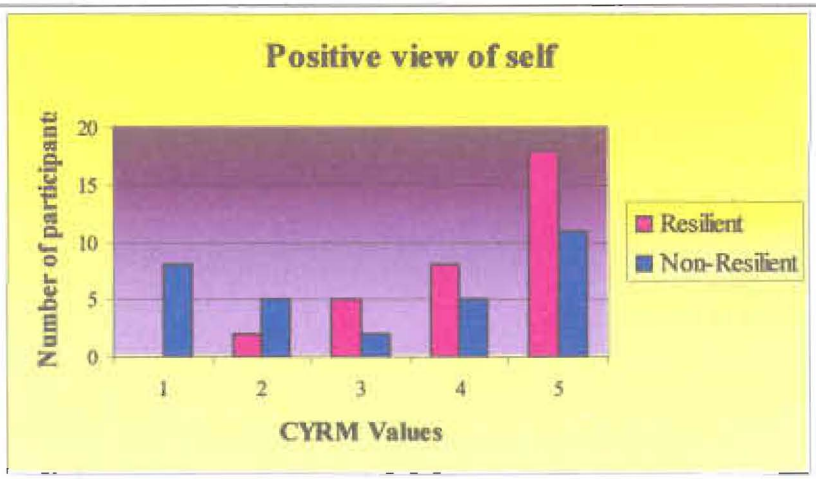
- ❖ Support from the community is a documented protective factor (Christle *et al.*, 2001; Meldrum, Levin & Hanson, 2007:266; Reed-Victor, 2003). In this sample resilient participants reported more perceived support from the community than the non-resilient participants.
- ❖ More resilient participants than non-resilient participants reported that their material needs were being met by their parents. Not having material needs met seems to place participants in a vulnerable position whilst having material needs met is **a**

documented protective factor (Gouws *et al.*, 2000:68; Sandler *et al.*, 2003:227; Yates *et al.*, 2003:252).

- ❖ Resilient participants felt that they received adequate emotional support from their parents. This was not true for the non-resilient adolescents. Emotional support from parents is related to resilience (Buchanan *et al.*, 1996:8; Kelly & Emery, 2003:356; Pichardt, 2005:191).

5.3.4 Participants' Personal Characteristics

8)	Do you see yourself as a positive person despite the fact of your parents' divorce?



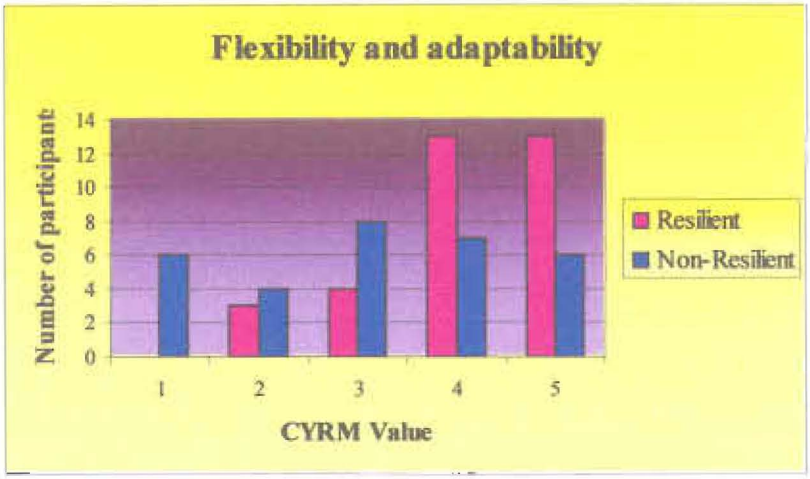
Graph 5.14 Participants' positive view of self

- ✓ A high number of resilient participants (79%- 26 out of 33) compared to 52% (16 out of 31) of the non-resilient participants reported a positive attitude towards themselves, despite coming from a divorced home. Only 6% (2 out of 33) of the resilient participants and 42% (13 out of 31) of the non-resilient participants did not see themselves as having a positive attitude after their parents' divorce.

5.3.4.1 Significance of participants' positive view of self

The difference between the resilient and non-resilient participants is significant (t- value of 3.138) in this study with regard to having a positive attitude towards themselves. Resilient participants in this sample were inclined towards a positive self-attitude following their parents' divorce compared to non-resilient participants who had a more negative attitude towards themselves following their parents' divorce. Having a positive attitude towards oneself and being optimistic are known protective factors (Goleman, 1995:88; Hawthorne, 2007:100; Howard & Johnson, 2000; Masten & Reed, 2005:83; Tucker, 2007).

9)	Do you see yourself as flexible and adaptable if you look at your current situation?



Graph 5.15 Participants' flexibility and adaptability

- ✓ Of the resilient participants, 79% (26 out of 33) felt they were flexible while only 42% (13 out of 31) of the non-resilient participants felt that they were flexible. Only 9% (3 out of 33) of the resilient participants compared to 32% (10 out of 31) of the non-resilient participants did not see themselves as flexible and adaptable.

5.3.4.2 Significance of participants' flexibility and adaptability

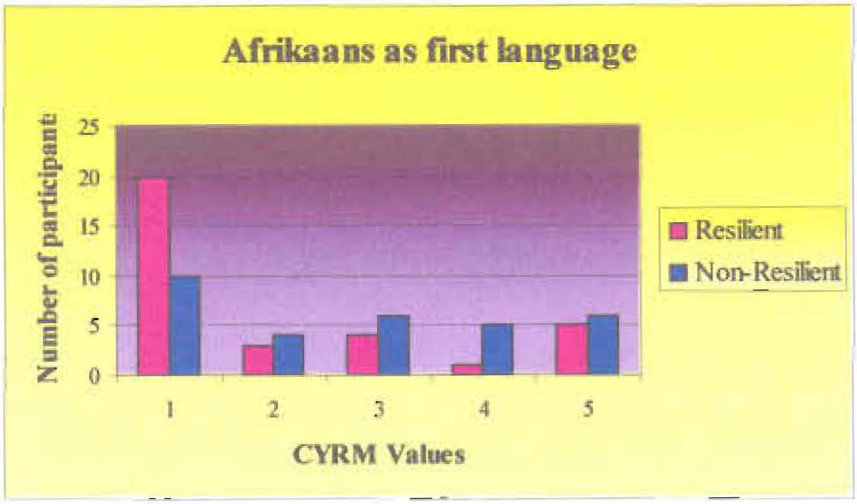
The difference between the resilient and non-resilient participants in this study is significant (t- value of 3.307). Resilient participants in this study were more flexible and adaptable than non-resilient participants. Being flexible and adaptable are documented protective factors for adolescents (Bernard, 1991; Dent & Cameron, 2003:5; Smith, 2005; McCubbin & McCubbin, 1993:250).

5.3.4.3 Conclusion of personal characteristics

- ❖ Resilient participants had a more positive view of themselves following their parents' divorce than the non-resilient participants. Having a positive view of oneself is seen as a protective factor as it is related to a good self-worth (Chen, He & Li, 2004:570; Greene & Conrad, 2002:36; Wild *et al.*, 2004:1464).
- ❖ Resilient participants were more flexible and adaptable than non-resilient participants. Flexibility and adaptability are important for adolescents whose parents are divorced given the many changes resulting from divorce (Bernard, 1991; Dent & Cameron, 2003:5).

5.3.5 Language and Culture

12)	Do you feel it is to your disadvantage to have Afrikaans as your first language?



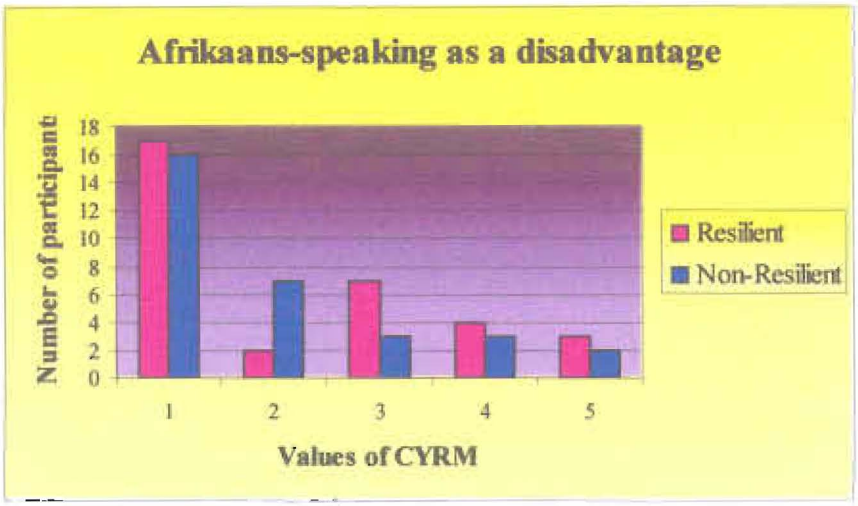
Graph 5.16 Participants' view of having Afrikaans as their first language is a disadvantage

- ✓ Three-quarters (23 out of 33) of the resilient adolescents compared to 45% (14 out of 31) of the non-resilient participants did not feel being Afrikaans-speaking was to their disadvantage. Only 18% (6 out of 33) of the resilient participants compared to 36% (11 out of 31) of the non-resilient participants felt that being Afrikaans-speaking was to their disadvantage.

5.3.5.1 Significance of participants' believing that having Afrikaans as first language is a disadvantage

The difference between the resilient and non-resilient participants is not very significant (t-value of -1.948) in this study, showing that resilient participants were not more culturally grounded than the non-resilient participants. Feeling that one's language is to one's advantage, as in the case of the resilient participants, can show good cultural identification which can be a protective factor as cultural adherence is linked to resilience (Cameron *et al.*, 2007:297). Having **an** Afrikaans culture can thus be a protective factor for the resilient participants.

13)	Do you feel it is to your disadvantage to be both White and Afrikaans-speaking?



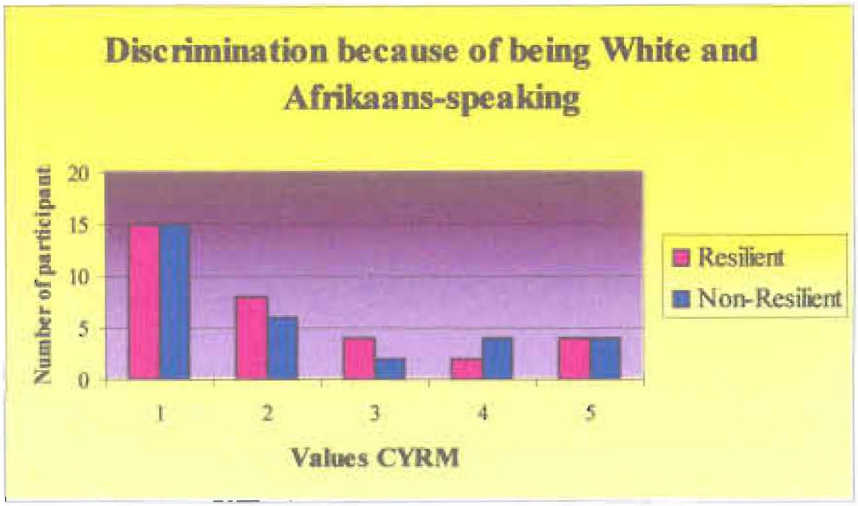
Graph 5.17 Being Afrikaans-speaking as a disadvantage

- ✓ Of the resilient participants, 58% percent (19 out of 33) felt that being White and Afrikaans-speaking did not disadvantage them while 74% (23 out of 31) of the non-resilient participants felt that being White and Afrikaans- speaking did not disadvantage them. Twenty-one percent (7 out of 33) of the resilient participants compared to 16% (5 out of 31) of the non-resilient participants felt that they were disadvantaged by being White and Afrikaans-speaking.

5.3.5.2 Significance of participants' feeling that they were disadvantaged by being Afrikaans-speaking

There is therefore no significant difference (t- value of 0.721) between the resilient participants and non-resilient participants with regard to them feeling disadvantaged due to being Afrikaans-speaking and White. More non-resilient participants than resilient participants felt that they were disadvantaged by being Afrikaans-speaking and White, although the difference is not significant enough to say that it is correlated with vulnerability.

14)	Do you feel that people discriminate against you because you are White and Afrikaans-speaking?



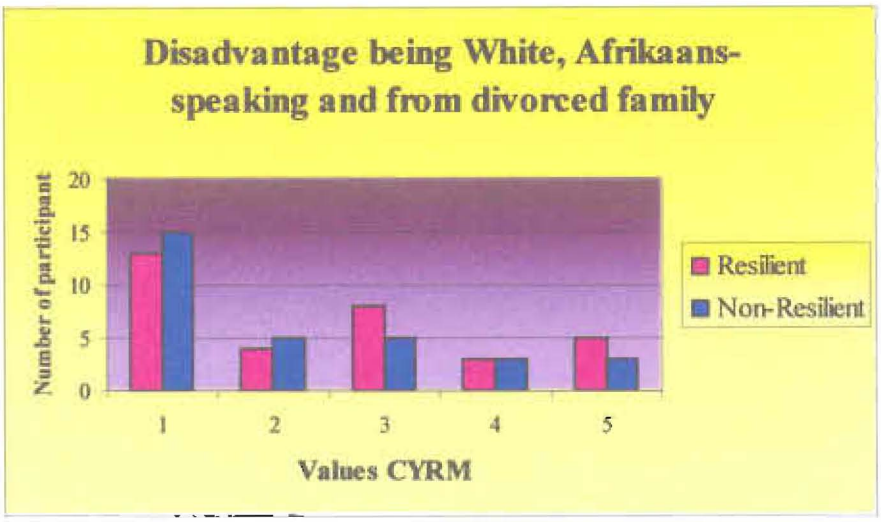
Graph 5.18 Participants' feeling that people discriminate against them because they are White and Afrikaans-speaking

- ✓ Seventy percent (23 out of 33) of the resilient participants compared to 68% (21 out of 31) of the non-resilient participants did not feel that people discriminated against them because they were White and Afrikaans-speaking. Only 18% (6 out of 33) of the resilient participants compared to 26% (8 out of 31) of the non-resilient participants did feel that people discriminated against them because they were White and Afrikaans-speaking.

5.3.5.3 Significance of participants' experience of discrimination due to being White and Afrikaans-speaking

The difference between the resilient and non-resilient participants is not significant (t- value of -0.205) and no conclusions can be drawn with regard to resilience or vulnerability. A high percentage of participants (69%), both resilient and non-resilient participants, did not feel that they would be discriminated against because they were White and Afrikaans-speaking. This is a protective factor for both groups, as expected discrimination can cause vulnerability (Szalacha, Erkut, Coll, Fields, Alarcon & Ceder, 2003:418). The culture of the White, Afrikaans people, could be a protective factor, as limited discrimination is experienced by both groups.

15)	Do you feel that in future it will be to your disadvantage to be White, Afrikaans-speaking and coming from a divorced family?



Graph 5.19 Participants' feeling it is to their disadvantage being White, Afrikaans- speaking and coming from a divorced family

- ✓ Of the resilient participants, 52% (17 out of 33) and of the non-resilient 65% (20 out of 31) felt that being White, Afrikaans-speaking and coming from a divorced family would not have a negative effect on their future. Only 24% (8 out of 33) of the resilient participants compared to 19% (6 out of 31) of the non-resilient participants felt that in future it would be to their disadvantage to be White, Afrikaans-speaking and coming from a divorced family.

5.3.5.4 Significance of participants' experiencing being White, Afrikaans and coming from a divorced family as a disadvantage

The difference between the resilient and non-resilient participants is not significant (t-value of 0.901). No conclusions can be drawn about the link between resilience or vulnerability and perceptions of disadvantage associated with being White, Afrikaans- speaking and coming from a divorced family.

5.3.5.5 Conclusion on language and culture

- ❖ Most of the resilient participants did not feel that being Afrikaans-speaking was a disadvantage. Resilient participants were more content with their mother tongue and were less inclined to see it as a disadvantage. Being proud of one's language is linked to cultural adherence which can be a protective factor (Cameron *et al.*, 2007:297; Harris & McFarland, 2000) that the resilient participants possess.
- ❖ Both resilient and non-resilient participants did not feel that they were disadvantaged because of being White and Afrikaans-speaking.

- ❖ Both resilient and non-resilient participants did not perceive that they would be discriminated against in future due to being White and Afrikaans-speaking. This is not a risk or protective factor for the participants in this sample but discrimination has been reported as a risk factor as it degrades people (Greene *et al.*, 2002:248; Szalacha *et al.*, 2003:419).
- ❖ There was no significant difference between the resilient participants' and the non-resilient participants' expectation of future discrimination due to being White, Afrikaans-speaking and coming from a divorced family. No conclusion can be drawn with regard to resilience and vulnerability.

For this study, resilience and vulnerability did not seem to be significantly linked to culture.

It seems that when participants rated language alone, resilient participants were more enabled by their pride in their mother tongue than non-resilient participants. However, when additional factors such as race and background were added, a clear distinction between the groups no longer existed.

5.3.6 Conclusion on Site specific Questions

From the fifteen site specific questions the following factors were identified as significantly protective:



Figure 5.3 Summary of site specific questions with relation to protective factors identified by resilient participants

The next section focuses on the set questions of the CYRM. The CYRM discussion is divided into four groups as per the original Dalhousie analysis, including:

- cultural protective factors;
- community protective factors;
- relationship protective factors; and
- individual protective factors.

Each group will be discussed individually.

5.4 CULTURAL PROTECTIVE FACTORS

Figure 5.4 below summarises the grouping of the questions relating to culture:

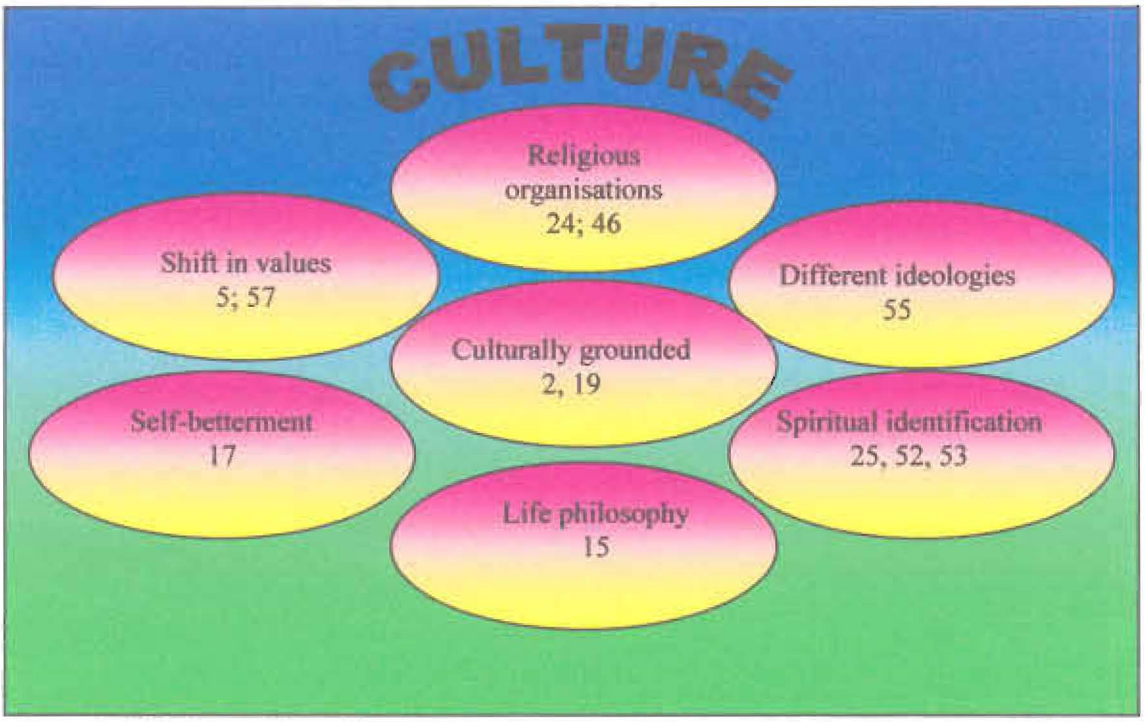
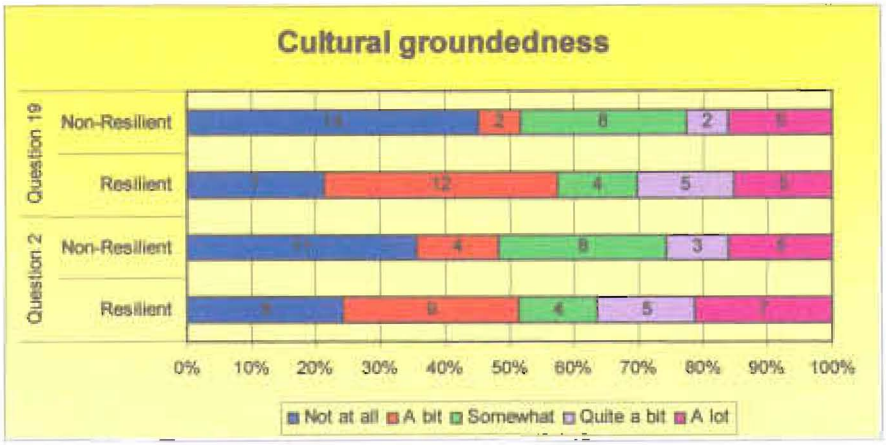


Figure 5.4 Culture of participants

5.4.1 Being Culturally Grounded

2)	Do you know where your parent(s) and/or grandparents were born?
19)	Does your family have a ritual or routine around mealtimes?



Graph 5.20 Cultural groundedness of the participants

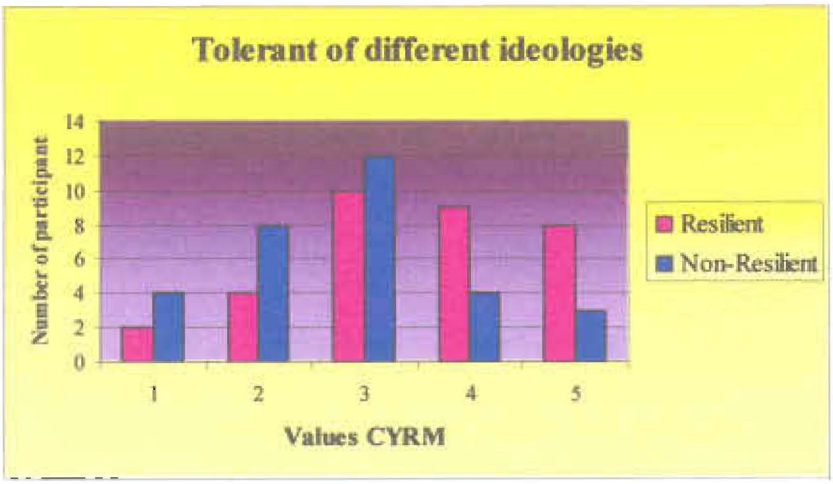
✓Of the resilient participants, 52% (17 out of 33) did not know their parents' birth background compared to 48% (15 out of 31) of the non-resilient participants who did not know their parents' birth background. Only 36% (12 out of 33) of the resilient participants compared to 26% (8 out of 31) of the non-resilient participants knew their parents' birth background.

✓Of the resilient participants, 58% (19 out of 33) compared to 52% (16 out of 31) of the non-resilient participants did not have rituals around mealtimes. Only 30% (10 out of 33) of the resilient participants compared to 22% (7 out of 31) of the non-resilient participants did have routines or rituals around mealtimes.

When the above are grouped the difference for cultural groundedness in this study is not significant (Cohen value of 0.1929). Participants in this study, both resilient and non-resilient, did not possess a lot of information with regard to their family history and there was no significant difference with regard to family routines and rituals. Cultural groundedness in other studies has been reported to be a protective factor (Killian, 2004:48) but no conclusion can be drawn from this study. Having family routines and positive stable events may promote stability and have been shown to be a protective factor in previous studies (Sandler *et al.*, 2003:228). Rituals at mealtimes do not seem to be to the experienced by a lot of the participants in this sample. It is possible that family rituals may have been marginalised as a consequence of divorce.

5.4.2 Tolerant of Different Ideologies

55)	Can you openly disagree with your parent(s) and elders when your beliefs differ from theirs?



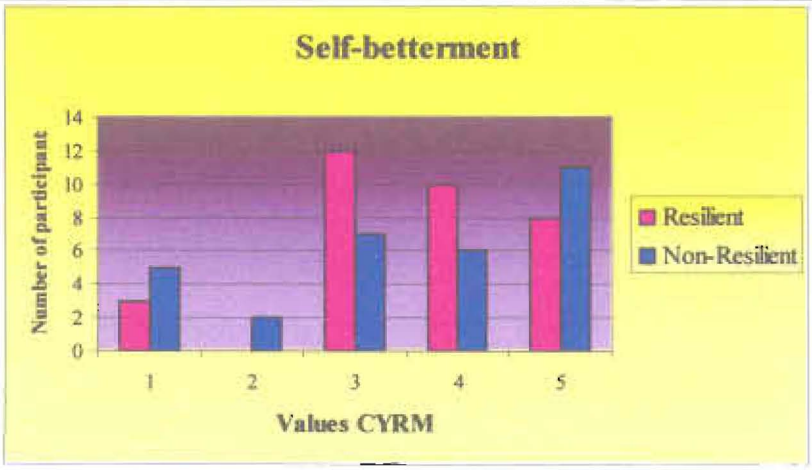
Graph 5.21 Tolerant of different ideologies

- ✓ Just over a third of the resilient participants 36% (12 out of 33) compared to 39% (12 out of 31) of the non-resilient participants felt that they could not disagree with elders who held different views. Almost a half of the resilient participants 46% (15 out of 33) compared to 35% (11 out of 31) of the non-resilient participants did feel that they could openly disagree with elders when they held different views about something.

There was no significant difference (t-value of 0.7476) between the resilient and non-resilient participants and so no conclusion can be drawn with regard to the protective value of tolerance of different ideologies for these participants.

5.4.3 Self-Betterment

17)	Does your culture teach you to become a better person?



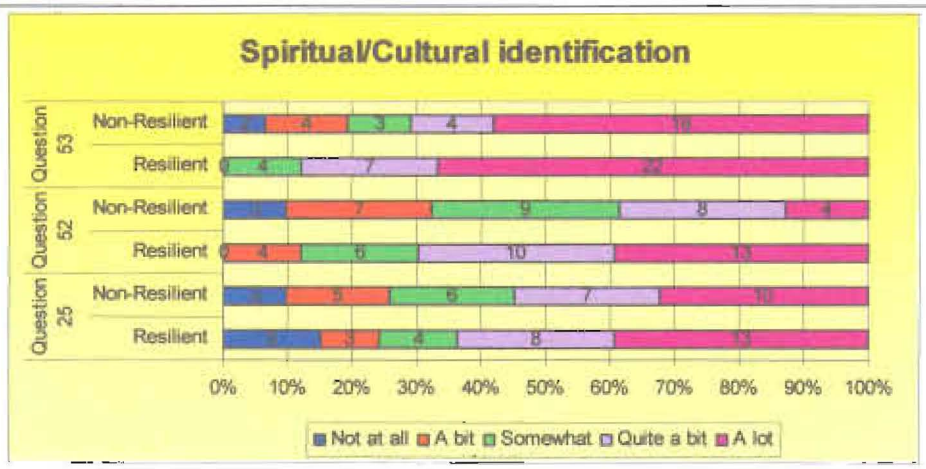
Graph 5.22 Self-betterment of the participants

- ✓ Only 6% (2 out of 33) of the resilient group compared to 32% (10 out of 31) of the non-resilient group felt that their culture did not teach them to become better persons. Sixty-one percent (20 out of 33) of the resilient participants compared to 36% (11 out of 31) of the non-resilient participants felt that their culture did teach them to become better people.

Significantly more (t-value of 2.4844) resilient participants felt that their culture taught them to become better people. Cultural pride and the ability to find security in one's culture is a proven protective factor (Boyden & Mann, 2005:8; Howard & Johnson, 2000; Killian, 2004:48; Smith, 2005; Williams, 2002:200). Having opportunities to better oneself within one's culture gives opportunities for self-growth. The resilient participants in this study reflected this.

5.4.4 Spiritual/Cultural Identification

25)	Are you proud of your ethnic background?
52)	Do you enjoy your family and community's traditions?
53)	Are you proud to be South African?



Graph 5.23 Spiritual/cultural identification

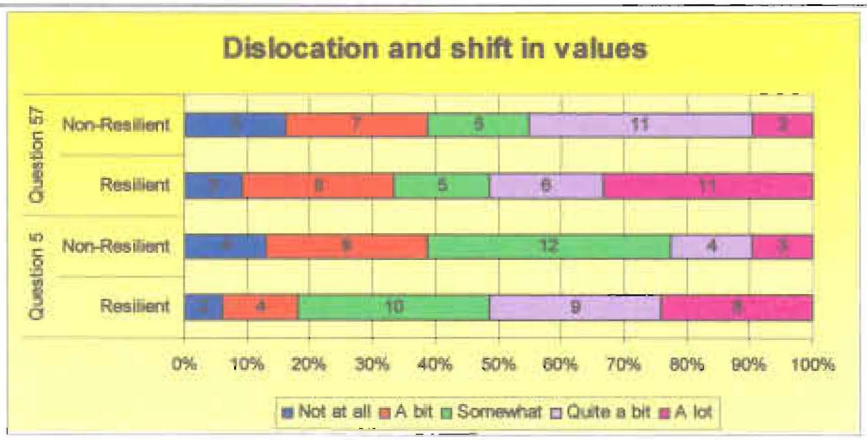
- ✓ Only 24% (8 out of 33) of the resilient participants compared to 26% (8 out of 31) of the non-resilient participants were not proud of their ethnic background. Of the resilient participants, 64% (21 out of 33) and of the non-resilient participants, 55% (17 out of 31) were proud of their ethnic background.
- ✓ Seventy percent (23 out of 33) of the resilient participants compared to 39% (12 out of 31) of the non-resilient participants enjoyed their family and community traditions. Only 12% (4 out of 33) of the resilient participants compared to 32% (10 out of 31) of the non-resilient participants did not enjoy their family and community traditions.

- ✓ A large number, 88% (29 out of 33) of the resilient participants compared to 71% (22 out of 31) of the non-resilient participants were proud to be South African. Only 19% (6 out of 31) of the non-resilient participants were not proud to be South African. No resilient participants were not proud. Being proud of one's ethnic background gives a sense of belonging and pride which is a protective factor (Wong & Lee, 2005:316).

When the above is grouped, the difference between the resilient and non-resilient participants with regards to spiritual and cultural identification is medium (Cohen value 0.5679). Having spiritual and cultural identification and having national pride are known protective factors for many American adolescents (Harris & McFarland, 2000; Howard & Johnson, 2000; Killian, 2004:47). The participants in this study who were resilient clearly supported family and community traditions and reported enjoying family and community traditions more than the non-resilient participants did. Having family traditions can be a protective factor (Brotherson, 2004; Kalil, 2003:12). The resilient participants were prouder to be South African than the non-resilient participants. However, the difference between the resilient and non-resilient participants with regard to being proud of their ethnic background did not differ significantly.

5.4.5 Dislocation and Shift in Values

5)	Does the older generation understand and tolerate the ideas and strong beliefs of people your age?
57)	Is there a difference between your family's values and those of the majority of your community?



Graph 5.24 Participants' dislocation and shift in values

- ✓ Only 18% (6 out of 33) of the resilient participants compared to 39% (12 out of 31) of the non-resilient participants did not feel that the older generation understood and tolerated their different beliefs. More than half 52% (17 out of 33) of the resilient participants compared to 22% (7 out of 31) of the non-resilient group felt

that the older generation was tolerant of the younger generation's different ideologies and beliefs.

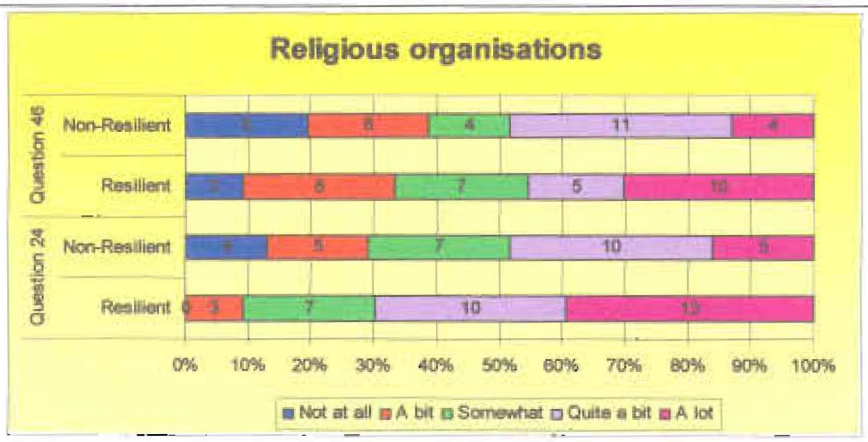
- ✓ Less than half (45%, 15 out of 33) of the resilient participants compared to 42% (13 out of 31) of the non-resilient participants felt that there was a difference between their family's values and those of other members of their community. A third (11 out of 33) of the resilient participants compared to 27% (9 out of 31) of the non-resilient participants did not feel that there was a difference between their family's values and those of the community.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to dislocation and shift in values is small (Cohen value of 0.4388). The resilient participants in this study reported that they experienced the older generation as more tolerant than the non-resilient participants. Feeling understood is a protective factor (Bernard & Marshall, 2001).

Feeling that one's family values are different from those of the community is a potential risk factor as it undermines the feeling of belonging, which is a protective factor (Killian, 2004:48). However, no conclusion regarding the protective value of values shared by family and community could be reached for this study's participants, as the difference is not significant.

5.4.6 Religious Organisations

24)	Are religious or spiritual beliefs a source of strength for you?
46)	Do you participate in organised religious activities?



Graph 5.25 Participants' involvement in religious organisations

- ✓ Three-quarters (23 out of 33) of the resilient participants compared to 48% (15 out of 31) of the non-resilient participants felt that their religious or spiritual beliefs were a

source of strength to them. Only 9% (3 out of 33) of the resilient group compared to 29% (9 out of 31) of the non-resilient group did not feel that religious or spiritual beliefs were a source of strength to them.

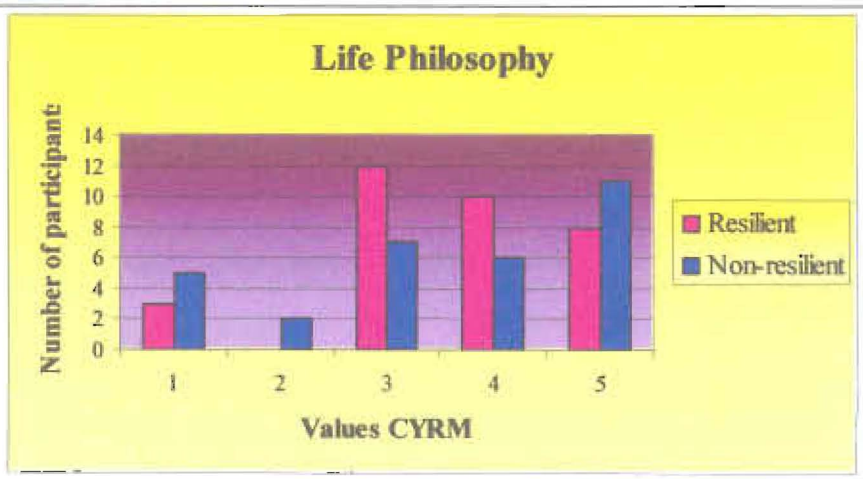
- ✓ Forty-five percent (15 out of 33) of the resilient participants compared to 48% (15 out of 31) of the non-resilient participants participated in religious activities. Only 35% (11 out of 33) of the resilient participants compared to 39% (12 out of 31) of the non-resilient participants did not participate in religious activities.

When the above is grouped the difference between the resilient and non-resilient participants with regard to religious organisations is small with a Cohen value of 0.479. More resilient participants than non-resilient participants found their religious and spiritual beliefs to be a source of strength to them. Religion and spiritual beliefs form the basis for social and ethical norms, values and practices (Kimaryo, Okpaku, Githuku-Shongwe & Feeney, 2003:46) and are known to promote resilience (Killian, 2004:46; Myers, 2000:56; Newman, 2002; Schlessinger, 2006:38; Seidman & Pedersen, 2003:332; Williams, 2002:205).

The total percentage of resilient and non-resilient participants who participate in religious activities is less than 50%. Previous studies have found participation in religious activities to be protective (Goldsmith, 2002:3; Ungar 2008c:227) and this study indicates that religious activities are different from prevailing studies in that only a few participants were actively involved in religious activities. No conclusion regarding the protective value of participation in religious activities could be reached for participants in this study.

5.4.7 Life Philosophy

15)	Do you believe that life should be lived in a certain way?



Graph 5.26 Participants' life philosophy

- ✓ Only 9% (3 out of 33) of the resilient participants compared to 23% (7 out of 31) of the non-resilient participants felt life should not be lived in a certain way. More than half (55%, 18 out of 33) of the resilient participants compared to 55% (17 out of 31) of the non-resilient participants felt that life should be lived a certain way.

The difference between the resilient and non-resilient participants is not significant (t-value of 0.2734). The same number of resilient and non-resilient participants felt that life should be lived in a certain way. Having guidelines on how to live is a protective factor (Black, 2007). However, in this study the protective value of a life philosophy could not be confirmed as resilient and non-resilient participants were equally in favour of having a life philosophy.

5.4.8 Conclusion on Culture

From this study, only four culturally protective factors could be identified as promoting resilience in White Afrikaans-speaking participants who come from divorced families, namely:

1. resilient participants more often felt that their culture taught them to become better people than did non-resilient participants;
2. resilient participants valued spiritual and cultural identification considerably more than non-resilient participants;
3. resilient participants experienced the older generation as more lenient and tolerant of different beliefs and values expressed by adolescents, than did the non-resilient participants; and
4. resilient participants were more inclined to find their religion to be a source of strength than non-resilient participants.

However, all of the above differences were only small to medium.

The following factors could not be conclusively determined as protective, as the difference between the resilient and non-resilient participants was not significant:

1. cultural groundedness;
2. experience of adults as tolerant of different ideologies; and
3. a life philosophy.

The resilient participants in this study were less clearly empowered towards resilience by cultural factors. In this regard, the findings of my study deviate from previous international studies (Clauss-Ehlers, 2004:28; Kruczek, Salsman & Vilanza, 2005:336).

5.5 COMMUNITY PROTECTIVE FACTORS

The community factors potentially impacting on participants' resilience are divided into the following groups.

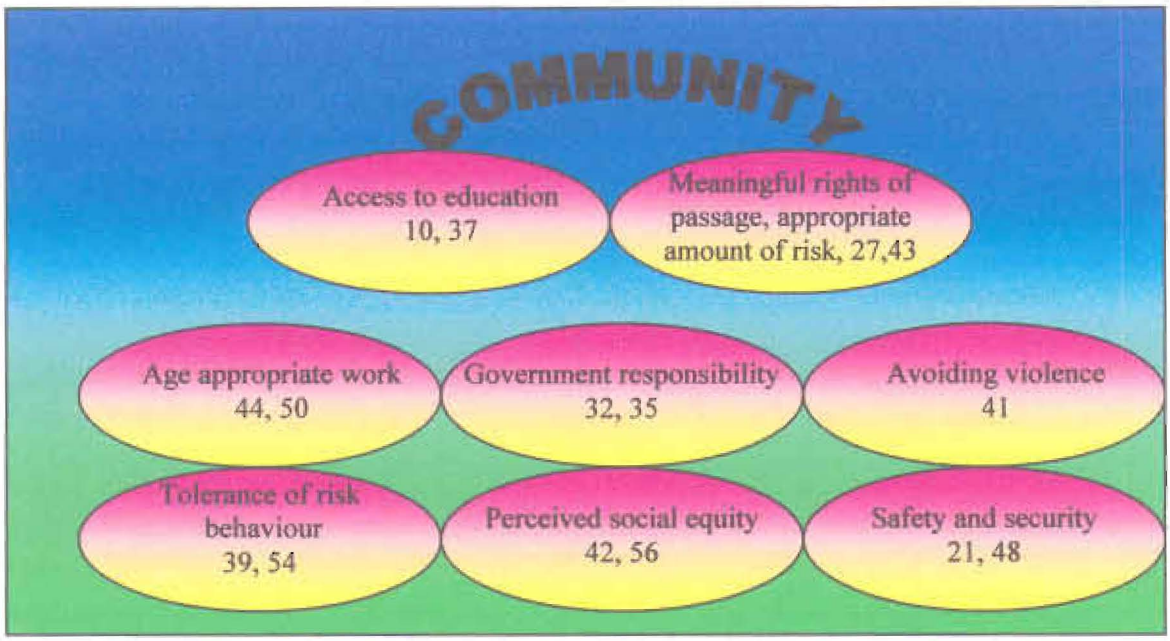
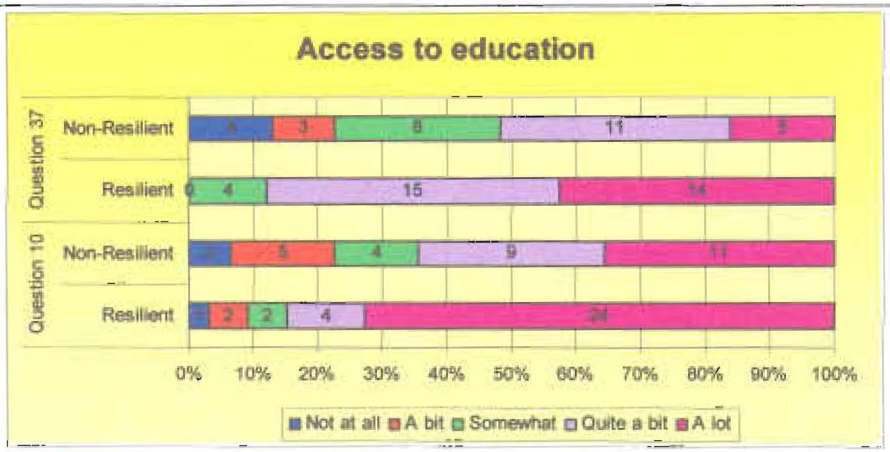


Figure 5.5 Community factors

5.5.1 Access to Education

10)	Is getting an education important to you?
37)	Do the teacher and other students make you feel you belong at your school?



Graph 5.27 Participants' access to education

- ✓ Most of the resilient participants (85%, 28 out of 33) compared to 64% (20 out of 31) of the non-resilient participants did feel that it was important to receive an education. Only 9% (3 out of 33) of the resilient participants compared to 23% (7 out of 31) of the non-resilient participants did not feel that it was important to receive an education.

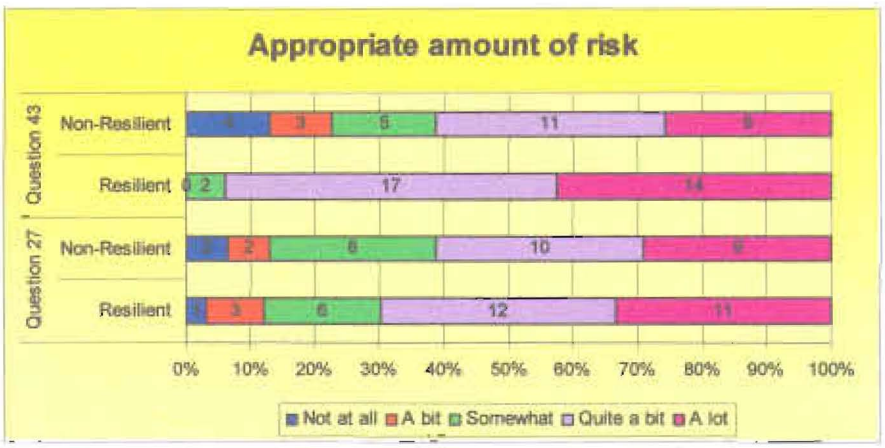
✓ Most of the resilient participants (88%, 29 out of 33) compared to 52% (16 out of 31) of the non-resilient participants felt that educators and students gave them a sense of belonging at their school. None of the resilient participants and 22% (7 out of 31) of the non-resilient participants felt that their educators and students did not give them a sense of belonging at their school.

The difference between the resilient and non-resilient participants is significantly high (Cohen value of 0.9224) with regard to receiving an education. The resilient participants valued receiving an education more than did non-resilient participants. Resilient participants therefore placed more value on the need for future education than non-resilient participants. Receiving an education is known to be a protective factor (Carlson, McNutt, Choi & Rose, 2002:720; Killian, 2004: 50).

Resilient participants felt more accepted at school as they experienced a sense of belonging at school. Feeling that one is welcome at school can give the adolescent a sense of belonging which can foster resilience (Killian, 2004:48; Wong & Lee, 2005:316).

5.5.2 Meaningful Rights of Passage with Appropriate Amount of Risk

27)	Do your parents respect how you express yourself sexually?
43)	Do you have opportunities to show others that you are becoming an adult?



Graph 5.28 Meaningful rights of passage with appropriate amount of risk

✓ More than two-thirds (70%, 23 out of 33) of the resilient participants compared to 52% (16 out of 31) of the non-resilient participants felt that their parents were satisfied and respected the manner in which they expressed themselves sexually. Twelve percent (4 out of 33) of the resilient participants and 32% (10 out of 31) of

the non-resilient participants did not feel that their parents approved and respected the way they expressed themselves sexually.

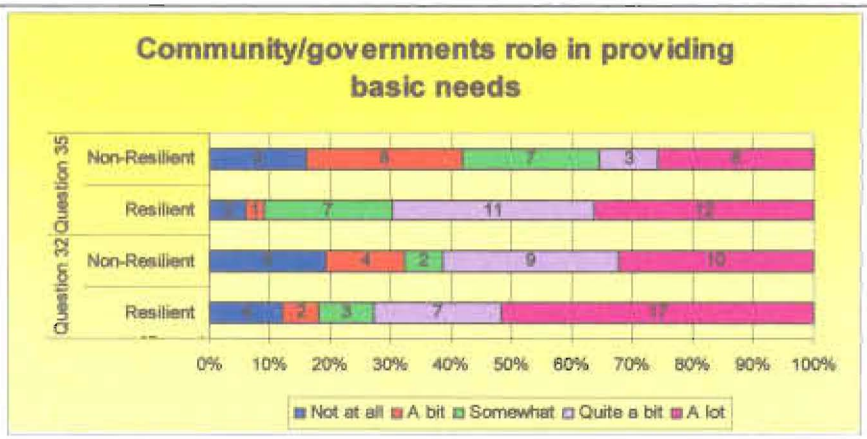
- ✓ Almost all (90%, 31 out of 33) the resilient participants compared to 61% (19 out of 31) of the non-resilient participants felt that they had the opportunity to show people that they were becoming adults. None of the resilient participants and 23% (7 out of 31) of the non-resilient participants did not feel that they did not have the opportunity to show people that they were becoming adults.

When the above is grouped the difference between the resilient and non-resilient participants with regard to taking appropriate amounts of risk is medium with a Cohen value of 0.6647. Resilient participants felt that their parents were more satisfied with the way in which they expressed themselves sexually. Feeling that others are comfortable with the way you express yourself probably gives participants the motivation they need to express themselves without fear of ridicule – fear of ridicule potentially places adolescents at risk. Resilient participants are often socially more responsible than non-resilient participants as they express themselves in a responsible way (Gordon Rouse, 2001:461; Hetherington & Elmore, 2003:202).

The resilient adolescents felt that they had more opportunities to show others that they were becoming adults. Having the opportunity to show others that one is growing up includes taking appropriate risks which can foster resilience (Bahr & Pendergast, 2007:195; Kowaleski-Jones, 2000:449). Resilient participants in this sample therefore perceived that they had the freedom and opportunity to take more risks than non-resilient participants although the study done by Cowan (1999:102) indicated that adolescents from divorced families experienced less personal freedom.

5.5.3 Community/ Government's Role in Providing Basic Needs

32)	Are you able to see a doctor when you need one?
35)	Do you know where to go in your community to get help?



Graph 5.29 Governments' responsibility in providing basic needs

- ✓ Of the resilient participants, 73% (24 out of 33) compared to 61% (19 out of 31) of the non-resilient participants were able to see a doctor when they needed one. The difference between the two groups was not significant. Less than twenty percent (18%, 6 out of 33) of the resilient participants compared to 32% (10 out of 31) of the non-resilient participants were not able to see a doctor when they needed one.
- ✓ More than two-thirds (70%, 23 out of 33) of the resilient participants compared to 35% (11 out of 31) of the non-resilient participants knew where to seek help in the community. Only 9% (3 out of 33) of the resilient participants compared to 42% (13 out of 31) of the non-resilient participants had no idea where to find help in their communities.

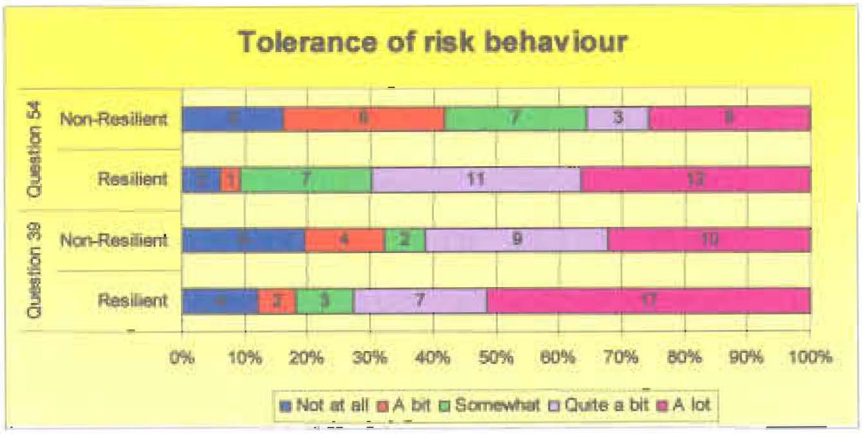
When the above is grouped the difference between the resilient and non-resilient participants is medium (Cohen value of 0.6339). The resilient participants felt that their basic needs were met more than the non-resilient participants in this study did. This links to question 10 (C.f. 5.3.3) about material needs being satisfied.

Both the resilient and non-resilient groups had their physical needs attended to (most of the resilient participants also felt that their need for daily sustenance was also met (C.f. 5.5.6)). Having the ability to see a doctor when one is needed can be a protective factor while the lack thereof has been shown to place the adolescent in a vulnerable position (Emmer, 2003:1, Maslow, 1970:37).

Knowing where to find help in the community was a protective factor in this study, as participants could use this information when they were in need. This has been noted in other studies (Fergus & Zimmerman, 2005:399; Minnesota Department of Health, 2002; Steyn, 2006:48). Equally, not knowing where to find help can be a risk factor (Wilson, Rickwood, Ciarrochi & Deane, 2002:3). The results suggest that resilient youth in this sample were better informed about protective community resources.

5.5.4 Tolerance of Risk Behaviour

39)	Are members of your family or community who do unacceptable things accepted afterwards?
54)	Does your family or community encourage non-violent solutions to deal with somebody who commits a crime?



Graph 5.30 Tolerance of risk behaviour/appropriate amount of risk

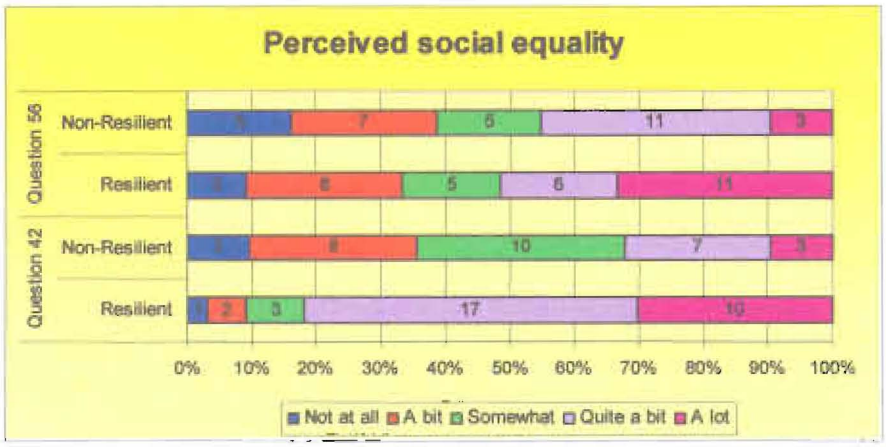
- ✓ Just more than half of the resilient participants (55%, 18 out of 33) compared to 39% (12 out of 31) of the non-resilient participants felt that their community and family accepted them after they had done something socially unacceptable. Eighteen percent (6 out of 33) of the resilient participants and 39% (12 out of 31) of the non-resilient participants did not feel that their family and community accepted people after their behaviour had been socially unacceptable.
- ✓ Less than half of the resilient participants (46%, 15 out of 33) compared to 39% (12 out of 31) of the non-resilient participants felt that their community supported non-violent solutions to deal with crime. Eighteen percent (6 out of 33) of the resilient participants compared to 26% (8 out of 31) of the non-resilient participants did not feel that their community encouraged non-violent dealings when somebody had committed a crime.

When the above is grouped the inter-group difference between the resilient and non-resilient participants is medium (Cohen value of 0.637). Non-resilient participants experienced the community as less tolerant with regard to accepting people who had done something unacceptable. This could heighten vulnerability in the non-resilient participants as they may fear making mistakes and not being accepted after having done so.

The participants (resilient and vulnerable) experienced the community as harsh and intolerant with respect to crime. This gave the participants the opportunity to feel safe in their environment as they knew offenders would be punished. Feeling safe in one's environment can be a protective factor (Bernard, 1991).

5.5.5 Perceived Social Equity

42)	Are you treated fairly in your community despite how others see you?
56)	Are boys as well as girls treated fairly in your community?



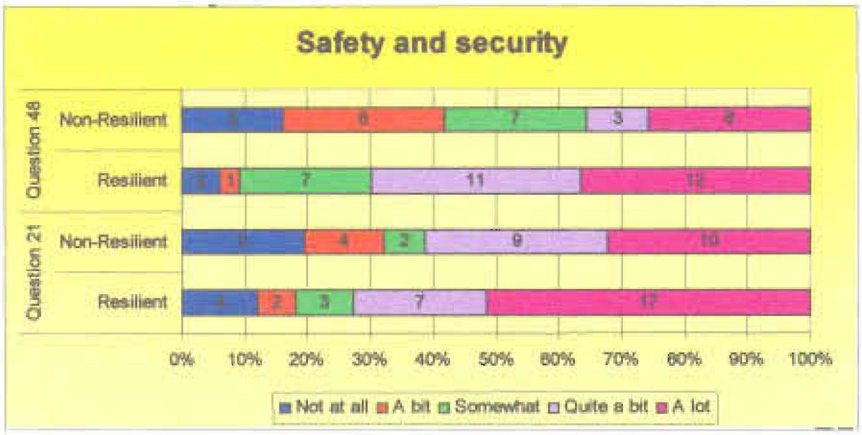
Graph 5.31 Perceived social equality

- ✓ Of the resilient participants, 82% (27 out of 33) compared to 32% (10 out of 31) of the non-resilient participants felt they were treated fairly in the community regardless of how others saw them. Only 9% (3 out of 33) of the resilient participants compared to 36% (11 out of 31) of the non-resilient participants did not feel that they were treated fairly in the community.
- ✓ Of the resilient participants, 52% (17 out of 33) compared to 45% (14 out of 31) of the non-resilient participants felt that both boys and girls were treated fairly in the community. A third (11 out of 33) of the resilient participants and 39% (12 out of 31) of the non-resilient participants felt that neither boys nor girls were treated fairly in the community.

When the above is grouped the difference between the resilient and non-resilient participants with regard to perceived social equity is medium with a Cohen value of 0.6867. The resilient participants' perception that the community treats them fairly is a protective factor. Feeling acceptable to others and accepted by others can be a protective factor (Killian, 2004:47; Theron, 2007:368). There was no significance between the genders with regards to perceived social equity.

5.5.6 Safety and Security Needs are met

21)	Do you have enough to eat most days?
48)	Do you feel safe when you are with your family?



Graph 5.32 Safety and security needs met

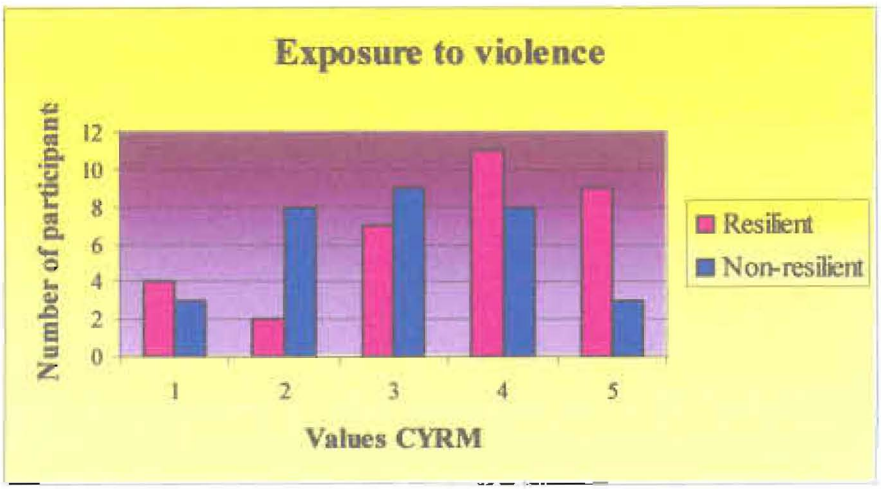
- ✓ Of the resilient participants, 82% (27 out of 33) compared to 65% (20 out of 31) of the non-resilient participants indicated that they mostly received sufficient daily sustenance. Only 12% (4 out of 33) of the resilient participants compared to 26% (8 out of 31) of the non-resilient participants indicated that they did not receive sufficient daily sustenance.
- ✓ Almost eighty percent (79%, 26 out of 33) of the resilient participants compared to 58% (18 out of 31) of the non-resilient participants felt safe when they were with their families. Only 6% (2 out of 33) of the resilient participants compared to 19% (6 out of 31) of the non-resilient participants did not feel safe when they were with their families.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to safety and security needs being met is medium with a Cohen Value of 0.5586. Receiving sufficient sustenance is a documented protective factor while the lack thereof is a risk factor as basic human needs are not met (Friesen & Brennan, 2005:297; Maslow, 1970:44). For this study, safety and security was a protective factor for the resilient participants.

Feeling safe with one's family is a known protective factor and a basic human need which puts an individual in a vulnerable position if the need is not met (Maslow, 1970:42; McCubbin & McCubbin, 2005:29). The resilient group in this study felt significantly safer than the non-resilient participants.

5.5.7 Exposure to Violence

41)	Are you able to avoid violent situations at home, school or in your community?



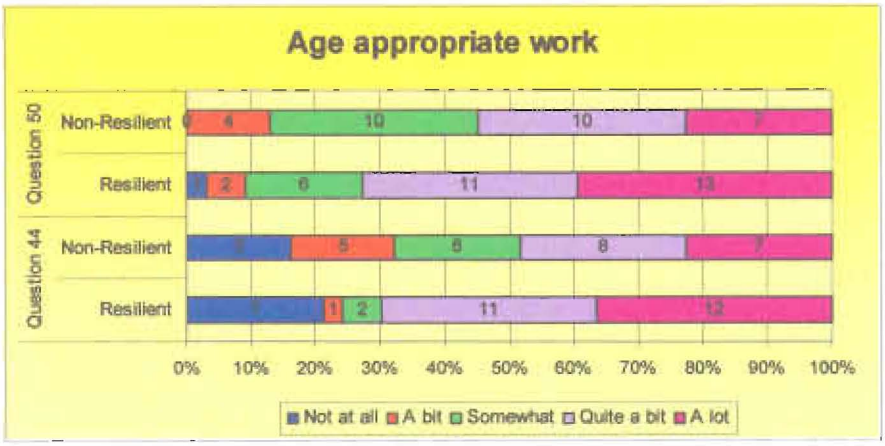
Graph 5.33 Participants' exposure to violence

- ✓ Of the resilient participants, 61% (20 out of 33) compared to 35% (11 out of 31) of the non-resilient participants possessed the ability to avoid violent situations at home, school and in the community. Eighteen percent (6 out of 33) of the resilient participants and 35% (11 out of 31) of the non-resilient participants did not possess the ability to avoid violent situations.

The difference between the resilient and non-resilient participants in this sample is insignificant (t-value of 1.8759). Violence is known to put adolescents at risk (Harris & McFarland, 2000:6; Williams, 2002:197) as violence makes people feel unsafe and undermines a basic human need (Maslow, 1970:37). South Africa has been described as a violent society where rates of mortality and violence are equivalent to and some days even more than in a country at war such as Iraq (Altbeker, 2007:37; Kameeldrif Crisis Centre, 2007). Therefore, being kept safe is a protective factor which all South Africans do not enjoy.

5.5.8 Age Appropriate Work for Participants

44)	Do you have a job or do volunteer work that you feel is appropriate for your age?
50)	Do you have opportunities to develop job skills that will be useful later in life?



Graph 5.34 Participants' doing age appropriate work

- ✓ Of the resilient participants, 70% (23 out of 33) and of the non-resilient participants, 48% (15 out of 31) indicated that they had an age appropriate work or performed volunteer work. Twenty-four percent (8 out of 33) of the resilient participants compared to 45% (14 out of 31) of the non-resilient participants did not have an age appropriate work or performed volunteer work.
- ✓ Of the resilient participants, 73% (24 out of 33) compared to 55% (17 out of 31) of the non-resilient participants felt that they had opportunities to develop job skills that they could use in future. Only 9% (3 out of 33) of the resilient participants compared to 13% (4 out of 31) of the non-resilient participants did not feel that they had the opportunity to develop jobs skills that they would use in future.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to age appropriate work is small (Cohen value of 0.3248). Doing age appropriate work or volunteer work could be a protective factor for the resilient participants in this study, but also for adolescents in general (Harris & McFarland, 2000; Killian, 2004:46; Newman, 2002) as it clearly communicates to the adolescents that they are worthy and capable of being contributing members of the community (Bernard, 1991). More resilient participants have the opportunity to develop job skills. This may suggest that even though the participants in this study were in the same school environment and the information they received was similar, they perceived the future differently. Resilient participants have the ability to plan ahead for their future by identifying current resources that will help them (Killian, 2004:45). This supports the prevailing view of resilient participants being adolescents who can negotiate and access available sources of resilience (Cameron *et al.*, 2007:296).

5.5.9 Conclusion on Community Factors

The following factors emerged as protective community factors for White Afrikaans-speaking participants coming from divorced families. In this sample, resilient adolescents:

1. have access to and value education (high significance);
2. take appropriate amounts of risk (medium significance);
3. know where to find help in the community and have satisfied basic needs (medium significance);
4. find the community to be tolerant of risk behaviour (medium significance);
5. feel they are treated fairly by the community (medium significance);
6. feel their safety and security needs are met (medium significance); and
7. have opportunities to participate in age appropriate work (small significance).

5.6 RELATIONSHIP FACTORS

The relationship factors which potentially function as protective antecedents for participants are divided into the following groups (as per the CYRM categorisation):

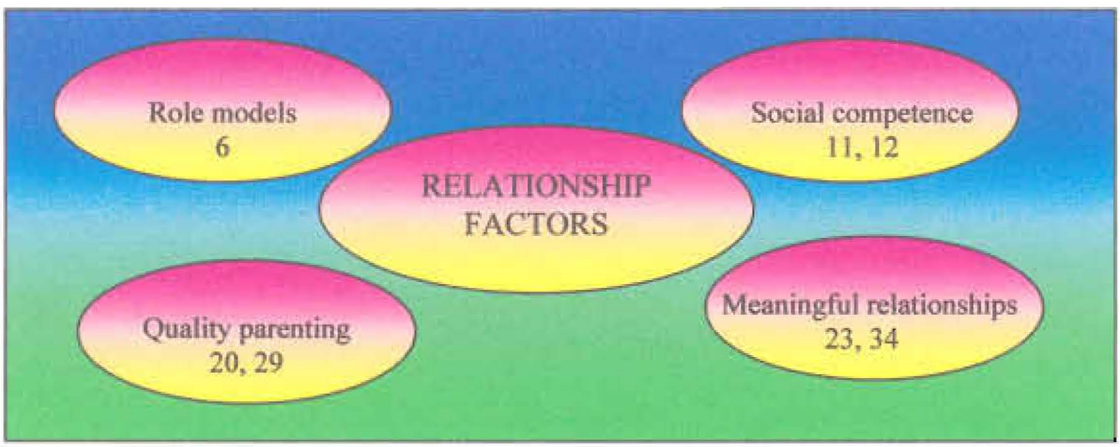
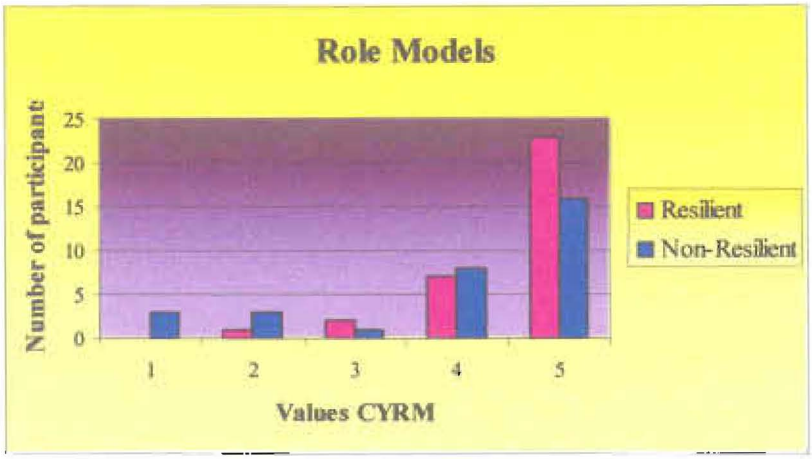


Figure 5.6 Relationship factors

5.6.1 Role Models

6)	Do you have people you look up to?



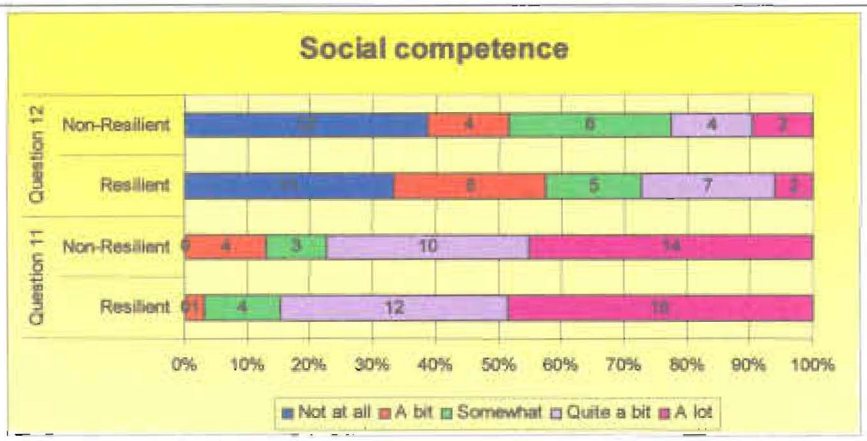
Graph 5.35 Role models

- ✓ Of the resilient participants, 91% (30 out of 33) compared to 77% (24 out of 31) of the non-resilient participants did have somebody to look up to. Only 3% (1 out of 33) of the resilient participants compared to 19% (6 out of 31) of the non-resilient participants did not have anybody they looked up to.

The difference between the resilient and non-resilient adolescents is significant (t-value of 2.0706). Having role models - which most of the resilient participants reported - could be a protective factor for the participants in this study. Adolescents can draw strength and guidelines from their role models and unrelated mentors (Black, 2007; Charney, 2005; Killian, 2004:43; Newman, 2002).

5.6.2 Social Competence

11)	Do you know how to behave in different social situations?
12)	Are you comfortable talking to people you do not know?



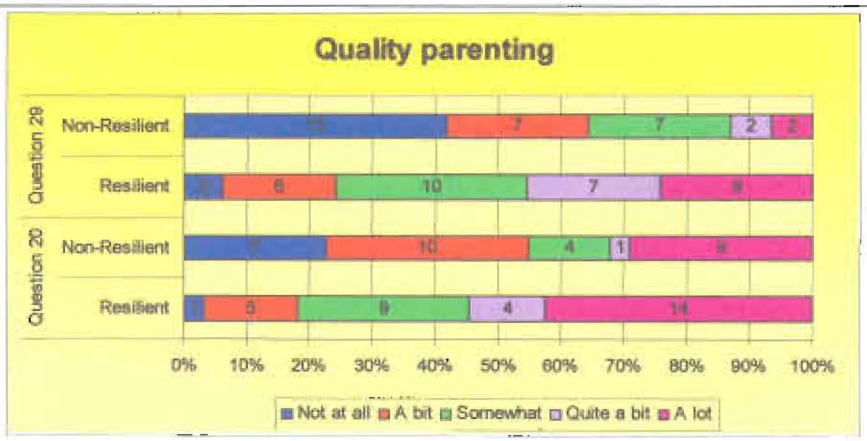
Graph 5.36 Social competence

- ✓ Of the resilient participants, 85% (28 out of 33) compared to 77% (24 out of 31) of the non-resilient participants felt that they knew how to behave socially. Only 3% (1 out of 33) of the resilient participants compared to 13% (4 out of 31) of the non-resilient participants did not feel they know how to behave socially.
- ✓ Only 27% (9 out of 33) of the resilient participants compared to 22% (7 out of 31) of the non-resilient participants felt comfortable talking to people they did not know. Fifty-eight percent (19 out of 33) of the resilient participants and 52% (16 out of 31) of the non-resilient participants did not feel comfortable speaking to strangers.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to social competence is not significant (Cohen value of 0.1075). Social competence is a generally documented protective factor (Bernard, 1991; Bernard, 2006:203; Boykin & Allen, 2001:220; Killian, 2004:45). Socially competent adolescents have the ability to express themselves in social situations without fear of ridicule (Blunt, 2005; Wright, 1993). Social competence also refers to good communications skills, conceptual and intellectual flexibility and caring for others (Bernard, 1991). Having self-confidence to speak to strangers can be a protective factor (Allen, 2006) but because the inter-group difference is not significant, it cannot be concluded that feeling comfortable speaking to strangers is a protective factor for participants in this study.

5.6.3 Quality Parenting

20)	Do you feel that your parent(s) watch you closely and know a lot about you?
29)	Do you talk to your family about how you feel?



Graph 5.37 Quality parenting

- ✓ Of the resilient participants, 55% (18 out of 33) compared to 32% (10 out of 31) of the non-resilient participants felt that their parents were watching them closely. Eighteen percent (6 out of 33) of the resilient participants compared to 55% (17 out of

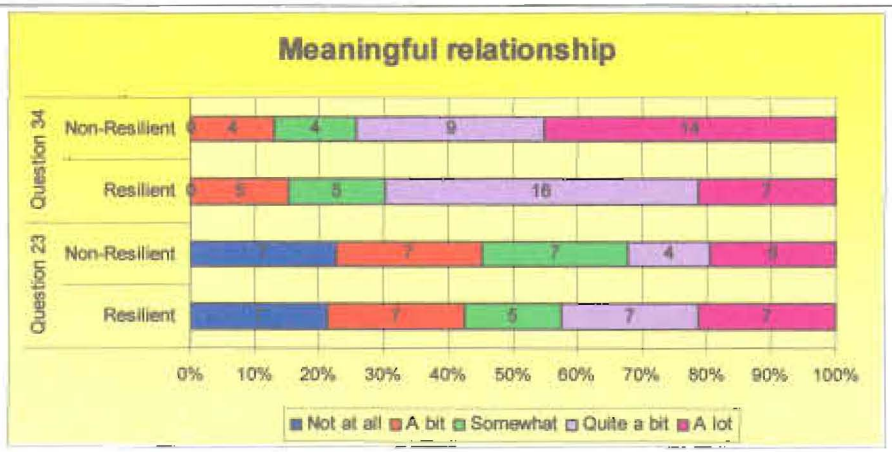
31) of the non-resilient participants did not feel that their parents were watching them closely.

- ✓ Less than fifty percent, 46% (15 out of 33), of the resilient participants compared to 13% (4 out of 31) of the non-resilient participants talked to their families about their feelings. Twenty-four percent (8 out of 33) of the resilient participants and 64% (20 out of 31) of the non-resilient participants did not feel that they could talk to their parents about their feelings.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to their opinions of quality parenting shows a high significant difference (Cohen value of 1.0966). Being watched closely means that parents care and are involved in the participants' lives. Parents who are actively involved in the adolescents' lives can provide protection, as a close relationship with a parent, emotional support, discipline and adequate monitoring are protective factors (Bernard, 1991; Fergusson & Lynskey, 1996:289; Greene & Conrad, 2002:30; Kelly & Emery, 2003:356; Mannes, 2005; Masten & Reed, 2005:83; Newman, 2002). Not being monitored or inadequate parenting is a likely risk factor while adequate parental monitoring is more likely to be a protective factor (Christle, *et al.* 2001:1; Liau, Liau, Teoh & Liau, 2003:55; Resnick *et al.*, 1997:830). The resilient participants have the ability to talk to their families about their feelings more often. The ability to express feelings can be a protective factor (Killian, 2004:45) as is emotional parenting (Steelsmith, 2004).

5.6.4 Meaningful Relationships

23)	Do you feel free and comfortable to talk to your teachers and/or adults about your problems?
34)	Do you feel supported by your friends?



Graph 5.38 Meaningful relationship/parenting

- ✓ Less than fifty percent, 42% (14 out of 33), of the resilient participants compared to 32% (10 out of 31) of the non-resilient participants felt that they could talk to their teachers or adults about their problems. Less than fifty percent, 42% (14 out of 33), of the resilient participants compared to 45% (14 out of 31) of the non-resilient participants felt that they could not talk to adults or teachers about their problems.
- ✓ Of the resilient participants, 70% (23 out of 33) compared to 74% (23 out of 31) of the non-resilient participants felt that friends supported them. Only 15% (5 out of 33) of the resilient participants compared to 13% (4 out of 31) of the non-resilient participants did not feel that friends supported them.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to meaningful relationships is not significant (Cohen value of 0.0664). Having meaningful relationships and people to talk to about problems is traditionally considered protective (Copeland, 1997:55; Fergusson & Lynskey, 1996:289; Hetherington & Elmore, 2003:189; Resnick *et al.*, 1997:829; Ungar & Teram, 2000:230) but in this study the difference between the resilient and non-resilient groups is not significant and therefore talking to teachers/adults is not a clear protective factor for the participants in this study. The resilient and non-resilient participants did not feel differently about the support they received from their friends. Support from friends can be a protective factor (Boyden & Mann, 2005:8; Fergusson & Lynskey, 1996:289; Killian, 2004:46; Williams, 2002:200) that both the resilient and non-resilient participants in this sample reported. Significantly, the participants in this sample felt better supported by friends than by adults. Thus could be related to their developmental phase (Noack & Buhl, 2004:395).

5.6.5 Conclusion on Relationship Factors

Only two protective factors that are traditionally related to relationships were identified. The protective factors identified by the resilient participants with regard to relationships, were having role models and quality parenting. The biggest difference between the resilient and non-resilient groups was with regard to quality parenting where the resilient participants felt that they received better parenting more than the non-resilient participants did.

The following figure shows the protective relationship factors that were identified by the resilient participants.

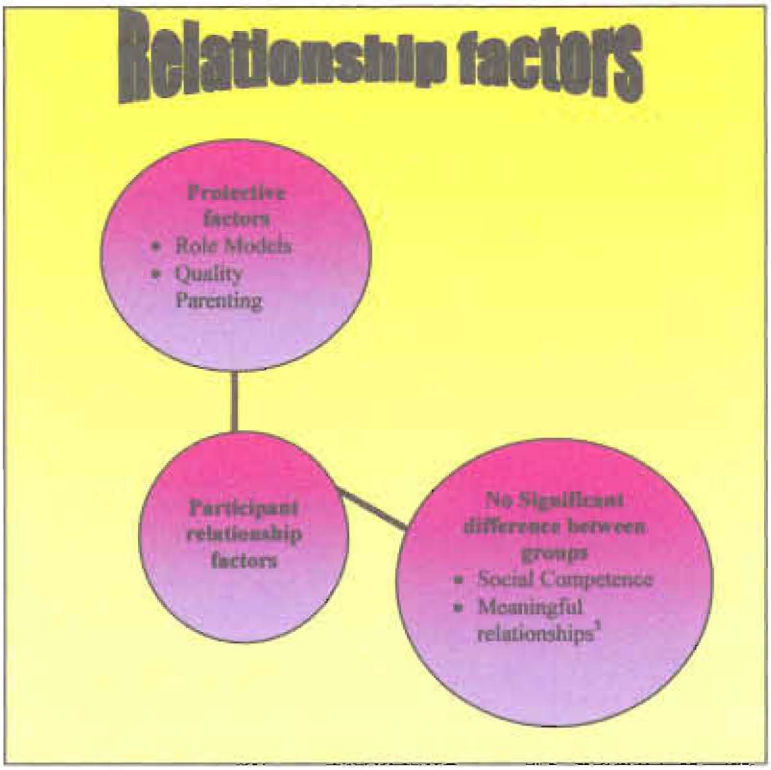


Figure 5.7 Protective relationship factors

5.7 INDIVIDUAL FACTORS

The individual factors which potentially function as protective antecedents are divided into the following groups.

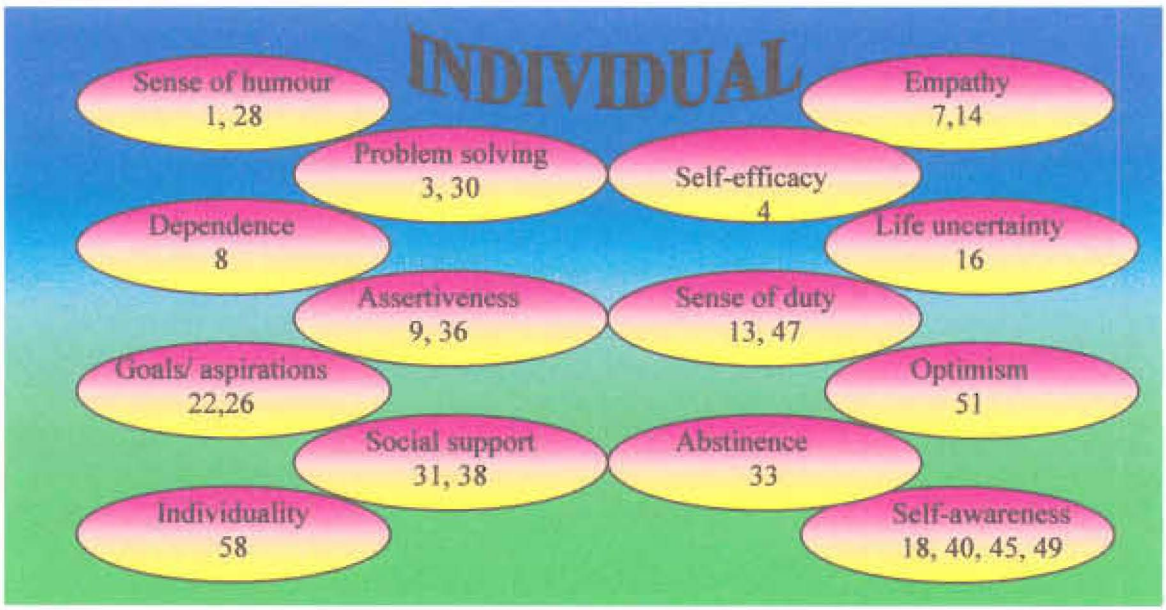
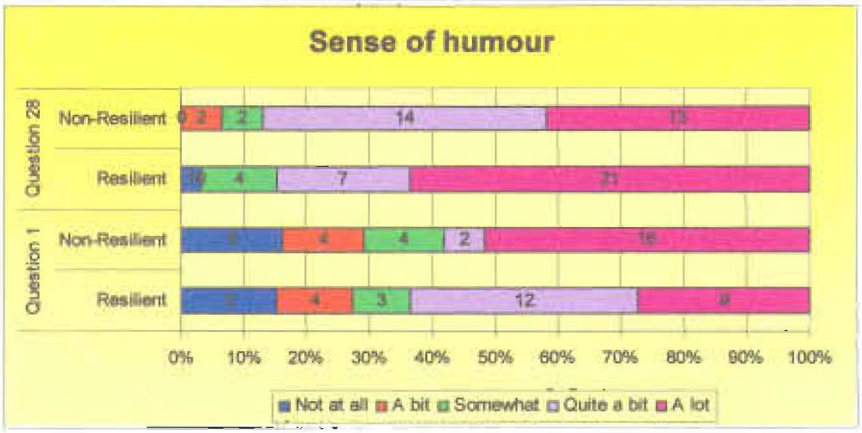


Figure 5.8 Individual factors

[5] Doesn't differentiate resilient and non-resilient but is high.

5.7.1 Sense of Humour

1)	Do you think having fun and laughing can help solve problems in life?
28)	Do people think you are fun to be with?



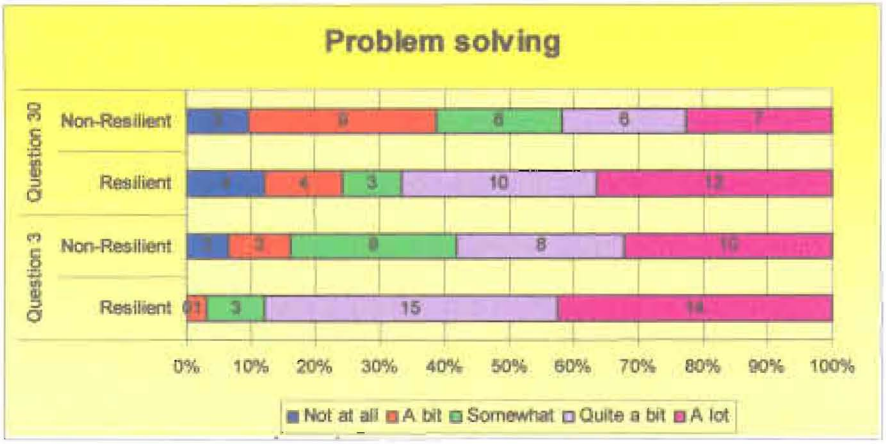
Graph 5.39 Sense of humour

- ✓ Of the resilient participants, 64% (21 out of 33) compared to 58% (18 out of 31) of the non-resilient participants felt that having fun and laughing could help to solve problems. Twenty seven percent (9 out of 33) of the resilient participants compared to 29% (9 out of 31) of the non-resilient participants did not feel that laughing and having fun could solve problems.
- ✓ A large number of resilient participants, 85% (28 out of 33) compared to 87% (27 out of 31) of the non-resilient participants felt that they were fun to be with. Only 3% (1 out of 33) of the resilient participants compared to 6% (2 out of 31) of the non-resilient participants did not feel that they were fun to be with.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to having a sense of humour, is insignificant (Cohen value of 0.0207). Having a sense of humour can be a protective factor (Bernard, 1991; Charney, 2005; Holden, 1993:34) which both groups in this study possessed.

5.7.2 Problem Solving

3)	Do you keep going even when life gets difficult?
30)	Do you feel you can solve your own problems?



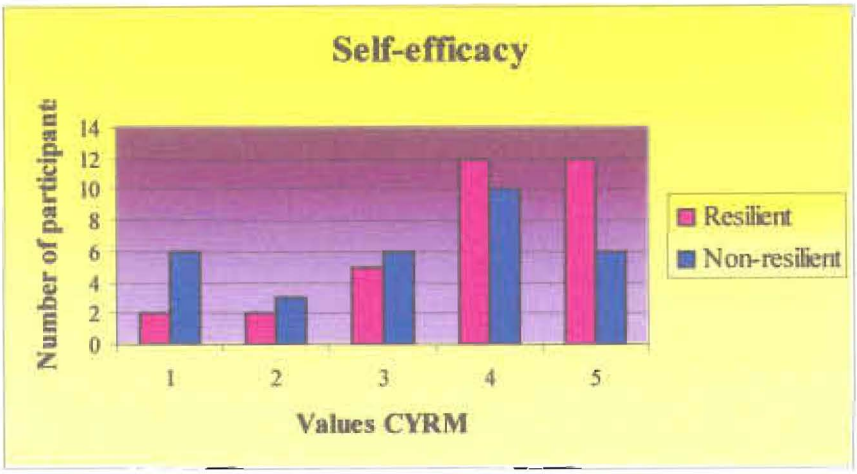
Graph 5.40 Problem solving

- ✓ The majority 88% (29 out of 33) of the resilient participants compared to 58% (18 out of 31) of the non-resilient participants felt that they could keep going even when life got difficult. Only 3% (1 out of 33) of the resilient participants and 16% (5 out of 31) of the non-resilient participants did not feel that they could keep going even when life got difficult.
- ✓ Two-thirds (22 out of 33) of the resilient participants compared to 42% (13 out of 31) of the non-resilient participants felt they could solve problems on their own. Twenty-four percent (8 out of 33) of the resilient participants compared to 39% (12 out of 31) of the non-resilient participants felt that they could not solve problems on their own.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to problem-solving skills is medium (Cohen value of 0.5367). Problem solving skills in other studies were identified as protective (Bahr & Pendergast, 2007:195; Bernard, 1991; Masten & Reed; 2005:83; Reed-Victor, 2003; Theron, 2004:319) as is the case in this study for the resilient participants. The ability to carry on in spite of life difficulties was identified by other studies as protective (Bernard, 1991; Greene, 2002b:2).

5.7.3 Self-Efficacy

4)	Does what you do now influence what will happen later in your life?



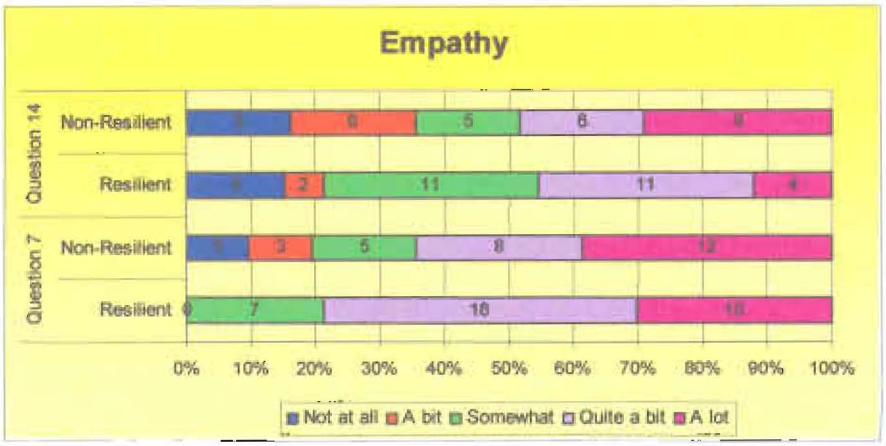
Graph 5.41 Participants' self-efficacy

- ✓ Only 12% (4 out of 33) of the resilient participants compared to 29% (9 out of 31) of the non-resilient participants did not think that what they do now would influence them in the future. A lot, 73% (24 out of 33) of the resilient participants compared to 52% (16 out of 31) of the non-resilient participants believed the present would influence their future.

The difference between the resilient and non-resilient group is significant (t-value of 2.1685). Resilient participants in this study indicated that they felt that what happened in the present would influence their future. Resilient participants could therefore see the impact of their current decisions on their future and were future-minded. Non-resilient participants had more of a negative future expectation which can be a risk factor (Reed-Victor, 2003) while the positive future aspirations for the resilient participants are believed to be protective (Bernard, 1991; Mannes, 2005; Mello & Swanson, 2002). Future expectations imply a theory about how to obtain goals and it is reflected in behaviour (Bernard, 1991; Oman, Vesely, Aspy, McLeroy, Rodine & Marshall, 2004:1427). Self-efficacy can be a protective factor (Cowan, 1999:37; Ungar & Teram, 2000:230).

5.7.4 Empathy

7)	Do you understand the feelings of others?
14)	Do you feel kindly towards people you don't like when bad things happen to them?



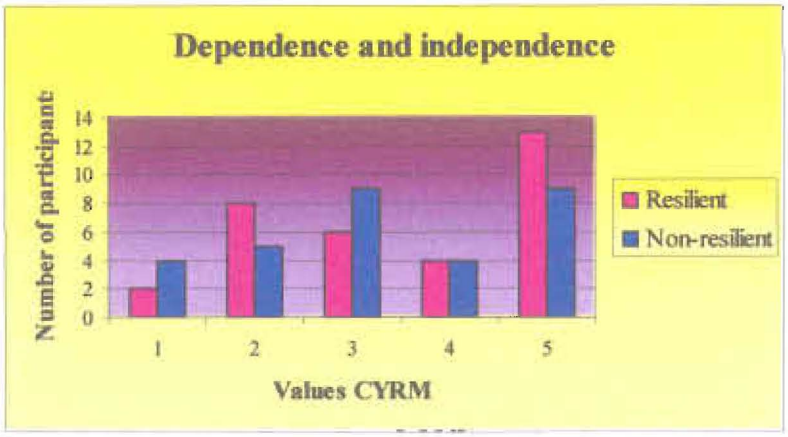
Graph 5.42 Participants' empathy

- ✓ Of the resilient participants, 79% percent (26 out of 33) and of the non-resilient participants, 65% (20 out of 31) did understand other people's feelings. None of the resilient participants compared to 19% (6 out of 31) of the non-resilient participants felt that they did not understand other people's feelings.
- ✓ Less than half, 46% (15 out of 33) of the resilient participants compared to 48% (15 out of 31) of the non-resilient participants felt that they could feel kindly towards people who were experiencing bad things but who they did not like. Twenty-one percent (7 out of 33) of the resilient participants compared to 36% (11 out of 31) of the non-resilient participants did not feel that they could feel kindness for people they did not like who were experiencing bad things.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to empathy is insignificant (Cohen value of 0.1374). Understanding other people's feelings can be related to emotional intelligence which assists the ability to cope (Hein, 2004; Killian, 2004:45) but this could not be confirmed as a protective factor in this study.

5.7.5 Dependence and Independence

8)	Do you need to cooperate with people around you if you want to succeed?



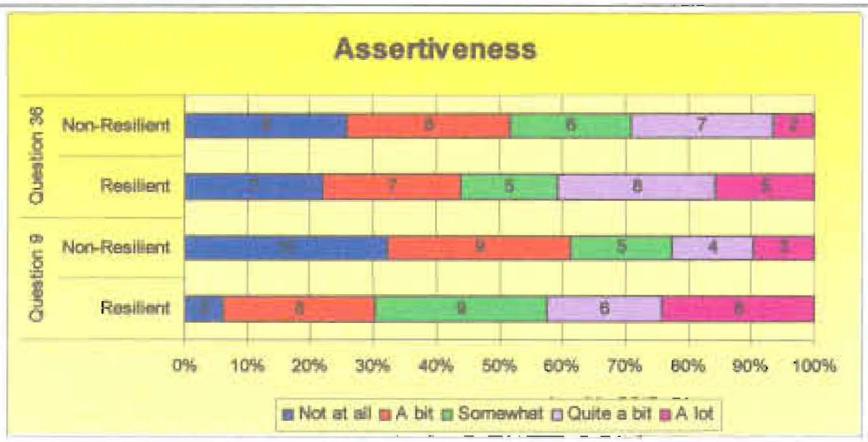
Graph 5.43 Participants' dependence and independence

- ✓ Of the resilient participants, 52% (17 out of 33) and of the non-resilient participants 42% (13 out of 31) felt they needed to cooperate with people around them if they wanted to achieve success. Thirty percent (10 out of 33) of the resilient participants and 29% (9 out of 31) of the non-resilient participants did not feel they needed to cooperate with people if they wanted to achieve success.

The difference between the resilient and non-resilient participants is insignificant (t value of 0.7314). The insignificant difference between the resilient and non-resilient participants shows that the participants' need for cooperating with people around them to achieve success is not significant. It is therefore not a risk or a protective factor in this study. Independence was found to be a protective factor by Bernard (1991) and Killian (2004:49).

5.7.6 Assertiveness

9)	Can you express yourself without worrying about being criticised?
36)	Are you comfortable asking for help?



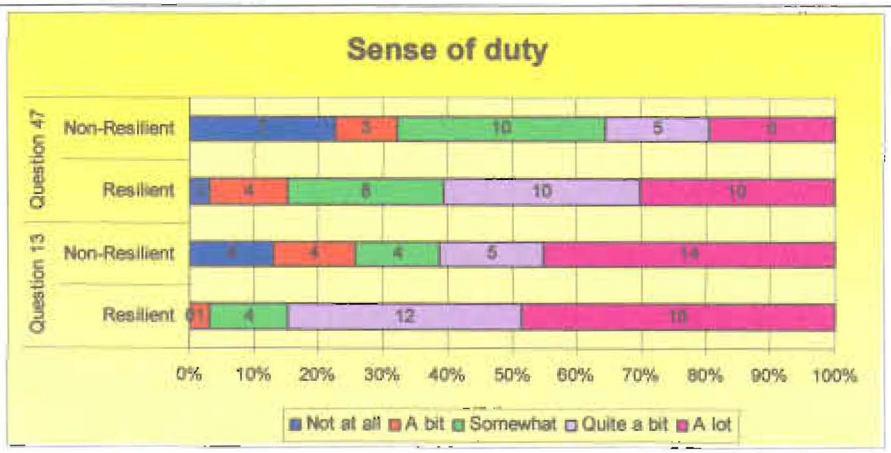
Graph 5.44 Assertiveness

- ✓ Less than half, 42% (14 out of 33) of the resilient participants compared to 23% (7 out of 31) of the non-resilient participants were able to express themselves without being worried about others criticising them. Almost a third, 30% (10 out of 33) of the resilient participants compared to 61% (19 out of 31) of the non-resilient participants were not able to express themselves without being worried about others criticising them.
- ✓ Of the resilient participants, 42% (14 out of 33) compared to 29% (9 out of 31) of the non-resilient participants felt comfortable asking for help. Fourty-two percent (14 out of 33) of the resilient participants and 52% (16 out of 31) of the non-resilient participants did not feel comfortable asking for help.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to assertiveness is medium (Cohen value of 0.6098) and shows that resilient participants were more assertive than the non-resilient participants. Resilient adolescents have the ability to express themselves without fear and therefore often have a good self-esteem (Fraser, 2002:26; Lopez *et al.*, 2005:707; Killian, 2004:54) and self-confidence (Alexander, 2002:27) which are protective factors. These are associated with assertiveness which is protective (Lopez *et al.*, 2005:709). Non-resilient participants often lack self-confidence, experience more stress, anxiety and are often depressed (Johnson & Wiechers, 2002:177).

5.7.7 Sense of Duty

13)	Do you think each individual has a responsibility to make the world a better place?
47)	Do you think it is important to serve your community?



Graph 5.45 Sense of duty

- ✓ Most of the resilient participants, 85% (28 out of 33) compared to 61% (19 out of 31) of the non-resilient participants thought it was their responsibility to make the world a

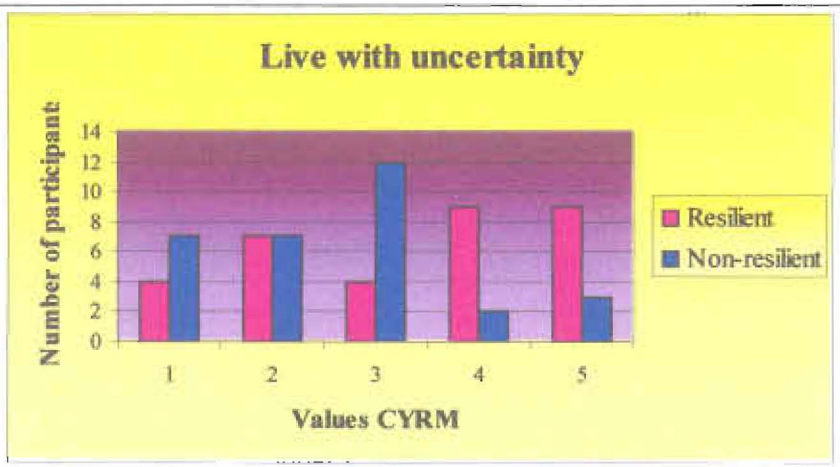
better place. Only 3% (1 out of 33) of the resilient participants compared to 26% (8 out of 31) of the non-resilient participants did not feel that it was their responsibility to make the world a better place. Significantly more resilient participants than non-resilient participants felt that it was their responsibility to make the world a better place.

- ✓ Of the resilient participants, 61% (20 out of 33) compared to 36% (11 out of 31) of the non-resilient participants thought that it was important to serve their community. Only 15% (5 out of 33) of the resilient participants compared to 32% (10 out of 31) of the non-resilient participants did not feel that it was necessary for them to serve the community. There is a significant difference between the resilient and non-resilient participants with regard to serving their community as the resilient participants thought it was important to serve their community.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to sense of duty is medium (Cohen value of 0.5511). The resilient participants felt it was their responsibility to make the world a better place more often and that this could be achieved by serving their community. Having a sense of duty is related to responsibility (Isaacson, 2002:21) which resilient participants are more willing to take. A sense of duty can also be linked to positive anxiety which suggests sensitivity and a sense of obligation (Theron, 2004:319). Serving one's community and doing good to others can make a person feel good, important and needed (Anon, 2007). Feeling important and needed can be a protective factor (Bernard, 1991).

5.7.8 Living with Uncertainty

16)	Do you feel confident when you are in challenging and confusing situations?



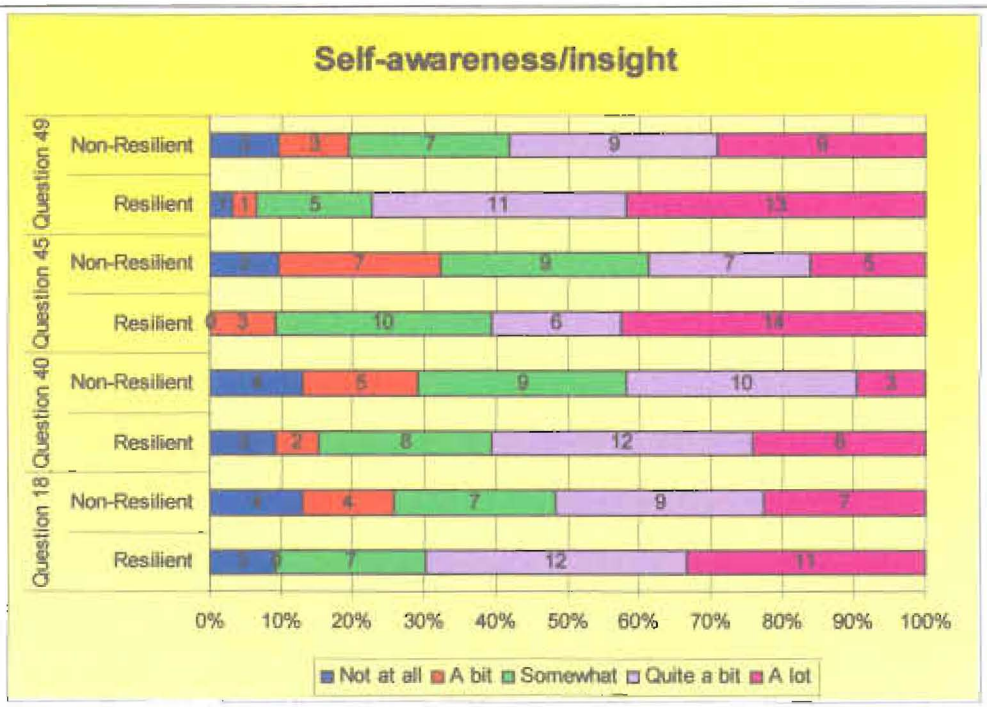
Graph 5.46 Living with uncertainty

- ✓ Just over half, 55% (18 out of 33) of the resilient participants compared to 16% (5 out of 31) of the non-resilient participants felt confident when they faced difficult and confusing situations. A third (11 out of 33) of the resilient participants compared to 45% (14 out of 31) of the non-resilient participants did not feel confident when they faced difficult and confusing situations.

There is a significant (t-value of 2.3927) difference between the resilient and non-resilient participants in this study with regard to living with uncertainty. Resilient participants felt that they could live with more uncertainty than did non-resilient participants. More than half of the resilient participants in this study felt confident when they faced a difficult situation while less than 20% of the non-resilient participants felt confident. Confidence is a documented protective factor for the adolescent (Alexander, 2002:27; Zaff & Calkins, 2001:26). Resilient participants have the ability to live with uncertainty and can tolerate ambiguity and insecurity.

5.7.9 Self-Awareness/Insight

18)	Are you comfortable with how you express yourself sexually?
40)	Are you comfortable with how you express yourself in close relationships with others your own age?
45)	Are you aware of your own strengths?
49)	Are you aware of you own weaknesses?



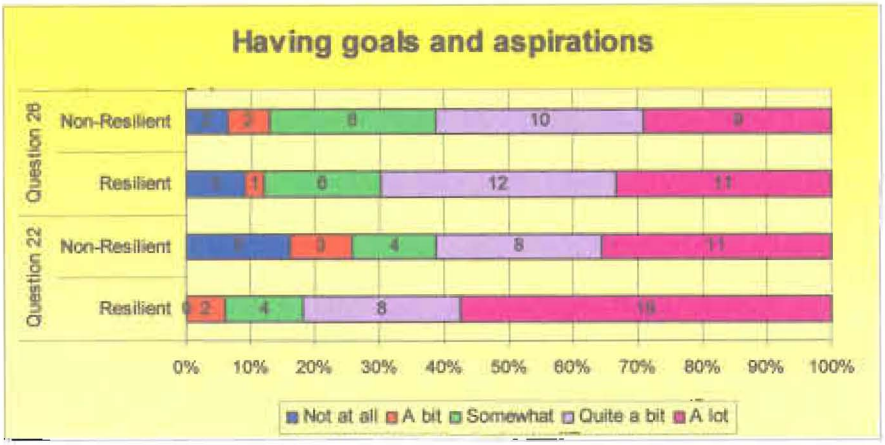
Graph 5.47 Self-awareness/insight

- ✓ Of the resilient participants, 70% (23 out of 33) compared to 52% (16 out of 31) of the non-resilient participants felt comfortable with the way they expressed themselves sexually. Only 9% (3 out of 33) of the resilient participants compared to 26% (8 out of 31) of the non-resilient participants did not feel comfortable with the way they expressed themselves sexually.
- ✓ Of the resilient participants, 61% (20 out of 33) and of the non-resilient participants, 42% (13 out of 31) were comfortable with the way the expressed themselves in close relationships with other participants of the same age. Fifteen percent (5 out of 33) of the resilient participants compared to 29% (9 out of 31) of the non-resilient participants were not comfortable with the way the expressed themselves in close relationships with other participants of the same age.
- ✓ Sixty-one percent (20 out of 33) of the resilient participants compared to 39% (12 out of 31) of the non-resilient participants felt that they were aware of their own strength. Only 9% (3 out of 33) of the resilient participants compared to 32% (10 out of 31) of the non-resilient participants did not feel that they were aware of their own strength.
- ✓ A lot, 79% (26 out of 33) of the resilient participants compared to 58% (18 out of 31) of the non-resilient participants were aware of their own weaknesses. Only 6% (2 out of 33) of the resilient participants compared to 19% (6 out of 31) of the non-resilient participants did not know their own weaknesses.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to self-insight and self awareness is medium (Cohen value of 0.7312). The resilient participants felt more comfortable with the way they expressed themselves, both sexually and in close relationships. Being comfortable with themselves and the way they express themselves sexually can be a protective factor (Gilgun, Rice & Jones, 2003). Resilient participants know their own strength and in this study it can be seen as a protective factor. Self-knowledge and self-insight is a known protective factor (Donald *et al.*, 2007:273).

5.7.10 Having Goals and Aspirations

22)	Do you strive to finish what you started?
26)	Do you have a vision of what the future should be like?



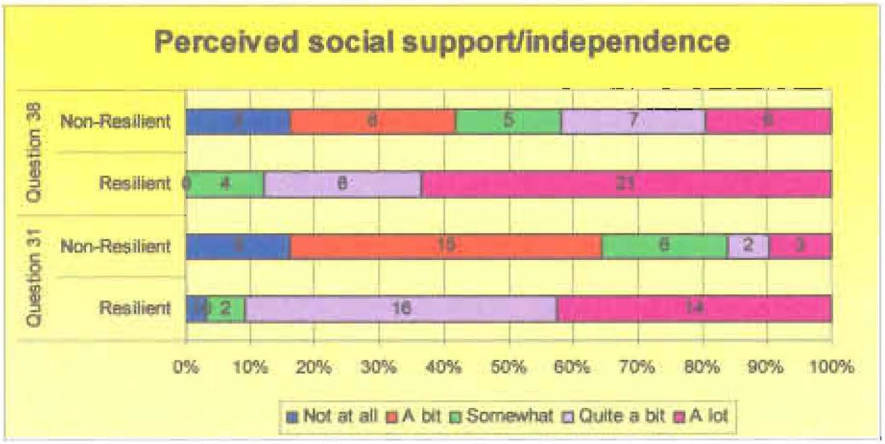
Graph 5.48 Having goals and aspirations

- ✓ Most of the resilient participants, 82% (27 out of 33) compared to 61% (19 out of 31) of the non-resilient participants did strive to finish what they had started. Only 6% (2 out of 33) of the resilient participants compared to 26% (8 out of 31) of the non-resilient participants did not strive to finish what they had started.
- ✓ Of the resilient participants, 70% (23 out of 33) did have a vision of what their future should be like while 61% (19 out of 31) of the non-resilient participants did have a vision of what their future should be like. Twelve percent (4 out of 33) of the resilient participants compared to 13% (4 out of 31) of the non-resilient participants did not have a vision of what their future should be like.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to having goals and aspirations is small (Cohen value of 0.4167). More resilient participants than non-resilient participants strove to finish what they had started. Striving to finish what was started can be linked to the resilient participants' idea that what they do currently will influence their future (C.f. 5.9.3). Having a future vision have been identified as a resilient trait (Mello & Swanson, 2002; Oman *et al.*, 2004: 1427) as is having realistic goals with motivation and support (Killian, 2004:48).

5.7.11 Perceived Social Support

31)	Do you feel a sense of being part of a group when you are with your friends?
38)	Do you think your family, friends and/or relatives will always stand by you during difficult times?



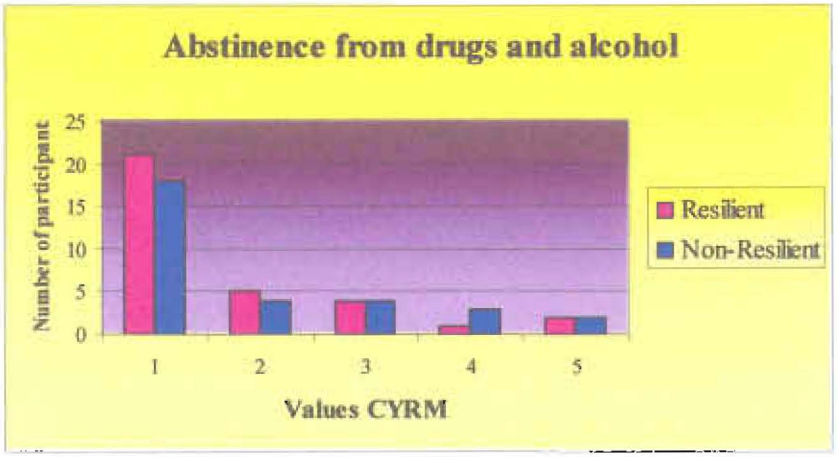
Graph 5.49 Perceived social support/independence

- ✓ Most of the resilient participants, 91% (30 out of 33) compared to only 16% (5 out of 31) of the non-resilient participants felt they were part of the group when with friends. Only 3% (1 out of 33) of the resilient participants compared to 65% (20 out of 31) of the non-resilient participants did not feel they were part of the group when they are with friends.
- ✓ Most of the resilient participants, 88% (29 out of 33) compared to 42% (13 out of 31) of the non-resilient participants thought that their family, friends and/or relatives would always stand by them should they be going through a difficult time. Forty-two percent (13 out of 31) of the non-resilient participants felt that these people would not support them.

When the above is grouped, the difference between the resilient and non-resilient participants with regard to perceived social support/independence is very significant (Cohen value of 2.1366). Resilient participants in this study experienced being part of a group as protective (Boyden & Mann, 2005:14; Dornbusch *et al.*, 1999:168) and they also felt that friends, family or relatives would be there to support them when they experienced difficult times. Support from family, friends and relatives is a proven protective factor (Botticelli, 2006; Fergusson & Lynskey, 1996:289; Hetherington & Elmore, 2003:201; Killian, 2004:43; Wright, 1993).

5.7.12 Abstinence from Alcohol and Drugs

33)	Do you think non-prescription drugs and/or alcohol will help you when you have to deal with lots of problems?



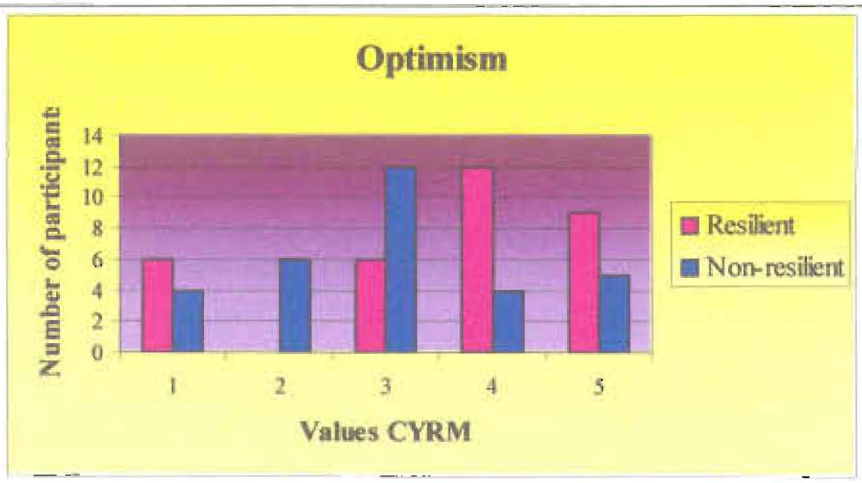
Graph 5.50 Abstinence from drugs and alcohol

- ✓ Only 9% (3 out of 33) of the resilient participants compared to 16% (5 out of 31) of the non-resilient participants thought that alcohol and drugs would help them to solve difficult problems. Most of the resilient participants, 79% (26 out of 33) compared to 71% (22 out of 31) of the non-resilient participants felt that alcohol and drugs would not solve life's problems.

The difference between the resilient group and the non-resilient group, is not significant (t-value of -0.6652) as both groups felt that alcohol and drugs would not solve problems. Abstinence from drug and alcohol is a protective factor in other studies (Botticelli, 2006; Dawkins, Williams & Guilbault, 2006; Hawkins, Catalano & Miller, 1992:86) although in this study it proves to be protective for both groups.

5.7.13 Optimism

51)	Do you think most problems in life will get solved in a positive way?



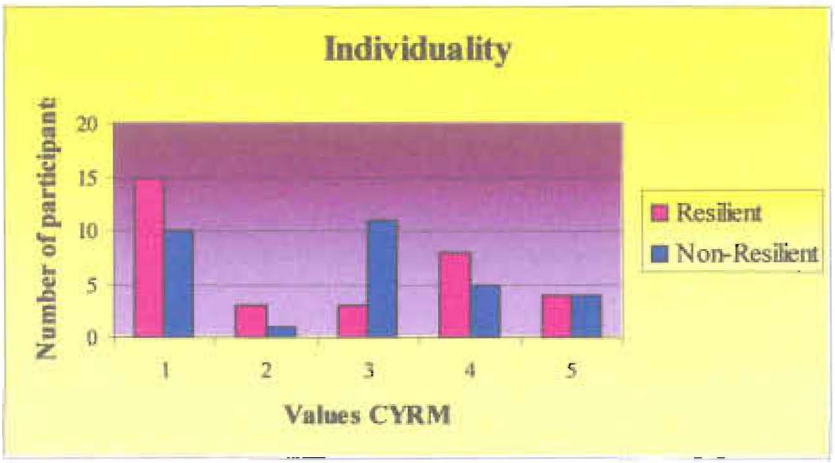
Graph 5.51 Participants' optimism

- ✓ Of the resilient participants, 64% (21 out of 33) compared to 29% (9 out of 31) of the non-resilient participants believed that most problems in life would get solved in a positive way. Eighteen percent (6 out of 33) of the resilient participants compared to 32% (10 out of 31) of the non-resilient participants did not believe that problems in life would get solved in a positive way.

The difference between the resilient and non-resilient participants is significant (t-value of 1.8014). Optimism can be a protective factor for the resilient participants in this study. Most of the resilient participants felt that most problems in life could be solved in a positive way. Positive thinking provides win-win solutions to problems which encourage more positive thinking. Positive thinking promotes optimism, which in its turn can promote resilience (Goleman, 1995:88; Hawthorne, 2007:100; Wong & Lee, 2005:317).

5.7.14 Individuality

58) Do you think that you are at least as good (or better) as other young people you know?



Graph 5.52 Individuality

- ✓ Only 36% (12 out of 33) of the resilient participants compared to 29% (9 out of 31) of the non-resilient participants thought they were at least as good or better as other young people they know. Fifty-five percent (18 out of 33) of the resilient participants compared to 35% (11 out of 31) of the non-resilient participants did not think they were as good as or better than their peers.

The difference between the resilient and non-resilient participants in this study is not significant (t-value of -0.6907). Only a few of the resilient and non-resilient participants saw

themselves as better or as good as their peers. The participants in this study mostly had a realistic view of themselves.

5.7.15 Conclusion on Individual Factors

The following table contains the factors which promoted resilience in the resilient group of participants in the study:



Figure 5.9 Individual factors that promote resilience in White Afrikaans-speaking participants from divorced families

The following factors were non-conclusive in that the differences between the resilient participants and the non-resilient participants were not significant:

1. sense of humour;
2. empathy;
3. dependence/independence;
4. individuality; and
5. abstinence from drugs and alcohol.

The most significant difference (Cohen value of 2.1366) between the resilient and non-resilient participants was perceived social support. Resilient participants more often felt that they received support from others. In this study perceived social support is the most significant predictor of resilience. Perceived social support from friends, family and other relatives is a protective factor (Botticelli, 2006; Hetherington & Elmore, 2003:201; Killian, 2004:43; Wright, 1993).

5.8 COMPARISON WITH OTHER STUDIES USING THE CYRM

I compared the means of my study with the means from the international study (IYRS) (Ungar *et al.*, 2006:40). The following questions (only the number is represented) were significantly different from the IYRS findings (C.f. Addendum H):

Less	More
Individual	
	28 [Sense of humour] 38 [Social support]
Relationship	
12 [Social competence]	6 [Role models]
Community	
	27 [Meaningful rights of passage] 37 [Access to education] 39 [Tolerance of risk behaviour] 43 [Meaningful rights of passage]
Cultural	
2 [Cultural groundedness]	24 [Religious organization] 46 [Religious organization] 53 [Spiritual identification- national pride]

Table 5.2 Significant differences between two studies

The participants who come from a divorced family are less resilient than participants from the international study regarding:

a) social competence - talking to strangers (this might be related to the idea that South Africans are not encouraged to talk to strangers); and

b) cultural groundedness - knowing their parents' background.

The participants who come from divorced families are more resilient than those from the international study regarding:

a) a sense of humour, as they believe others see them as fun to be with;

b) perceived social support with regard to feeling that family and friends will offer their support;

c) having a positive mentor or role model or someone to look up to;

d) meaningful rights of passage with an appropriate amount of risk as they feel their parents respect them for the way they express themselves sexually;

e) access to school and education where they feel they belong and are safe;

f) tolerance of the community towards high-risk and problem behaviour as people are accepted after they have done something wrong;

g) having the opportunity to show others that they are becoming adults;

h) religious and spiritual beliefs being a source of strength to them;

i) partaking in religious and spiritual activities;

j) pride in being South African.

Of significant interest is the fact that most of the above factors which show higher levels than the international group, namely social support, having role models, meaningful rights of passage, access to education, tolerance of risk behaviour, religious organizations, and spiritual identification, distinguished significantly between the resilient participants and the non-resilient adolescents. In other words, the fact that the differences between my findings and that of the IYRS (which include non-White South African youth) were precisely those factors that distinguished significantly between resilient and vulnerable White, Afrikaans-speaking adolescents from divorced homes, suggest that there is merit in the argument that the antecedents of resilience may well be contextually bound and should not be generalized carelessly across groups (Ungar, 2008a).

When comparing my current study with the study done with Coloured children on resilience in the Cape Flats in Delft (Cape Town), the following factors are indicated as protective for both groups of adolescents:

- being proud of their nationality (Delft mean score of 4.4 while the current study's mean is 4.55);
- believing that drugs and alcohol will not help to solve problems (Delft mean score of 4.5 and the current study has a mean score of 4.27);
- having access to school and realising the need for further education (Delft mean 4.7 and the current study mean score is 4.45);
- experiencing the community as tolerant towards unacceptable behaviour (Delft mean 3.8 and the current study mean score is 3.67); and
- religious organisations and partaking in religious activities (Delft mean 4.3 and the current study mean score is 3.33).

From the above factors that correlated with the Delft study, only three groupings were significant for the resilient adolescents in my study:

1. having access to school and realising the need for further education;
2. experiencing the community as tolerant towards unacceptable behaviour; and
3. religious organizations and partaking in religious activities.

This suggests that although there were commonalities within different studies among South African youth, even within one nation results should not be carelessly generalised.

5.9 CONCLUSION OF CHAPTER 5

The following table reviews the fifteen site specific questions and all 32 domains (i.e groupings) identified by the CYRM. Factors that helped the resilient White Afrikaans-speaking participants to cope better with their parents' divorce were seen as protective factors, while other factors that are usually protective factors but could not be verified with this study appear in the column that indicates no significant difference. No significant difference does not mean that the factor does not contribute to resilience but rather that both resilient and non-resilient adolescents in my study possessed the factor or both lacked the factor.

15 SITE SPECIFIC QUESTIONS	SIGNIFICANT DIFFERENCE	NO SIGNIFICANT DIFFERENCE
Accepting parents divorce as final	Medium	
Satisfied with living arrangement	High	
Mourned parents' divorce	High	
Divorce negative impact on school performance	High	
Divorce negative impact on health	Medium	
Community support received after the divorce	High	
Material needs met after parental divorce	High	
Emotional support from parents after the divorce	High	
Positive view of self even though parents are divorced	High	
Flexibility and adaptability	High	
Negative future expectation after parental divorce		√
Disadvantage having Afrikaans as first language		√
Feeling it is a disadvantage to be White and Afrikaans-speaking		√
Experiencing discrimination due to being White and Afrikaans speaking		√
Feeling it is a disadvantage being White, Afrikaans and from a divorced family		√

Groupings of the 32 domains of the CYRM			
GROUPING	**DOMAIN**	**SIGNIFICANT**	**NOT-SIGNIFICANT**
CULTURAL	Being culturally grounded		√
	Tolerant of different ideologies		√
	Self-betterment	Medium	
	Spiritual/Cultural identification	Medium	
	Dislocation and shift in values	Small	
	Religious organizations	Small	
	Life philosophy		√
RELATIONSHIP	Role models	Medium	
	Social competence		√
	Quality parenting	High	
	Meaningful relationships		√

Groupings of the 32 domains of the CYRM			
COMMUNITY	Access to education	High	
	Meaningful rights of passage	Medium	
	Community/government's role in providing basic needs	Medium	
	Tolerance of risk behaviour	Medium	
	Perceived social equity	Medium	
	Safety and security needs met	Medium	
	Exposure to violence		√
	Age appropriate work	Small	
INDIVIDUAL	Sense of humour		√
	Problem solving	Medium	
	Self-efficacy	Medium	
	Empathy		√
	Dependence and independence		√
	Assertiveness	Medium	
	Sense of duty	Medium	
	Living with uncertainty	Medium	
	Self-awareness	Medium	
	Having goals and aspirations	Small	
	Perceived social support	High	
	Abstinence from alcohol and drugs		√
	Optimism	High	
	Individuality		√

Table 5.3 Summary of protective factors from the CYRM for White Afrikaans speaking South African participants

Clearly, protective factors and resources are not limited to resilient individuals in this study, but encompass their ecologies (their family, friends, schools, communities and culture) as suggested by current literature (Pecora, 2006:30; Ungar, 2008a). For this study, resilience and vulnerability seemed least linked to culture.

The most remarkable difference between resilient and non-resilient participants in my current study is perceived social support with regard to feeling part of the group and believing that family and friends would be there for them during difficult times. Resilient participants felt they had more support from their family and friends than non-resilient participants. Perceived social support is a protective factor (Boyden & Mann, 2005:7; Masten & Powell, 2003:13; Rodger & Rose, 2002:1024; Williams, 2002:200).

In conclusion, Figure 5.10 on the next page shows the protective antecedents that were identified in my study by the resilient participants from White, Afrikaans, divorced families.

PROTECTIVE FACTORS FOR WHITE, AFRIKAANS ADOLESCENTS FROM DIVORCED FAMILIES

Spiritual and cultural identification
Role models
Quality parenting
Access to education
Meaningful rights of passage
Government and community providing in basic needs
Tolerance of risk behaviour
Perceived social equity
Safety and security need met
Problem-solving skills
Self-efficacy
Assertiveness
Sense of duty
Living with uncertainty



Perceived social support
Optimism
Accepting divorce as final
Satisfied with living arrangement
No negative impact on school performance or health
Support from community
Material needs are met
Emotional support received from parents after the divorce
Positive view of self
Flexible and adaptable
Self-awareness
Self-betterment

Figure 5.10 Protective factors for White, Afrikaans speaking adolescents from divorced families

Chapter 6 will focus on the interviews that were conducted with resilient participants.

CHAPTER 6

ANALYSIS OF QUALITATIVE DATA OBTAINED FROM THE INTERVIEWS

"Divorce is a small word but a lot of stuff goes with it and everyone experiences it differently." (Su-Mari, l.489)

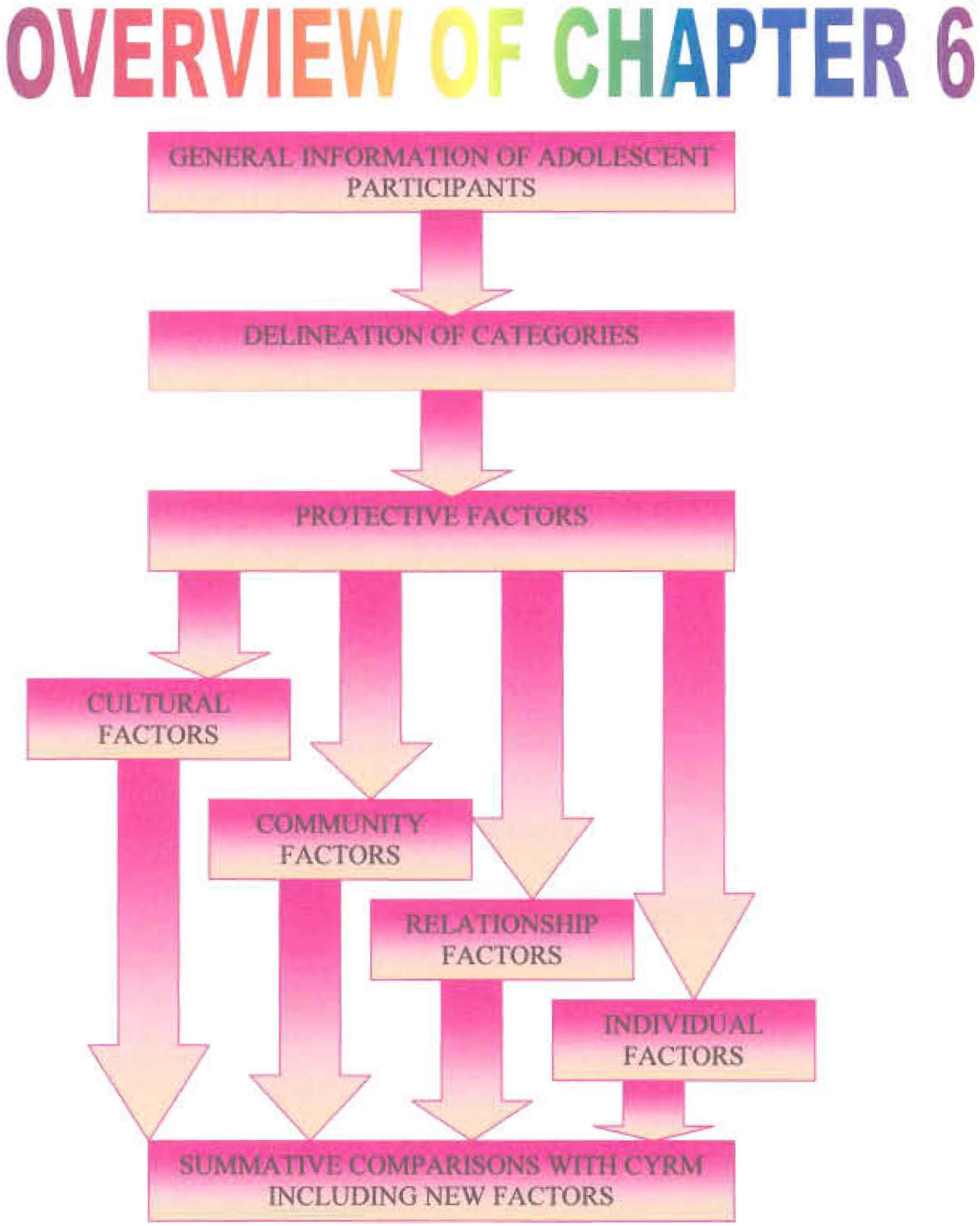


Figure 6.1 Overview of Chapter 6

6.1 INTRODUCTION

In Chapter 6 I will provide the reader with an analysis of the interviews that were conducted with ten resilient participants. General information about the participants will be given first.

The information obtained during the interviews will be categorised as follows for the results to be more easily comparable with those of the CYRM:

- cultural protective factors;
- community protective factors;
- relationship protective factors; and
- individual protective factors.

The following guidelines were used to indicate the number of participants who agreed or disagreed with statements:

- all the participants = all the participants
- more than six but less than ten participants = most participants
- between three and five participants = some of the participants
- two participants = a few participants

At the end of Chapter Six I will compare the results of the interviews with the questionnaire (CYRM) results. Additional factors that were not covered in the CYRM but were important to the White Afrikaans-speaking adolescents will be noted.

6.2 BACKGROUND INFORMATION OF PARTICIPANTS

The interviews were done with adolescents who fitted the given criteria for resilient White Afrikaans-speaking adolescents from divorced families. All the adolescents who were interviewed were identified as resilient by the panels from the different schools. Five of the interviews were done in the Vaal Triangle and five in Mpumalanga. The following general background information was obtained from the interviewees before the interviews took place (all the names are pseudonyms):

Participant number	Current grade	Age	Male/ Female	Length of time since parents' divorce	Living arrangement
Mariska	9	14	Female	11 Years	Father and stepmother
Sanette	9	14	Female	7 Years	Mother and stepfather
Su-Mari	10	16	Female	6 Years	Mother
Karen	11	16	Female	16 Years	Mother
Michelle	11	17	Female	14 Years	Mother and stepfather
Jaco	11	16	Male	9 Years	Mother and stepfather
Dandre	10	16	Male	5 Years	Mother and stepfather
Arno	10	15	Male	6 Years	Mother and stepfather
Johan	9	15	Male	10 Years	Mother
Attie	12	18	Male	1 Year	Mother

Table 6.1 Background information of interviewees

The interviews were conducted with adolescents between grades nine and twelve. There were an equal number of males and females. On average, the female participants were slightly younger.

I determined the participants' age at the time of their parents' divorce. The average age of the female participants was 4 years and 7 months while the average age of males was 9 years and 5 months. The resilient males in this sample therefore were on average 4 years and 8 months older than the resilient females at the time of their parents' divorce. The difference in ages and resilience correlate with the idea that girls are more resilient during early childhood while boys are more resilient during middle childhood (Bell, Foster & Mash, 2005:343; Helton & Smith, 2004:132; Van Lieshout, Scholte, van Aken, Haselager & Riksen-Walraven, 2000:119).

Half of the participants lived with their biological mothers and stepfathers. Only one participant lived with her biological father and stepmother. Four of the participants lived with their biological mothers. This correlates well with a study done by Greeff and Aspeling (2007:144) who found that in their sample of 98 participants, 89 were living with their mother.

In addition to the stressors of parental divorce and belonging to an increasingly marginalised cultural group, participants mentioned the following additional risk factors:

Risk factor	**Number of participants affected**
Parental anger and aggression (often directed at participants)	2
Bad relationship with stepparents	3
Continued parental conflict	4
Overcrowded living arrangements (extended family living in house)	1
Biological father abused biological mother	1
Many people close to them recently died	2
Lack of trustworthy relationships	3
Paternal alcoholism	1
Poor personal health	1
Poor school performance	1
Poverty	2
Rejected by father	2
Remarried parents	5
Taking on parental duties	2

Table 6.2 Participants' experiences of risk

6.3 PROTECTIVE FACTORS

The following protective factors were ascertained from the interviews with the adolescents. The protective factors will be grouped according to the same divisions as those used in Chapter 5 (CYRM). Having the same delineation makes comparison easier and more understandable.

6.3.1 Cultural Factors

Adolescent participants identified the following cultural factors as being protective:



Figure 6.2 Cultural protective factors

Each of the above factors will now be discussed individually.

- **Religious faith**

Most of the participants professed to following the Christian faith. They reported that believing in God helped them to cope with everyday life and difficult situations such as their parents' divorce. For many of them faith in God was a source of strength and guidance as was the belief that God was in control of what they could not control. This belief provided a sense of enablement, as illustrated by Sanette's statement: *"I really think without the Lord nothing is possible"* (l. 236).

Most of the participants reported that their faith helped them to cope and strengthened them, as they believed God would provide for their needs if they did what God expected of them. They interpreted God's expectations in terms of a prescribed way of living. In exchange for such compliance, God looked after them. As Arno said: *"If I live for Him, He will look after me"* (l. 680).

One of the participants also reported that her faith helped her to accept things that she could not change: *"I accept that I cannot change it. The Lord has made His choice and I cannot change that"* (Mariska, l. 592). Implicit in this statement is that her fate is not in her hands.

The idea that their fate was out of their hands did not intimidate participants who believed that God was with them, regardless of what happened. Knowing that God would always be there for them was a source of strength to some of the participants. The source of strength came from the belief that God would help them to cope with any circumstance: *"I always say everything happens for a reason and that it is the*

Lord's will, and He will not put anything in your path that you and He cannot handle together" (Sanette, l. 121).

In addition, talking to God provided a few participants with solace: *"When I'm feeling sad, I talk to the Lord"* (Michelle, l. 93). This sense of solace was related to the belief that everything could be shared with God: *"I can tell Him anything"* (Michelle, l. 531), and that God gave them perspective: *"I get new perspective on things when I talk to Him"* (Michelle, l. 536). Arno used prayer as a control mechanism for emotions that threatened to overwhelm him: *"When I'm very angry, I'll pray that the Lord will help me to remain calm and to accept things"* (l. 278). Prayer provided comfort, a different point of view and control, thereby helping participants to feel empowered.

In addition to the sense of empowerment, which their relationship with God provided, one of the participants also referred to skills and guidelines provided by religious organisations, which taught him coping skills: *"I get a lot of guidance from the church and ideas on how to let go of things"* (Jaco, l. 116). Having more coping skills can be a protective factor for adolescents.

In the CYRM, 70% of the resilient adolescents also felt that religion was important to them (C.f. Question 24). Using faith as a coping skill has been confirmed by Killian (2004:46); Myers (2000:56); Osofsky (2005:82); Schlessinger (2006:38); Seidman and Pedersen (2003:332); Starzynski (2005) and Williams (2002:205). In this study, faith was the factor identified by most of the participants as protective.

- **Cultural pride**

Only three of the participants referred proudly to their Afrikaans cultural heritage. They were specifically proud of what Whites had achieved as a numerical minority group in South Africa and the fact that, even though they lost their ruling status, they still had many resources. Mariska said, *"When I look at what the Whites have achieved, I am (proud). We are the minority and we still have the most possessions"* (l. 669). Although this response may suggest limited insight into South Africa's history, it does emphasize cultural pride.

Attie reported that he was proud of his language and culture and even said: *"At times I don't think I'm proud enough of my language"* (l. 216). He spoke with pride of how hard he and his White community had worked, even fought, to be where they are. Part of this was reflected in the sense of pride he experienced when the song "De La Rey" was played. *"It is something that no other culture has and it is something that makes the other cultures angry"* (l. 232). He seemed proud that this song caused an emotional reaction among other cultural groups.

Being proud of one's culture was identified as a protective factor in other studies (Roberts & Magrab, 1999:185; Tizard & Phoenix, 2002:61). The findings reached during the interviews correlate well with the findings of the CYRM, where 88% of the resilient participants were proud to be South African (C.f. Question 53).

- **Limited discriminatory experiences**

Some of the participants could relate stories of discriminatory practices against White Afrikaans-speaking people and this fuelled their expectations of experiencing more discriminatory practices in the future, for example Sanette said: *"I shall have to work hard because when you are the best and you are White they can't put someone else in your place just because you are White"* (l. 450). Nevertheless, her words suggest that she was not perturbed by possible discriminatory practices because she chose to focus on what she could do to avoid discrimination.

When participants referred to discriminatory practices, discrimination was secondary as it related to people whom they knew had experienced discrimination or people of whom they were told that they had experienced discrimination: *"At my mom's work they gave a White person a lower position to appoint a black above him and the black did not even have the same qualifications the White person had"* (Sanette, l. 443). Only a few participants experienced discrimination directly but were still seen as resilient. *"I always thought people exaggerated when they said White men don't get work, but I'm beginning to believe it. I'm looking for an extra job to earn a little money, but nobody wants to appoint me as a waiter. I have realised it is because I'm White that I don't get the job"* (Attie, l. 245).

In the CYRM, 69% of the adolescents indicated that they had not experienced discrimination (C.f. Question 14 of Site questions). The interview responses correlate well with the CYRM. It is possible that resilience in this study was encouraged by this limited experience of discrimination. When youths experience social justice rather than prejudice, they are more inclined towards resilience (Cameron *et al.*, 2007:297).

- **Life philosophy**

A life philosophy is a rule by which a person lives, his manner of living, a particular system of ethics (TNCED, 1999:190, 241). Some of the participants in this study did have a life philosophy. Life philosophies were motivated by religion, personal experience or expectations.

In general, their life philosophies were positive: *"Look for the positive in everything"* (Dandre, l. 268) and future-orientated: *"Do your very best in everything so that one day when you look back you can be*

proud of what you achieved" (Attie, l. 267). Arno's philosophy was to live for his religion: *"I live my life for Jesus"* (l. 658).

Both the religious and positively orientated philosophies motivated the participants, even when they could not articulate clear guidelines on how to implement their philosophy in everyday living. Having a religious life philosophy can be a protective factor (Janssen, van der Lans & Dechesne, 2001:312), as is a future-orientated life philosophy (Deveson, 2003:192).

Having something or someone to live for, motivated the adolescents to get up in the morning and to carry on with life. Having a life philosophy is like fuel that motivates individuals to achieve something bigger and better (Black, 2007).

In the CYRM, 55% of the resilient adolescents did have a life philosophy while 36% felt that they at least had guidelines on how life should be lived (C.f. Question 15). The CYRM data correlates well with the interview data. In this study, having a life philosophy can be a protective factor although it should be noted that it influenced less that half of the participants.

6.3.2 Community Factors

The adolescent participants identified the following community factors as being protective:

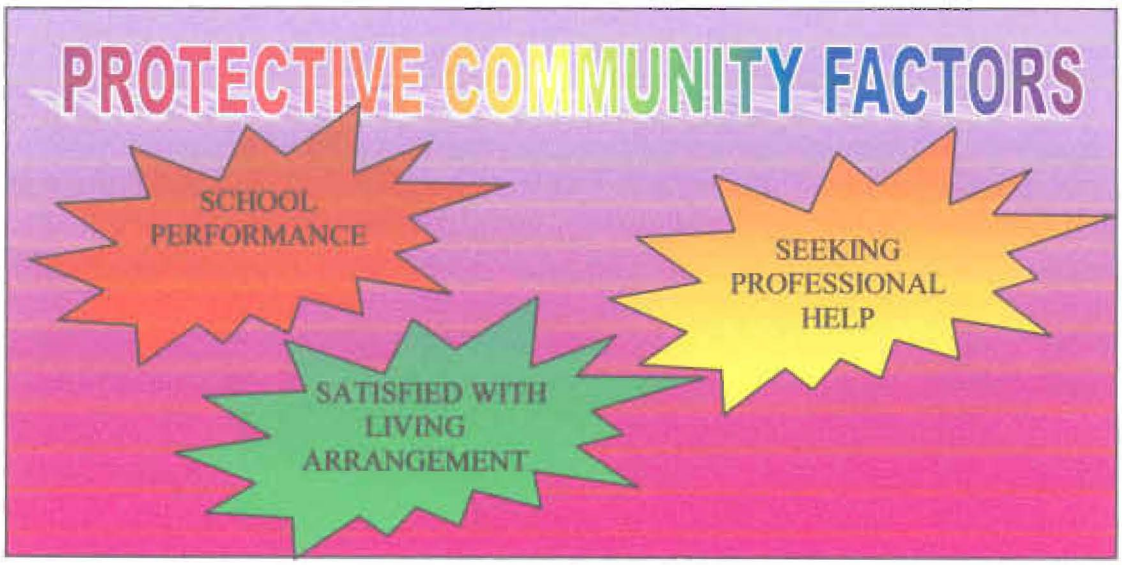


Figure 6.3 Protective community factors

Each of the factors in Figure 6.3 will now be discussed individually.

- **School performance**

The different advisory panels rated the school performance of the interviewed participants as bad (between 40 and 50), average (between 51 and 69) or good (between 70 and 100). Table 6.3 is a summary of this rating:

Number of the participant	Rating
Mariska	Average
Sanette	Good
Su-Mari	Good
Karen	Average
Michelle	Average
Jaco	Good
Dandre	Average
Arno	Average
Johan	Average
Attie	Good

Table 6.3 Participants' school performance

All the participants whose performance was rated as "good" also reported that they did well at school. Reasons for good performance included talents that they felt God had given them: *"I must say I'm academically strong and that because I have talents I received from the Lord"* (Sanette, l. 237), and that they have no difficulty studying: *"I study easily. If I start to study I'll focus on my work"* (Su-Mari, l. 286). They also did their homework regularly: *"The only reason I do well is because I do my homework"* (Su-Mari, l.296). The motivation to study abroad or get a bursary was also given as a reason: *"I do my best at school so that I get good marks, then I can go overseas to study and to work there"* (Jaco, l. 550). Regardless of the apparent reason for their performance, these participants were committed to academic achievement, which is a known protective factor (Barh & Pendergast, 2007:193).

Participants whose parents were divorced after grade 3 (when percentages are given instead of symbols) were asked if their school performance was influenced negatively. Su-Mari, Dandre and Arno did not experience a negative influence on their school performance. Arno attributed this to the fact that he was still too small: *"I was still very small and didn't understand what was going on. Actually it was better for me"* (l. 91). Attie did experience an initial deterioration but managed to regain his performance: *"In the beginning but not anymore. I think I'm back where I was before my parents' divorce"* (l. 280). The ability to bounce back from the adversity (parents divorcing) and to perform the same as prior to the adversity can be seen as resilience (Gordon, 1996:63; Gordon Rouse, 2001:461; Werner & Smith, 1992:2). The participant managed to adapt positively to his new environment by bouncing back. This is reflected in the participant's ability to once again perform well at school.

Nine of the ten participants from the interviews and 82% of the resilient adolescents in the CYRM did not report that their parents' divorce impacted negatively on their school performance (C.f. Question 4, Site specific question). In general, the interviewees reported positive school performance and this appeared to

function protectively for them. This trend was also noted in literature on other populations of resilient youth (Beauvais & Oetting, 1999:105; Howell, 2003:109).

- **Seeking professional help**

A few participants received professional help and they attributed their current positive functioning to this. Sanette was very small when her parents divorced and she was sent to a psychologist. She ascribed some of her ability to cope due to the professional help she received and the skills she learned, such as refocusing. Sanette said: *"I remember the psychologist once asked, 'When they fight, how do I feel?' and I said, 'I don't know, like running away.' Then she told me to go outside and sit under a tree and play and forget about it. I just remember that, go sit under a tree"* (l. 196).

Attie was much older when his parents divorced but he still acquired valuable skills from the psychologist, such as how to put distance between himself and his situation, and conflict-handling skills. He also had the opportunity to talk about his feelings, which included the fact that he felt partially responsible for the divorce. Attie said: *"I was taught to put distance between myself and them when they were fighting; I also learned how to handle conflict"* (l. 81) and *"...that the divorce isn't our fault and that there is nothing we can do to make it better. It helped me a lot because I thought that I played a part in the divorce"* (l. 75).

Seeking and having access to professional help can be described as a protective factor as the participants used valuable skills acquired from the psychologists to cope with the divorce. Getting professional help is known to moderate risk (Lansky, 2005:58; Shulman, 2007; Esecson, 2007).

- **Satisfied with living arrangements**

Most of the participants were satisfied with their living arrangements, regardless of whether they could choose where they wanted to stay or whether it was decided for them. Being satisfied can indicate that participants felt accepted by their custodial parents or even that they accepted the divorce. Feeling accepted by their parents or having accepted the divorce can be a protective factor (Aspinwall *et al.*, 2001:219; Brooks & Goldstein, 2002:131; Clapp, 2000:187). The participants understood that where they lived did not mean that the other parent loved them less.

The participants who did not have a choice of where they wanted to live were mostly happy with their parents' decision: *"I wouldn't have wanted to stay anywhere else"* (Dandre, l. 229). The participants therefore accepted their new home environment. Acceptance can be a personal protective factor (Brooks & Goldstein, 2002:131).

Most of the participants still loved both their parents, although they did not have the opportunity to stay with both: *"I love both of them and I could understand why my mom wanted us to stay with her. I think I could have been just as happy with my dad; things would have been different because I would have had to go to a new school, make new friends and I would have had to start matric in a new school. That might have been difficult"* (Attie, l. 165). Although one parent left the house, the home environment stayed the same and the participants did not need to adapt to a new school, home, friends and neighbourhood. Having a stable or unchanged environment can be a protective factor (Schroeder & Gordon, 2002:20).

Of the resilient participants who completed the CYRM, 76% were satisfied with their living arrangements (C.f. Question 3, Site specific question). There is a strong correlation between the CYRM and the interviews, potentially meaning that being satisfied with one's living arrangements can be a protective factor, as the adolescents feel less disrupted and are happy. Being satisfied with their living arrangements can also help the participants to avoid people with whom they do not get along, such as new stepparents. Being satisfied with their living arrangements can be a protective factor (Johnson & Waldfogel, 2002; Kelly, 2007:35).

6.3.3 Relationship Factors

The adolescent participants identified the following relationship factors as being protective:

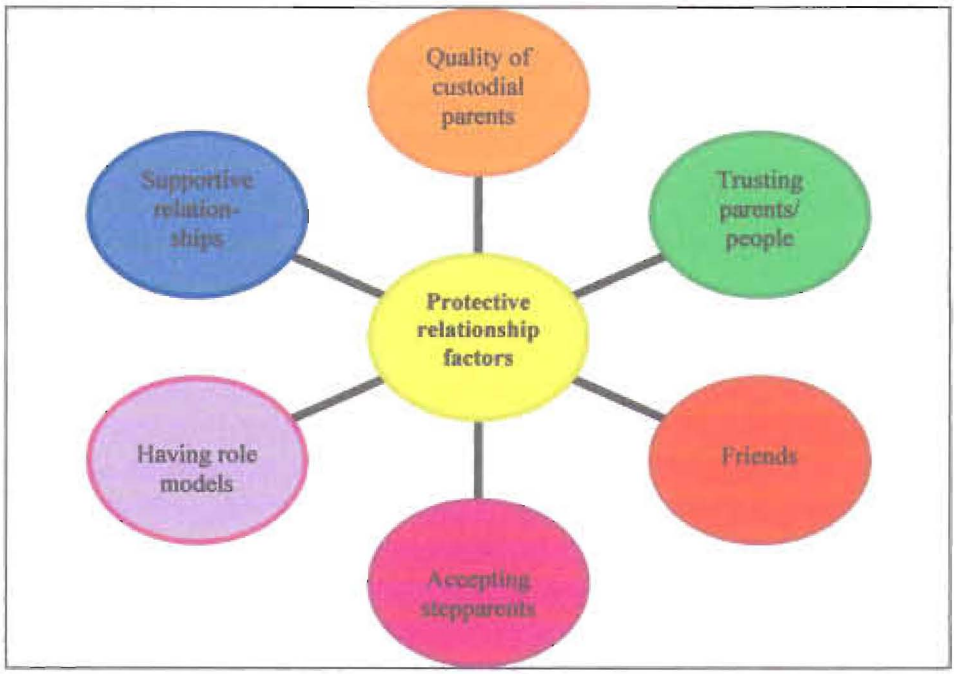


Figure 6.4 Protective relationship factors

Each of the factors in Figure 6.4 will now be discussed individually.

- Qualities of custodial parents

The participants identified the following qualities in their parents as promoting resilience:

- parents who motivated the participants to perform well;
- parents who showed interest in their school work;
- parents who did not fight in front of the participants;
- parents being well prepared before the participants were told about the divorce and being able to explain the divorce;
- receiving adequate attention from parents; and
- being advised by parents.

Parents who motivate: some of the participants felt motivated by their parents to perform well at school: *"I see it as motivation, through motivation he bribes me to study harder"* (Mariska, l. 254) and: *"She motivates me a lot with my schoolwork"* (Sanette, l. 599). Parental motivation also motivates schoolwork, which can be seen as a protective factor (Hoang, 2007; McKay, 2007:16). Some of the participants indicated that this motivation extended to exam encouragement: *"All of a sudden he (father) asked about the exams, he usually asks how it went with the exam every day"* (Mariska, l. 245). Parents who show interest in the adolescent's schoolwork can be a protective factor (Longo, 2005; Poxleitner, 2007) and might be motivational. Being motivated by others can give adolescents the impression that they are important but it also makes them aware that other people believe in their abilities, even if they do not believe in themselves (Killian, 2004:48; Hoang, 2007; McKay, 2007:16).

Shielded from fighting: a few participants were sheltered from parental fighting, as their parents fought elsewhere: *"When they differ about something or they really fight they will go to their room, go, and talk it out without shouting or hitting one another"* (Mariska, l. 720) and *"That is one thing I really appreciate, that they don't fight in front of us"* (Mariska, l. 722). Parents who fight in front of their children place them in a vulnerable position (Barnes, 2003; Niolon, 2003), while not being exposed to parental fighting during and after the divorce, can be seen as protective.

Prepared parents with good explanations: only one of the participants reported that her parents made all the necessary logistical changes before the children were told about the divorce, which included a new apartment. This took away some of the stress, such as where they were going to live (Ventura & Reed, 2005). *"We never knew about anything and when they told us my mom had already found us a flat to live in"* (Su-Mari, l. 84). Having everything in place – such as where the children will stay - when the children are told about the divorce, can help shield them from stress associated with change and uncertainty (Lansky, 2005:7).

Adequate attention: a few of the participants felt that they received adequate attention from their parents. Paying adequate attention to adolescents, no matter how independent they want to be, may give them the feeling that they are not neglected (Gibson, 2006). Su-Mari felt that she received adequate attention from her father: *"... my dad never neglects us"* (l. 260). Receiving adequate attention from parents can be a protective factor as these adolescents may develop a relationship where they can tell their parents about their needs. These adolescents may also feel that their parents value them enough to spend time with them. Feeling valued can be a protective factor (Pezzot-Pearce & Pearce, 2004:104). This correlates well with the CYRM where the resilient participants felt that they received adequate emotional support from their parents after the divorce (C.f. Question 11, Site specific question).

Advice: some of the participants felt that they received valuable advice from their parents. Although parents are less active in the adolescents' lives, the adolescents still need their advice and guidance. During adolescence, the parent's role can therefore change to that of being a mentor (Orvin, 2001:172). Jaco received advice from his father and saw his father as wise and attentive: *"He gives me advice and he always listens when I talk to him. It is very nice when he comes for a visit. It is very nice to talk to him. He is so wise about things concerning life"* (Jaco, l. 202). Dandre could talk to his mother *"I actually talk to my mom about a lot of things, anything I need to talk about"* (Dandre, l. 262). Getting advice from parents can be a protective factor as the adolescents can be shielded from harm if they take heed of advice. Advice can also include coping skills, which potentially buffers risk (Beauvais & Oetting, 1999:104).

- **Trusting parents/people**

Most of the participants reported having a good relationship with their custodial parent and many of them had a good relationship with their non-custodial parent as well. The good relationships with their custodial parent included that participants could talk to them about how they felt and trusted their parents to understand: *"I can also talk to her about anything"* (Jaco, l. 208). Feeling that parents can be trusted can be a protective factor as adolescents receive advice from their parents and have someone who listens to them (Osofsky, 2005:82).

Some of the participants were more trusting, but continued trust was not uniform among all the participants. There where however participants who still trusted people: *"I can trust my mom and dad and all of them"* (Sanette, l. 621), while others felt they received valuable advice: *"She will give me advice and when I tell her about..."* (Arno, l. 558). Being able to trust a parent can be a protective factor as the participants have the opportunity to go to their parents when they need help or guidance.

Trust does not come easily, especially if the participant feels rejected. Trust was a process for some of the participants. As interaction with stepparents increased, the opportunity existed for the participant to re-establish trust: *"Later I found out I could trust her and stuff"* (Karen, l. 13).

The ability to trust people can be a protective factor as adolescents have the opportunity to share their feelings about the divorce as well as other queries. Being able to trust parents as well as other people can be a protective factor (Grove, 2002; Osofsky, 2005:82; Reed-Victor, 2003:2; Sandler *et al.*, 2003:223).

- **Accepting stepparents**

When parents remarry after their divorce, stepparents become part of the adolescent's life. The participant's ability to accept the stepparents can be protective as stepparents can potentially provide further resources for adolescents. Most of the participants got along well with at least one of their stepparents. For example, Sanette said: *"My stepmom, we get along quite all right"* (l. 41). One of the reasons for getting along well was the stepparent's parenting style: *"He is a good stepdad"* (Dandre, l. 526).

Stepparents may become like biological parents to the participants. Michelle accepted her stepfather up to the point where her stepfather felt like a real father to her: *"... my stepdad feels like a real dad and not a stepdad to me"* (l. 223).

Accepting stepparents can be a protective factor, as the stepparent together with the biological parent can resemble a family (Fine & Kurdek, 1995:216; Angst, 2005). Accepting stepparents potentially means that the adolescent can experience a more stable home environment with less conflict (Lutz, 1998:104).

- **Friends**

Most of the participants had friends who supported them in one way or another. Most of the participants reported receiving a lot of support during the time of the divorce: *"Cathy supports me a lot"* (Mariska, l. 759) and Sanette said: *"Friends also help a lot"* (l. 99).

The support from friends came from close relationships in which they knew each other well: *"My friends play a big role in my life. They support me when I'm down. They know me by now"* (Sanette, l. 558) and: *"My one friend. She basically knows everything about me"* (Karen, l. 121).

Friends were a source of advice for some of the adolescents as they trusted them and talked to them about anything: *"I can talk to her about everything, everything and I talk to her about things going on in my life and then she gives me advice, and vice versa"* (Michelle, l. 264). Arno shared a lot of information with his friend, whom he trusted: *"I have one friend with whom I share everything. I trust him a lot"* (l. 291).

Some of the male participants experienced support by just knowing that friends were there for them, even though they did not need to talk to them: *"I'll talk to them now and again about something that is really*

urgent but otherwise not really" (Jaco, l. 264) and: *"I don't talk to them about things, not personal things"* (Dandre, l. 53). One of the male participants felt that he was supported simply by having his friends around him. Attie said: *"I had friends that supported me. We boys don't cry together, but I always knew that my friends were there for me when I was unhappy. Then we talked about other things and we could visit and play games"* (l. 87).

During the completion of the CYRM, 70% of the resilient participants felt supported by their friends (C.f. Question 34). This correlates well with the interviews and supports the idea that having friends is a protective process (Copeland, 1997:53; Fergusson & Lynskey, 1996:289; Greene & Livingston, 2002:73; Hein, 2004; Howard & Johnson, 2000; Neher & Short, 1998:154; Yates *et al.*, 2003:252).

- **Having role models**

Only some of the participants had role models whom they looked up to for guidance. They reported different people as role models, ranging from close family to religious leaders. Role models were important to these participants: *"Yes, he is a very big role model for me"* (Sanette, l. 156).

A role model of one of the participants had passed away a short time previously and she was still very sad about losing her, as this included the loss of wisdom and friendship. *"We were together for a long time and she really cared a lot about me, and I could talk to her about anything and now she isn't there anymore"* (Michelle, l. 202).

Religious figures can very often be role models, which can be linked to their spirituality. This was important to most of the participants. Having a spiritual leader as a role model gave the participants role models with values: *"I think our youth pastor is a good role model for me. He has good values according to which he lives"* (Jaco, l. 125).

In the CYRM, 91% of the resilient participants had role models, while only some of the participants in the interviews had role models (C.f. Question 6). There is no strong correlation between the CYRM data and the interviewees' responses. Having role models can be a protective factor, as positive role models provide guidance and sometimes even useful information on coping (Black, 2007; Charney, 2005; Killian, 2004:43; Osofsky, 2005:82). This was confirmed by the interviewees.

- **Supportive relationships**

The participants identified the following relationships as supportive:

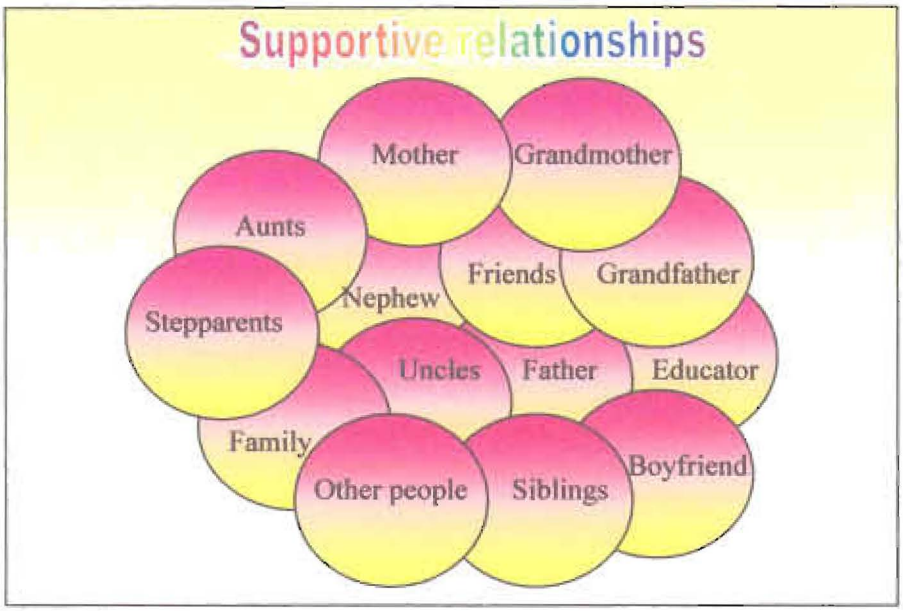


Figure 6.5 Supportive relationships the adolescents experienced during and after the divorce

Only the protective relationships that were commented on by three or more participants will be discussed, excluding friends and stepparents, as these were discussed in 6.3.3:

- Mother: most of the participants experienced support from their mothers. Support was mostly related to emotional support: *"I can cry with her and I can go and talk to her"* (Michelle, l. 133).

- Father: most of the participants experienced support from their fathers. Support ranged from advice to emotional support. Sanette received advice from her father about how to handle her stepfather: *"He will give me advice on how to handle him"* (l. 136).

- Grandmother: most of the participants had grandmothers who supported them. Karen grew up with her grandmother: *"Mostly grew up with my grandmother"* (l. 6) and Michelle recently lost her grandmother with whom she had been very close: *"She was always there for me"* (l. 189). Having extended family can be protective (Hetherington & Elmore, 2003:201) as it gives the participant the chance to escape his/her home environment and many grandparents help with the burden of parenting after the divorce.

- Grandfather: some of the participants experienced support from grandfathers or even new grandfathers when their grandmothers remarried. Dandre felt comfortable talking to his grandfather about anything: *"I talk to them (grandmother and grandfather) about anything I want to talk about"* (l. 258). Grandfathers can transmit cultural and familial knowledge, which can help adolescents in their search for identity.

- Siblings: some of the participants received support from their siblings, which included siblings who listened to them, and having good relationships with siblings. Michelle said: *"I can also talk to my sister"* (l. 253). She also had a good relationship with her brother: *"I can talk to him about anything. We have a great relationship"* (l. 264). Johan had a good relationship with his brother but he added that they fight: *"We have a good relationship most of the time. We don't actually fight a lot, but in the holidays we fight more"* (l. 64).

During the completion of the CYRM, 88% of the participants felt that they had social support (C.f. Questions 31 and 38). This was confirmed by the support the participants received from their community. Having good relationships and support can protect adolescents (Boyden & Mann, 2005:7; Fergusson & Lynskey, 1996:289; Greene & Conrad, 2002:3; Leon & Cole, 2004; Mannes, 2005; Masten & Powell, 2003:13; Riley, 2002:179; Starzynaki, 2005; Williams, 2002:200).

6.3.4 Individual Factors

The adolescent participants identified the following individual factors as being protective:



Figure 6.6 Protective individual factors

Each of the factors on the previous page will now be discussed individually.

- **Accepting divorce as final**

It takes time for the adolescents to realise and accept that the divorce is a done deed and that nothing can bring the parents back together. Mariska said: *"I now accept what happened, I know as a child I cannot do anything to change it"* and: *"I accept that I cannot change it"* (l. 464). For Jaco the divorce was final when his father moved out and new routines were established: *"You accept it when you see your dad doesn't come home. You get new routines in the house, you miss your dad but in your heart, you know he is not coming back. You get used to doing things without him"* (l. 599).

Accepting the divorce as final can be a protective factor (Esecson, 2007; Leon & Cole, 2004). During the completion of the CYRM, 76% of the resilient participants accepted the divorce as final in comparison to 48% of the non-resilient participants (C.f. Question 1, Site specific question). There is a strong correlation between the CYRM and the interviews. Resilient participants are therefore more likely to accept the divorce as final, which can be a protective factor in this study.

- **Not taking responsibility for the divorce**

Most of the participants did not feel responsible for their parents' divorce. Some realised that they were simply too small to have influenced their parents one-way or the other while others were told that the divorce was not their fault: *"It is not our fault they got divorced"* (Su-Mari, l. 173).

Participants realised that children sometimes take responsibility for the divorce: *"It is the parents' fault. When my brother was small he also thought it was his fault that my parents got divorced, but it wasn't"* (Michelle, l. 328). Included in the perception that the participants were not responsible for the divorce was the idea that nothing they did could make things work out between their parents: *"...that the divorce isn't our fault and that there is nothing we can do to make it better"* (Attie, l. 368). The realisation that they are not responsible and could not have prevented the divorce can be a protective factor for the adolescents.

Adolescents who know that they are not responsible for their parents' divorce can focus their energy on other things instead of feeling guilty (Esecson, 2007; Leon & Cole, 2004; Strasheim, 2003).

- **Coping with feelings**

Most of the participants used different strategies to cope and keep themselves distracted from the emotional pain they were experiencing. The participants refocused their thoughts by using different strategies, but all for the same reason - not to think about what was happening.

One of the ways used to refocus their thoughts was to concentrate on other things: *"Concentrate on your schoolwork and on your sport and do things to keep your family happy"* (Mariska, l. 617) and: *"Try to take your mind off what is happening and think nice thoughts"* (Arno, l. 369). Some of the participants kept themselves active by doing sport: *"I can run until I am so tired that everything just passes me by. I don't think about anything"* (Jaco, l. 611). Others simply tried to forget what had happened to them: *"I just carry on as normal and try to forget everything"* (Michelle, l. 25). One of the participant's parents also helped them by keeping them busy: *"My mom kept us busy to draw our attention away from the things that happened"* (Jaco, l. 605). Another way of keeping themselves distracted was computer games: *"For a time we played computer"* (Johan, l. 321).

Another way was the participants' ability to limit or end a situation that was uncomfortable for them: *"She phoned me and I don't know why but she cried so much she couldn't talk to me and then I put the phone down otherwise I would also have started to cry and I did not want to"* (Mariska, l. 603).

Having the ability to ignore destructive behaviour of others was also identified as a way of protecting themselves: *"I have learned not to let it bother me when she says nasty things"* (Su-Mari, l. 124). Becoming hardened also shielded some of the participants: *"She (stepsister) and her boyfriend had a fight, and then she failed grade 10 again, and such things don't affect me. I think I am a harder person"* (Su-Mari, l. 156) and: *"I was reasonably hard. I think my parents fighting made me hard"* (Dandre, l.395) and: *"You don't feel a lot. You know these things happen but it doesn't bother you, it doesn't hurt you so much"* (Dandre, l. 404).

Refocusing their thoughts give adolescents the chance to escape situations that can be hurtful (Straker, 2007) in order to deal with them when they are ready, at their own pace. Some for a time also benefit by becoming hard which can be referred to as emotional numbing. Emotional numbing, which can be associated with parental divorce or any other traumatic event, can shield one from emotional pain (Lieberman, 2004; Jaffe *et al.*, 2005).

- **Accepting and expressing feelings**

Before the participants could start writing about their feelings, they first had to acknowledge the feelings they were experiencing. This was not any easy step for some of the participants, as they preferred to be alone to work through their feelings: *"I didn't want to see anybody. I wanted to be alone and angry and sad about what happened"* (Attie, l. 388). To acknowledge one's feelings can be part of self-knowledge, which can be a protective factor. Accepting and expressing feelings can therefore be a protective factor.

- *Accepting feelings*

Some of the participants felt that the divorce would always have an effect on them, whether it was sadness that they had to live with: *"A person must learn to live with it because you will always have it with you"* (Michelle, l. 106), or simply the idea that all people struggle: *"I think everyone suffers"* (Michelle, l. 483). Feeling that everybody suffers can help the participants realise that what happened to them and what they are feeling is not limited to them and that others around them suffer too (Lakoff, 2005:111). Knowing that one does not have to cope with feelings of sadness or anger by oneself can help them accept the feelings they experience. It can also encourage them to seek advice, as it will not seem inappropriate because they realise that suffering is not limited to them alone. The advice to cope with these feelings associated with divorce and other feelings was: *"Take it one day at a time. Don't worry about the next day because the next day something new might happen. Just stay calm"* (Su-Mari, l. 447).

The ability to accept emotions like sadness and anger made the divorce more manageable for the participants. Accepting that there will be sadness after the divorce gives the participants the opportunity to recognise and work through their feelings (Schlessinger, 2006:90). The ability to take it one day at a time gives the participants time to deal with a narrower range of problems and this makes the divorce more manageable for them (Fredrick, 2001). A study done in South Africa indicated that after an intervention program with adolescents, the adolescents adapted more on an emotional level (Basson, 2003:233).

- *Expressing feelings - writing*

Some of the participants wrote about their feelings. They used diaries, poems and letters to express themselves. They did not show these to anyone but this was used merely for expression. Expressing emotions and being aware of emotions can assist in decision making (Snyder & Lopez, 2007:167) and good health, as not expressing emotions can lead to illness (Snyder & Lopez, 2007:135). A study done by Hoek (2005:21) in South Africa indicated that although poetry therapy provides adolescents from divorce with the opportunity to express themselves, the difference in self-confidence, self-esteem, self-control, nervousness and health were not effected statistically but poetry therapy did provide adolescents with the opportunity to communicate their needs and wants.

Writing out of frustration helped some of the participants to express their feelings and get catharsis: *"I do feel better, I also cry in some of these letters, it helps"* (Michelle, l. 128). Reflecting on a poem Sanette wrote when she was frustrated, she felt guilty: *"...but afterward I felt guilty because I know what I wrote"* (l. 250). In retrospect she realised that her poem only focused on the bad and not the good, that the person concerned also had good qualities. She destroyed the poem as she felt it was not objective. Through writing and reflecting on her writing, she gained more perspective on the situation.

Writing does not have to be in the participant's home language. Karen said that she only wrote in *"English"* (l. 590). She preferred to write in English as it forced her to think more: *"Write more, think more"* (l. 599). Thinking more can mean feeling more, which could have helped her to deal with the feelings associated with the divorce.

Being able to express one's feelings can be a protective factor as it can be used to relieve negative and hurtful emotions, which can be therapeutic (Copeland, 1997:54; Podder, 2004:150).

- *Expressing feelings - crying*

Most of the participants at some time or another cried about the divorce or the effect of the divorce on them. Most of them cried on their own: *"I'll go to my room, sit, and cry"* (Su-Mari, l. 39) and some of the participants reported feeling better after they had cried.

Participants cried for different reasons. Some of the participants cried because they felt frustrated and angry about their helpless situation: *"I don't cry because I'm sorry for myself, I cry because I am cross. Why must I, I cry out of frustration because I can't do anything else"* (Sanette, l. 246). A few of the participants felt out of control with regard to crying as they experienced intense sadness: *"I'm not always strong, sometimes I get days when I'll cry over anything"* (Michelle, l. 283) *and "I cried very much and then the people said I just pretend but they didn't actually know what was going on"* (Michelle, l. 175). Some of the participants cried when they found out about the divorce: *"When my dad told me he and mom were going to divorce, I started to cry"* (Jaco, l. 305). Crying was Jaco's way of expressing his anger while Johan felt that crying about the divorce helped him to *"cry out the hurt"* (l. 389). Crying was thus a way of expressing their sadness and anger, as crying brought emotional relief: *"Because when I cry I let everything out and I feel better and everything is right again"* (Sanette, l. 493). Believing that the divorce was their fault also made some of the participants cry: *"We cried and promised to behave"* (Johan, l. 347).

Some of the participants have parents that cried with them: *"My mom cries with me a lot"* (Michelle, l. 47). For some of the participants the crying lasted a few days: *"I cried for about two days"* (Dandre, l. 421), while for others it was a longer process and even a process that continues.

Crying about events that hurt gives the participants the opportunity to vent their feelings and frustrations and at the same time, they receive some inner healing (Chappell, 2002:25; Norton, 1996:145; Podder, 2004:150).

- **Individual coping strategies**

The participants had different ways of coping with their parents' divorce. The ways of coping that follow were mentioned by only a few participants, unlike those described earlier. The individual strategies in Figure 6.7 were used to cope with the divorce:

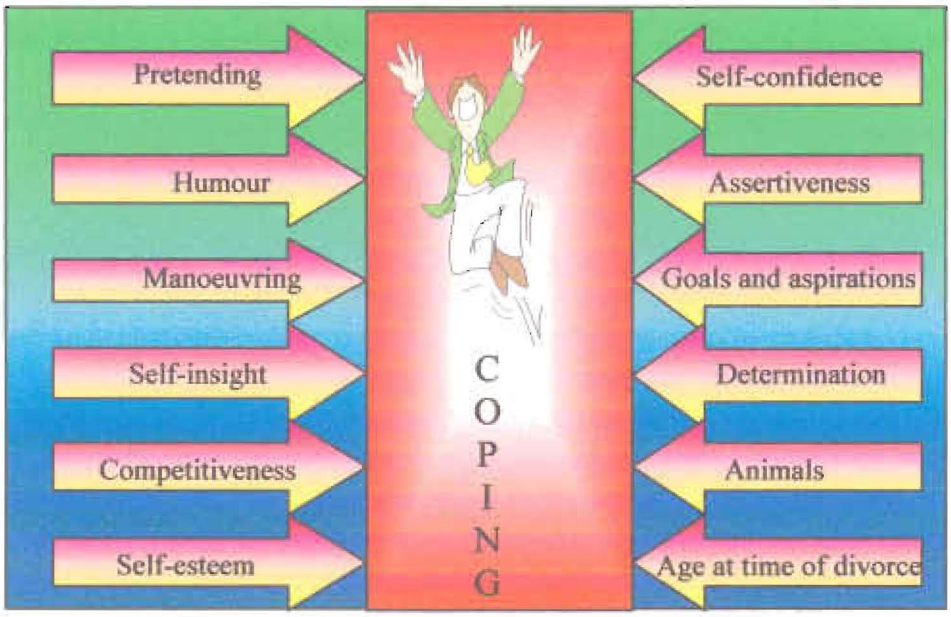


Figure 6.7 Individuals' strategies for coping with parental divorce

Each of the factors in Figure 6.7 will be discussed individually:

- Pretending that the divorce did not take place shielded Su-Mari from the rejection and shame she feared she would receive from others if they knew her parents were divorced. She only told two of her friends close to her until she had to raise her hand for a school survey: *"Nobody knew why and those two made me put my hand up, and then everybody knew instantaneously"* (l. 520). Pretending or denying that the divorce did not take place helped Su-Mari in the beginning but eventually she was faced with the reality. Had she not been confronted with the reality, she could have been prevented from working through the grieving process as the reality needed to be faced. Pretending can be an emotional focused strategy to manage emotional stress (Shaw, 2005:291).

- Mariska laughed through almost a fifth of the interview. The laughter was not related to stress or pretending but due to joy. She described herself as a happy person: *"I'm quite a happy child"* (l. 146). Humour can be a protective factor that can aid in coping (Starzynski, 2005; Bernard, 1991; Charney, 2005; Holden, 1993:34; Mazer, 2006).

- Mariska used her ability to manoeuvre others to obtain things that she wanted. Her manoeuvring skills showed that she could provide for herself. Mariska made it clear that she knew how to plan and execute her plans or schemes for her own needs: *"Then I made a deal with my grandma"* (l. 300). Manoeuvring others in order to provide for oneself can be a protective factor (Messina & Messina, 2007).

- Having self-knowledge such as knowing one's strengths, weaknesses and working on the weaknesses, helped Michelle to cope and acquire new skills. She made a list of her strengths and weaknesses: *"I'll write letters stating my weak and strong points and then I try to work at the weak ones"* (l. 114). Having self-knowledge and self-insight can buffer against risk (Donald *et al.*, 2007:273). During the completion of the CYRM the resilient participants also showed more self-insight (C.f. 5.7.9).

- Dandre believed that his competitiveness helped him to cope, as he was motivated and driven to cope with divorce faster than other people. He believed in his own ability to do this: *I thought to myself, if others can get through it, so can I, I'll just do it sooner"* (l. 602). Having knowledge about one's own skills can be a protective factor (Warren, 1998). Being motivated and driven to cope faster is protective (Bertram & Pascal, 2002:249).

- Attie had good self-esteem as he saw himself as strong: *"I think I am just strong"* (l. 117). Having good self-esteem can be protective, as the participant believed that he had the resources that were needed inside himself. Having good self-esteem can be protective and is confirmed by Dumont and Provost (1999:343); Fergus and Zimmerman (2005:401) Masten and Powell (2003:13) and Osofsky (2005:82). Having a good self-esteem correlates well with the CYRM where the resilient participants were seen as more assertive (C.f. Questions 9 and 36).

- A few of the participants confessed to being self-confident: *"I am not shy; I have a lot of self-confidence"* (Sanette, l. 9). Dandre felt that he liked himself enough not to mind if other people did not like him: *"I am myself. If people don't like me, it is their problem"* (l. 9). Having self-confidence can be a protective factor and is confirmed by Alexander (2002:27) MacFarlane (1998:30) and Stone *et al.*, (2002:60).

- Assertiveness which is the ability to say no to others and to stand up for what you believe in, is important, otherwise you would do what pleases others without doing what pleases you. Su-Mari said that if she allowed people to walk over her, she wouldn't get anywhere: *"Everybody would have walked over me and if people walk over you, you don't get anywhere. I don't say you must be nasty or mean, but you must be able to take a stand"* (l. 483). She

also learned to be independent: *"It taught me to stand on my own two feet and that nobody else is going to do it for you. You must stand up for yourself"* (Su-Mari, l. 485). Being assertive can help a person make his own decisions and gives the adolescent a voice (Scharff, 2007; Lopez *et al.*, 2005:709). Assertiveness corresponds well with the findings of the CYRM (C.f. Questions 9 and 36).

- Attie had goals and aspirations about his future with regard to continued education. His parents could not afford to assist him to further his studies but he did have the opportunity to get a scholarship, which motivated him to study very hard: *"My parents don't have the money to send me but one of the mines gives bursaries to the top achievers in matric. If I am chosen, then I can go to university. I'm working very hard for it because I know I can do it"* (l. 273). Having goals and aspirations can be a protective factor and it can motivate the adolescent to perform better (Killian, 2004:48; Kumpfer, 1999:198; Mello & Swanson, 2002; Oman *et al.*, 2004: 1427). Attie realised that it was a realistic goal and it could be obtained through hard work. This correlates well with the findings of the CYRM (C.f. Question 22 and 26).

- Determination can be seen as the ability to make and act on firm decisions (Allen, 2004: 233). Jaco felt determined to move forward and he made it part of his motto in life. He said that his motto motivated him to *"leave everything that is over and done with behind me and to live for the future"* (l. 585). The ability to keep going despite circumstances can be a protective factor as the participant knows that things have to change as they cannot continue this way forever (Kumpfer, 1999:200; Mazer, 2006).

- Talking to pets about feelings gave participants a way of venting their emotions. Karen said: *"I would rather be with my animals than with people"* (l. 507). Animals have been known for their ability to heal and comfort others (Bodmer, 1998:238; Koay, 2007). Using animals helped participants to express feelings and to receive healing. Animals/pets can help with resilience, as they are always happy to see you and in a way are always available (Bodmer, 1998:238; Starzynski, 2005).

- The participant's age when the divorce took place could influence the participants' coping. Michelle's parents divorced when she was still very small and she felt that she coped better because she was small: *"I think if my parents got divorced now it would have been worse but I was only three years old and I don't remember a lot about it"* (l. 496). Mariska realised that she was too small to have influenced her parent's divorce and was shielded from guilt by her age: *"It couldn't have been my fault they divorced because I was still too small"* (l. 920).

The age of the adolescent at the time of the divorce can potentially be protective. This is especially true during pre-adolescence (Leon & Cole, 2004).

- **Thinking positively**

Some of the participants chose to look past the negatives of the divorce and other challenges and focus on the positive. This was done by choice, as they wanted to see the positive side of things: *"I think in a positive way"* (Sanette, l. 332). Thinking positively does not erase negative experiences but it can provide participants with opportunities on which they would have missed out.

Seeing the positive side does not remove the reality of the divorce from the participants, as illustrated by Sanette's statement: *"Look at it this way, say my mom and they must go somewhere, then I can go and stay with my dad"* (l. 306). She simply saw the benefit of having more than one household that could accommodate her.

Life does not end, stop or wait when parents divorce. Deciding to move forward means accepting that things happened and that they cannot be changed. As Dandre said: *"I positively saw that life goes on, life doesn't come to a standstill, so what is past, is over and done and you can't change it"* (l. 273).

Parental divorce improved the home-environment of a few participants and they experienced it as better than living with hostility: *"Don't worry, it is usually for the best"* (Johan, l. 428). Another positive aspect that came out of divorce was that the participants learned skills that they would not have acquired in any other way: *"I've learned skills that I wouldn't have learned otherwise and that I might need for the future. It made me responsible for my actions"* (Attie, l. 301).

Seeing the positive in things can be a protective factor as it motivates the adolescent to move forward (Goleman, 1995:88; Hawthorne, 2007:100; Howard & Johnson, 2000; Masten & Reed, 2005:83).

- **Future impact**

Most of the participants did not anticipate any negative impact on their future due to their parents' divorce. Sanette responded to a question relating to the expected impact of divorce on their future with: *"I think more positively"* (l. 306). The participants believed that they were in control of their future and therefore controlled their own destiny. The participants anticipated moving on once they reached adulthood and left their parents' home: *"When you leave home one day, you don't worry about it anymore"* (Johan, l. 597). The participants would however be more careful when it came to marriage but they did not see it as a negative point, while a few participants did not intend getting married at an early age: *"I won't marry young"* (Johan, l. 603) and: *"I will not marry in a hurry. I will wait until I am about 27 or so"* (Sanette, l.

323). The ability to plan ahead and learn from others' mistakes can shield the participants from harm and can therefore be linked to resilience (Kumpfer, 1999:204). In the South African study done by Van der Merwe (1989:113) adolescents also indicted that they would delay marriage as to avoid the same mistakes their parents made.

Expecting a positive future can be a protective factor while a negative future expectation can be a risk factor (Amato & Keith, 1991a & b; Fagan & Rector, 2000; Gately & Schwebel, 1992:57; Johnson & Wiechers, 2002: 177). Expecting no impact can be a protective factor as the participants have the ability to move forward without anticipating that something negative is waiting to happen. They also have the ability to learn from others' mistakes and to prevent themselves from making the same mistakes by clearly setting out what they expect for themselves, such as delaying marriage. Feeling in control of what is happening was also identified as a protective factor in a study done by Greeff and Aspeling (2007:151) in South Africa.

With the completion of the CYRM, 48% of the resilient adolescents felt that the divorce would not have a negative influence on their future (C.f. Question 2, Site specific question). The correlation between the interviews and the CYRM is not good as more participants completing the CYRM expected a negative impact on there future while most of the interviewees felt that the divorce would have no influence on their future.

6.4 SUMMATIVE COMPARISON WITH THE CYRM

Table 6.4 summarises the factors that were obtained from the interviews and then compares them with the factors that were similar in the CYRM. A √ indicates that there was a strong correlation while **X** indicates that there was not a strong relationship but that it did appear in both the interview and the CYRM.

INTERVIEW	CYRM
Cultural factors/processes	
Religious faith	√
Cultural pride	√
Limited discriminatory experiences	√
Life philosophy	√
Community factors/ processes	
School performance (no negative impact)	√
Seeking professional help	Not in CYRM
Satisfied with living arrangement	√
Relationship factors/ processes	
Qualities of custodial parents	Not in CYRM
Trusting parents/ people	Not in CYRM
Accepting stepparents	Not in CYRM
Friends	√
Having role models	X
Supportive relationships	√

Individual factors/ processes	
Accepting the divorce as final	√
Not taking responsibility for the divorce	Not in CYRM
Coping with feelings	Not in CYRM
Accepting and expressing feelings	Not in CYRM
Individual coping strategies	Not in CYRM
Thinking positively	Not in CYRM
Future impact	X

Table 6.4 Interviews compared with the CYRM

The following protective factors/processes were therefore common to both the interviews and the CYRM findings:

- ✓ religious faith;
- ✓ cultural pride;
- ✓ limited discriminatory experiences;
- ✓ life philosophy;
- ✓ no negative impact on school performance;
- ✓ satisfied with living arrangement;
- ✓ friends;
- ✓ supportive relationships; and
- ✓ accepting the divorce as final.

The following factors were revealed in the interviews, but were not identified in the CYRM and so deepen understanding regarding further protective antecedents that contribute to resilience in White, Afrikaans-speaking adolescents from divorced families:

- ✓ access to professional help;
- ✓ certain qualities of custodial parents such as:
    - o having a good relationship with their custodial parents;
    - o parents who motivate the participant to perform well;
    - o parents who show interest in their school work;
    - o parents who do not fight in front of the participants;
    - o necessary preparations were made before participants were informed about the divorce; and
    - o getting advice from parents.
- ✓ accepting stepparents;
- ✓ trustworthy parents or other people;
- ✓ thinking positively;
- ✓ not taking responsibility for the divorce;
- ✓ ways of coping with feelings such as crying and writing about feelings;
- ✓ accepting and expressing feelings;
- ✓ individual coping strategies including:

- pretending;
- manoeuvring;
- competitiveness;
- determination; and
- using animals.

Only two factors did not correlate well between the CYRM and the interviews. Resilient participants completing the CYRM were more likely to have role models but expected more of a negative impact on their future than those participants who were interviewed.

6.5 CONCLUSION

The participants identified numerous coping skills and protective processes that encouraged them to resiliently cope with divorce. These were associated with a variety of internal and external factors and processes. Again, what emerges is that resilience is encouraged by dynamic interaction between inter-and intrapersonal protective processes and factors (Boyden & Mann, 2005:9; Cameron *et al.*, 2007:285; Ungar, 2008).

Chapter 7 will focus on guidelines for Life Orientation Educators using the protective factors and processes identified by resilient participants as encouraging resilience in both the CYRM and the interviews.

CHAPTER 7

HELPING NON-RESILIENT WHITE, AFRIKAANS-SPEAKING ADOLESCENTS COPE WITH DIVORCE

Resilience has been conceived as a buffering process, one that may not eliminate risks or adverse conditions but does help individuals deal with them effectively (Brooks & Goldstein, 2003: x).

"It is not possible to prevent all of the hazards that jeopardize the lives and well-being of children and youth. Therefore, we must learn how to preserve, protect and recover good adaptation and development that has been or will be threatened by adversity and risk exposure." - Master & Reed (2005:86)

OVERVIEW OF CHAPTER 7

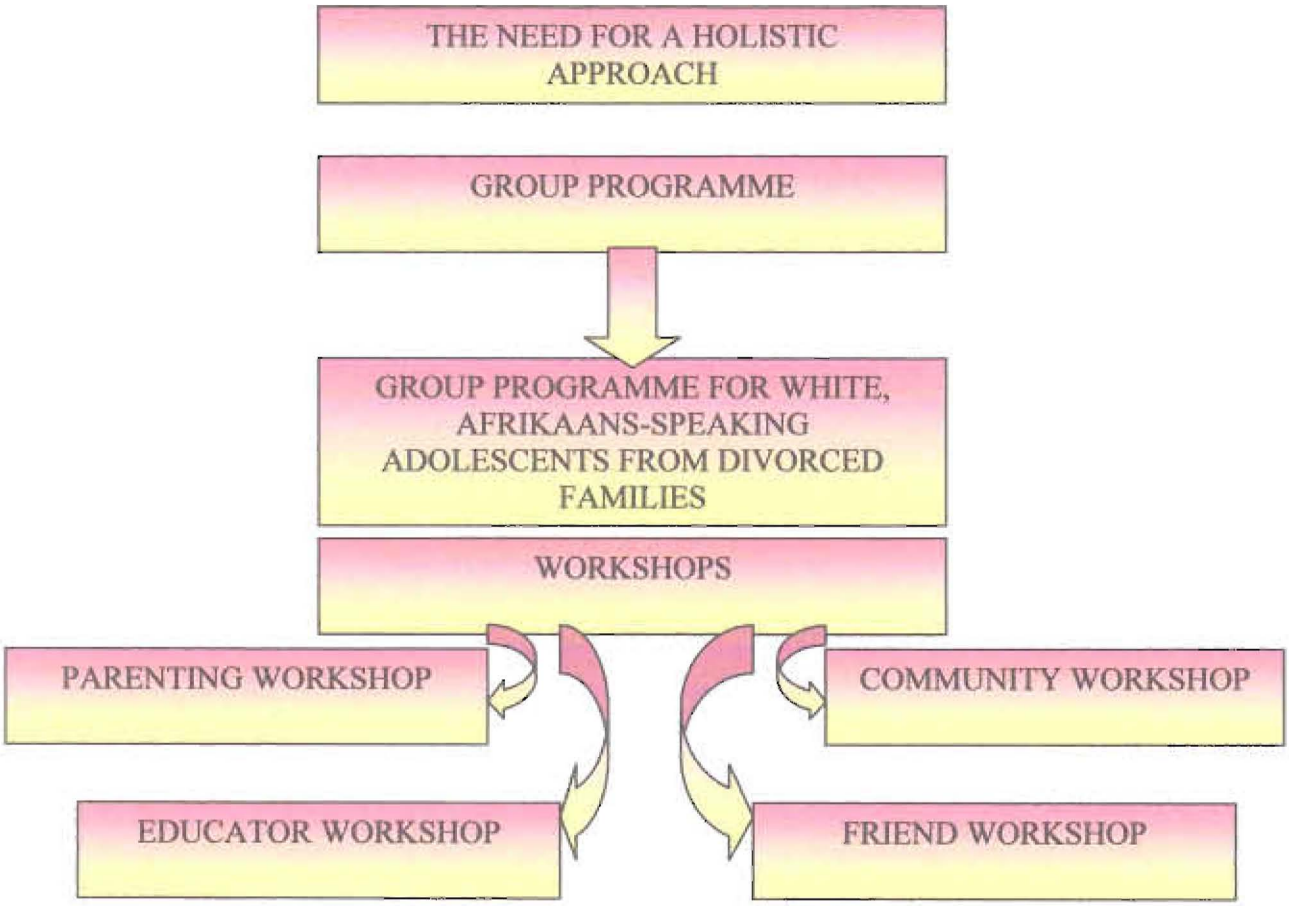


Figure 7.1 Overview of Chapter 7

7.1 INTRODUCTION

The aim of this chapter is to provide holistic guidelines in the form of a concept programme with regard to at risk, White, Afrikaans-speaking adolescents who come from divorced families and who are struggling to cope with their parents' divorce resiliently.

The guidelines in this programme are based on protective factors and processes that were identified by resilient adolescents partaking in this study, as well as on current literature, especially literature focusing on other studies done on divorce in South Africa. As a concept programme, it should be adapted to suit the needs of its participants. Therefore, the guidelines are by no means exhaustive; more can be identified by repeating the CYRM and interviews with other adolescents and doing more literature reviews. Populations differ from one another with respect to effective coping strategies (Greeff & Aspeling, 2007:153; McCubbin, Thompson & McCubbin, 1996:34; Ungar, 2006:54) and therefore the programme should not be used in this format on different populations, but adapted to each group's needs.

The suggested programme does not outline skills, characteristics and attitudes that the counsellor should possess as these are not the focus of this study. For skills, characteristics and attitude of counsellors, it is recommended that the following sources be consulted: Nelson-Jones (2002); Egan (1998); Egan (2004) and Wosket (2006).

As noted previously in this study, resilience is a dynamic, bi-directional process (Brooks & Goldstein, 2003:xii; Cameron *et al.*, 2007:285; Carrey & Ungar, 2007:497; Schoon, 2006:10) and therefore resilience can potentially be promoted (Meyers & Taylor, 1998:215) by encouraging youth to negotiate, navigate towards and make the most of interpersonal and intrapersonal protective resources. As part of this bi-directional, dynamic resilience process, programmes and policies that facilitate effective parenting and encourage support from competent adults for youth are crucial to encouraging resilience (Masten & Reed, 2005:83). Therefore, the concept programme will include guidelines for parents, teachers, friends and members of the community to support at risk, Afrikaans-speaking adolescents in their efforts to overcome parental divorce. These are found in Addendum I.

Because it is understood that the resilient individual not only negotiates protective resources, but also has access to and support from protective resources and processes, the concept programme will have separate components for each of the following groups:

- a group programme component for the at risk, White, Afrikaans-speaking adolescents from divorced families;
- a workshop component for divorced parents of at risk, White, Afrikaans-speaking adolescents;

- a workshop component for educators;
- a workshop component for community leaders; and
- a workshop component for friends of adolescents from single parent families.

Protective factors and processes identified through the interviews and the CYRM were included in the different concept programme components. Table 7.1 contains a summary of the different protective factors and processes with an indication of where they can be found in the programme.

Protective factor and processes	Programme
Religious faith	Community workshops
Life philosophy	Adolescent Group session 7
Cultural pride	Adolescent Group session 6
Limited discriminatory experiences	Educator and Community workshops
Positive school performance	Educator workshop
Satisfactory living arrangements	Adolescent Group session 5
Assertiveness	Adolescent Group session 9
Self-confidence	Throughout the Adolescent group sessions
Support from friends	Friends' workshop
Goals and aspirations	Adolescent Group session 2
Social support	Throughout the group sessions
Accepting the divorce as final	Adolescent Group sessions 4,5
Self-insight	Adolescent Group session 2
Self-esteem	Adolescent Group session 7
Accessible professional help	Adolescent Group session 9
Quality parenting	Parenting workshop
Accepting stepparents	Parenting workshop
Trustworthy parents or other people	Adolescent Group session 8
Thinking positively/optimism	Throughout group sessions/ Group session 10
Not taking responsibility for the divorce	Adolescent Group session 4/ Parenting workshop
Expressing and coping with divorce related feelings	Adolescent Group session 8
Individual coping strategies	Throughout Adolescent group sessions

Table 7.1: Identified protective factors / processes and programme correlation

7.2 THE NEED FOR A HOLISTIC APPROACH INVOLVING DIFFERENT GROUPS

The adolescent, just like any other person, should be viewed holistically (Collins, Harkin & Nind, 2002:18). From the beginning of time, according to the Bible, man was not created to live alone and therefore God created a helper (Genesis 2:18) (Bible, 2002:6). The adolescent and everyone else are not created to live alone and therefore need the help/support of other people around them. Chapter 2 showed the influence of different primary systems (individual, relationship, community and cultural) on the adolescent with specific focus on protective processes that can help adolescents to be more resilient (C.f. 2.4). The concept group programme for adolescents at risk will help encourage the individual and relationship factors and processes while the workshops with parents, friends, educators and community leaders will help the adolescents indirectly by encouraging these role-players to provide them with support.

Getting as many people involved as possible will potentially provide the White, Afrikaans-speaking at risk adolescent and his family with more support, as support from family members and the community is a known protective processes that encourages resilience (Bessette, 2005:264; Cook & Du Toit, 2005:248; Killian, 2004:46; Schoon, 2006:1; Schoon, & Bynner, 2003:24; Solomon & Laufer, 2005:235). This was collaborated by the findings of this study.

7.3 GROUP PROGRAMME

Group therapy/counselling is a very general term used to cover any psychotherapeutic process in which a group of individuals meets with a group leader or therapist (Reber & Reber, 2001:309). The goal of group therapy/counselling, such as a group programme, is to provide a safe environment where group members can share what they think, feel and do. A group programme also aims to provide members with the opportunity to give and receive support, gain understanding of problems and the opportunity to explore possible solutions. Within the group, members have the opportunity to practise interpersonal skills, get feedback, enhance problem-solving skills, improve emotional expressiveness, decrease social isolation and develop communication skills (Baland, 2003, Corey & Corey, 2006:13; Ford-Martin, 2006; Forsyth, 1990:40; Hendrickson, Schmal & Ekleberry, 2004:107).

Although a group programme does have disadvantages (Mohr, 2006), for most adolescents a group programme can be very effective, as adolescents are in the process of separating from their parents and are relying on their peers for identification and direction (Basson, 2003:100). Group therapy/counselling and, in this case, a group programme, can provide its members with a sense of belonging, a sense of community and the opportunity to share common experiences (Corey, 2001:128; Corey & Corey, 2006:5; Pfeifer & Abrams, 1984:23). A group programme can provide adolescents with peer validation which most of them need during adolescence and can furthermore alleviate some of the shame, doubt and stigma associated with parental divorce (Sonnenshein-Schneider & Baird, 1980:89).

The group process can be helpful as it can help the group members to:

- realise that problems are interpersonal in nature;
- realise that behaviour has social meaning; and
- understand and correct behaviour (Dreikurs, 1969:43; Sonstegard, 1998:217).

Groups have different phases. According to Tuckman and Jensen (1977:419-427) a typical therapeutic/counselling group has the following five phases:

- **Forming:** this is the initial phase where members of the group meet each other, set goals and norms and establish a code of conduct. During this orientation phase, very little relevant personal

information is shared. The mood in the group during this orientation phase is mostly tense, awkward and ambiguous, especially if the group members are asked to share personal information.

- **Storming:** during this phase group members begin to realise that the issues facing the group are complex. The group members may feel powerless and frustrated as they struggle to understand their own behaviour and that of others. The result of this phase is trust and a strong relationship between the group members. The group members become more compassionate and accepting of one another.
- **Norming:** the members in the group grow closer to one another and start functioning as a cohesive unit.
- **Performing:** the members of the group start to work on their own personal relevant issues with other group members. During this stage, feedback is expected from other group members as well as the modelling of appropriate behaviour.
- **Adjourning:** this is the final stage of the group after all the goals or objectives have been achieved and the group gradually starts to dissolve itself.

The group programme for the adolescents will use the above stages. Each of the group sessions has different goals but all are focused towards the improved functioning of the at risk White, Afrikaans adolescents from divorced families.

7.4 CONCEPT GROUP PROGRAMME FOR WHITE, AT RISK AFRIKAANS-SPEAKING ADOLESCENTS

Section 7.4 summarises the resilience concept programme for adolescents of divorce. The entire programme, which should ideally be tested by future postgraduate students, is included in the enclosed CD (back cover) for interest's sake.

The factors that were identified by the resilient adolescents during the study in both the CYRM and the interview form the aim of the programme (C.f. Table 7.1). The overall aims of the group programme with the adolescents are to:

- help adolescents write a life philosophy;
- increase cultural pride;
- increase satisfaction with their living arrangements;
- teach them how to be more assertive;
- encourage more self-confidence;
- help adolescents set clear goals by looking at their aspirations;
- create an environment conducive for social support;
- work through the divorce to enhance acceptance;
- increase self-knowledge and self-understanding (self-insight);

- create opportunities to build self-esteem;
- provide information on how to access professional help;
- identify and create opportunities to talk to someone trustworthy;
- teach adolescents to look at the positive side of events by thinking positively;
- provide a realistic depiction of responsibility with regard to blame;
- deal with and express feelings relating to the divorce appropriately; and
- improve individual coping strategies and skills.

Until this concept programme is adapted for other groups, participants should ideally:

- be White and Afrikaans-speaking;
- come from divorced families; and
- have a custodial parent who is also willing to partake in the programme.

Before the facilitator[5] starts with the programme, Chapter 2 and 3 should be read through thoroughly. After having read through Chapter 2 and 3, the facilitator can get adolescents involved but each adolescent should have at least one individual session with the facilitator to be included in the group programme. During this initial session, the facilitator should assess whether the participant is ready for the group programme and whether the participant meets all the requirements set out for participation (Corey & Corey, 2006:114; Ford-Martin, 2006). Participants per group should be limited to a maximum of 12 to facilitate interaction, although the number of participants varies widely (Ford-Martin, 2006). Miller (2001:141) suggests that a group should consists of nine people, eight group members and the facilitator, while Corey and Corey (2006:117) suggest that groups for adolescents should have between six to eight members. After selecting participants, the first session can be scheduled.

The venue where the group meetings take place must be a safe, private location, free from distractions or interruptions (Corey & Corey, 2006:97). The room should preferably have enough space for a circle of chairs and a space with tables where the group members can work. There should also be an adjacent venue or a space in the room where the group members can socialise and drink coffee.

The programme for the adolescents consists of ten sessions, and is a combination of studies done by Basson (2003), Jakobsen (2000) and Johnson (2000). In addition, the following sources were used: Bayne, Horyon, Merry, Noyes & McMahon, (1999); Gass (1997); Leigh & Clark (2007); Lubowski (1995); Painter (2006) and Rutan, Stone & Shay (2007). Programmes done by Basson (2003), Jakobsen (2000) and Johnson (2000) did not cover all the protective factors and processes that were identified during the research, nor did any of the programmes as is fit the research of this study, although valuable information and activities were found and used.

[5] Facilitator refers to the Life Orientation Educator or any other competent person who presents the group programme or workshops.

A summary of the concept programme is presented on pages 182 -191. The entire programme is included (as mentioned) on the enclosed CD as Addenda I, J and K. I decided to provide guidelines for Life Orientation educators in the form of a concept programme in an effort to provide these teachers who are often stressed (Bhana, Morrell, Epstein & Moletsane, 2006) with a tool that they can adapt (if necessary) and use with youth who need more than just a passing lesson in class. However, this programme is not intended to take the place of therapeutic intervention by a psychologist. It would be ideal if the Life Orientation educators encouraged a professional counsellor, educational psychologist or social worker to co-present the concept programme.

Session Number	Suggested Time	Materials needed	Goals
1. Getting to know each other	2 Hours	Koki-pens Labels for names White board & White board marker CD & CD player "Homework for session 2"	✓ to help group members to get to know each other; ✓ to discuss the goals and expectations of the group; ✓ to outline group rules with the help and input of the group members; ✓ to create an environment where group members gain a better understanding of the group process by allaying fears and anxieties about the group; and ✓ to create an environment where group members can trust and accept each other.

Overview of structure

Welcome: The facilitator welcomes all the group members and ensures that they know where to go. When everybody has arrived, do an ice-breaker whereby members form pairs and introduce each other to the group. When everybody has been introduced, the facilitator can introduce herself.
Expectations: The facilitator encourages the group members to share their expectations about the group and what they want to achieve through the group programme.
Rules: The facilitator asks the group members to set rules for the group, such as confidentiality.
Overview: The facilitator gives a short overview of what is going to be discussed in the group programme during the next ten weeks.
Relaxation activity: The facilitator explains and then does a relaxation activity with the group (C.f. Addendum J). After the activity, feedback is asked from the group and the group is encouraged to practise relaxation at home.
Conclusion: Summarise what happened during the session and hand out the homework sheet form called: "Homework for session 2" (C.f. Addendum K).
Socialising: The group members are invited to have coffee and socialise for the remainder of the session.

Session Number	Suggested Time	Materials needed	Goals
2. Getting to know me	2 Hours	Magazines, scissors, glue A4 pages (two per person) Pens, pencils, koki-pens "Homework for session 3"	✓ to provide a safe climate where group members can express their feelings; ✓ to help the group members to express their feelings appropriately; ✓ to help adolescents set clear goals by looking at their aspirations; ✓ to increase self-knowledge and self-understanding (self-insight); ✓ to help group members identify their own needs, fears, likes and dislikes so as to enhance personal growth; and ✓ to start exploring the difference between the past and the present.

Overview of structure

Welcome: All the group members are welcomed to the second group meeting. The facilitator can ask if they want to share anything from the previous session.
Ice-breaker: Group members choose animals that represent themselves and explain why they picked that animal. Group members then have the opportunity to say which animal they would like to become if they had a choice.
Collage: Each group member uses an A4 paper and makes a collage of themselves. The collage is then shared with the group. This is done so that the group members can gain self-knowledge and self-understanding in a non-threatening way.
Family drawing: Group members use a new A4 page to draw their intact family on the front and the divorced family on the back.
Feedback on session: For feedback of the session, the sentence completion "Today I learned that I ...." is used.
Conclusion: Summarise what happened during the session and hand out the homework sheet entitled: "Homework for session 3" (C.f. Addendum K).
Socialising: The group members are invited to socialise for the remainder of the session.

Session Number	Suggested Time	Materials needed	Goals
3. Getting to know my family	2 Hours	Family pictures from session 2 Pens, koki-pens and pencils "Family coat of arms" "Family shield activity" "Homework for session 4"	✓ to provide a safe climate to facilitate the expression of feelings about their families; ✓ to identify their fears about the future; and ✓ to see the difference between the past and the present so that the present can be more acceptable.

Overview of structure

Welcome: All the group members are welcomed to their third group session and asked if they want to share any event that occurred during the past week.
Summary: Group members are asked to summarise the previous session. After the summary, the group members have the opportunity to report on their homework about what they think divorce is (C.f. Addendum K, Homework for session 3).
Family drawings – the difference: On an A4 paper, the group members indicate the difference between their intact family and the divorced family. Group members are also encouraged to write down their feelings regarding the intact and divorced family.
Family coat of arms: Group members complete their own family coat of arms by answering questions (C.f. Addendum K, Family shield activity). After completion, group members show each other their family coat of arms.
Conclusion: Group members share what they have learned about themselves, about their family and about the group. The homework sheet: "Homework for session 4" is handed out and explained (C.f. Addendum K).
Socialising: The remainder of the time is used for socialising.

Session Number	Suggested Time	Materials needed	Goals
4. Are they really divorced?	2 Hours	Small book with diary pieces "Homework for session 5"	✓ to provide a safe climate to facilitate the expression of feelings about the divorce and how it influenced them; ✓ to help the group members acknowledge the reality of the divorce; ✓ to provide a realistic depiction of responsibility with regard to blame; ✓ to express feelings regarding the divorce appropriately; and ✓ to start accepting the permanence of the divorce by working through the divorce.

Overview of structure

Welcome: Group members are welcomed to their fourth group meeting. The group members have the opportunity to share events that occurred during the past week.
The word family: Group members who wish to, can share their views on the word "family" (C.f. Addendum K, Homework for session 4).
World upside down: Those group members who feel that divorce has turned their lives upside down, turn their homework book from the previous week upside down and write how the divorce has influenced them. Those who did not feel their lives were turned upside down, can just write down how the divorce influenced them on the next page.
Group discussion on divorce: The group discusses questions about marriage, divorce and blame with regard to the divorce. The questions are also structured in such a way that through reflection they can start accepting the divorce as final (C.f. Addendum I).
Reflection: Reflect on the day's session. Homework is handed out for the next session: "Homework for session 5" (C.f. Addendum K).
Socialising: The group members get the opportunity to socialise for the remainder of the group time.

Session Number	Suggested Time	Materials needed	Goals
5. How can I move forward?	2 Hours	Small paper and pens "Handling parental conflict " Shoebox with intact family Spade and flowers "Homework for session 6"	✓ to increase satisfaction with their living arrangements; ✓ to teach group members how to disengage from parental conflict; ✓ to acquire ways of handling conflict in general; and ✓ to resolve the loss experienced by having a funeral (acceptance).

Overview of structure

Welcome: Group members are welcomed to the group meeting. The group members also have the opportunity to share what emotions they experienced during the previous week and how they have coped.
Parents' fighting: Group members recall a time when their parents were fighting. Three feelings are then labelled, rated and written down before they are shared with the group.
Conflict management: Group members have the opportunity to explore their own conflict management style by using the handout: "How do you manage conflict?" (C.f. Addendum K). After discussing their choice with the group, tips on conflict management: "Handling parental conflict" (C.f. Addendum K) are handed to them so they can decide which point they violate the most.
Group discussion: The group discusses questions relating to the non-custodial parents and the effect the divorce has on their life. The discussion also includes questions about their living arrangements (C.f. Addendum I).
Shoebox activity: The group members get the opportunity to show the group what is inside their shoeboxes. Group members then have the opportunity to bury the box in a symbolic funeral process to help them deal with the divorce.
Conclusion and socialisation: The group members provide feedback on the session. The homework sheet: "Homework for session 6" (C.f. Addendum K) is handed to the group members and then they have the opportunity to socialise.

Session Number	Suggested Time	Materials needed	Goals
6. Dealing with acceptance	2 Hours	Homework sheet from session 5 Paper and pens White board and White board marker "Guidelines for dealing with anger assertively" "Working through guilt" "Homework for session 7"	✓ to provide group members with skills to cope with anger and self-blame; ✓ to teach group members how to deal with guilt; ✓ to increase cultural pride; ✓ to help group members to accept the permanence of the divorce; and ✓ to help group members to set and achieve a realistic hope of intimate relationships.

Overview of structure

Welcome: Group members are welcomed to Session 6. They have the opportunity to share events that occurred during the previous week with the group.
Dealing with feelings: Group members discuss their homework from session 5 (C.f. Addendum K, Homework for session 5) by reporting on specific emotions they experienced, after which the group discusses ways to deal with these emotions.
Anger management: The group members are divided into two groups, where the group members discuss things that make them angry. Each participant is asked how he or she responds while the group comments on whether it is a positive way or not. "Guidelines for dealing with anger" (C.f. Addendum K) are handed to each group member.
Guilt: Group members have the opportunity to discuss their guilt feelings by expressing what they are feeling guilty about. The worksheet: "Working through guilt" (C.f. Addendum K) is handed to each group member.
The divorce is permanent: Questions relating to possible reconciliation are posed to the group members (C.f. Addendum I).
Future relationships: Sentence completion is used help group members express their possible fears about future relationships (C.f. Addendum I).
Cultural pride: Group members have a discussion on characteristics of their culture that make them proud.
Conclusion and Socialising: Group members get the opportunity to summarise the session, after which group members are handed their homework sheet: "Homework for session 7" (C.f. Addendum K). The remainder of the allocated time is for socialising.

Session Number	Suggested Time	Materials needed	Goals
7. My problems, goals and me	2 Hours	Homework sheet from session 6 A3 paper and drawing pen Prestic "Problem-solving steps" "Building positive self-esteem" "Homework for session 8"	✓ to develop problem-solving skills; ✓ to show group members their worth as a way of improving feelings of self-worth and self-esteem; ✓ to show how one's culture can help one to cope; ✓ to set realistic goals for the future; and ✓ to help adolescents write a life philosophy.

Overview of structure

Welcome: Group members are welcomed and then have the opportunity to discuss events that occurred during the previous week.
Dealing with anger: Discussion on the homework (C.f. Addendum K, Homework for session 7), and a short group discussion on dealing with anger.
Problem-solving: In pairs, the group members use their "Problem-solving steps" (C.f. Addendum K) to role-play finding a solution.
Self-esteem: Pieces of the figure of a man drawn on a paper is torn off each time a group member makes a negative comment. Group brainstorms ways in which they can build their self-worth and self-esteem.
Cultural influence: Group members have a discussion on how their culture influences them.
Self-worth: Group members discuss self-worth and look at questions relating to their goals and life philosophy (C.f. Addendum I).
Feedback, Homework and Socialising: Group members have the opportunity to give feedback on the session, receive their homework for session 8: "Homework for session 8" (C.f. Addendum K), and then have the opportunity to socialise for the remainder of the time.

Session Number	Suggested Time	Materials needed	Goals
8. Facing the real me	2 Hours	Homework sheet from session 7 Paper and pens White board and White board marker "Dealing with feelings" "Forgiveness" "Homework for session 9"	✓ learning how to communicate with friends with regard to the divorce and seeking help; ✓ learning to communicate with parents by asking for help and sharing feelings; and ✓ learning how to deal with feelings in general, including the ability to identify and create the opportunity to talk to someone trustworthy.

Overview of structure

Welcome: Group members are welcomed, after which they have the opportunity to explain to the group how they feel about themselves and if the feelings have changed since the beginning of the group programme.
Strengths and weaknesses: Strengths and weaknesses are discussed as a reflection on the homework from the previous session (C.f. Addendum K, Homework for session 8). Suggestions on how to turn weaknesses into strengths are discussed.
Telling friends: A group discussion on how friends can respond when finding out about the divorce of group members' parents.
Asking for help: Group members write down on a paper what they need from their friends and then role-play how they ask for help.
Communication: Group members have the opportunity to share their experiences regarding communicating with their parents. The group then discusses ways in which they can make communication easier.
Talking to parents: Group members have the opportunity to role-play a conversation with their parents.
Dealing with feelings: The group members make a list of ways in which they can deal with their feelings. The information sheet: "Dealing with your feelings" (C.f. Addendum K), is handed to each group member. Each member chooses one way in which he has been dealing with his feelings and share with the group why it helped him.
Forgiveness: The group members have a discussion on forgiveness (C.f. Addendum I). Group members are handed the worksheet: "Forgiveness" (C.f. Addendum K).
Summary and Socialising: Group members are asked to give feedback on the session. "Homework for session 9" (C.f. Addendum K) is handed to the group members and then the group has time to socialise.

Session Number	Suggested Time	Materials needed	Goals
9. Helping me cope	2 Hours	Homework sheet from session 8 Pens White board and White board marker "Emergency numbers" "My own emergency numbers" "Coping with uncertainty" "Flexibility and adaptability" "Assertiveness" "Homework for session 10"	✓ learning how to ask for and find help in the community; ✓ learning to live with uncertainty; ✓ how to be more flexible, and ✓ learning to be more assertive.

Overview of structure

Welcome: Group members are welcomed to their second-last session. Group members have the opportunity to tell the group about the conversation they had with their parents. Feedback is also given on forgiveness homework (C.f. Addendum K, Homework for session 9).
Emergency numbers: Group members make a list of people they can call when they need help or support, and are also encouraged to list professional people who they think can help them. Each member gets the opportunity to role-play a phone call.
Dealing with uncertainty: The group members brainstorm ways in which they can deal with uncertainty (C.f. Addendum I).
Flexibility and adaptability: Group members discuss flexibility and adaptability after which they are provided with guidelines. Two group members role-play a scenario. After the role-play the group members give feedback and suggestions.
Assertiveness: Group members complete the worksheet: "Assertiveness" (C.f. Addendum K) before they report to the group.
Conclusion and socialising: Group members give feedback on the session and they are reminded that it is the second-last session. Their final homework : "Homework for session 10" (C.f. Addendum K) – is handed out before they have time to socialise.

Session Number	Suggested Time	Materials needed	Goals
10. I will survive	2 ½ Hours	Homework sheet from session 9 Magazines, glue, scissors, A4 paper (2 per person) Envelopes Pens CD and CD player "An afternoon of fun" "Group evaluation"	✓ looking at how the present influences the future (self-efficacy); ✓ helping them to become optimistic/ look at the positive side of events; ✓ getting feedback on the programme; and ✓ terminating the group programme.

Overview of structure

Welcome: Group members are welcomed to their last group session. They are asked for a summary of the previous session while those who wish to share details about the past week have the opportunity to do so.
Poem/Song: Group members have the opportunity to recite the poems or songs from their homework (C.f. Addendum K, Homework for session 10) to the group.
Collage: Past, present and future: Group members make a collage depicting their past, present and future. They are also asked to identify how their present might influence their future.
Optimism: Group members are encouraged to write down three things that were positive about the divorce.
Evaluation: Group members complete a questionnaire "Group evaluation" (C.f. Addendum K) about the group process.
What others have taught me: Each group member has a paper with his name on that is sent around to the rest of the group, who can write down what they have learned from each other.
Relaxation activity: Group members participate in a relaxation activity (C.f. Addendum J).
Fears about closure: Group members express their fears about the termination of the group.
Socialise: Group members have the opportunity to socialise for the last time. At the end of the session, the group members receive an invitation (C.f. Addendum K, "An afternoon of fun!") for a future socialisation event.

Table 7.2 Summary of adolescent group programme

7.5 WORKSHOPS

The workshops for this study can be presented by a Life Orientation Educator or another person in the community such as a psychologist, social worker or a community leader. The programme consists of four workshops, one for parents, one for educators, one for friends and one for the community. As noted previously, these workshops are an attempt to encourage interpersonal protective antecedents for at risk adolescents.

- **Delineation of workshops:**

The parents' workshop will focus on creating awareness of the impact of the divorce on adolescents, what parents can do to support their adolescents, effective communication and healthy parenting. These topics were chosen for the workshops in collaboration with the parents, as during the research adolescents indicated that parents who motivate are those who are involved in their lives in various ways, do not fight in front of them and were well prepared when they were informed the adolescents about the divorce, helped them to function better (C.f. 6.3.3).

The workshop for the educators will focus on encouraging educators to be aware of the prevalence and impact of divorce on adolescents, develop active listening skills and help educators to construct an action plan on how they can assist the adolescents from divorced families. Although educators were not identified as a protective factor during the interviews with the adolescents, a workshop for them is included as adolescents spend a lot of time at school and educators can be a source of support for adolescents outside their immediate family. During the questionnaire, resilient adolescents indicated that they felt educators and friends made them feel they belong at school and they valued getting an education (C.f. 5.5.1).

The community workshop will focus on the prevalence and effect of divorce on adolescents with the aim of getting community organisers and members involved in helping their adolescents. During the completion of the CYRM, there was a significant difference with regard to community support: resilient adolescents felt more supported by their community than did non-resilient adolescents (C.f. 5.3.3).

The workshop for friends of the adolescents will focus on increasing knowledge about feelings related to divorce, and support methods such as active listening and communication. During the interviews, most of the resilient adolescents indicated that their friends supported them in one way or another (C.f. 6.3.3). Although there was no significant difference

between the resilient and non-resilient adolescents when they completed the questionnaire, both groups experienced support from friends.

It is suggested that the workshop with the parents run over 9 ¼ hours. How these hours are grouped, (e.g. two half-day workshops or a one day session) is up to the facilitator and the participants involved, although it might be best to do it over two half-day workshops, as the workshops can provide additional support for parents. It is also suggested that the workshop for the educators and friends both run over 4 ¼ hours while the suggested time for the community workshop is 7 ¼ hours.

All the workshops have PowerPoint presentations (C.f. Addenda[6]) that can be used during the presentation. The presentation is in English for examination purposes but an Afrikaans version of the programme as well as the presentation can be obtained from the researcher.

The following sources were used to compile the different workshops: Basson (2003); Bryner (2001); Buchanan *et al.*, (1996); Clapp (2000); Dreman (1999); Edgar (1999); Esecson (2007); Ford (2002); Hetherington (1989); Hetherington and Elmore (2003); Hornby (2000); Kelly and Emery (2003); Lansky (2005); Leon and Cole (2004); Sandler *et al.*, (2003); Statistics SA (2006); Walker (2001); and Wallerstein (1983).

Table 7.3 presents a summary of the requirements for each of the workshop.

Title of the workshop	**Requirements for inclusion**
Parents as protective resources for adolescents from divorced families.	✓ must be a divorced parent of an adolescent.
How we as educators can be protective resources for adolescents whose parents are divorced.	✓ must be passionate about youth who struggle; ✓ must be a teacher; and ✓ must be available for youth after the workshop.
How we as a community can be protective resources for adolescents whose parents are divorced.	✓ must be passionate about youth who struggle; and ✓ must be available for youth after the workshop.
To be truly a friend for my friend whose parents are divorced	✓ must have a friend whose parents are divorced.

Table 7.3 Workshop titles and requirements of participants

A summary of each of the workshops is presented in Table 7.4. A summary of the workshops are presented on pages 196-200. As with the concept program for adolescents, these

[6] The workshops on the Addenda CD are labelled "Community workshop" "Educator workshop" "Friends workshop" and "Parents workshop" respectively.

workshops are based on the literature and empirical findings of my study, but are yet untested. It would be ideal if future post-graduate students evaluate the efficacy of both the concept programmes and workshops. The workshops are included in their entirety in the enclosed CD as Addenda (C.f. Footnote 7). As with the concept programme, it would be ideal if the Life Orientation educator encouraged a registered counsellor, educational psychologist or social worker from the local community to co-present the workshops.

Workshop for parents – Rationale	Outcomes
Parents have been identified as protective resources by literature, the interviews and the CYRM. Resilient adolescents experienced emotional support, better quality parenting, and more material resources. When stepparents were part of the new family, resilient adolescents accepted their stepparents more easily than the non-resilient adolescents (C.f. Table 7.1). The rationale for this workshop is therefore to encourage parents to be an effective protective resource for their adolescent children.	✓ parents should understand the effect of divorce on adolescents; and ✓ parents should comprehend their role in encouraging adolescent resilience.

Outline

Coffee and registration: Receive nametags and use the opportunity to get to know each other.
Getting to know each other: Parents consult with one another and introduce themselves to the group.
Expectations: Parents are encouraged to state their expectations of the workshop. These are recorded.
Rules: Rules are discussed and written down.
Setting the scene for group Exercise 1: The facilitator gives background on how divorce usually alters the relationship with adolescents.
Exercise 1- Understanding how my child feels about the divorce: In pairs or buzz groups, questions relating to how adolescents experienced the divorce are discussed.
Discussion arising from Exercise 1: The pairs (buzz groups) give feedback to the whole group. Responses are recorded on a flip chart. After the feedback, these responses are discussed. This allows time for parents to get to know each other.
Coffee break: A twenty-minute coffee break is given.
Setting the scene for Exercise 2: The facilitator gives information about how adolescents form their identity, as well as additional problems adolescents might experience due to the divorce (This information should be obtained from Chapters 2 and 3; C.f. Addendum I).
Exercise 2 - Group work: Group brainstorms questions related to identity and future expectations.
Exercise 2 - Feedback: Ideas are recorded so that parents can later receive a hard copy.
Setting the scene for Exercise 3: The facilitator gives guidelines related to listening skills (C.f. Addendum L).
Exercise 3 - Active listening: In pairs, group members get the opportunity to practise their listening skills.
Exercise 4 - Tasks of working through parental divorce: The group is divided into six groups. Each group gets a task on working through parental divorce. The group members should then answer the following questions and present the task to the big group.
Summary and feedback of the day: Parents are asked to provide feedback on the day by summarising what they have learned.

Week 2

Coffee: Give group members time to settle and build group attachment.

Feedback from previous week: Group members have the opportunity to inform the group how the skills they have learned helped them or where they struggled.

Exercise 1 - Parenting: In groups of 5, parents discuss ways in which they have used parenting skills effectively, which include setting rules, effective punishment, tough love, flexibility and adaptability, co-operation, democracy, consequences and responsibility.

Feedback from Exercise 1: Groups report on effective parenting skills.

Setting the scene for Exercise 2: Communication is vital in family life. Most common ways in which parents talk to adolescents are discussed as a group (C.f. Addendum I).

Exercise 2 - Communicating effectively: Parents complete the worksheet: "Communicating with my child" (C.f. Addendum L).

Feedback on Exercise 2: Parents who wish to do so, can share their answers with the group.

Coffee break: A twenty-minute coffee break is given.

Exercise 3 - Family meetings: Family meetings are discussed, including the benefits of having family meetings (C.f. Addendum I). Parents complete "Family meetings" (C.f. Addendum L).

Setting the scene for Exercise 4 - Co-parenting: Parental conflict can be very difficult for adolescents to handle (C.f. Addendum I). The group discusses tips and building relationships with ex-spouses.

Exercise 4 - Co-parenting: Parents complete "Co-parenting" (C.f. Addendum L) and then role-play an action plan.

Feedback to the group: Parents report their action plans to the group.

Coffee break: A twenty-minute coffee break is given.

Exercise 5 - Action plan for parenting: Groups of four construct an action plan to help their adolescents function better.

Feedback from Exercise 5: The groups report their action plans to the group. The big group then has the opportunity to contribute to the individual action plans.

Summary and feedback on the day: Parents are encouraged to provide feedback on the day.

Evaluation of workshop and thank you: Parents are asked to complete "Evaluation of parents' workshop" (C.f. Addendum L) after which they are thanked for their participation.

Workshop for educators – Rationale	Outcomes
Educators have been identified as protective resources by literature and the CYRM (C.f. 5.5.1). Resilient adolescents displayed more educational aspiration, positive school performance, and received more support from their educators than did non-resilient adolescents. The rationale for this workshop therefore is to encourage educators to be an effective protective resource for adolescents from divorced families.	✓ educators should understand the effect of divorce on adolescents; and ✓ educators should be able to comprehend their role as protective resources for adolescents coming from divorced families.

Outline

Coffee and registration: Educators are given the opportunity to get to know each other.
Introduction - Expectations: Educators have the opportunity to state their expectations of the workshop.
Setting the scene for Group Exercise 1: The facilitator gives a mini-lecture about children affected by parental divorce (C.f. Addendum M).
Exercise 1: In groups of five, educators discuss four questions regarding adolescents' reaction to divorce and the educator's role (C.f. Addendum I).
Discussion arising from Exercise 1: All groups report to the big group and the responses are written on a flip chart.
Setting the scene for Group Exercise 2 – Developing active listening skills: The facilitator illustrates the importance of learning active listening skills (C.f. Addendum L).
Exercise 2 - Active listening skills: A mini-lecture is given about active listening skills (C.f. Addendum I).
Exercise 2 - Pair work: Educators get the opportunity to practise active listening skills on one another.
Exercise 2 - Evaluation: Educators watch an extract from the movie "The unsaid" and report on the psychologist's listening skills.
Setting the scene for Exercise 3: Educators are given information about factors and processors that were identified as protective during the research.
Exercise 3 - Constructing an action plan for helping adolescents from divorced families: The educators brainstorm possible ways in which they can help adolescents from divorced families.
Exercise 3 - Group work: Educators create an inventory of the skills that can help adolescents to cope better after their parents' divorce.
Exercise 3 - Presentation: Groups present what they have to offer adolescents to the big group.
Summary and feedback on the day: Educators are encouraged to provide feedback on the day and what they have learned.
Thank you: Thank the educators for their participation.

Workshop for the community – Rationale	Outcomes
People in the community, and especially community leaders, have been identified as protective resources by literature and the CYRM (C.f. 5.3.3 & 5.5). Resilient adolescents received more support from their community and experienced less discrimination than did non-resilient adolescents. Resilient adolescents also knew where to find help in the community, especially turning for help to religious instances such as churches (C.f. Table 7.1). The rationale for this workshop therefore is to encourage the community to be effective protective resources for adolescents from divorced families.	✓ the community should understand the effect of divorce on adolescents; ✓ the community should comprehend their role as protective resources for adolescents coming from divorced families; and ✓ the community should help implement the planned action to help adolescents cope better.

Outline

Coffee and registration: Participants receive a nametag and the opportunity to get to know each other.
Introduction - Expectations: Participants get the opportunity to share their expectations for the workshop.
Setting the scene for Group Exercise 1: The facilitator gives a mini-lecture about divorce trends (C.f. Addendum M).
Exercise 1: Groups four discuss questions relating to adolescents' experience of the divorce and its possible impact on them.
Discussion arising from Exercise 1: The groups report their answers to the big group.
Setting the scene for Group Exercise 2 – Can we help?: Background is given about the little contact some people in the community have with adolescents, as well as the community as a protective resources (C.f. Addendum M).
Exercise 2: In groups, three questions are discussed relating to helping adolescents (C.f. Addendum I).
Feedback from group: Each group gives feedback, which is recorded.
Constructing an action plan: Groups brainstorm ways to find various protective contributions to help adolescents from divorced families.
Setting the scene for Exercise 3: The facilitator informs the group of protective factors and processes that were identified by the adolescents participating in the study.
Exercise 3: Each participant receives the paper: **"14 Specific protective factors and processes identified by resilient, Afrikaans adolescents from divorced families"** (C.f. Addendum L) and is then asked to complete the paper: "My organisation" (C.f. Addendum L) which is followed by a group discussion.
Feedback on Exercise 3: Groups report on areas where their organisation can improve.
Community plan: The participants are invited to help create an oath for the community's youth.
Summary and feedback on the day: The participants are encouraged to provide feedback on what they have learned through the day. Participants are also requested to write down comments for future workshops.

Workshop for the friends – Rationale	Outcomes
Friends have been identified as protective resources by literature, the CYRM and the interviews. Resilient adolescents felt that their friends would be there for them to support them during difficult times (C.f. Table 7.1). The rationale for this study therefore is to encourage friends to be an effective protective resource for adolescents from divorced families by equipping them to actively listen and by informing them about the influence of divorce, so that they can better support their friends.	✓ friends should understand the effect of divorce on their friends; ✓ know how to talk and listen to their friends in order to support them; and ✓ have worked out an action plan on how to support their friends as protective resources.
Outline **Coffee and registration**: Participants receive nametags and are given time to meet each other. **Ice-breaker**: Group members have to establish the names of the actors/musicians on their backs by giving information about themselves to the group for a clue about the actor/musician. **Introduction – Expectations**: Participants share their expectations of the workshop. **Setting the scene for individual Exercise 1**: The facilitator raises awareness that although similar feelings and reactions are experienced due to divorce, some people struggle more to adapt than others (C.f. Addendum I). **Exercise 1 – How does my friend feel?**: Participants complete the worksheet: "How does my friend feel?" (C.f. Addendum L). **Exercise 1(b) –Talking to someone**: The answers from the previous questions are shared within pairs and are then reported to the whole group. **Coffee break**: Twenty-minute coffee break. **Exercise 2 – Learning to listen**: The facilitator explains to the participants that it is not always easy to hear what friends are really saying. The facilitator then demonstrates to the group the importance of body language and listening attentively. Participants read through: "How to really listen" (C.f. Addendum L). In pairs, participants get the opportunity to practice active listening. **Feedback**: Participants reflect on their active listening skills to see where they can improve. **Setting the scene for Exercise 3**: The facilitator gives a mini-lecture about asking for help and the use of I statements (C.f. Addendum M). **Exercise 3 – Using I statements**: In groups, participants discuss the use of I statements. **Report-back to the group**: The groups report to the big group about I statements. **Exercise 4 – Setting our action plan**: In groups, participants brainstorm ideas and how to compile an action plan to help their friends. **Feedback from groups**: The groups report to the big group who can provide input into the action plan. **Summary and feedback on the morning**: Participants provide feedback on the morning and have the opportunity to make suggestions.	

Table 7.4 Summary of workshops

7.6 CONCLUSION

This chapter focused on how various stakeholders, Life Orientation Educators, facilitators, parents, friends and the community can facilitate protective process to enhance resilience among White, Afrikaans speaking adolescents from divorced families. The different programmes that were set out in the chapter focused on protective factors and processes that were identified during my empirical study with White, Afrikaans-speaking adolescents who were identified as resilient after their parents' divorce.

The next chapter will give a summary of the study with recommendations for future studies.

CHAPTER 8

CONCLUSION AND RECOMMENDATIONS

"Let us resolve to be masters, not victims, of our history, controlling our own destiny without giving way to blind suspicions and emotions" – (John F Kennedy –www.desktop-quotes.com).

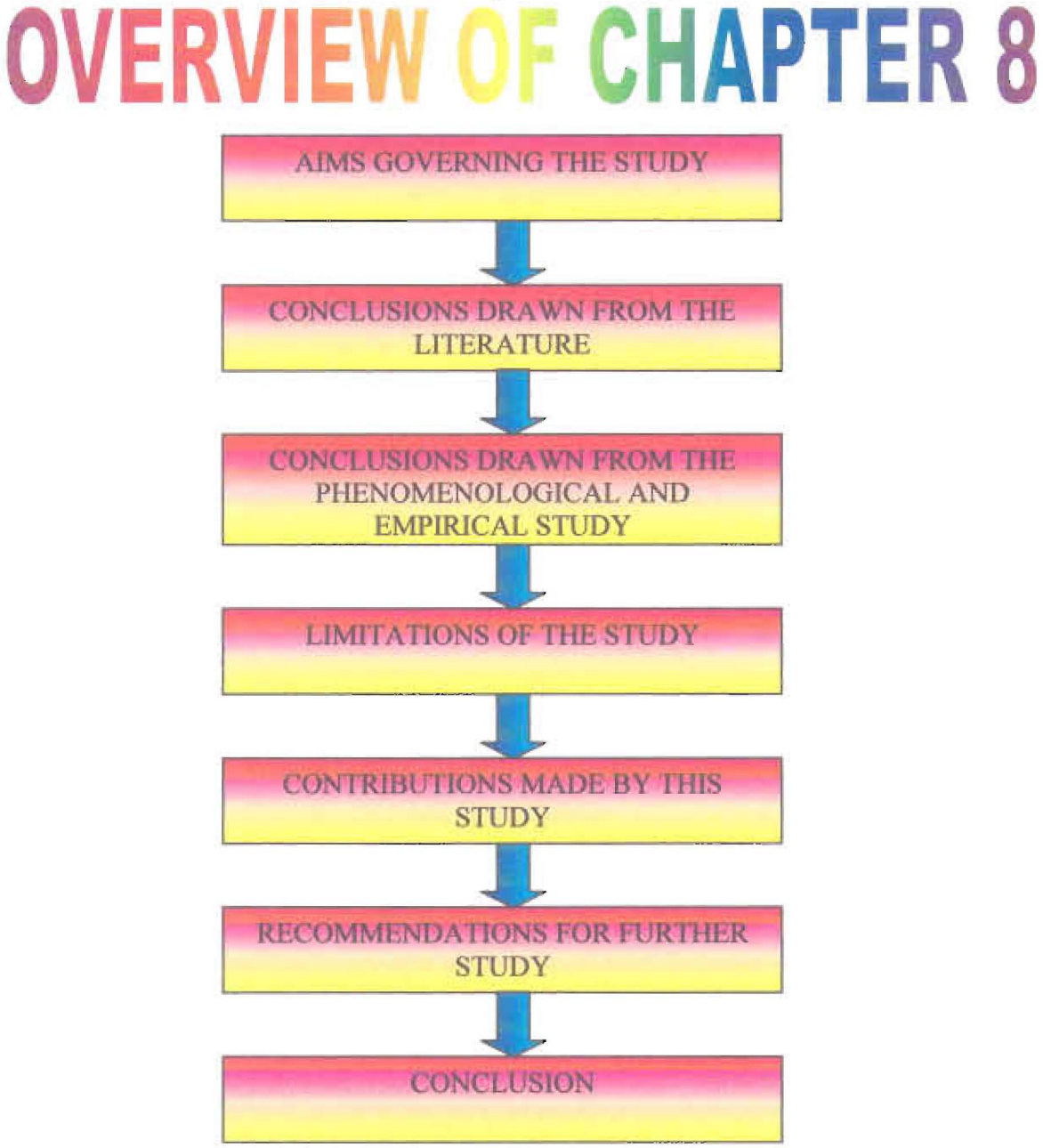


Figure 8.1 Overview of Chapter 8

8.1 INTRODUCTION

The problem which initiated this research, was why some White, Afrikaans-speaking adolescents from divorced families coped adaptively with their parents' divorce and subsequent life changes, whilst others struggled and presented as persistently vulnerable. With the number of divorces among White South Africans still very high, I believed that gaining insight into resilient adolescent functioning within a context of parental divorce would empower Life Orientation teachers and other service providers to encourage adolescents from similar backgrounds towards resilient functioning. To this end, the protective antecedents underlying their resilience could be used to inform a concept programme to enhance resilient functioning in other adolescents from divorced families. To the best of my knowledge, no such studies were in existence when I commenced mine.

This chapter will focus on the conclusions of the literature study with regard to adolescent resilient functioning; the effect of divorce on adolescents. A discussion on the empirical findings then follows together with a summary of the suggested concept programme. Thereafter limitations of the study, as well as a discussion on future research, are highlighted.

8.2 AIMS REVISITED

Table 8.1 is a summary of the aims of this study with an indication as to whether the aims were achieved.

AIMS	ACHIEVEMENTS
☞ To elucidate what is encompassed by adolescent resilience.	☺ An intensive literature study was conducted to explain what is included in adolescent resilience. This literature study was elucidated in Chapter 2.
☞ To document the effects of divorce on adolescent resilience.	☺ An intensive literature study was conducted to explain the effects of divorce on adolescents, focusing on the losses adolescents experience during the different stations of divorce. This literature study was elucidated in Chapter 3.
☞ To conduct an empirical study so as to determine what protective resources contribute to resilient functioning among adolescents from White, Afrikaans-speaking divorced families.	☺ Sixty-four White, Afrikaans-speaking participants, comprising 33 resilient and 31 non-resilient adolescents from divorced families, completed the CYRM to identify protective processes that encourage resilience. The results were analysed statistically and documented in Chapter 5.

	☺ Ten phenomenological interviews were conducted with resilient adolescents to identify protective resources that contribute to their resilient functioning. The interviews were coded and compared with one another to identify common protective factors and processes.
☞ To develop guidelines in the form of a concept programme that Life Orientation educators or service providers might use to foster resilient functioning in adolescents from White, divorced Afrikaans-speaking families.	☺ A concept programme was developed from the identified protective resources in both the CYRM and the interviews. The programme can be used by Life Orientation educators or service providers to help foster resilient functioning in White, Afrikaans-speaking adolescents from divorced families.

Table 8.1 Aims governing the study

From the above it is clear that all the aims targeted were achieved.

8.3 CONCLUSIONS FROM THE LITERATURE STUDY

The literature study was conducted in Chapter 2 and Chapter 3. Chapter 2 focused on the process of resilience while Chapter 3 focused on divorce as a risk factor and the effect it has on adolescents. Protective factors and processes are typically dynamic, interactive and person-contextual, and include both navigation towards and negotiation of protective antecedents by the resilient individual and his ecology (Benard, 1999:270; Boyden & Mann, 2005:9; Cameron *et al*, 2007:285; Evans & Prilleltensky, 2005:407; Greene & Conrad, 2002:33; 37; Koller & Lisboa, 2007:342; Schoon, 2006:6, 95; Siqueira & Diaz, 2004:150; Ungar 2008a). Even though the different factors and processes are discussed separately, they are interactive.

8.3.1 The Process of Resilience

Resilience is defined as a dynamic developmental process that refers to the ability to thrive and overcome adversity (Gordon, 1996:63; Gordon Rouse, 2001:461; Howard & Johnson, 2000; Werner & Smith, 1992:2) and is typically defined as patterns of positive adaptation (Boyden & Mann, 2005:9; Fergus & Zimmerman, 2005:401; Gordon, 1996:63; Gordon Rouse, 2001:461; Greene & Conrad, 2002:37; Howard & Johnson, 2000; Masten & Coatsworth, 1998; Masten & Powell, 2003:16; Masten & Reed, 2005:76, 85; Reed-Victor, 2003; Werner & Smith, 1992:2; Wright & Masten, 2005:19; Zimmerman & Arunkumar, 1994:4).

During the literature study various systems in the adolescent's world were identified that can potentially help the adolescent to function more resiliently. Generally resilience arises from both interpersonal and intrapersonal protective resources (Heath *et al.*, 2008:40; Ungar 2008b:23). Having only intrapersonal

protective resources (or vice versa) will not typically be an indicator of resilience as resilience is an interactive, dynamic, bi-directional process. For example, having only individual factors that are protective may not be enough to encourage resilience, as the adolescent may have no or not enough support from friends and family (relationship factors), no or not enough community support including support from schools, and so on. The adolescent is part of a wider community and in this wider community resilience is encouraged by access to and availability of multiple protective resources, including the following:

- ✓ **Individual factors and processes**

Multiple individual factors promote resilience in adolescents. The individual factors that contribute to adolescent resiliency start before birth and continue throughout an individual's lifespan. These include being an able-bodied first-born with a satisfactory birth weight after a full term pregnancy and continued good health (Cameron *et al.*, 2007; Greene & Conrad, 2002; Howard & Johnson, 2000; Hultman *et al.*, 1999; Kim-Cohen, 2007; Masten & Reed, 2005; Reed-Victor, 2003; Schoon, 2006; Westergaard *et al.*, 1999).

The adolescent's individual characteristics, attitudes and values can influence his reaction to his environment and in turn how the environment will react to the adolescent and encourage resilience. Although many of the factors and processes related to personality are beyond the control of the adolescent, with guidance and counselling some of the factors and processes can be altered or improved. These factors include the propensity to be reflective, optimistic, possessing good self-esteem, a sense of self-worth, self-confidence, flexibility, sense of humour, internal locus of control, easy temperament and being emotionally strong (Chapman & Mullis, 1999; Dumont & Provost, 1999; Greene & Conrad, 2002; Hamill, 2003; Howard & Johnson, 2000; Newman, 2002; Sandler *et al.*, 2003; Staal, Bolton, Yaroush & Bourne, 2008:275; Wallston, 2007:149). Other individual factors and processes that were identified as protective include academic ability, problem-solving ability (including the ability to be actively involved in problem-solving) and persistence (Bornstein & Bradley, 2003; Brooks & Goldstein, 2004; Dumont & Provost, 1999; Fergusson & Horwood, 2003; Masten & Reed; 2005; Newman, 2002; Reed-Victor, 2003; Theron, 2004).

- ✓ **Relationship factors and processes**

The relationship factors that contribute to adolescent resiliency start between the mother and the unborn baby before birth and continue throughout an individual's lifespan. Relationship factors and processes include love and support, good attachment to parents, siblings, the extended family and other caregivers (Barter, 2005; Cook & Du Toit, 2005; Killian, 2004; Masten & Reed, 2005; Newman, 2002; Reed-Victor, 2003; Schoon, 2006; Thomas & Menamparampil, 2005). Parenting practices that are consistent, of high quality and that set positive expectations of adolescents can potentially promote resilience in adolescents. Parents

also have a very important function when it comes to providing emotional and material needs and giving moral support (Friesen & Brennan, 2005; Reed-Victor, 2003; Wyman, 2003).

- ✓ **Community factors and processes**

Neighbourhoods and community stakeholders and structures can provide additional support in the form of interested adults, other mentors and opportunities. Communities can also provide adolescents with pro-social peers that can give support, share common interests, experiences and opportunities to talk about feelings and listen to others. Sports clubs in the neighbourhood can provide adolescents with the opportunity to experience success, belonging and connectedness (Boyden & Mann, 2005; Gorman-Smith & Tolan, 2003; Greene & Conrad, 2002; Howard & Johnson, 2000; Luthar & Zelazo, 2003; Mannes, 2005; Masten & Reed, 2005; Williams, 2002; Wong & Lee, 2005).

School factors and processes that were identified as protective included good teachers, a relevant curriculum, a good school climate and special school programmes (e.g. for special needs) (Burton & Bartlett, 2005; Donald *et al.*, 2007; Maphumulo & Vakalisa, 2002; Reed-Victor, 2003; Vakalisa, 2002). Teachers who encourage resilience have realistic high expectations of their learners, positive relationships with the students, and a cooperative approach. They also show empathy, understanding and acceptance (Burton & Bartlett, 2005; Chambers, 1999; Gouws *et al.*, 2000). Their positive behavioural management skills also create and maintain an environment that encourages respect, caring, and effective learning (Maphumulo & Vakalisa, 2002). School factors also include an age appropriate and relevant curriculum. Furthermore, a safe, caring, collaborative and learner focused school climate can provide adolescents with a safe haven away from home (Masten & Reed, 2005; Robinson, 2007). Special programmes can also help students to learn coping skills, work skills, study skills and many more (Donald *et al.*, 2007).

- ✓ **Cultural factors and processes**

The cultural factors contributing to adolescent resiliency were faith or religion, cultural pride and biculturalism. Faith or religion can be a source of strength for many adolescents as they believe in something bigger than themselves (Boyden & Mann, 2005; Howard & Johnson, 2000; Killian, 2004; Kumpfer. 1999; Myers, 2000; Schlessinger, 2006; Smith, 2005; Solomon & Laufer, 2005; Williams, 2002).

Cultural and ethnic pride is protective and includes family rituals and traditions, which are passed on from one generation to another, especially in minority groups (Beauvais & Oetting, 1999; McCubbin & McCubbin, 2005; Seidman & Pedersen, 2003; Walsh, 2006; Walsh & Crosser, 2000).

In South Africa, being bicultural can be protective as it encourages adolescents to adapt to and accept additional cultures. Feeling part of one's own culture as well as of another culture can provide adolescents with more support (Dudley-Grant *et al.*, 2004; Kim-Cohen, 2007; Verkuyten, 2005).

8.3.2. The Divorce Experience from a Risk Perspective

The divorce process consisted of six different stations (Bohannon, 1970:29-55; Hall, 2005; Shaub, 2002; Williams, 2005). The stations are non-linear and may overlap. During each station, the adolescent may experience certain losses, trauma and/or vulnerability (Morgan & Coleman, 2001). This places the adolescent at risk for maladaptive outcomes (Afifi & Keith, 2004; Clapp, 2000; Cowan, 1999; Rodgers & Rose, 2002; Taylor *et al.*, 2000).

These risks include the loss of emotional support from parents, especially at a time when adolescents need much emotional support. Some parents, realising that their parenting is deteriorating due to the divorce, may become overprotective or overcompensate for the other parent. Parenting may also become less authoritative, more inconsistent and erratic, which can cause adolescents to feel more vulnerable and confused, especially if they experience rejection by their parents as their parents withdraw emotionally (Basson, 2003; Bernstein, 2002; Bryner, 2001; Hetherington & Elmore, 2003; Johnson, 2000:2; Kelly & Emery, 2003; Von Wielligh, 2003; Warby, 1996). Together with the loss of support and guidance from parents, some adolescents may experience a decline in their school performance and may struggle to adapt at school (Pribesh & Downey, 1999; Sandler *et al.*, 2003).

To many adolescents divorce means the loss of a family or family member. The loss of family or just a family member can be extended to mean the loss of stability, support, friendship, a familiar home environment, role models, skills, love, acceptance, traditions and security (Afifi & Keith, 2004; Black, 1995; Clapp, 2000; Cowan, 1999; Kostelnik, 2002). If the adolescent has to move with the custodial parent, it can also involve the loss of support from his current school, friends and neighbourhood.

After the divorce adolescents may spend less time with one and possibly both parents, as single parents often have to take on more work to make ends meet. The economic constraints may cause adolescents to feel unsure about their future, while a more direct consequence of the decrease in income can be a decrease in the standard of living (Bryner, 2001; Clapp, 2000; Sandler *et al.*, 2003; Von Wielligh, 2003). For adolescents the decrease in income as well as time spent with the custodial parent at home can be accompanied by additional responsibilities such as looking after siblings and having to perform more household chores. The additional responsibilities can cause adolescents to lose free time and adolescents who want to do well at school will have to do careful planning (Lansky, 2005; Temke & Carman, 2006).

When the family separates, friends and relatives of the family may feel compelled to take sides and as a result, some friends and family may choose to support the non-custodial parent. This potentially means the loss of support from these family members. Grandparents usually try to stay involved but even this is not a given (Benokraitis, 1996).

Divorce means the loss of a dream, an ideal about parents who are supposed to love one another forever and the belief that all problems can be solved. Once a parent starts to date other people, adolescents may have less time with the parent and this may cause them to feel that they are losing the parent to the new person who might eventually become a stepparent. When parents remarry, it can also mean a change in residence, school or neighbourhood (Anderson, Greene, Hetherington & Clingempeel, 1999; Basson, 2003).

In most instances, the numerous losses outlined above contain equal risk (often cumulative risk) for adolescents, thereby threatening their chances for healthy development. In some instances, however, adolescents cope resiliently with these risks (Hetherington & Elmore, 2003; Noller & Callan, 1991; Werner, 2000). Therefore, the empirical research that I conducted was focused on finding factors and processes that helped adolescents whose parents had divorced to function resiliently, with the hope of being able to encourage other adolescents to also cope resiliently with the risks of parental divorce.

8.4 CONCLUSIONS FROM THE EMPIRICAL STUDY

Data was collected and analysed using mixed methodology. In this study, 64 White, Afrikaans-speaking adolescents from divorced families (33 were identified as resilient; 31 as vulnerable) completed the CYRM and ten resilient adolescents participated in semi-structured interviews. From the resulting data, the following conclusions can be drawn about protective factors and processes that contributed to the resilience of the participants in this study (the results were summarised in terms of high, medium and low significant domains and domains that did not distinguish significantly between the resilient and non-resilient participants in this study):

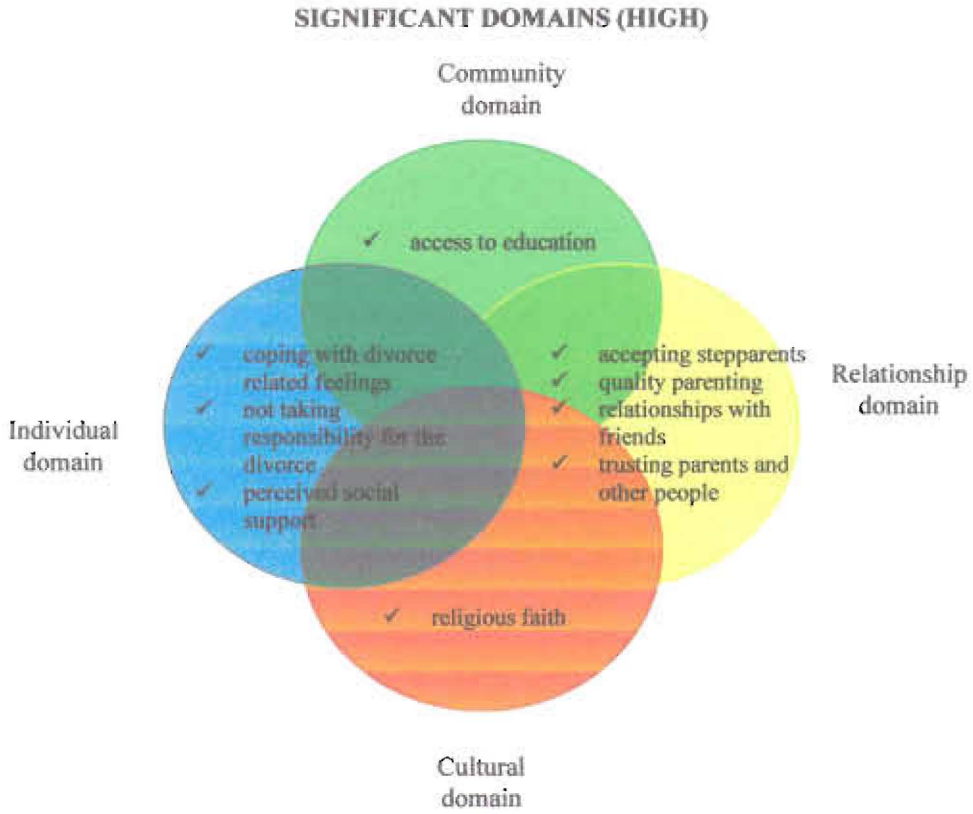


Figure 8.2 Significant Protective Factors/Processes (High)

Most of the factors and processes that were identified as significantly protective (high) for the resilient participants were related to their relationships with others (e.g. parents, stepparents and friends) and individual factors, specifically related to the way they viewed their situation. Only one community factor/process - access to education - and one cultural factor/process - religious faith - were identified as significantly protective (high). Religious faith was emphasised during the CYRM and the interviews, as many of the adolescents contributed their ability to cope to their faith.

Adolescents who do not feel responsible for the divorce are unique to this study as adolescents in other studies felt responsible (Basson, 2001; Hoek, 2005; Lefson, 1997). Significantly, this contributed to participants' self-reported resilience in this study. Social support and relationships with friends and family seem to be a constant theme in national and international divorce research and the importance of social support is confirmed by some South African studies (Basson, 2001; Basson, 2003; Cowan, 1999; Jakobsen, 2000; Johnson, 2000; Hoek, 2005; Lefson, 1997; Van der Merwe, 1989; Watson, 2003). As with social support, feelings (typically negative or ambiguous) related to divorce seem to be universal and adolescents have various ways of coping with their feelings (Basson, 2001; Basson, 2003; Jakobsen, 2000; Johnson, 2000; Hoek, 2005; Lefson, 1997; Van der Merwe, 1989). Religion as coping strategy was also supported in the study done by Lefson (1997). To my knowledge my study is the first study to document that accepting stepparents is a protective resource, although quality parenting is a known protective resource (Bannister,

2007; Bernard, 1991; Fergusson & Lynskey, 1996). The ability to trust people is a known protective resource (Grove, 2002; Osofsky, 2005; Reed-Victor, 2003; Sandler, *et al.*, 2003) and correlates well with this study, although it was not confirmed in any of the previous South African studies on divorce. The study done with university students by Watson (2003) indicates that some adolescents from divorced homes do have the opportunity for further education, but this study does not stress the protective functions of access to education - to my knowledge no South African study has noted access to education as a protective resource for youth from divorced homes. Studies done in South Africa and globally typically focus on the negative effects of divorce on education (Lefson, 1997; Taylor *et al.*, 2000; Rodgers & Rose, 2002). In summary, my study is the first South African study to focus on White, Afrikaans-speaking adolescents from divorced families that confirms and/or highlights the significant contribution of the above protective factors and processes.

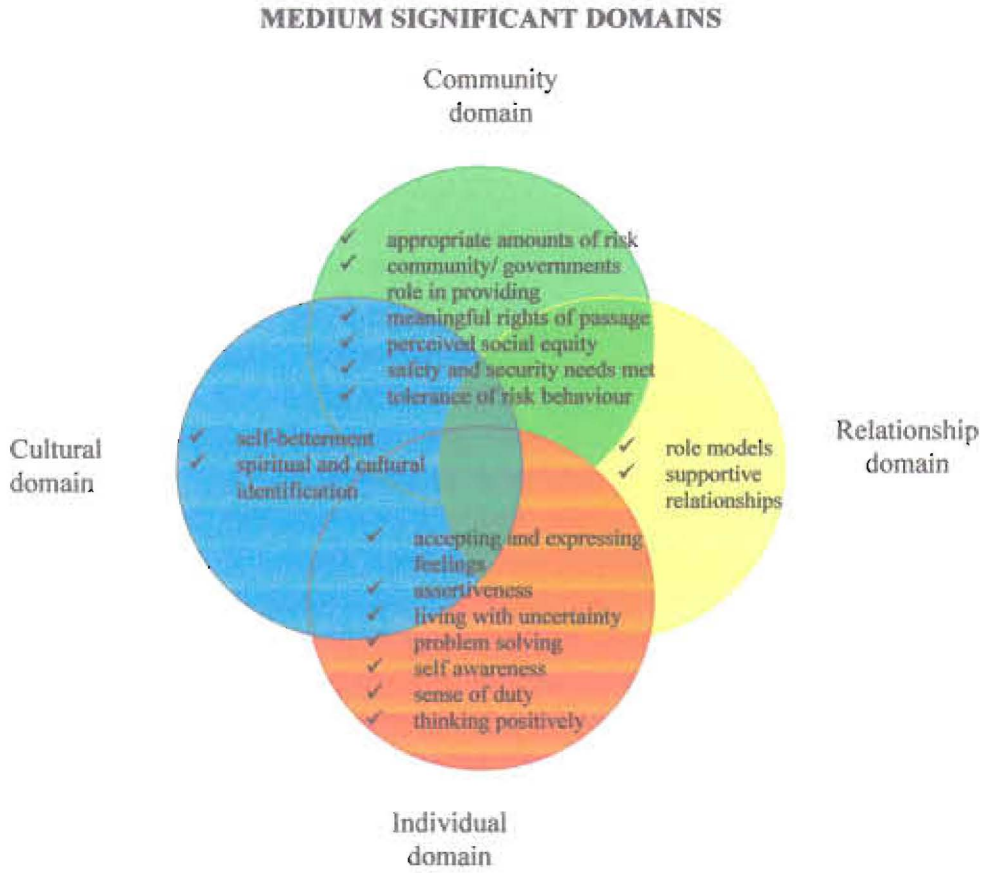


Figure 8.3 Medium Significant Protective Factors/Processes

Most of the factors and processes that were identified as having a medium significance included individual factors such as problem-solving abilities, optimism and factors/processes relating to the community. Only two cultural and two relationship factors were identified as protective (medium significance). The community provided opportunities for the adolescents to explore themselves and also to feel equally treated.

Even though crime is high in South Africa (Altbeker, 2007:37; Van Aardt, 2006:1), the resilient participants still experienced that their community provided them with a safe place while the non-resilient participants felt threatened.

The following medium significance factors and processes are unique to this study, as they cannot be confirmed by any other South African studies done on divorce:

- the community providing for the basic needs of the adolescents;
- adolescents having the opportunity to take appropriate amounts of risk;
- adolescents having meaningful rights of passage;
- adolescents feeling equally and fairly treated by their community;
- having role models (found in the study done by Lefson (1997) but it was not significant in the study);
- feeling that their culture makes them better people;
- having good problem-solving skills;
- having a sense of duty;
- being proud to be South African and enjoying family and community traditions (spiritual and cultural identification);
- assertiveness and positive thinking;
- the ability to live with uncertainty;
- feeling safe in their environment; and
- having a sense of duty.

The following medium significance protective factors and processes correlate with other studies on divorce done in South Africa:

- supportive relationships (Basson, 2001; Basson, 2003; Cowan, 1999; Jakobsen, 2000; Johnson, 2000; Hoek, 2005; Lefson, 1997; Van der Merwe, 1989; Watson, 2003); and
- being aware of, expressing and accepting feelings related to divorce (Basson, 2001; Basson, 2003; Cowan, 1999; Jakobsen, 2000; Johnson, 2000; Hoek, 2005; Lefson, 1997; Van der Merwe, 1989; Watson, 2003).

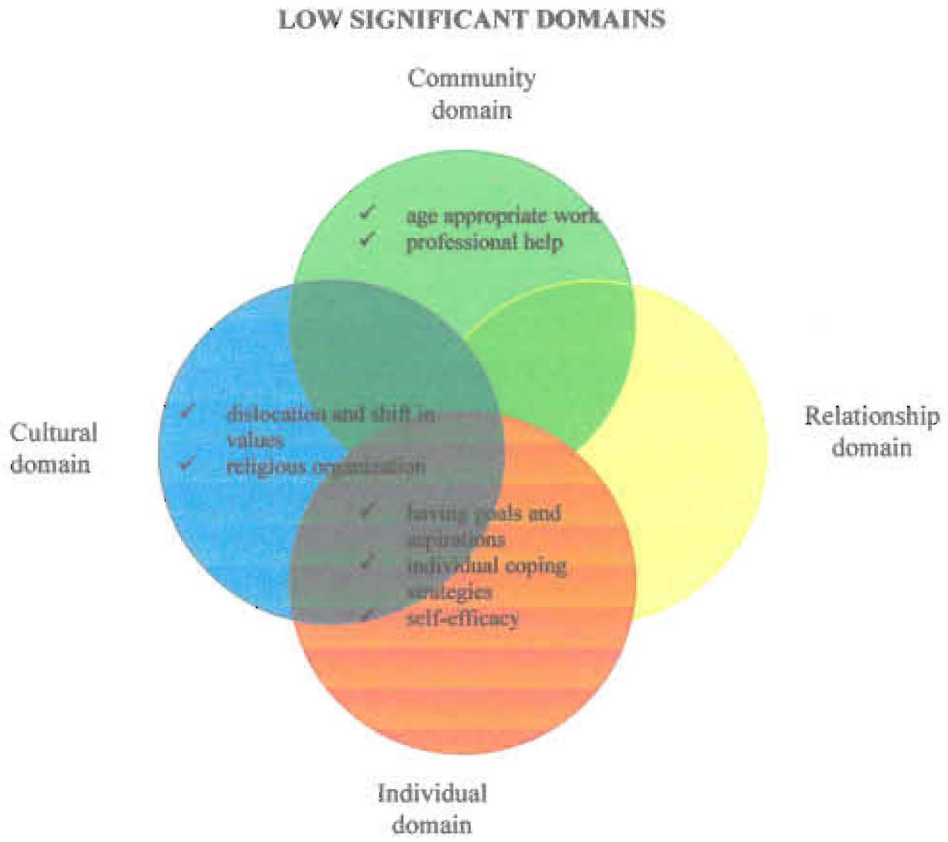


Figure 8.4 Low Significant Protective Factors/Processes

Low significant factors and processes refer to factors/processes that statistically presented somewhat differently between the resilient and non-resilient participants. Low significant difference means that the difference between the responses of the resilient participants and that of the non-resilient participants was closely related, but still different enough to distinguish between the two groups. For example, both groups (resilient and non-resilient) believed that what they do currently will influence their future and both groups believed that they have a future. No relationship factors or processes fell into this category.

When comparing this study with other studies on divorce done in South Africa, only three significantly low factors correlated well. In this study, only a few adolescents had received professional help prior to the study. In other studies adolescents seemed to do better after having participated in the programmes (professional help) (Basson, 2003; Hoek, 2005; Jakobsen, 2000; Johnson, 2000). Adolescents in studies done by Lefson (1997) identified faith (attending religious organisations) as a way of helping them cope. In most of the studies (Basson, 2003; Hoek, 2005; Jakobsen, 2000; Van der Merwe 1989), adolescents referred to their future and the impact they expected on their future, which implied that they do had goals and aspirations for their future.

The following factors were not previously explored during research on adolescents and divorce in South Africa and were of low significance in this study:

- adolescents were involved in age appropriate work;
- adolescents felt that their ideas and beliefs were accepted by the community;
- they felt that their values correlated well with the values of their families and the community;
- adolescents believed that what they were doing currently would have a influence on their future;
- adolescents felt that they do had to co-operate with others to achieve success; and
- were able to employ individual coping strategies to get what they needed.

As noted in 5.8, the antecedents, which were identified as distinguishing significantly between the resilient and vulnerable adolescent in my study, were not identical to those noted in the IYRS. This supports the argument that to truly understand what shapes resilience in a given group of youth, this group's resilience should be researched in depth. It is not a good idea to generalise about resilience across various groups of youth (Ungar, 2008a).

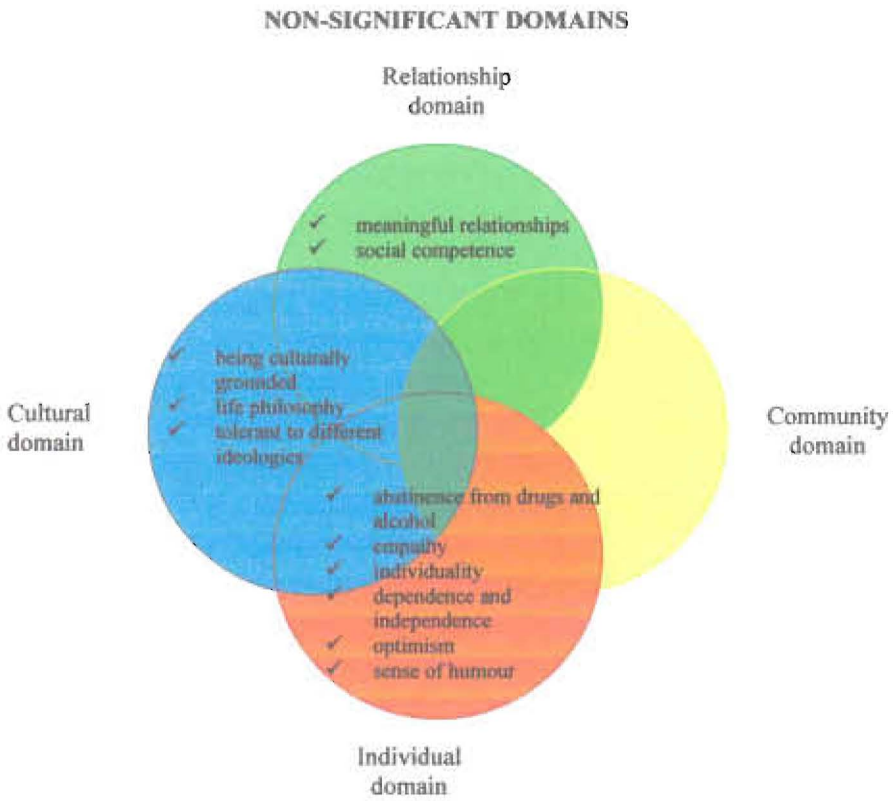


Figure 8.5 Non-significant Protective Factors/Processes

Only eleven domains were not identified as significant. No community factors/processes were identified as non-significant. Non-significant factors/processes indicate that there was no distinct difference between the

resilient and non-resilient participants as both groups identified these factors as either protective or irrelevant to them.

The only factor that was identified in other studies as protective (but rated as non-significant in this study) is having meaningful relationships (Basson, 2001; Basson, 2003; Cowan, 1999; Hoek, 2005; Jakobsen, 2000; Johnson, 2000; Lefson, 1997; Van der Merwe, 1989; Watson, 2003). In this study, both groups felt supported by meaningful relationships with their friends and so it was not a factor that distinguished the resilient group from the vulnerable group.

The following factors and processes were all rated as not contributing significantly to resilience and are unique to this study, as they cannot be confirmed by any other South African studies done on adolescents coping with divorce. Both groups:

- felt competent in social situations although they didn't feel confident speaking to people they did not know;
- had life philosophies;
- abstained from drugs and alcohol as ways of solving problems;
- had a sense of humour;
- felt that they understood other people's feeling and both groups felt kindly towards other people; and
- did not see themselves as superior to other people.

Both groups:

- did report being not culturally grounded with regard to family routine and family history, as very few knew much about their family history and few had routines around dinner;
- did feel optimistic about life (this is contradictory to the study done by Johnson (2000) who indicated that adolescents from divorced families experience high levels of depression); and
- did not feel that they could openly disagree with elders when they held different views.

The above factors and processes have been shown to encourage resilience in other studies (Ungar, 2004:143; Walsh, 2006:20). It is not possible to comment authoritatively on why the above factors and processes were not identified by participants as contributing significantly to resilience or why the above factors were noted as protective by both resilient and non-resilient participants, but a possible explanation might be related to the argument that resilience and the protective antecedents that feed it are context specific (Ungar, 2008a). Further research is necessary to comment on this.

In summary, from the empirical study, it can be concluded that resilience is a multi-faceted processes arising from individual, relationship, community and cultural processes. Recent research confirms that resilience is a multi-faceted process (Cameron *et al.*, 2007: 297-299; Theron, 2008; Ungar, 2008a). It is therefore

necessary that intervention programmes should be multi-faceted and include multiple role-players who can encourage adolescents towards resilient functioning. For this reason, the concept programme introduced by my study draws on individual, interpersonal and community factors and processes and aims to include family and community role-players to support adolescents whose parents are divorced towards acquiring resilience (C.f. 7.1). The concept program and workshops are summarised in Tables 7.2 and 7.4 and aim to encourage the development of and access to protective antecedents as identified by the resilient participants in my study. Although they are aimed at the Life Orientation educator as facilitator, it would be ideal if a counsellor, educational psychologist or social worker worked with the Life Orientation educator and helped in the facilitation.

8.5 LIMITATIONS OF THE STUDY

The following limitations are noted:

- ✓ Using 64 White, Afrikaans-speaking adolescents for the CYRM and ten semi-structured interviews were not enough to make generalisations other than for the White, Afrikaans-speaking adolescents involved in this study. A larger sample is needed to enable the generalisation of the findings. Using only White, Afrikaans-speaking adolescents also prevents applying generalisations to any of the other cultures in South Africa.
- ✓ All the White, Afrikaans-speaking adolescents were from only three provinces in South Africa. This limits the study in the sense that no comment can be made about the impact of divorce in other provinces.
- ✓ The concept programme was not implemented and tested – as such it is a set of structured guideline and activities which are yet to be evaluated.
- ✓ The ages of the adolescents for the study ranged from 13 to 18. The period of time that their parents have been divorced ranged from before birth to currently being in the process of getting a divorce, thus covering all the possible years adolescents could have experienced parental divorce, but no specific reference was made to the length of time that had elapsed since the divorce. It is possible that this might have impacted on how resiliently some adolescents coped.

8.6 CONTRIBUTIONS MADE BY THE STUDY

The study made the following contributions:

- ✓ The findings of current research and other studies done in South Africa were summarised in table form, facilitating an easy flow of current literature and research (C.f. 1.3).

- ✓ Ungar (2008a) and Cameron *et al.*, (2007) caution that resilience is culturally specific and should therefore be researched within the context of specific cultural groups. Protective factors and processes that promote resilience in White, Afrikaans-speaking adolescents from divorced families were discussed in detail and to my knowledge, this is a first in South Africa.
- ✓ Protective antecedents were identified that specifically relate to White, Afrikaans-speaking adolescents from divorced families, which can be used in future studies to develop guidelines for parents, teachers and service providers to reduce these specific risks for adolescents when parents are divorcing.
- ✓ The divorce process is meaningfully summarised with specific reference to the losses adolescents may experience during divorce, with the expected impact it may have on the adolescent (C.f. 3.5). This can be used by Life Orientation educators, psychologists, community leaders and parents working with children of divorce.
- ✓ Findings obtained using the CYRM and the interviews can be used as an extension of the study done by Dalhousie University to extend information on resilience in South Africa.
- ✓ The study provides a concept programme based on protective factors and processes that were identified during the interviews and the CYRM, which not only includes the adolescents but also parents, educators, friends and the community.
- ✓ Studies on divorce done by Johnson (2000) and Jakobsen (2000) indicated that the group sessions of their programmes did not provide them with enough time. With the concept programme allowing time for socialising at the end of the session, this might offer a potential solution to what Johnson (2000)and Jakobsen (2000) experienced.
- ✓ The concept programme potentially provides Life Orientation educators and service providers with a ready-made intervention and prevention tool.
- ✓ The study provides a glimpse on how well some adolescents can function after parental divorce. As such, the study provides hope.

In summary, my study contributed to theory by documenting which protective antecedents encourage resilience among a specific group of South African youth (i.e. White, Afrikaans-speaking youth from divorced homes). It also potentially contributed to practice by providing a concept programme and workshops that can be used to encourage inter- and intrapersonal protective resources for White, Afrikaans-speaking youth who are placed at risk by their parents' divorce.

8.7 RECOMMENDATIONS FOR FURTHER STUDY

This study did not address all the aspects related to parental divorce and protective resources. Therefore, it is hoped that it will motivate other researchers to conduct further studies such as:

- ✓ the implementation and evaluation of the concept programme and workshops using a representative sample of White, Afrikaans-speaking adolescents from divorced families;
- ✓ researching antecedents of resilience in other cultural groups to adjust the concept programme for other cultural groups;
- ✓ the impact of the programme on a multi-cultural group of adolescents following their parents' divorce;
- ✓ the correlation, if any, between antecedents of resilience identified in this study with a bigger sample size;
- ✓ longitudinal data: how well adolescents who follow the concept programme do at five, ten and fifteen years' intervals after its implementation; and
- ✓ an exploratory study on why some protective processes noted in prior studies did not distinguish between resilient and non-resilient youth in this study (C.f. 8.4).

8.8 CONCLUSION

Divorce in South Africa is a reality that affects many adolescents daily. Even though various protective factors and processes were identified during this study, each adolescent's experience of divorce is both unique and common: Unique as no two persons feel the same, but also common as many experience the same feelings and go through the same process. I augmented theory on resilience by outlining which antecedents resilient Afrikaans-speaking youth from divorced homes reported as protective, and I potentially contributed to practice in the form of the concept programme and workshops.

This study focused on identifying positive processes and factors that can help adolescents who struggle after their parents' divorce by looking at factors and processes in the lives of those who do cope well. In essence, the protective antecedents identified can be used to encourage resilience and therefore hope. There is hope for those who struggle as illustrated in this closing poem:

Dare To Believe –Unknown

Everybody Knows...
You can't be all things to all people.
You can't do all things at once.
You can't do all things equally well.
You can't do all things better than everyone else.
Your humanity is showing just like everyone else's.

So...
You have to find out who you are, and be that.
You have to decide what comes first, and do that.
You have to discover your strengths, and use them.
You have to learn not to compete with others,
because no one else is in the contest of "being you".

Then...
You will have learned to accept your own uniqueness.
You will have learned to set priorities and make decisions.
You will have learned to live with your limitations.
You will have learned to give yourself the respect that is due,
and you'll be a being that's vitally alive.

Dare To Believe...
That you are a wonderful, unique person.
That you are a once-in-all-history event.
That it's more than a right, it's your duty, to be who you are.
That life is not a problem to solve, but a gift to cherish.
And you'll be able to stay one up on what used to get you down.

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Addendum M

MINI LECTURE – CHILDREN AFFECTED BY PARENTAL DIVORCE

Divorce renders children and adolescents vulnerable thereby minimising and denying them some opportunities and resources. This can potentially lead to them not becoming a meaningful member of their home, school, work or community. Divorce is experienced by adolescents as both stressful and complex and therefore can have an effect on both their coping strategies and adjustments.

According to some studies done on divorce, it can take adolescents between five to fifteen years to reconcile emotionally with their parent's divorce. Adolescents, like their parents experience different stages of divorce.

Children and adolescents from divorced families are potentially more at risk to experience psychological, behavioural, social and academic problems than adolescents from intact families. Adolescents from divorced families are also more likely to enter adulthood worried, underachieving, critical of self and angry. Many adolescents from divorced families are wary to get married and most of them feel that they will delay marriage while others say they will not marry at all.

Adolescents from divorced families have increasingly been the victims of abuse, both physically and emotionally while many also perform poorer in school, do not have the opportunity to study after school and have a less resources due to economic constraints. Some adolescents of divorce also have a low self-esteem, are prone to substance abuse and drugs, have inappropriate sexual behaviour and are depressive and even suicidal.

Emotions most commonly experienced by adolescents include: anger, confusion, rejection, shame, ambivalence, sadness, resentment and anxiety. There are adolescents who experience relief, especially if there were a lot of parental conflict prior to the divorce. The adolescents from divorced families have an additional challenge when it comes to dealing with their feelings. The expected feelings

adolescents experience now have added feelings of confusion, chaos and dealing with loss.

One of the greatest concerns for the adolescents is their future. Many of them have aspirations and goals they want to achieve but after the divorce, they feel that many of it will not be possible or some of it will be delayed. Concerns are not limited to their future as concerns are also related to their day-to-day life. Many of the adolescents fear rejection from their friends and people who have supported them up to now in their life.

Erratic and inconsistent parenting further influence adolescents, as there is now just one parent. What can make the discipline even more difficult for the custodial parent is the added responsibility and this might include longer working hours to make ends meet. Some parents try to over-compensate for the loss of the other parents, making adolescents feel overprotective and smothered. Both inconsistent and overprotective parenting can make the adolescents who need structure and freedom to a certain degree, vulnerable. Girls having to look after siblings due to parents working longer hours can also have a negative influence on the adolescent.

Of great concern is parental conflict. Adolescents exposed to parental conflict are more vulnerable than their counterparts are. Adolescents exposed to parental conflict seems to be more nervous, have a lower self-esteem and are less sociable. It is suggested that adolescents should be shielded as much as possible from conflict.

MINI LECTURE – DIVORCE TRENDS

The number of divorces between 1999 and 2002 has decreased and so have the number of children involved in divorces. Divorce rates are, however, still very high and so is the number of children involved in divorces.

In South Africa, Gauteng had the highest divorce rate in 2002 with 988 divorces per 100 000 of the population. In 2003 the number decreased to 797 per 100 000 of the population but the decrease was not enough to move Gauteng lower on the list. The high divorce rate in Gauteng is ascribed to the financial wealth in the province. More people have the ability to live independently and therefore do not stay married when hardships arise. Furthermore, the divorce rate amongst Whites is the highest when compared to other population groups. Whites are more likely to divorce within the first four years of marriage, leaving more toddlers to face the divorce process and having adolescents who bear the influence of the divorce.

Divorce is still a very common occurrence among Whites in South Africa. Although the most divorces occur relatively early in marriages, adolescents are by no means excluded. This is seen in the sample in this study as well as samples in other studies. Divorce is a reality in the lives of many adolescents and so is the effect that divorce has on them.

BACKGROUND – COMMUNITY INVOLVEMENT WITH ADOLESCENTS

Many adolescents of divorce feel that their community will blame them for the divorce while others feel ashamed. During this study, it became apparent that many adolescents do not know where to find help in the community. Some of the adolescents in this study did however know were to find professional help (through their parents) and some of them even went to a psychologist to help them cope with the divorce.

On a positive side, many adolescents did attend activities at church such as youth evenings. It was at events such as these that some adolescents found themselves role models and people with whom they could share their burdens.

Different organisations have different functions and resources that can help adolescents to cope better with their parent's divorce. Some organisations might be directly involved in helping adolescents while others can provide in finances such as sponsoring group programs and even sponsoring some adolescents to see psychologists or scholarships for those who cannot afford to study due to limited financial resources.

Organisations can also provide support by creating the opportunity for adolescents of divorce to socialise together using a support group. If communities can find ways to help adolescents to find help in their community, many can benefit. Communities who can provide mentors and role models can have a positive influence on adolescents.

It could also benefit adolescents if their communities help their parents. This can be done by parenting workshops, providing caretakers in the afternoons or even by providing low cost meals. Giving parents opportunities to earn extra money can also be helpful.

USING "I STATEMENTS"

Everybody gets angry at one time or another. How we express our anger is important. Expressing anger in an appropriate way can help make the situation better and make the person we are angry at, understand out feelings. Using "I statements" can help you to express your anger appropriately. "I statements" are divided into three parts:

1. Show empathy towards the person you are angry with. This can be done by showing that you understand the circumstances such as a person being late due to an accident on the road.

2. Tell the person you are angry at how you feel. It is important that you do not blame someone at this stage. Your feelings are your responsibility.

3. Request some sort of change or suggestion for future situations.

For example, your friend did not show up for an appointment you had because his father suddenly arrived and they had to leave for a visit. You can firstly empathise with you friend by telling your friend: "I understand that your father came to pick you up without arranging it with you." This can be followed by the emotion experienced: "when you did not show up for our meeting, I was worried about you" and then a suggestion for the future "could you please let me know in the future when something like that happens by sms-ing me?"

Addendum L

PARENTING WORKSHOP

LISTENING SKILLS

Treat the adolescent with respect, genuineness, empathy, acceptance, understanding and rapport.
During active listening, the following skills should be used:

- Listening and attending
- Probing
- Summarising
- Paraphrasing
- Clarification
- Reflection

EVALUATION SHEET

Did the person you talked to:

Show empathy	Yes	Sometimes	No
Listen and attended	Yes	Sometimes	No
Probe without using ‘why’	Yes	Sometimes	No
Summarise at the end	Yes	Sometimes	No
Paraphrase	Yes	Sometimes	No
Clarify	Yes	Sometimes	No
Reflecte	Yes	Sometimes	No
Judge	Yes	Sometimes	No
Give advice	Yes	Sometimes	No
Give reassurance	Yes	Sometimes	No
Jump to conclusions	Yes	Sometimes	No
Interrogate	Yes	Sometimes	No
Make assumptions	Yes	Sometimes	No
Change topic too quickly	Yes	Sometimes	No
Correct body position	Yes	Sometimes	No

14 Specific protective factors and processes identified by resilient, Afrikaans adolescents from divorced families

- Feeling that they are treated fairly in the community
- Feeling accepted and part of the community
- Having opportunities to show others that they are becoming adults
- Knowing where to find help in the community
- Having age appropriate work
- Their behaviour is tolerated by the community
- They feel safe within their community
- The adolescents have opportunities to serve their community
- Being spiritual
- They have enough opportunities to grow spiritually
- They do not feel that people discriminate against them
- They feel valued and important
- Having good role models
- They are proud to be White, Afrikaans speaking South Africans.



SUGGESTIONS AND COMMENTS

What can be done to make this workshop more effective?

_____

_____

What did you enjoy the most about the workshop?

_____

What did you enjoy the least about the workshop?

_____

COMMUNICATION WITH MY CHILD

List 3 things your child does that you do not like.

_____

_____

_____

Use “I statements” and write down how you can tell your child that you do not like what he or she is doing.

_____

_____

_____

_____

_____

Use the three rules to communicate more effectively and write a sentence that you could use the next time your child’s room is in a mess.

_____

_____

_____

_____

FAMILY MEETINGS

Our first family meeting will be _____
The goals of our first meeting are to: _____
Discuss why we are going to have family meetings.
Rules about the family meetings.
Advantages of having family meetings including:

- A place where members can share their thoughts and feelings.
- Raise issues or concerns.
- Share good things that happened.
- Give time for complaints.
- Sharing good news.
- Learn how to solve problems.
- Learn how to co-operate with others.

The rules should include:

_____; _____

_____; _____

_____; _____

CO-PARENTING

My ex and I have a _____ relationship when it comes to co-parenting.

Words that best describes this relationship are: _____

_____

When I reflect on this kind of relationship, it is obvious to me that the children are:

_____

_____

Things that I can change in this relationship with my ex-spouse are:

_____

_____

_____

Things that I cannot change in this relationship are:

_____

_____

When I confront my ex-spouse on parenting issues, I need to have a plan, goal, and suggestions. I must be open for suggestions and willing to make compromises. An example of such a plan is:

_____

_____

_____

_____

_____

I must remember that:

_____

_____

_____



EVALUATION OF PARENT'S WORKSHOP

What can be done to make this workshop more effective?

_____

_____

What did you enjoy the most about the workshop?

_____

_____

What did you enjoy the least about the workshop?

_____

_____

EDUCATOR WORKSHOP

14 Specific protective factors identified by resilient, Afrikaans adolescents from divorced families

- Feeling that they are treated fairly in the community.
- Feeling accepted and part of the community.
- Having opportunities to show others that they are becoming adults.
- Knowing where to find help in the community.
- Having age appropriate work.
- Their behaviour is tolerated by the community.
- They feel safe within their community.
- The adolescents have opportunities to serve their community.
- Being spiritual.
- They have enough opportunities to grow spiritually.
- They do not feel that people discriminate against them.
- They feel valued and important.
- Having good role models.
- They are proud to be White, Afrikaans speaking South Africans.



LISTENING EFFECTIVELY

Listening requires more than just using your ears. It takes more of your senses to really hear someone when they talk.

Your eyes can tell you much about the person you are listening too. Make eye contact with the person. You can also see signs of distress or unease by looking at the person's body posture.
Your ears are there to hear the words, the tone of voice, the cracking sound and the loud pitches. It is not just the words; it is how the words are uttered.
Using your sixth sense. Many people just know there is something more or something not being told. You can use this sixth sense to get clarity.

Listen
When I ask you to listen to me
And you start giving advice
You're not doing what I asked

When I ask you to listen to me
And you begin to tell me why I shouldn't feel that way,
You are trampling on my feelings

When I ask you to listen to me
And you feel that you have to do something to solve my problems
You fail me, strange as it may seem

Listen! All I ask is that you listen
Not talk or do – just hear me.

Advice is cheap: a few cents will get you both Dear Abby
And Billy Graham in the same newspaper
And I can do that for myself: I'm not helpless.
Maybe discouraged and faltering, but not helpless.

When you do something for me
That I can and need to do for myself,
You contribute to my fear and weakness.

But when you accept as a simple fact that I feel what I feel
No matter how irrational,
Then I can quit trying to convince you
And get to the business of understanding
What's behind this irrational feeling.

And when that's clear the answers are obvious
And I don't need advice
Irrational feelings make sense
When we understand what's behind them. (Unkown)

COMMUNITY WORKSHOP

14 Specific protective factors identified by resilient, Afrikaans adolescents from divorced families

- Feeling that they are treated fairly in the community.
- Feeling accepted and part of the community.
- Having opportunities to show others that they are becoming adults.
- Knowing where to find help in the community.
- Having age appropriate work.
- Their behaviour is tolerated by the community.
- They feel safe within their community.
- The adolescents have opportunities to serve their community.
- Being spiritual.
- They have enough opportunities to grow spiritually.
- They do not feel that people discriminate against them.
- They feel valued and important.
- Having good role models.
- They are proud to be White, Afrikaans speaking South Africans.



MY ORGANIZATION

Name of organisation _____

1. How can we ensure that adolescents feel they are treated fairly?

_____

_____

2. What can we do that adolescents feel accepted and part of the community?

_____

_____

3. What can we improve on as role models?

_____

_____

4. How can we give adolescents opportunities to show us they are becoming adults?

_____

_____

5. What can we do that adolescents know they can come to us for help?

_____

_____

6. What can we do to give adolescents age appropriate work?

_____

_____

7. What can we do to be more accepting of unacceptable behaviour?

_____

_____

8. What can we do to make our community safer?

_____

_____

9. How can we show adolescents that we value them and that they are important?

_____

_____

10. How can we give them more opportunities to serve the community?

_____

_____

11. How can we encourage them to be more spiritual?

_____

_____

12. What can we do to provide them with more opportunities to grow spiritually?

_____

_____

13. How can we protect them that they do not experience discrimination?

_____

_____

14. What can we do to help them to be more proud of their heritage?

_____

_____

SUGGESTIONS FOR FUTURE WORKSHOPS

I enjoyed _____

_____

I would have liked more information on: _____

_____

In the future _____

_____

_____

FRIEND'S WORKSHOP

HOW DO MY FRIENDS FEEL

If you were to find out your parents are getting a divorce, how would you feel?

_____

_____

_____

What do you think your friend felt?

_____

_____

_____

What are the three most general feelings your friend probably felt?

_____; _____; _____

How long do you think these feelings lasted and why did they last that long?

_____

_____

Did these feelings every go away? If they did, how?

_____

Is your friend stronger or weaker than you when it comes to these things?

_____

_____

How does it help being stronger?

_____

_____

How can a weak person become strong?

_____

_____



HOW TO REALLY LISTEN

Listening requires more than just using your ears. It takes more of your senses to really hear someone when they talk.

Your eyes can tell you much about the person you are listening too. Make eye contact with the person. You can also see signs of distress or unease by looking at the person's body posture.
Your ears are there to hear the words, the tone of voice, the cracking sound and the loud pitches. It is not just the words; it is how the words are uttered.
Using your sixth sense. Many people just know there is something more or something not being told. You can use this sixth sense to get clarity.

Listen
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And you start giving advice
You're not doing what I asked

When I ask you to listen to me
And you begin to tell me why I shouldn't feel that way,
You are trampling on my feelings

When I ask you to listen to me
And you feel that you have to do something to solve my problems
You fail me, strange as it may seem

Listen! All I ask is that you listen
Not talk or do- just hear me.

Advice is cheap: a few cents will get you both Dear Abby
And Billy Graham in the same newspaper
And I can do that for myself: I'm not helpless.
Maybe discouraged and faltering, but not helpless.

When you do something for me
That I can and need to do for myself,
You contribute to my fear and weakness.

But when you accept as a simple fact that I feel what I feel
No matter how irrational,
Then I can quit trying to convince you
And get to the business of understanding
What's behind this irrational feeling.

And when that's clear the answers are obvious
And I don't need advice
Irrational feelings make sense
When we understand what's behind them. (Unkown)

HELPING MY FRIENDS COPE

What can we as friends do to help our friends whose parents are divorced to cope better?

- ❖ What is the goal of the plan?

_____

_____

- ❖ Whom do we need to get involved to help with the plan?

_____

_____

- ❖ What resources do we need to get to let the plan work?

_____

_____

- ❖ When and where are we going to implement the plan?

_____

_____

- ❖ What is the duration of the plan?

_____

_____

- ❖ What prevents us from implementing such a plan?

_____

_____

Our plan's name is _____

SUGGESTIONS AND COMMENTS

What can be done to make this workshop more effective?

_____

_____

What did you enjoy the most about the workshop?

_____

What did you enjoy the least about the workshop?

_____

Addendum K

Homework for Session 2

Please bring with to the next meeting:

- magazine from which you can cut pictures
- scissors; and
- glue

Practise relaxation as it was practiced during the group meeting.

The next meeting is: _____



Homework for Session 3

During the week, think about what divorce means to you personally. Write it on the paper and bring it to the next meeting. (If you need more space, you can add on more pages.)

The next meeting is: _____

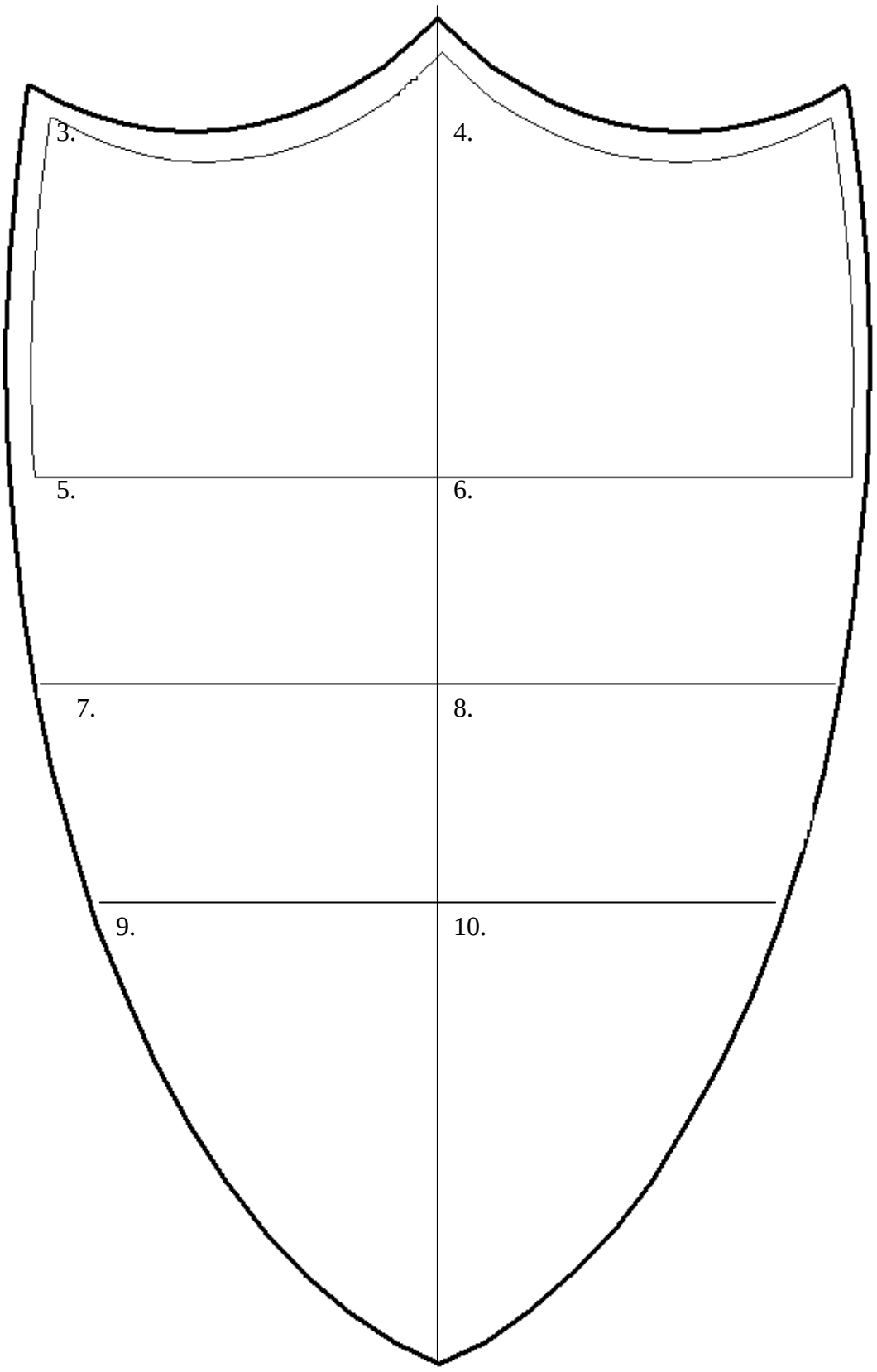
Divorce is:

- _____
- _____
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- _____



FAMILY SHIELD

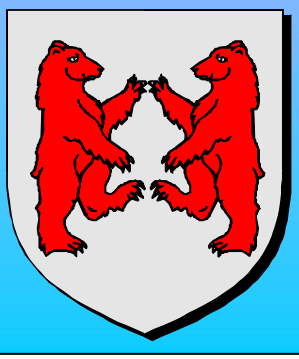
1. 2.



Family shield activity

Answer the following questions on the shield next to the corresponding numbers.

1. A happy time in your family when your parents were still together are…
2. An unhappy time in the family was when …
3. I think my parents got divorced because…
4. During weekends we…
5. An incident where I helped the family was when …
6. I think people have the following reasons why they get married…
7. I wish my family and I can…. This year
8. Relationships end because…
9. Three words or symbols that represents my family are…
10. How I changed after the divorce….

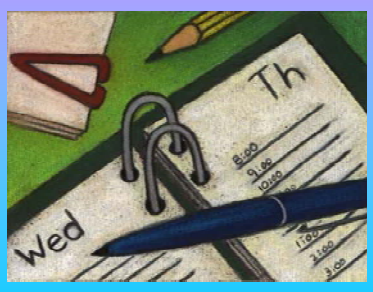


Homework for Session 4

During the week, think about the word family and what it means. Write your thoughts about it on the right-hand side of a small book (A5 or A6). Think of it as journaling or writing in a dairy. Try to spend at least 20 minutes a day doing the activity.

Please bring your book with you to the next meeting.

The next meeting is: _____



Homework for Session 5

The next task can be very painful but it will help you to cope better with your parent's divorce. During the week, collect things that you want to bury from your old family so that you can move on with your life as it is. These things might be pictures, or something that you used as a family but don't use any more or anything else. Put these things in a shoebox and bring it to the next meeting.

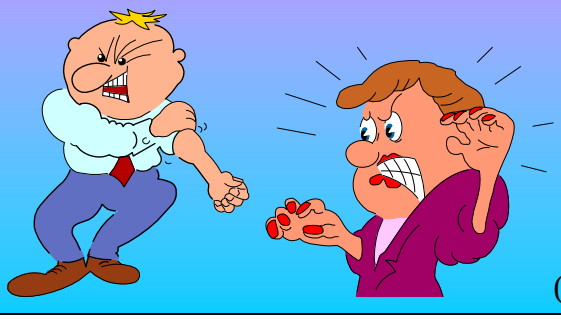
The next meeting is: _____



Handling parental conflict

Tips on handling parental conflict:

- do not choose sides between your parents
- do not manipulate the situation
- do not spy for a parent
- communicate with both parents
- do not carry stories
- accept each parent for who they are
- during a fight, escape by practicing relaxation



(Strasheim, 2003)

Homework for Session 6

This week's session might have been very emotional for you. This homework is there to help you deal with your emotions regarding your old family and looking at accepting your new family.
A list of feelings commonly found when we loose someone or something is given below. Next to each feeling, write when you experienced the feeling, how intense and how you usually deal with such a feeling. If you did not experience a specific feeling, simply leave the line open after carefully thinking about it.

Denial: _____

_____

_____

Anger: _____

_____

_____

Fear: _____

_____

_____

Sadness: _____

_____

_____

Withdrawn: _____

_____

_____

Acceptance: _____

_____

_____

What does my new family have that my old one did not have that makes me feel happy and accepted?

_____

_____

_____

What do I need to do to fully accept my new family?

_____

_____



The next meeting is: _____

GUIDELINES ON DEALING WITH ANGER ASSERTIVELY

1. Start positively - use self-statements e.g. “I want to let you know how I feel because I believe it can help us resolve the issue between us.”
2. Halt Procrastination - handle the anger as soon as possible. If you do not it can develop in full-blown rage.
3. Check your physiology - your body is a very truthful indicator of your state of mind when anger is concerned. Your body may respond to anger with shortness of breath, headaches, tightening of the chest, feeling red in the face, etc.
4. Analyse - take time to assess what might be going on, both on the surface and below the surface. The following questions can help you to do that.
   - What are my rights in this situation?
   - Does this situation remind me of any other situation and thereby open an old wound?
   - It there any threat in this situation for me? If there is a threat, do I perceive it rationally or am I exaggerating it?
   - Am I projecting feelings or qualities on this person that is my own?
   - Am I suffering from stress that may be fuelling my fire?
   - What aspect of my own behaviour could be partly responsible for the situation?
5. Release your physical tension - beat or scream into a cushion, go for a long run, use the relaxation technique used in session 1 to gain control of your emotions, packing out cupboards and cleaning your room, weeding, kicking a ball or hitting a ball with a hockey stick.
6. Address your fear - make any contingency plan necessary so that you are not held back from expressing your anger and fear of what may happen if you do.
7. Write or mentally compose your script - prepare what you are going to say to open the discussion with the other person. It should include at least how you feel.
8. Be direct - use the first person and say, “I am feeling…”
9. Specify the degree of anger.
10. Do not accuse other of making you angry. Rather say “I get angry when you…”
11. Share your feelings of threat and fear - “I am afraid of saying this to you because you may think….”
12. Avoid criticism.
13. Stay with the present issue - let bygones be bygones.
14. Do not label or generalise - “you always…” criticise the behaviour and not the person.
15. Be specific and realistic in your request.
16. Be assertive rather than aggressive.
17. Remember the following about anger:

    *Everybody gets angry, even good people *Anger is not good or bad
    *Anger does not mean yelling and throwing things
    *Anger can be positive or negative *It is not ok to stay angry
    *Don’t harm other when you are angry *Don’t pretend you’re not angry

(Freed & Salazar, 1993; Johnson, 2000; Kander, 1992)

Homework for Session 7

Answer the following questions as truthful as possible.

Things that make me angry are _____

When I get angry, it feels like _____

After I lost my temper, it made me feel _____

I remember losing my temper when _____

When I need to get rid of my anger feelings, I usually _____

This works/does not work because _____

These are my negative and destructive ways to deal with anger _____

_____

These are my positive and constructive ways to deal with anger _____

_____

I can/cannot accept my parents divorce because _____

_____

The truth is _____

_____

I need to confess that I _____

_____

I feel guilty about _____

_____

My parents will be able to provide for me because _____

_____

Life will get better because _____

_____

I can tell _____ how I feel.

The pain I am feeling is _____

I need to forgive _____

I _____ to forgive myself because _____

_____

I am responsible for _____

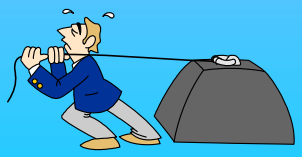


The next meeting is: _____

WORKING THROUGH GUILT

Feeling guilty can have a negative effect on your health, relationships and personality. The following steps can help you work through your guilt:

1. Accept the truth – accept who you are and what your parents have done (that they decided to divorce) and the consequences. You did not cause the divorce nor could they have prevented the divorce.
2. Confess the truth towards yourself – stop lying to yourself about what happened and how you could have done it differently.
3. Confess your mistakes – confess to someone you trust, it is like a weight coming off your shoulders. If you do feel responsible, confess that you feel responsible and provide the reason why you feel you are responsible.
4. Confront the guilt – see your true worth as your worth is not determined by the fact that your parents are divorced.
5. Let go of the idea that others will not be able to provide and that you have to accomplish everything yourself, especially since there might be economic changes.
6. Let go of the idea that life will not get better and you cannot do anything about it.
7. Stop denying your feelings by expressing them to someone that you trust. The person might not know what you are going through but can help and support you by listening to you.
8. Be honest about your pain – be honest about what causes the pain and how intense the pain is that you are experiencing.
9. Accept forgiveness and forgive yourself.
10. Accept your personal responsibilities – my responsibility is now to make a success of my life and relationships.



(Barnard, 1993; Cohen, 2002; Lansky, 2005; Levang, 1996; Meyer, 1998)

PROBLEM SOLVING STEPS

1. State the problem. Be specific and direct about the problem.
2. Identify how you feel about the problem.
3. Discuss the problem with a trusted friend.
   This is usually someone who:
   - will listen and not judge you
   - will let you talk your feelings out
   - will give you an objective response
4. If you do not have someone you can talk to, write down your feelings on a paper with the problem.
5. Decide if the problem can be solved directly or if you have no control over the problem.
6. Remind yourself that the only person you can change, is yourself.
7. Decide what action is possible by generating alternatives with consequences



Problems for the groups to solve:

"You invite your friend to spend the night at your house this weekend, but you haven't yet told him that your parents are separated and that your Dad has moved out. What could you do?"

"It's the weekend and you're looking forward to visiting your Dad. When he arrives, he has his new girlfriend with him. How do you feel? What could you do?"

"You've just returned from your Mom's house and your Dad starts asking a lot of questions about who she was with and what she is doing. How do you feel? What could you do?"

"You spend the weekend with your Dad, but lately his girlfriend is always there and he spends more time talking to her than to you. How do you feel? What could you do?"

"Your parents keep saying nasty things about each other to you. It upsets you to hear them put each other down. You may not be able to get them to stop fighting with each other, but you can let them know how you feel about it."

BUILDING A POSITIVE SELF-ESTEEM

- All humans have infinite, internal, eternal and unconditional worth as a person. Your worth is not determined by what others say or by what your parents do.
- Recognize and replace self-defeating thoughts about yourself. Not everything is about you and when things happen, it is not necessarily directed at you nor are you able to cause everything to happen.
- Acknowledge reality – your worth, as a person is not determined by external events.
- Regard your core worth – you have desirable traits and behaviour that you express.
- Create the habit of core-affirming thoughts – repeat the thoughts that are positive about yourself to yourself;
- The good opinion of others does not increase or decrease your self-esteem but accepting compliments from others and by looking for the positive in what others say about you can make you feel better about yourself.
- Acknowledge and accept positive qualities. Make a list of your qualities or strengths and then acknowledge them by using them.
- Reinforce and strengthen body appreciation – looks do not determine the worth of a person. If you are not satisfied with you body, what would you change and do you really think it would make you feel more worthy?
- Liking the face in the mirror – look in the mirror every morning and tell yourself you are valued and loved.
- You are not perfect and you do not need to be perfect and good in everything. Life is a learning experience that needs to be grabbed by both hands.



Homework for Session 8

Answer the following questions only after you have carefully reflected on them:

What do you stand for? _____

When you die one day, what would you like people to remember about you?

_____

Name a few situations where your feelings influenced your behaviour.

_____

_____

Name a few situations where your behaviour was influenced by your feelings.

_____

_____

What have you done in the past to cope with stressful situations?

_____

Make a list of the things you enjoy and how these things make you feel.

_____

_____

Make a list of things that make you sad, angry or shameful.

_____

_____

How do you cope with these feelings?

_____

_____

Name 3 activities that you enjoy doing. _____

_____

Use a separate sheet of paper, fold it in half. On the left hand side, write your strengths and on the right hand side your weaknesses. Underneath your column write how you can change your weaknesses into strengths.
What is your short-term and long-term goals? Write them down on a separate piece of paper. Indicate what you have to do to achieve these goals.

How does your goals reflect who you are as a person?_____

_____

Why do you think your goals are realistic? _____

_____

The next meeting is: _____

DEALING WITH FEELINGS

- Feelings can be positively expressed. Here are some ways you can use to express your feelings.
- Write about your feelings in a journal or diary.
- Write a poem or short story about how you feel or you can draw how you feel.
- Cry: about the divorce, about feeling angry, sad, or disappointed. Crying can release emotional tension.
- Accept that you have feelings. You cannot live a full and happy life if you deny your feelings.
- Exercise can help you get rid of tension and other negative feelings.
- Show gratitude by helping or serving others.
- Get a pet to share your feelings with. They are trustworthy and good listeners.
- Remind yourself to take it one day at a time.
- Get a hobby to distract you. Be careful, you still have to deal with your emotions; this is simply to give you a break.
- Listen to music. Just as music can make you happy and elevated, it can give you the opportunity to really feel what you are feeling. Just let yourself go when you listen to the music. Put it on loud and cry aloud.
- Read books about how other people cope with their feelings.
- Discuss your feelings with a friend, teacher, pastor, sibling, a parent or to God.
- E-mail someone you can trust or go to a chat room where you can talk to someone you do not know. Just be honest about what you feel.
- Remember, feelings do not have to be rational or make sense.

More ways that I can use that was not listed above:

- _____
- _____
- _____
- _____
- _____



(Copeland, 1997; Hart & Hart Weber, 2005; Leigh & Clark, 2007; Levang, 1996; Rooth, 1999; Sandler *et al.*, 2003)

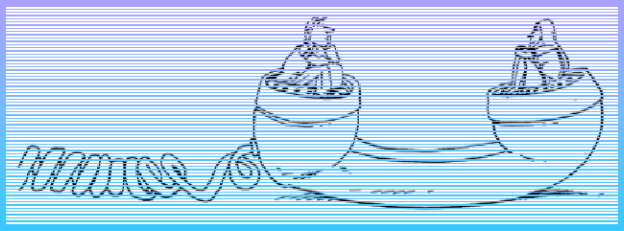
FORGIVENESS

To forgive is to violate all rules for keeping score.
Forgiveness is not forgetting or ignoring an offence.
Forgiveness is not excusing, justifying or pardoning an offence.
Forgiving is not smothering a conflict.
Forgiving is not tolerating what should not be tolerated.
Forgiving does not always result in reconciliation.
Forgiving does not mean you stop hurting.
Forgiving is refusing to punish.
Forging is a commitment not to repeat or discus the matter with others.
Forging is a radical commitment to uproot and residual bitterness.
Forgiving is a choice to be merciful as God your Father has been merciful with you.

(Chapman & Smith, 2005).

Homework for Session 9

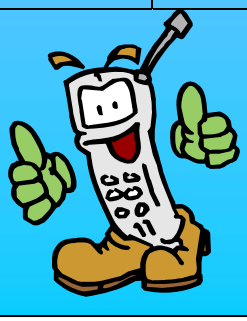
- Make an appointment with your parent that you have to talk to. Talk to that parent about the topic that you practiced and discussed. Write a short piece on how and when, what you would like to change and suggestions.
- Make a list of the people that you feel you need to forgive. Next to each person's name, write what they need forgiveness for and what prevents you from forgiving that person. If there is nothing that prevents you, forgive the person.



The next meeting is: _____

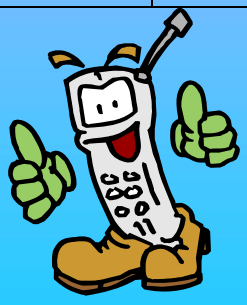
EMERGENCY NUMBERS

Organisation/ Person	Telephone number	Helping with



MY OWN EMERGENCY NUMBERS

Organisation/ Person	Telephone number	Helping with



COPING WITH UNCERTAINTY

Life is uncertainty, and uncertainty is life. There isn't any life without uncertainty. Part of live is to manage this uncertainty. Chances are good that as you live, uncertainty will increase in your life. The more you do, the more uncertainty there is. Uncertainties can make your life better and fuller.

Physical coping strategies:

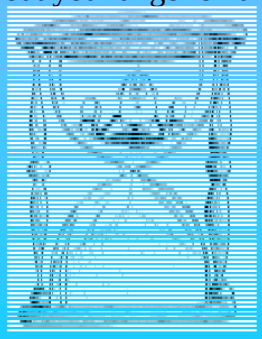
1. Get adequate rest – get to bed at a reasonable hour.
2. Exercise – get regular exercise.
3. Eat well-balanced meals regularly.
4. Do activities that allow you to relax such as a hobby.
5. Avoid alcohol and drugs.

Mental coping strategies:

1. Get all the facts about what causes the uncertainty and all the options you have available.
2. Make time to form a plan on how to handle the uncertainty.
3. Talk about it, brainstorm for ideas.
4. Shift your focus to the here and now and what you can do now.
5. Remind yourself of your strengths and abilities “I can handle this uncertainty because I am in control of myself”.
6. Structure your time.
7. Rely on your spirituality – pray, seek guidance from God.
8. Read inspirational writings about how other people coped with uncertainty.
9. Set yourself short-term goals.
10. Use relaxation techniques.
11. Take it one day at a time.

Emotional coping strategies:

1. Reach out to people who care – talk to someone you trust about how you feel.
2. Spend time and enjoy activities with your friends.
3. Write about your feelings.
4. Recognise anger as a secondary emotion – anger can be the result of fear, hurt or feeling powerless.
5. Be careful not to take out your anger on the people around you.



(Good, 1998, Mildner, 2000; Shadow, 2003)

FLEXIBILITY AND ADAPTABILITY

Scenario 1: “you prepare yourself for sports practice but just before the end of the day it is cancelled”

Scenario 2: “your friend is coming this weekend to you and you have planned what you are going to do. Friday afternoon her grandmother dies and she cannot come any more”

Homework for session 10

Write a poem or a song where you use the characteristics of an assertive person to describe yourself. Also, include in the poem or song, what you have learned over the last 9 sessions. (How are you feeling, what are you doing and what do other people think of the new you)

Think so long, what will you do to cope when the group program is finished?

_____

_____

_____

Please bring along a magazine from which you can cut out pictures.



The final meeting is _____ and will be 2 ½ hours and not 2 hours

ASSERTIVENESS

Being assertive means that you have the right to:

- Be treated with respect and others have the right to be respected.
- Express my thoughts, opinions and values and others also have the right to express their thoughts, opinions and values.
- Say no without feeling guilty and others have the right to say no without feeling guilty.
- Express feelings and others also have the right to express their feelings.
- Be successful and others have the right to be successful.
- Make mistakes and others also have the right to make mistakes.
- Change my mind and others have the right to change their minds.
- Say that I don't understand and other have the right to say that they don't understand.
- Ask for what I want and other have the right to ask for what they want.
- Decide for myself whether or not I am responsible for another person's problem and others also have the right to decide for themselves whether or not they are responsible for another person's problem.
- Choose not to assert myself and other have the right to choose not to assert themselves.

What is the opposite of being assertive? _____

Rate yourself on the following scale of how assertive you think you are. 0 means you don't think you are assertive at all while 10 means you think you are very assertive.

0	1	2	3	4	5	6	7	8	9	10

Why did you give yourself that score? _____

_____

What can you do to improve your score? _____

_____

How can you express your sexuality assertively with your friends? _____

_____

How can you express your sexuality assertively with your family? _____

_____



AN AFTERNOON OF FUN!

As a final farewell to the group we are going to the _____.

Date & Time: _____

Meeting place and cost: _____R_____

Please confirm your attendance with _____
We would love to see you there!!



GROUP EVALUATION

1. What did you like about the group? _____

   _____

2. What didn't you like about the group? _____

   _____

3. What are some things you have learned in the group that you think have helped you?

   I learned that _____

   I learned that _____

   I learned that _____

4. What do you think need to change in the program? _____

   _____

5. Write anything else you want to say about the group. _____

   _____

   _____

   _____

6. How do you feel about the size of the group? _____

7. Do you feel the group was too negative? Did you make things sound worse than they really were? _____

   _____

8. What do you feel you "got" from participating in the group?

   _____

   _____

9. What can the facilitator do to make the group experience better?

   _____

   _____

Addendum J

RELAXATION EXERCISE SESSION 1

If they are sitting in their chairs:

Place your feet flat on the floor or with your legs stretched out in front of you. Now place your hands in your lap with palms on the upper leg in a relaxed position. Good!

If they are laying on the ground:

Lay on your back, with your legs stretched out and your arms next to your body. Good!

The following is for both ways - sitting or laying down - and where it is applicable; brackets are insisted for the parts where the group members are laying down instead of sitting. If possible, the laying down exercise should be used as the group members can be more comfortable.

Shift your body so that you are comfortable. Focus your eyes on the floor (roof or wall) about two meters in front of you. Now take a deep breath and hold it…now let go. Take another deep breath…hold it…now let go. Feel how you are becoming more relaxed when breathing out each time. Once more, breath in deeply…hold it…now let it out. Good!

Squeeze your eyes closed as tightly as you can. Feel the tension that it produces behind the eyes…now relax, let go of the tension. Focus again on the spot you were looking at before. Let your eyes close again. Notice how relaxing it is now that your breathing is soft and your eyes are closed…with your eyes remaining closed, wrinkle your forehead as hard as you can in a frown…hold it…now let go. Let the wrinkles go…let the tension go. Smooth out the forehead, relax the eyes. Good. Press your tongue firmly against the roof of your mouth… feel the tension that this produces in the mouth. Now relax. Let the tongue comfortably in the bottom of the mouth. Clench your jaws together. Feel the muscles tighten along the sides of your face and up toward your forehead. Now let go of it. Let your jaw relax, your teeth separate, your lips may be slightly apart…relax.

Let this relaxed feeling go back over your face…your forehead…relaxed…your eyes and the muscles around your eyes…totally relaxed…your tongue and jaw…relaxed. Breath in deeply…hold it… as you exhale your face becomes even more relaxed. Focus your attention on your neck and shoulders. Relax the tension…feel the muscles in your neck loosening and relaxing. Good. Let the relaxation spread to your shoulders. With each breath the relaxation deepens and spreads.

Without moving your arms, tighten the muscles in your arms. Hold it. Now relax. Let them really relax now…just going limp and pulled into your lap (ground) by gravity. You're deeply relaxed and comfortable. Your breathing is shallow and very relaxed. Perhaps you'll notice that even your heartbeat has slowed down. Excellent. Relax the muscles in your chest and stomach. Let that relaxation spread to your hips, to your thighs. It now slowly moves down into your calves…let go of all tension in your legs. Let the relaxation now spread to your feet. You're deeply relaxed now.

Your body is now much more relaxed than when you started. But we can go even further. I want you now to focus all the attention on your left leg. Notice the way it feels as it rests on the floor - and on the chair - (only on the floor, the chair part must be left out). You can feel the material of your clothing as it rests against your skin. Feel how relaxed and comfortable your left leg feels. Now your attention is focused on the big toe of your left foot. Just the toe. Let your attention slide to the nail of your big toe. You can't feel it. You're so deeply relaxed, very comfortable.

Maybe you will notice that your breathing is very slow, very relaxed. Now imagine you're on a warm sandy beach. In your mind's eye see the water - the colour of the water. The waves are gently rolling in toward the shore, one after the other, endlessly since the beginning of time. Smell and taste the salt on your lips. Feel the gentle warmth of the sun on your skin. Hear the rhythm of the waves rolling toward the shore. You're so relaxed now. Feel the rhythm of your breathing. With each wave and each breath you become even more relaxed. A feeling of total peace spreads through your body. You are peace with yourself, with nature, with the universe. You feel so safe, so comfortable.

Enjoy this feeling, make use of your senses and just indulge in the comfort and in the relaxation you experience at the moment…..…..completely relaxed.

You will be able to return to this relaxed state whenever you wish. Whenever you are stressed or anxious, you will be able to tell your body to relax, to feel as relaxed and comfortable as now. Look at the ocean waves again. Notice how calm and relaxed you are.

In a moment I'm going to ask you to become more alert by counting with me from 5 back to 1. As we become closer to 1, you will become more aware of the sounds around you. The sounds in the room. The presence of other people in the room. But as you become more aware, the feeling of relaxation stays with you. Your body is still very relaxed. I want you to picture the number 5 in front of you on a big screen. See it flashing, now it becomes a 4. You are becoming more aware of your surroundings, 3, see the 3 flashing, 2 and 1. If you are ready, you can open your eyes, sit there and maybe if you want to, you can stretch.

(Adapted from Basson 2003 and Walker 2001).

RELAXATION: CLOSURE OF EMOTIONAL BAGGAGE

Close your eyes and then make yourself comfortable on the chair or floor and make sure that your body feels pleasantly comfortable. Think about your body as it rests in this position…and with your eyes closed, take a deep breath…in and out, in and out. Be aware of how the air fills your lungs as you breath in, and then is released as you breathe out. Carry on breathing like this for a while…in and out; in and out.

Now I want you to start by thinking about your feet - be consciously aware of the position that they are in as they rest on the floor. I want you to scrunch them up as tightly as you can; tighter, tighter and tighter, until I reach the count of 5 - 1… 2… 3… 4… 5… and release. Feel how the tension in your toes just starts seeping out; let your toes and feet relax. Think about each individual toe, from your big toe to the little one, and imagine each one in its relaxed state starting to feel heavier and heavier as you lie there. You may even feel that your toes and feet are getting so heavy that you cannot move them at all.

And again I want you to breathe in and out deeply- in and out, and while you do that, focus on the heavy feeling in your feet.

Now I want you to tighten the whole of your leg, together with your feet, as tightly as you can…tight tight until the count of 5- 1… 2… 3… 4… 5… and release. Just let your legs release. Let them lie still and relax, and as you do so, feel them becoming heavier and heavier…and again, your toes and feet also feel heavier and heavier. Enjoy the sensation of just having let go, of tension flowing out of your body.

Now tighten all the muscles in your bum, pelvic area, lower back and abdomen. Hold it for 5. 1 hold it, 2 hold it, 3, 4 and 5 - release. Feel how the muscles release and relax and just allow yourself to release them even more. Feel everything in these areas becoming heavier and heavier - the whole lower part of your body should be relaxed and at ease now, heavy and relaxed.

Now tighten your chest and arms for the count of 5 - 1 … 2 … 3… hold it...4 and 5 release. Let go and allow a warm and heavy sensation to flow down the muscles, and as you do so breath in and out, in and out, slowly and rhythmically.

Now tighten your neck and head, scrunching up your face at the same time as much as you can until the count of 5. 1 2 hold it 3 4 and 5 release. And now, tighten all the muscles in your body again one more time. Count to 5…1, 2 hold it…3, 4 and 5. As you do this, the tension just flows out of your body.

Feel the pleasant sensation of your whole body relaxing as you release the muscles; feel the tension just flowing out of your body. Feel your whole body being pleasantly warm, heavy and relaxed.

And focus on your breathing again…breathe in and out…and with every breath that you take in, I want you to try and gather up all the remaining tension in your body and as you breath out, release all of it. Breathe in…gather up the tension, and breathe out, release it. Breathe in…breathe out.

And as you lie there, I want you to count with me from 5 to 1, and with each number, I want you to imagine seeing the number in front of you on a huge screen. It can be any color, just see the number in front of you as we count. And as we count, you will feel more and more relaxed. 5… 4…, see the number, feel the sensation, 3…, become quieter and calmer in yourself, 2… and 1…. You are now deeply relaxed and peaceful. Accept the level of relaxation you have reached and enjoy it.

And as you lie there, slowly breathing in and out, I want you to imagine that your are walking along a path in a beautiful mountain setting. As you walk, allow your comfort to increase. I don't know the things you are noticing as you walk. Perhaps you are enjoying looking at different colors, or be aware of tall trees silhouetted against the blue sky. Perhaps you see the white fluffy cloud drifting by, or a mountain side with interesting patterns or rocks and trees.

Many people enjoy the sound of nature, like the sound of wind in the trees, or of a nearby stream, or of birds singing (pause). Perhaps you'll notice the warmth of the sun against your skin, or the texture of things you touch along the way. As you walk, just take time to notice the things that interest you, as you relax more and more.

I would like you to imagine that you are carrying a large pack on you back. Feel the weight and burden of it, and imagine that as you are walking, the pack is growing heavier with each step. That bag is filled with emotional baggage, an object that contains and is filled with the heavy burden of all the additional baggage you had to carry around resulting from your parents divorce or because you feel you did not cope. Part of the burden may be anger, hurt, disappointment, guilt, loneliness, unforgiveness. You will know what objects the bag contains. (pause)

And now, the path begins leading up a rise, up a slight hill. And the pack you are carrying on your back is feeling even heavier. But you sense that a short distance ahead that you will come to the top of the hill. As you reach the top, the path leads into a large, open meadow, with beautiful green grass and wild flowers. And you can walk out into the meadow, noticing the beauty.

In the meadow, you can also see a large, colorful, hot air balloon, with a basket underneath, and it is tied down with large ropes. Now, with the heavy backpack, you climb into the basket of the hot air balloon. You are so tired of carrying the heavy emotional baggage with you for so long. Maybe you feel ready to get rid of those old, outdated feelings. (pause) Good.

As you sit in the hot air balloon, you decide to cut the ropes that hold the basket to the ground with a knife that lies nearby. As you release the balloon, it moves slowly up into the air. You still feel the heaviness of the backpack on your shoulders. Now, take of the backpack. Okay. In a moment I'm going to ask you to open that pack, and inside you'll find packages of all those feelings and emotions and hurts that have been weighing you down since the divorce or even before then. (pause)

Now I would like you to take those heavy objects, slowly, one at a time, and toss them out over the edge of the basket of the hot air balloon and see them falling down and down until they are destroyed as they reach the ground. And I think you're going to be pleased to notice, that with each object that you throw away, those feelings, emotions, hurts, can decrease. With every burden you release, you feel the hot air balloon becoming lighter, and floating higher up into the sky, carrying you away from those excessive feelings and burdens. What a relief you experience! And with each emotion that you get rid of, the balloon moves higher up into the sky, you feel an increasing sense of release and relief. And that can be such a relief! As though you're cleansing yourself of all those excessive feelings. As you let go of each package, you experience increased feelings of peace and comfort, increasing relief and freedom, with every object you throw out. (pause) And by the time you have thrown away all of those objects, I think you're surprised, or perhaps just enjoy, how free, how peaceful, you can feel with yourself. You experience a lightness, a freedom that you have not experienced for a long time. Free of those feelings, so that they will no longer have to influence your thoughts, or moods, or actions. Free from those feelings. Feel the wind as it carries you further and further away from your burdens. Soon, all the packages thrown out will be out of sight, and when it's gone you can take a deep breath, and then you can really enjoy the freedom, and relief, and peacefulness, of being rid of those feelings. You now look down on the beautiful landscape below. You are floating free and content. You see a lovely spot down below and you decide to land there. The hot air balloon gently takes you down. The sense of freedom and lightness remain with you as you gently touch the ground. You climb out and decide to enjoy the feelings of freedom for a while sitting down on the comfortable grass under a tree.

And the relief, and peace, flow and circulate all through you. And you are delighted to discover, that these feelings of freedom and comfort and well being can remain with you. (pause)

Now I want you to take a deep breath in and out…and when you are ready, I want you to begin counting with me again…from 1 up to 5. And with each number, I want you to see the number flashing in front of you again on the screen…slowly we will count up together again until the count of 5 at which you can open your eyes, stretch and yarn, and take that relaxed feeling back into your everyday life with you… Let's count: 1… 2… 3… see the number, bring the feelings with you …start to come back to your everyday surroundings 4… and 5. Open your eyes, lie there or sit there for a while and then stretch.

(Adapted from Basson 2003:357)

Addendum I

GROUP PROGRAMME FOR ADOLESCENTS OF DIVORCE

All handouts for the group programme for adolescents of divorce are included in Addendum K, while mini-lectures and other information such as relaxation activities are included in Addendum M.

SESSION 1
Getting to know each other

General outlay

Materials:
* Koki pens
* Labels for names
* White board & White board marker
* CD & CD player
* Homework handout
* Relaxation Exercise 1 (Addendum J)
* CD player and a relaxing classical CD, e.g. Bach or Handel, as Baroque music increases the occurrence of Alpha and can therefore aid in the relaxation process (Malone, 2003:43). *Summer dream* by *Sweet People* can also be used, as it will relate to the relaxation theme. The CD is available from Teal Trutone Music (1992). The song suggested on the CD is number 1, *Et Les Oiseaux chantaient* for the introduction, and song number 3, *Un ètè avec tio*, for the piece about the sea.

Goals of session 1:

- ✓ to help group members to get to know each other;
- ✓ to discuss the goals and expectations of the group;
- ✓ to outline group rules with the help and input of the group members;
- ✓ to create an environment where group members gain a better understanding of the group therapy process by allaying fears and anxieties about the group; and
- ✓ to create an environment where group members can trust and accept each other.

Role of the facilitator

- To welcome all the group members and to ensure that they know where to go and what to do before the group session officially starts.
- After everybody has arrived, extend a word of welcome to the whole group. Ensure them that the awkwardness will lessen and to facilitate that process, they are going to do an icebreaker so that they can get to know each other better. Each of the group members should find someone that they do not know to form a pair. The pair is encouraged to interview one another and to gain as much information about one another as possible. (They should have at least ten minutes for this). When they have finished, each participant should collect a nametag for their interviewee and provide the facilitator with one good characteristic about the person they have interviewed, which they can write underneath the name (e.g. loyal, caring, sympathetic). When everybody has finished, ask volunteers to introduce their interviewees to the group. Each member introduces his or her interviewee to the group. The group member then explains why the specific characteristic as indicated was chosen for the interviewee (adapted from Johnson 2000:111).
- After everybody has been introduced, the facilitator can briefly introduce herself so that members of the group are made aware that the facilitator is one of them and not above them. After having introduced herself to the group, she encourages the group members to share their expectations with the group while she writes down these expectations on the board. Again, when everybody has finished sharing their expectations, the facilitator can share her expectations with the group.
- Move directly from expectations to group rules. Make a new heading on the board and ask the group to propose rules they think the group should have to adhere to. Write down the rules they mention and ensure that the following rules are included:
    - Confidentiality;
    - respectful listening;
    - punctuality and regular attendance;
    - acceptance of one another's feelings; and
    - encouraging comfortable participation and sharing (Johnson, 2000:111).

  If the group does not mention these rules, suggest them to the group. If they accept them, add them to their list of rules. If the participants are reluctant to accept the rules, explain to them why these rules are important. Give them the opportunity to think about it. The group can then discuss the inclusion of the rules in the next session.
- The facilitator gives an overview on the process thus far and what can be expected in the future, without offering specific details of any activities.
    - The facilitator carefully explains to the group members how they came to be part of the group. This should not be new information as they have already attended an individual

session with the facilitator. Make it clear to the group that although they all might have different expectations, they have one common denominator, namely that all come from divorced families.

- The facilitator can explain that every group session will have an icebreaker. Icebreakers will help them focus on what is happening in the group. It can also help them to relax and reflect on the previous week's session. The homework from the previous group session will most likely be discussed during this time.
- The icebreaker is followed by activities. Every activity is specifically chosen to help them gain an understanding of something or to teach them something. Even if they think that an activity has nothing to do with them, it is important that they partake as it can help someone else in the group.
- When the activities have finished, the group will discuss what they have learned. Their homework for the next session will be handed to them during this time. The homework will help them to practise certain things or learn more about themselves. They should be encouraged to do their homework.
- At the end of each group session, there will be time for coffee and cookies, allowing the group members to socialise with each other, as this can strengthen interpersonal bonds. The facilitator should remind the participants that this is still part of the group session and should encourage the group members to participate.

- The relaxation activity: The facilitator explains to the group members that they are going to do a relaxation activity, which can help them in future as it can reduce stress, re-programme the subconscious, control some organic functions such as slowing down the heart rate and breathing, and help with concentration (Johnson, 2000:130; Walker, 2001). It is important that the facilitator should have practised the relaxation dialogue before the session. The facilitator should demonstrate to the group members how they should sit or lie down if there is enough space in the room and a soft carpet. Reassure the group members that this is not a form of hypnosis but just a method of relaxing that they can use at home as well. Switch on the CD and slowly read the following instructions to them (Relaxation exercise - Addendum J). Make sure that the CD is not too loud so that they are still able to listen to and follow the instructions.
- Ask the group members about their individual experiences of the relaxation activity. After they have reported back, ask them to practise this relaxation at home.
- End the session by summarising what has happened during the session. For homework, hand them the paper with the heading "Homework for session 2[2]." Remind them when and where the next session will take place (preferably a week from the current meeting). Everybody is then

[2] All handouts can be found in Addendum K

invited for coffee. The group members should be encouraged having coffee with someone that they do not really know. (The time for socialisation at the end of the group programme gives the facilitator extra time if she should need it for a specific activity. It also provides her with the opportunity to build relationships with the group members in a less threatening environment. Group members are also given the opportunity to talk about emotional meaning, as well as to manage their feelings as evoked in session.

Summary of techniques and the time they should approximately take to be completed

The following table summarises the different parts of Session 1 with the amount of time required:

Activity	**Time**
Icebreaker - Introducing group members	20-25 min
Talking about expectations	15 min
Setting group rules	10-15 min
Explaining group programme	10 min
Relaxation training	20-30 min
Conclusion and socialising	30 min

SESSION 2

Getting to know me

General outlay

Materials: * Magazines, scissors, glue
* A4 pages (Each member should get at least two pages)
* Pens, pencils or koki pens for drawing purposes
* Paper containing the homework assignment and date of next meeting

Goals of session 2:

- ✓ to provide a safe climate where group members can express their feelings;
- ✓ to help the group members to express their feelings appropriately;
- ✓ to help adolescents set clear goals by looking at their aspirations;
- ✓ to increase self-knowledge and self-understanding (self-insight);

- ✓ to help group members identify their own needs, fears, likes and dislikes in order to enhance personal growth; and
- ✓ to start exploring the difference between the past and the present.

Role of the facilitator

- Welcome all the group members to the second group meeting. Ask if anything exciting happened during the past week that they would like to share with the group.
- Ask for feedback about the previous session – what they remember, what they applied at home and how it worked or did not work for them. The facilitator can also provide feedback in order to role-model behaviour to the group.
- The icebreaker is introduced by asking the group members, "*When you think about animals, what animal best represents you? For example, I think I am a dog. I love people and am always glad to see them. I just love being around people. I am only going to give you a minute or so to think about it and then I want you to share your opinion as to what animal you think best represents you and why, with the group*" (adapted from Johnson 2000:114 and Walker, 2001).
- After the group members have each decided on an animal to represent them, ask for volunteers to share theirs first and then the rest. Make sure that everybody participates. This activity provides group members with the opportunity to project their individual characteristics onto an animal, enabling them to gain insight into their own needs and aspirations. This is a less threatening way than confronting them directly with the question about their needs and aspirations.
- Each group member then has the opportunity to choose an animal that he would like to be and explain to the group why he chose that particular animal. The facilitator should explain to the group that not everybody would like to be another animal. After those who wanted to have chosen another animal, they can explain to the group why. The facilitator should then explain that the characteristics they see in the animal portrays their own aspirations and that they should think of ways that they can accomplish them. Other group members can give suggestions on how to accomplish these aspirations.
- Hand each member of the group an A4 paper. Make sure that everybody has a magazine from which they can cut out pictures (bringing along magazines, scissors and glue was part of their homework for this session but make sure there are a few extra). Give them the following instruction: "*I want you to go through the magazine and look for pictures or words that represent who you are, in other words, things that you like and don't like, things that make you angry or frustrate or scare you or just anything you can find about yourself. Cut it out and paste it on your A4 paper. Be creative. You have about 25 minutes to do this*" (adapted from Jakobsen 2000:164 and Walker, 2001).

- Remind them every now and them how much time they have left. When the time has elapsed, quickly clean up. Everybody now gets a turn to share their collage with the group. The facilitator should listen carefully to pick up struggles, fears, emotions and strong points. After every person's collage, reflect to make sure you understand as well as the rest of the group. Some of the group members may become emotional about presenting themselves and it is therefore necessary to be empathetic and to ensure that others in the group abide by the group rules. Thank the participants for sharing more about themselves.
- Hand each group member a new A4 page. Instruct them to draw their family as it was before the divorce on the front page and their family as it is now on the back page. It is important for them to know that they only have about 20 minutes to complete the two pictures and that they have to hand in the pictures before they leave, as it will be used in session 3 (adapted from Johnson 2000:115).
- After all the pictures have been handed in, ask for feedback from the session. The feedback should be more personal than that of the previous session as more information that is personal was shared. Each person can give feedback by completing the following sentence: "Today I learned that I …." The facilitator can then summarise the session, after which the homework (labelled Homework for Session 3) is handed out and explained. The facilitator should be aware of group members who need more motivation to do the homework, especially if they were very emotional during the session. The facilitator can phone some of the group members during the week to encourage them to do their homework. Phone calls can also be made to those who are seemingly depressed. Everybody is then invited for coffee.

Summary of techniques and the time they should approximately take to be completed

The following table summarises the different parts of Session 2 with the amount of time required:

Activity	**Time**
Feedback on Session 1 and the past week	10 min
Icebreaker - Animal representation	10 min
Collage	40-50 min
Family drawings prior to the divorce and currently	20-25 min
Conclusion and socialising	30 min

SESSION 3

Getting to know my family

General outlay

Materials:
* Family pictures from session 2
* Pens, pencils or koki pens for drawing purposes
* Family shield activity
* Paper containing the homework assignment and date of next meeting

Goals of session 3:

- ✓ to provide a safe climate which helps group members to express feelings about their family;
- ✓ to identify their fears about the future; and
- ✓ to see the difference between the past and the present so that the present can be more acceptable.

Role of the facilitator

- ➢ Welcome all the group members to the third group meeting. Ask if anything happened during the week that they would like to share with the group.
- ➢ Ask for feedback about the previous session - what they remember and how they currently feel about it. After the feedback each person in the group gets a turn to express his perception of divorce. Give each person the opportunity to do so until everybody has had a turn. Those who want to, can add their views after everybody has had a turn.
- ➢ The family drawings from the previous session and a White page are handed out. The group members must then divide the blank page in two. On the left- hand side, they must write down the heading: "Things that are similar" and on the right-hand side: "Things that are different." After everybody has finished, encourage them to write down their feelings under each heading - how it was before the divorce and how it is now, after the divorce. Each person then gets a chance to share his family's "before" and "after" with the group and how his family's "before" and "after" have changed how he feels.
- ➢ The facilitator introduces the next activity by handing out a paper containing an illustration of a family coat-of-arms (C.f. Addendum K- Family shield) (adapted from Jakobsen (2000:167). The facilitator also hands out a second page with ten questions (and Family shield activity). The group members are then instructed to answer each question by filling in the corresponding place on the family coat-of-arms.

- When everybody has finished, the facilitator asks the group members to share their family coat-of-arms with the group. The facilitator should look out for destructive thoughts such as: "I am the reason my family got divorced" or: "Relationships end because people stop loving each other." At the end of the activity, such statements can be challenged but not in a way that would make the group members feel they should defend themselves.
- To end off the session, ask what the group members have learned about themselves, then about their families and lastly about the group. Let everybody have an opportunity to answer each question. Remember to go through the questions one by one so that the group members can focus on one question at a time, thereby making it manageable to talk about. The facilitator can then summarise the session's feedback, after which the homework is handed out and explained. For homework, the group members have to procure a small notebook (A5 or A6). During the next week, they should use the book as a diary or journal. They should be encouraged to write down their thoughts about the word "family" and what it means to them at this point in time. It should be stressed that they should only write on the right-hand side of the book and not on the left-hand side. Encourage them to spend at least twenty minutes a day thinking and writing about the word "family" (adapted from Jakobsen, 2000:168).
- Group members are then invited to have coffee and to try and socialise with someone who has a similar background, based on the information shared during the group session.

Summary of techniques and the time they should approximately take to be completed

The following table summarises the different parts of session 2 with the amount of time required:

Activity	**Time**
Feedback on Session 2 and the past week	10 min
Icebreaker - Reflecting on homework - What divorce means to them	10 min
Family's "before" and "after"	20-25 min
Family coat-of-arms	40-45 min
Conclusion and socialising	30 min

SESSION 4

Are they really divorced?

General outlay

Materials: * Small book with diary pieces
* Paper containing the homework assignment and date of next meeting

Goals of session 4:

- ✓ to provide a safe climate to help group members express feelings about the divorce and how it influenced them;
- ✓ to help the group members to acknowledge the reality of the divorce;
- ✓ to provide a realistic depiction of responsibility with regard to blame;
- ✓ to express feelings regarding the divorce appropriately; and
- ✓ to start accepting the permanence of the divorce by working through the divorce.

Role of the facilitator

- Welcome all the group members to the fourth group meeting. Ask if anything happened during the week that they would like to share with the group.
- Get feedback from their homework. Let those who wish to, share their views on the word "family." The facilitator should be very sensitive with regard to this topic and should encourage those who speak with empathy and understanding.
- Group members get the opportunity to turn their books upside down if they feel that their parents' divorce turned their lives upside down. The group members are now encouraged to write down their experience of the divorce and how it influenced their lives on the right- hand side of the page - this would be on the left-hand side for those who did not turn their books upside down. When they have finished, a thorough discussion should follow the feedback. All members are given a turn to tell the group how they experienced the divorce and how it influenced their lives (adapted from Jakobsen, 2000:168).
- The facilitator should introduce the following questions one by one and have a group discussion. These questions should flow from the icebreaker without introduction. As many members of the group as possible should participate in answering the following questions:
    - How has your life changed since the divorce?
    - Why do you think your parents initially got married?
    - Why do you think people get divorced?

- What are the possible reasons for their divorce?
- What could you have done to prevent them from getting a divorce?
- To what extent do you think you are responsible for your parents' divorce?
- If your parents are doing this to each other and they say they did love each other previously, is it possible that they don't love you or will not love you in the future?
- What good has come from the divorce?
- What do you worry about?
- What do you think your life will be like in five years' time?
- What good qualities does your mother have?
- What good qualities does your father have?
- If you could change anything about your life, what would it be?

- Reflect on the day's group session by pointing out that the divorce is final and even though some may feel responsible for the divorce, this is not true and that adults make their own decisions, whether we think they are the right ones or not. The following question can show the readiness of the group members to move on to the next task of grieving: "*How many of you still believe that your parents will re-unite and that this is just a phase they are going through? In other words, do you still not think that they are really divorced?*"
- A common response from some of the group members who might find it hard to accept the reality of the divorce, would be anger and irritation during or even after the session. Group members can be encouraged to phone each other during the week if they feel they want to talk to someone about their feelings. The facilitator should also be available for the group members during the week if they do not want to talk to another group member. Before ending the session, it is important that the group members get the opportunity to ask questions. When they have finished, the socialising time can begin where there are no guidelines.

Summary of techniques and the time they should approximately take to be completed

The following table summarises the different parts of Session 4 with the amount of time required:

Activity	**Time**
Feedback on Session 3 and the past week	10 min
Reflection on homework	10 min
Influence of divorce	20 min
Acknowledging the reality of the divorce	40-50 min
Conclusion and socialising	30 min

SESSION 5

How can I move forward?

General outlay

Materials:
* Small paper and pens
* Handling parental conflict
* Shoebox with intact family
* Spade and flowers
* Paper containing the homework assignment and date of next meeting

Goals of session 5:

- ✓ to increase satisfaction with their living arrangements;
- ✓ to teach group members how to disengage from parental conflict;
- ✓ ways of handling conflict in general; and
- ✓ resolving the loss experienced by having a funeral (acceptance).

Role of the facilitator

- ➢ Welcome all the group members to the fifth group meeting. Ask if something happened during the past week that they would like to share with the group. Find out what feelings the adolescents experienced during the last week and how they coped with these feelings.
- ➢ For the icebreaker, the facilitator asks the group members to think back to a time when their parents were fighting. The group members are then asked to write down the first three feelings they experienced when thinking back on that time. They then have to rate how strong they experience those feelings today when thinking back on them. When they have finished, ask them to read their feelings to the group and indicate the intensity of the feelings they experience today. Explain to the group members that their feelings are not unique but others experience them as well and that feelings which have not been dealt with, keep on influencing them. One of the ways in which they can deal with their feelings is by expressing them.
- ➢ A handout entitled: "How do you manage conflict?" is handed out to all group members with the instruction to pick the management style that best fits each of them. They then report to the group on the style they think they use and the group then has the opportunity to agree or disagree with the group member (Johnson 2000:138; Walker 2001).

- Give them tips on handling parental conflict (C.f. Addendum K- Handling parental conflict). Ask each one of them which point they violate the most and how it affects them.
- The facilitator should introduce the following questions one by one and have a group discussion. As many members of the group as possible should participate in answering the following questions about their non-custodial parent and themselves:
    - What do you do when you miss the parent you are not living with?
    - What does it mean to you when you do not get the opportunity to see the parent you are not living with?
    - Does the parent you are not living with still love you even though you don't see him/her much? How does this affect you?
    - What needs to change in order for you to be more satisfied with your living arrangements?
    - How does divorce affect the way you see yourself?
    - Who are you despite your parents' divorce?
- At the end of the group discussion about custodial parents and how the group members see themselves after the divorce, they get show-and-tell time with the shoeboxes that they made for homework. Each group member shows the group what is inside the box and tells them how it has changed and why it will never be the same again. After everybody has completed working through their shoeboxes, the facilitator leads them outside where they have the opportunity to squash their shoeboxes and then bury them, as it is part of the past. If some of the group members are not yet ready to do this, they can join the rest of the group participating in the activity. They should not be pushed to do this activity but should be encouraged to talk to someone if they feel they need to, and then do the activity at home. When all the boxes of those members who participated have been put in the hole, flowers are handed out for final farewells. Then everybody who has put a box in the hole has the opportunity to cover up the shoebox grave.
- When everybody is back inside, the facilitator should be very empathetic and ask for feedback on what they experienced outside.
- To end the formal part of the session the facilitator hands each group member their next session's homework and asks them for feedback regarding session 5. When the feedback has been completed, everybody can be dismissed to give them the opportunity to socialise.

Summary of techniques and the time they should approximately take to be completed

The following table summarises the different parts of Session 5 with the amount of time required:

Activity	Time
Feedback on Session 4 and the past week	10 min
Reflection on time parents were fighting	10 min
Conflict management style	10 min
Group discussion about non-custodial parent	30 min
Funeral of the intact family	40-50 min
Conclusion and socialising	20 min

SESSION 6

Dealing with acceptance

General outlay

Materials: * Homework sheet from session 5
* Pens, pencils or koki pens for drawing purposes
* White board and White board marker
* Guidelines for dealing with anger assertively
* Working through guilt
* Paper containing the homework assignment and date of next meeting

Goals of session 6:

- ✓ to provide group members with skills to cope with anger and self-blame;
- ✓ to teach group members how to deal with guilt;
- ✓ to increase cultural pride;
- ✓ to teach them how to be more assertive;
- ✓ to help group members accept the permanence of the divorce; and
- ✓ to help group members set and achieve a realistic hope of intimate relationships.

Role of the facilitator

- Welcome all the group members to the group meeting. Ask if anything happened during the past week that they would like to share with the group. A discussion follows on the homework from the previous session where every group member who experienced a specific emotion reports to the group. When all the feelings have been discussed, ways of dealing with those feelings can be discussed, asking the group to suggest ways of doing so.

- Divide the group into two groups, each group making a list of things that make them angry within their family. Each statement should start with: "I get angry when …" One person gets the task of writing down the responses. Each group has five minutes for this task. When the five minutes has elapsed, each group selects another group member to report to the whole group. The facilitator writes down the things that make them angry on the board. The whole group is then asked one by one how they respond when they get angry. The facilitator also writes this on the board. When everybody has responded, a "yes" or "no" tick is made next to each of the ways of handling anger. A "yes" is made if the group feels that it is constructive and a "no" if the group deems it destructive. Group members are then encouraged to brainstorm other positive ways to deal with anger in an assertive manner. This is also written down and members are encouraged to give examples where possible (adapted from Basson 2003:161 and Johnson 2000:145). The facilitator can at the end of the session hand out the page: "Guidelines on dealing with anger assertively." Encourage them to practise dealing with anger during the week ahead.
- Pose the following question to the group for discussion: "What causes people to feel guilty and why?" After discussing the question, ask group members if they have something that they feel guilty about and if they do, ask them how they work through the feeling.
- The worksheet "Working through guilt" is handed out to all group members. Read through the worksheet so that everybody is sure about each of the steps. Tell them that part of their homework will be to answer questions relating to the steps about themselves.
- To help the group members to accept the permanence of the divorce, each member of the group should answer the following questions:
    - What is the chance of your parents reuniting?
    - What can you do to make your parents reunite and is it possible?
    - How do you feel knowing that your parents will not reunite?
- The fear about future intimate relationships can be very real for the group members. Use the following sentence completion activity to help manage that fear:
    - To have a good relationship with someone means that….
    - Being intimate means ….
    - My biggest fear when it comes to intimate relationships is….
    - Getting married ….
    - To be realistic about relationships, one has to….
    - What will make my relationship different from that of my parents is…
- The facilitator poses the following question to the group: What in your culture makes you proud of your culture and how does it help you cope?
- The facilitator asks for feedback on the session. The homework page is handed out and explained. The remaining time is for socialisation.

Summary of techniques and the time they should approximately take to be completed

The following table summarises the different parts of Session 6 with the amount of time required:

Activity	**Time**
Feedback on Session 5 and the previous week	10 min
Reporting on homework and ways of handling feelings and losses	15 min
Handling anger	20 min
Dealing with guilt	15 min
Divorce is permanent	10 min
Sentence completion on future intimate relationships	20 min
Discussion on cultural pride	10 min
Conclusion and socialising	20 min

SESSION 7

My problems, goals and me

General outlay

Materials:
* Homework sheet from session 6
* A3 paper and drawing pen, prestic
* Problem solving steps
* Building a positive self-esteem
* Paper containing the homework assignment and date of next meeting

Goals of session 7:

- ✓ to attain problem-solving skills;
- ✓ to show group members their worth as a way of improving feelings of self-worth and self-esteem;
- ✓ to show how one's culture can help one to cope;
- ✓ to set realistic goals for the future; and
- ✓ to help adolescents to write a life philosophy.

Role of the facilitator

- Welcome all the group members to the group meeting and ask if they want to discuss anything that happened during the previous week.
- A discussion follows on the homework from Session 6 on anger and guilt. All the group members answer each question before moving on to the next question. A short group discussion on the question and dealing with the issues can follow.
- The facilitator hands each group member the worksheet "Problem-solving steps." Read through the steps with them. The group is then divided into pairs. Each pair selects a problem that they have to solve using the problem-solving steps. After deciding on a solution, the pairs work out how to role-play the solution to the group, which they then do (adapted from Basson 2003:160 and Jakobsen 2000:170).
- Ask someone to draw a picture of a person on an A3 paper. The rest of the group members think of negative things people have told them about themselves. When the picture has been drawn, paste it on the board. The group members are then encouraged to share the negative things that people say about them. With every negative comment, tear off a piece of the picture until only a small piece is left. Explain to the group members that this is what happens to a person's self-concept or self-worth when they believe the negative things people say about them. Brainstorm ways in which a person can build his self-worth or self-concept. After brainstorming, the worksheet "Building a positive self-esteem" is handed to the group members. Together with the facilitator, they read through the worksheet (adapted from Jakobsen 2000:177).
- The facilitator asks the group how their culture influences them in general and then specifically with regard to their self-worth.
- The facilitator continues the group discussion about self-worth by asking the following questions:
  - How do our goals in life influence our self-worth?
  - How does our culture influence our goals?
  - How do we know that our goals are realistic?
  - How do we know that our goals are unrealistic?
  - What can be done to ensure that our goals are realistic?
  - How do you feel when you achieve realistic goals?
  - How do you feel when you don't achieve unrealistic goals?
  - What is your life philosophy?

  Encourage the group to go home and write out their life philosophy.
- Ask the group for feedback on the day's session and hand them their homework page. Invite them for coffee.

Summary of techniques and the time they should approximately take to be completed

The following table summarises the different parts of Session 7 with the amount of time required:

Activity	**Time**
Feedback on Session 6 and the past week	10 min
Reporting on homework by discussing the ways of dealing with anger	15 min
Problem-solving	40 min
Self-worth	10 min
Culture building self-esteem	10 min
Setting goals and life philosophy	20 min
Conclusion and socialising	25 min

SESSION 8

Facing the real me

General outlay

Materials:
* Homework sheet from session 7
* Paper and pens
* White board and White board marker
* Dealing with feelings
* Forgiveness
* Paper containing the homework assignment and date of next meeting

Goals of session 8:

- ✓ learning how to communicate with friends regarding the divorce and seeking help;
- ✓ learning to communicate with parents by asking for help and sharing feelings;
- ✓ learning how to deal with feelings in general, including the ability to identify and create the opportunity to talk to someone trustworthy; and
- ✓ give information on how to access professional help.

Role of the facilitator

- Welcome all the group members to the group meeting. Ask members to reflect on the past week. Ask them how they feel about themselves and if it is different from what they used to feel about themselves.
- The questions from the homework for session 8 are discussed one by one with all the group members, sharing their answers about their feelings and their strengths and weaknesses. The group is given the opportunity to suggest ways of turning weaknesses into strengths. The group can also disagree on what people say their strengths and weaknesses are.
- Telling friends that your parents are divorced can be a hard thing to do, especially if their parents are not divorced. The following question is asked so that the group can reflect on fears about telling friends about their parents' divorce. "What is the worst that can happen when you tell your friends that your parents are divorced?"
- Group members must write down what they want from their friends. Give them about five minutes to do this. They are then asked to find a partner and to start role-playing. The pairs get five minutes to work out how they are going to role-play. All the pairs then have the opportunity to role-play in front of the group.
- Communication during and after divorce might be difficult for the parents and the adolescents. Ask group members to share their experiences of communicating with their parents after the divorce. When everybody has had a turn, ask the group why they think communication is so difficult with their parents and what they can do to make it easier. Ask those who do not experience communication problems what they do to make communication easy.
- On the same paper as earlier, ask them to write down the one issue they really would like to discuss with their parents. Give them the opportunity to plan the discussion and the time to practise it with a partner.
- The facilitator summarises by saying that the group has discussed a lot of feelings, including anger and sadness. The purpose of the following activity is to give them general guidelines on dealing with their feelings. Ask the group to list as many ways as possible of dealing with feelings and then write the responses on the board. When they have no more suggestions, hand out the information about "Dealing with your feelings" to all members. Each of the group members chooses one from the list (either the board or the paper) and tells the group how it has helped him to deal with his feelings.
- The group members should be encouraged to think of someone they used to share their feelings with and if that person is still trustworthy. If so, they should be encouraged to talk to that person,

otherwise the group members should try and identify someone they can trust, such as a psychologist or minister within the community.

- Group discussion on forgiveness. The following questions must be asked one by one. Encourage all the group members to participate in answering.
  - What does forgiveness mean?
  - What is forgiveness not?
  - Why should I forgive?
  - Why is it difficult to forgive?
  - How do you forgive?
  - What happens to people when they do not forgive?
  - Is forgiveness a feeling or does it change our feelings?
  - Who do I need to forgive?
  - What needs to happen before I can forgive this person (Chapman & Smith, 2005)?
- After the discussion, hand each member of the group the paper "Forgiveness." Ask the group members to give feedback on the day's session. Hand them their homework paper and invite them for coffee.

Summary of techniques and the time they should approximately take to be completed

The following table summarises the different parts of Session 8 with the amount of time required:

Activity	**Time**
Feedback on Session 7 and the past week	10 min
Reporting on homework by discussing weaknesses and strengths	15 min
Telling friends - Role-play	15 min
Communicating with parents	20 min
Dealing with feelings	20 min
Forgiveness	20 min
Conclusion and socialising	20 min

SESSION 9

Helping me cope

General outlay

Materials:
* Homework sheet from session 8
* Pen, White board and White board marker
* Emergency numbers
* My own emergency numbers
* Coping with uncertainty
* Flexibility and adaptability
* Assertiveness
* Paper containing the homework assignment and date of next meeting

Goals of session 9:

- ✓ learning how to ask and find help in the community;
- ✓ learning to live with uncertainty;
- ✓ how to be more flexible and adaptable; and
- ✓ learning to be more assertive.

Role of the facilitator

- Welcome all the group members to their second-last group session. Ask if any participants are willing to share what happened at the previous group meeting with the group. Willing group members can also report on the conversation they had with one of their parents. Also ask willing group members to report on the forgiveness homework.
- The group is given the handout entitled "Emergency numbers." As a group they should fill in as many people as possible whom they can contact for help, such as someone who would listen to them or support them. If they don't have the telephone numbers with them, they can bring them to the next group meeting. When they have finished, every person gets his own sheet entitled "My own emergency numbers." The members of each group can use the list that the group compiled as a guideline and add people who they feel can help them, such as grandparents. Group members should also be encouraged to list professional people, such as psychologists and

religious leaders. Each group member is encouraged to choose one person who they can contact in a crisis. In pairs, they role-play asking for help.

- The group members are reminded that throughout their lives they will have to deal with uncertainty, as it is part of life. Uncertainty can cause stress. Ask the group members to brainstorm about things they can do to deal with uncertainty. Write the solutions given by the group members on the White board. When they have finished, give the group members the sheet entitled "Coping with uncertainty." Read through it with the group members.
- Flexibility and adaptability have been identified by other young people as factors and processes that helped them cope with their parents' divorce. As a group discuss flexibility and adaptability by answering the following questions:
  - What does it mean to be flexible and adaptable?
  - Why is it important to be flexible and adaptable?
  - What prevents me from being flexible and adaptable?
  - What can I do to change so that I can become more flexible and adaptable?
  - How can I respond differently to change?

  When group members have shared their view and solutions, they can be provided with the following information:
  - ✓ When we relinquish fear of expressing our real emotions, we become more flexible and adaptable.
  - ✓ Flexibility and adaptability is an important life skill to have, as change in life is inevitable and everybody has to deal with it. One should be able to cope with changes whether they were foreseeable or not.
  - ✓ You can be more flexible and adaptable by talking to yourself positively. You can say things such as: "I can handle this" or: "Things change but it is okay, I can too."
  - ✓ Being flexible means that you can consider alternatives.
  - ✓ After hearing about something that needs to change, you can take a few deep breaths to calm yourself or you can count to ten.

  The following scenarios are given to two of the group members to role-play their response (they do not get time to practise this - the two scenarios have the heading "Flexibility and adaptability"). The group then gives feedback on other alternatives they could have used. It is important that the facilitator makes it clear that the two people who role-played could only use one method and should not be offended because the group puts forward alternative ways.
- Assertiveness can be defined as a person's ability to act on his rights in such a way that the rights of others are still respected. The facilitator hands each of the group members the worksheet "Assertiveness." The group members complete the worksheet and report back to the group.

- The facilitator asks for feedback on the session as to what they have learned about themselves that they did not know before. The group members need to be reminded that this was their second-last session and that the next session will be the last one for them as a group. The group members should each get their last homework page, which is about a song or a poem they have to write as part of reflection on the group programme.

Summary of techniques and the time they should approximately take to be completed

The following table summarises the different parts of Session 9 with the amount of time required:

Activity	**Time**
Feedback on Session 8 and the past week	10 min
Emergency numbers and role-play	15 min
Coping with uncertainty	25 min
Flexibility and adaptability	20 min
Assertiveness	20 min
Conclusion and socialising	30 min

SESSION 10

I will survive!

General outlay

Materials: * Homework sheet from session 9
* Magazines, glue, scissors, A4 papers (2 per person), envelopes, pens
* CD and CD player
* An afternoon of fun
* Group evaluation

Goals of session 10:

- ✓ looking at how the present influences the future (self-efficacy);
- ✓ helping them to become optimistic/look at the positive side of events;
- ✓ getting feedback on the programme; and
- ✓ terminating the group therapy.

Role of the facilitator

- Welcome all the group members to their last group session. Ask them to summarise what happened during the previous session. Group members are encouraged to share things that happened during the week with the group.
- All group members get the opportunity to show their homework from the previous session to the group by reciting their poem or song. The group is encouraged to listen attentively to the presenting group member (adapted from Hoek, 2005).
- Hand each group member an A4 paper. Make sure that everybody has a magazine from which they can cut out pictures. Ask them to divide the page into three equal parts. On top of the first part, they write "My past," on the middle part they write "My current situation" and on the last part "My future." Give them 20 minutes to cut and paste pictures that are relevant to each time-frame. Each person then gets the opportunity to show their time-frame collage to the group. They should then make connections between the timepieces. "What happened in my past that influences me now and how are the things that I do now going to influence my future?" This shows the group members that the present and the past influence their future (adapted from Johnson 2000:154).
- Explain to the participants that being optimistic means that you look at life in a positive way. It can be difficult when you look back on your life to be optimistic but they do have a choice. You can look at things and see how difficult they were or you can look at things and see the good side. Divorce is difficult but some good can come from it. Ask the group members to make a list of at least three things that were positive about the divorce. Give them five minutes to do this. Ask them to report to the group. When everybody has reported back, ask them if they think everything in life can have a positive side and if not, what that would be.
- The group members each get a questionnaire about the group process (Group evaluation).
- All group members receive a paper and write their names on the paper. The paper is then sent around to all the other group members who write a small message on the page about what they have learned from that person. When the last person has written his comments, the papers should be folded and placed in an envelope. The sealed envelope is handed to the facilitator.
- To conclude the group, group members are encouraged to partake in a relaxation activity. Demonstrate again to the group members how they should sit. Do the relaxation activity called "Closure of emotional baggage" (C.f. Addendum J). When the activity is over, ask the group members for feedback on the activity.
- Group members are encouraged to express their fears about leaving the group. Encourage all the group members to share, even if they feel they will be doing okay after the sessions have come to an end.

- They get the opportunity to socialise for one last time.
- Group members each get an invitation for a socialising event "An afternoon of fun." At the event, the envelopes with members' comments are handed to the group members to remind them that they are special and influence people around them.

Summary of techniques and the time they should approximately take to be completed

The following table summarises the different parts of Session 10 with the amount of time required:

Activity	**Time**
Feedback on Session 9 and the past week	10 min
Poems and songs	15 min
Self-efficacy	30 min
Optimism	15 min
Evaluation of group process	20 min
Encouraging members	10 min
Relaxation - Closure of emotional baggage	15 min
Talking about fears	10 min
Conclusion and socialising	25 min

WORKSHOPS

All the handouts for the workshops are contained in Addendum L.

PARENTING WORKSHOP 1

The parenting workshop does not have set criteria for participants. The Life Orientation educator should however encourage parents of the adolescent who participates in the group programme to form part of this workshop. It is further suggested that the parenting workshop runs concurrently with the beginning phase of the group programme as this might give adolescents more motivation to participate.

The title of the parent workshop is: "Parents as protective resources for adolescents from divorced families."

The rationale for the workshop

Parents have been identified as protective resources by literature, the interviews and the CYRM. Findings indicated that resilient adolescents experienced emotional support, better quality parenting, and more material resources. The rationale for this study is therefore to encourage parents to be an effective protective resource for their adolescent children.

The intended workshop outcomes

After attending this workshop, the parents should be able to:

- ✓ understand the effect of divorce on adolescents; and
- ✓ see their protective role as parents in helping their own adolescents.

Workshop outline programme

08:45 Coffee and registration

09:15 Getting to know each other

09:30 Expectations

09:45 Rules

09:55 Setting the scene for Group Exercise 1

10:00 Exercise 1 - Understanding how my child feels about the divorce

10:30 Discussion arising from Exercise 1

10:45 Coffee break

11:05 Setting the scene for Group Exercise 2

11:15 Exercise 2 - What can we as parents do to help?

11:30 Feedback from Exercise 2

11:45 Setting the scene for Exercise 3

11:55 Exercise 3 - Active listening

12:10 Exercise 4 - Tasks that adolescents need to work through after parental divorce

12:50 Summary and feedback of the day

13:00 Conclusion

The Workshop

How we as parents can help our adolescents to function better after our divorce.

Coffee and registration (08:45 - 09:15[3])

All the parents get nametags and the opportunity to get to know each other. This also helps to ensure that all parents are on time for the start of the session.

Getting to know each other (09:15 - 09:30)

Each parent must interview another parent that they do not know and then introduce that parent to the group. Each parent should request the following information:

- How many children do you have, what are their names and how old are they?
- How long have you been divorced?
- Are you the custodial parent? If not, how often do you see your children?
- Did you get married again? If so, describe your new family.

[3] Time given only as suggestion. Facilitators should accommodate the group.

- Why did you decide to participate in the programme?

Expectations (09:30 - 09:45)

Parents are encouraged to state their expectations of the workshop. The facilitator records the expectations.

Rules (09:45 - 09:55)

Rules for the workshop are discussed which must include the following:

- confidentiality;
- no-one should be forced to share if they don't want to;
- if the parents have an adolescent who is partaking in the group programme, they should not probe the adolescent to share what is happening in their group programme; and
- listen to the person speaking.

If the parents did not suggest any of these rules, the facilitator can probe for these or just ask permission to add the rules. Their permission should be obtained for each rule added.

Setting the scene for Group Exercise 1 (09:55 - 10:00)

The facilitator gives the following information to the parents as an introduction to the exercise:

During the first two years following the divorce, parents seem to make few demands on their children; they communicate less, show less affection and most of the time are inconsistent with their disciplining. During these times, parents lay down restrictive rules but seldom enforce them.

Divorce is not an isolated event and years after the divorce, it will still influence you as a parent and those around you. Weddings, graduations and other family events can be awkward as the organisers or the children who are involved may not know where to place their divorced parents. The purpose of the next exercise is to find out why adolescents struggle to cope with divorce.

Exercise 1 - Understanding how my child feels about the divorce (10:00 - 10:30)

In pairs, discuss (If the group is big, buzz groups can be used instead of pairs):

1. How did my adolescent experience our divorce?
2. What losses did my child experience due to our divorce?
3. What feelings does my child have about our divorce?
4. In what way has my child's behaviour changed since he/she found out about the divorce?
5. What other areas of my child's life has also been influenced and how?

Discussion arising from Exercise 1 (10:00 - 10:30)

The pairs give feedback to the whole group. Responses are recorded on a flip chart or on the computer with the presentation. After everybody has given feedback, the group can discuss some of the responses.

Coffee break (10:30 - 10:50)

Setting the scene for Exercise 2 (10:50 - 11:00)

The facilitator gives information[4] about how adolescents form their identity and additional problems adolescents might experience due to the divorce:

Parenting adolescents in general can be frustrating as many adolescents seek opportunities to exert their independence in order to find their own identity. During this time of adolescence, young people have to figure out who they are and establish their own identity. This involves learning about themselves as scholars, sons or daughters, friends, workers and social beings to develop their own sense of self. Their identity is a conglomerate of beliefs and goals about their future and future relationships. To develop their identity, adolescents may:

- *spend a lot of time with friends and less time with parents;*
- *be preoccupied with themselves;*
- *have strong ideas about people and the world;*
- *question morals, ethics and politics;*
- *make their likes and dislikes clear to others;*
- *feel embarrassed by their parents and be critical of them;*
- *experiment with different looks, substances and role models who they emulate;*
- *spend time day-dreaming or acting as if they are on stage; and*
- *experience a lot of conflict with parents.*

Some additional problems that adolescents may experience due to the divorce are:

- ***Delayed maturity**: the adolescent remains too dependent on the parent.*
- ***Accelerated maturity**: the adolescent expresses himself through sexual acting out behaviour, drug and alcohol abuse and power struggles with authority figures. This can also lead to anti-social tendencies as they find acceptance from their peers.*
- ***Parental confidantes**: this not only includes siblings having to talk to older siblings but can also include parents who seek companionship. The adolescent can take on too many responsibilities if this happens.*

[4] Chapter 3 and 4 should be read for more information and background.

- ***Having too much responsibility****: most of the time the responsibility is related to looking after siblings and an increase in household chores. With the responsibility come independence and the power to make decisions by themselves.*
- ***Anger****: many adolescents feel angry because they do not receive enough information from their parents with regard to the divorce. The anger may also be due to helplessness, as they cannot change the outcome. Anger can be seen as a normal reaction to loss.*
- ***Loyalty conflict****: adolescents feel that they must choose between their parents. This can be very difficult if one of the parents was the cause of the divorce. The adolescent might be angry but also need both parents. Loyalty conflict can be increased with parental conflict.*
- ***Fear of future relationships****: many adolescents fear that their future relationships will turn out the same as that of their parents.*
- ***Rejection****: adolescents may feel rejected by the parent who leaves the relationship. The question may arise: "Will they always love me or can they also start to hate me?"*
- ***Loss of income****: single parents earn less money and support payments are often not made. This can result in adolescents not fitting in with their peers with regards to the clothes they wear or places where their friends go.*

Exercise 2 - Group work (11:10 - 11:30)

The facilitator reminds parents that they play a huge role in their adolescent's identity development and that having extra stress due to the divorce can hinder this development. Adolescents from divorce often have doubts about their future, especially their relationships. The following two questions should be brainstormed in groups of 4 to 5:

- What can I as a single parent do to help my adolescent to form his own identity?
- What can I do to reassure my adolescent about his future?

Exercise 2 - Feedback (11:30 - 11:45)

Ideas are reported back to the facilitator who types/writes down all the ideas so that they can be printed and handed to the parents later. (A scribe can also be used instead of the facilitator).

Setting the scene for Exercise 3 (11:40 - 11:50)

The facilitator discusses the following information with the group:

You may find that your adolescent would like to talk to you after some of their group programme sessions. He may want to talk to you about his feelings or questions that he has about your divorce. It is important that you give your child the opportunity to talk to you. Be honest with your child after you have listened. Do not wait for the right opportunity; create one when you are driving or making supper.

To be a good listener, engage in active listening by reflecting on your child's feelings and by using "I" messages.

The following guidelines can help you to be a better listener:

- *Show empathy (put yourself in your child's shoes).*
- *Do not confront the adolescent with "Why" questions or a question such as "How do you feel about the divorce?"*
- *Use paraphrasing, clarification, reflection and summarising to show understanding.*
    - *Paraphrasing and clarification are used to make sure you understand by repeating in your own words what the adolescent said.*
    - *Reflection is about using different words to get clarity about something.*
    - *Summarising is used at the end of the discussion to show that you have listened and understood what was said.*
- *Do not judge or give advice.*
- *Be sure that your reassurance is real and not just a way of smoothing over your feelings of guilt, but stay away from reassurance as far as possible.*
- *Do not jump to conclusions, interrogate or make assumptions.*
- *Forget what is happening to you and ways of helping your child, just listen.*
- *Lean slightly forward, make eye contact and sit in an open position (do not fold you arms or legs).*
- *Do not change the topic.*

One of the most effective ways of communicating with an adolescent is to offer them an invitation to say more and to share their own judgement, ideas and feeling with you.

Exercise 3 - Active listening (11:50 - 12:10)

The facilitator asks the group to divide into pairs. In pairs, each parent gets the opportunity to share their problems with the other parent, who tries to actively listen.

When both the parents have had a turn to listen to one another, they evaluate each other's ability to listen by completing the "Evaluation sheet," which is then given to the other parent so that they can be aware of where there is room for improvement and where they are doing well.

Exercise 4 - Tasks of working through parental divorce (12:10 - 12:50)

The facilitator explains that even though the task of working through parental divorce was not identified as a protective factor during the research, it did indicate that divorce is like the death of a family. As

with death, divorce needs to be mourned and therefore adolescents need to work through a grieving process – some of the participants in the research did indicate that they mourned their parents' divorce. The facilitator can also inform the parents that the adolescents will have the opportunity to work through some of the tasks during their group programme.

The group is then divided into six smaller groups, each of which is each handed a task. Each group has to identify the feelings associated with the task and ways in which parents can help their children in each task. When everybody has finished, they present their tasks to the rest of the group.

Summary and feedback of the day (12:50 - 13:00)

As many parents as possible can be asked to provide feedback on the day by summarising what they have learned.

Each participant is then handed a paper on which he or she can write down a question that has not been answered yet, for discussion in the next week's workshop.

Thank you (13:00)

Dismiss workshop after thanking everyone involved for their attendance.

PARENTS' WORKSHOP 2

It is recommended that the programme be used over two weeks. The facilitator can however decide to do it in one day by having an afternoon session. Benefits of doing the programme over two weeks include support from other group members over a more extended time period, the opportunity to practise skills covered in the first week, and the opportunity to discuss issues related to the previous week.

Workshop outline programme

08:00 Coffee and registration
08:20 Feedback from previous session
08:35 Exercise 1 - Parenting
09:00 Feedback from Exercise 1
09:20 Setting the scene for Exercise 2
09:25 Exercise 2 - Communicating effectively
09:40 Feedback from Exercise 2
09:50 Coffee break
10:10 Exercise 3 - Family meetings

10:35 Setting the scene for Exercise 3

10:45 Exercise 4 - Co-parenting

11:20 Feedback from Exercise 4

11:30 Coffee break

11:50 Exercise 5 - Action plan

12:20 Feedback from Exercise 5

12:40 Summary and feedback on the day

12:50 Evaluation of workshop and thank you

13:00 Conclusion

Coffee (08:00 - 08:20)

This is to ensure that fewer parents are late so that the workshop can start on time.

Feedback from previous week (08:20-08:35)

The facilitator asks the group what skills they used during the past week and how they used them. A short summary can be given about the previous workshop.

Exercise 1 - Parenting (08:35 - 09:00)

In groups of five, discuss ways that you found effective over the past year with regard to parenting. Look specifically at:

- setting rules;
- effective punishment;
- tough love;
- flexibility and adaptability;
- co-operation;
- democracy;
- consequences; and
- responsibility.

Feedback from Exercise 1 (09:00 - 09:20)

Report effective ways of parenting adolescents to the whole group. The responses regarding effective parenting are recorded.

Setting the scene for Exercise 2 (09:20 - 09:25)

The facilitator explains that *communication is a vital part of family life as it affects the quality of the relationship between parents and children. Many adolescents blame their parents for criticising them for being disobedient, breaking family rules, not being ambitious enough, being messy and sloppy.*

The most common ways in which parents talk to adolescents are:
Order or command: "If you live in my house, you will do as I say…"
Preach: "When I was your age, we did not…"
Judge: "I don't want to see your house someday if your room is always this messy…"
Advise: "Listen to me …"
Demeaning messages: "You forget everything, you are so irresponsible."

Put yourself in your child's shoes. If someone made these statements to you, how would your feel? Many adolescents also respond to questions passively and in monosyllables when asked too many questions. You-messages that are often sent by parents indicate judgement, for example: "You are always late in the morning." This can be solved by starting sentences with "I" – therefore using I statements or I messages. After using I, also state how you feel, for example: "I get upset when we are late because …"

The following three general rules can also help improve communication:

- ✓ *Sympathise with the person you want to communicate with, for example: "I understand that …"*
- ✓ *Share your own feelings about the situation, for example: "It makes me feel…"*
- ✓ *Propose a possible solution to the problem, for example: "Let us talk about how we can …"*

Exercise 2 - Communicating effectively (09:25 - 09:40)

Each of the parents has to complete the form "Communicating with my child."

Feedback on Exercise 2 (09:40 - 09:50)

Parents who wish to do so, can share their statements with the group.

Coffee break (09:50 - 10:10)

Exercise 3 - Family meetings (10:10 - 10:35)

The facilitator explains that *family meetings create the opportunity for the family to communicate about issues that bother them. It should be a place where family members feel that other family members listen to them. To achieve this, there should be some ground rules, such as "Only one person talks at a*

time." You can have the family meetings on a regular basis, for example once a week, which all the family members have to attend. There can also be additional meetings when any family member has to discuss a matter with other members but not all have to be present.

Family meetings have the following advantages:

- *a place where members can share their thoughts and feelings;*
- *raise issues or concerns;*
- *share good things that happened;*
- *give time for complaints;*
- *share good news;*
- *learn how to solve problems; and*
- *learn how to co-operate with others.*

Encourage the parents to start with family meetings during the following week. This should be scheduled in such a way that everybody is able to attend. During this first family meeting a regular time for the meetings should be set, and the reasons for having family meetings and rules regarding family meetings should be discussed.

Parents complete the form "Family meetings."

Setting the scene for Exercise 4 - Co-parenting (10:35 - 10:45)

The facilitator explains that *adolescents can find conflict between ex-spouses very difficult to handle. Working towards compromises may become harder after the divorce and even though parents want what is best for the children. Parenting with your ex-spouse may become harder as emotions might overwhelm both of you. Disagreements can range from paying child support, visitation rights, to parenting. Both parents may fight to have their own way as they feel they no longer have to compromise. Parental conflict at this stage can be more detrimental for the adolescent than the divorce itself. The conflict between yourself and your ex-spouse may require you to separate the personal issues that you have from those that involve your children. Minimising conflict and working together with your ex-spouse can help your child adjust better after the divorce.*

Building a relationship with an ex-spouse might be very difficult. This is a new type of relationship and should be treated as a business type relationship where you work towards the same goals as you have the same assets – the children. You are partners in raising children and your children's needs, fears and interest must come first. This should be done rationally without too many emotions involved.

When you and your ex-spouse manage to work effectively as ex-spouses, it is important to reassure the children why you divorced, as they may feel responsible since now you get along much better.
Adolescents should realise that their relationship with both parents are separate from the relationship parents have with each other. This means that they do not have to feel angry or unhappy about a parent just because one of the parents feels that way about the other parent. This can be done by assuring your child that it is okay to love the other parent.

Your ex-spouse should be encouraged to have frequent contact with the children. This includes spending time together and if it is not possible due to logistical reasons, the other parent should be encouraged to phone the children on a regular basis.

Spending time together during adolescence can become more problematic when personality clashes may become a factor. Friends usually become more important and children want to spend more time with them. Whatever the reason may be, except abuse, the child should not be forbidden to honour scheduled visits. They should see the non-custodial parent even if they do not like it or feel they do not want to.

If your ex-spouse lives close by, a roster or time-schedule can be drawn up to make it easier on the children, as they know in advance what to expect. This can be done by one parent or by both, but as few changes as possible should be made once it has been accepted by both parents. Be on time when you have to pick up the children from the ex-spouse or phone when you are going to be late.

Aside from scheduled time together, attend as many school functions as possible. This shows your children that they are important to you and you are interested in what is going on in their lives. Attending functions together with your ex-spouse can be very difficult. Make prior arrangements if you do not wish to be seated close to your ex-spouse or want to see and educator when the ex-spouse is not around.

Educators should be informed about your divorce so that they can assist your child better. Where possible, information about what happens at school should be given to both parents. Your ex-spouse should do as much as possible to be involved with the school, including participation in the PTA. Contact information pertaining to both parents should be submitted to the school office. Both parents should try to go to parents' evenings. These meetings can be scheduled at different times. Educators can give valuable insight into your child's behaviour and performance, which might include suggestions on ways in which you can help your child to cope better.

When the non-custodial parent does not want to see the children, reassure them that they are worthy of being loved and they have not done anything to cause the other parent not wanting to see them, but rather that it can be the non-custodial parent's own hurt or inability to express emotions. Point out other people who love them and assure them that they are worthy of more than just one person's love.

The following suggestions can help with co-parenting:

- *try to agree with you ex-spouse on matters with regard to discipline, especially in front of the children;*
- *do not ask your children to take sides;*
- *do not ask your children to spy for you; and*
- *as far as possible, do not fight in front of the children.*

Initially co-parenting can be very difficult but with the appropriate boundaries, it can be beneficial for the children.

Exercise 4 - Co-parenting (10:45 - 11:00)

Complete the questionnaire "Co-parenting." In pairs, role-play your action plan and modify where you think it necessary.

Feedback to the group (11:20 - 11:30)

Feedback on the action plans to the group.

Coffee break (11:30 - 11:50)

Exercise 5 - Action plan for parenting (11:50 - 12:20)

In groups of four, construct an action plan on how custodial parents can help their adolescent children to function better after the divorce. Parents who have re-married should include an action plan involving the stepparent.

Feedback from Exercise 5 (12:20 - 12:40)

The groups report to the whole group, who assists with comments and suggestions about their action plans.

Summary and feedback on the day (12:40 - 12:50)

As many parents as possible can be asked to provide feedback on the day and on the two weeks by summarising what they have learned and how they can apply it in their own lives.

Evaluation of workshop and thank you (12:50 - 13:00)

Each participant is given the paper "Evaluation of parents' workshop" to complete and submit to the facilitator.

Final thanks to the participants and an invitation can be extended for further assistance through counselling.

7.7 EDUCATOR WORKSHOP

This next section will focus on the educator workshop programme.

The following requirements must be met for inclusion in the educator workshop:

- ✓ must be passionate about White, Afrikaans youth who are struggling;
- ✓ must be teaching; and
- ✓ must be available for the youth after the workshop.

The title of the educator workshop is "How we as educators can help White, Afrikaans-speaking at-risk adolescents to function better after their parents' divorce."

The rationale for the workshop

Educators have been identified as protective resources by literature and the CYRM (C.f.5.5.1). It was found that resilient adolescents had more educational aspiration, and experienced more support from their educators than did non-resilient adolescents. The rational for this study therefore is to encourage educators to be an effective protective resource for adolescent from divorced families.

The intended workshop outcomes

After attending this workshop, you should be able to:

- ✓ understand the effect of divorce on adolescents; and
- ✓ see the educator's role in functioning as a protective resource for adolescents coming from divorced families.

Workshop outline programme

08:45 Coffee and registration
09:15 Introduction - Participant's expectations
09:25 Setting the scene for group Exercise 1
09:30 Exercise 1- Awareness of the impact of divorce
10:00 Discussion arising from Exercise 1
10:30 Coffee break
10:50 Setting the scene for group Exercise 2 - Developing active listening skills
11:00 Exercise 2 - Active listening skills
11:10 Exercise 2 - Pair work
11:30 Exercise 2 - Evaluation
11:40 Setting the scene for Exercise 3
11:50 Exercise 3 - Constructing an action plan
12:00 Exercise 3 - Group work
12:30 Presentation
12:45 Summary and feedback on the day
12:55 Thank you

The Workshop

Coffee and registration (08:45 - 09:15)

All the educators receive nametags and the opportunity to get to know each other. This also helps to ensure that fewer educators are late when the session starts.

Introduction - Expectations (09:15 - 09:25)

All the educators get the opportunity to state what they expect from the workshop. These are recorded by the facilitator.

Setting the scene for group Exercise 1 (09:25 - 09:30)

The facilitator gives the following information in the form of a mini-lecture:

Divorce has become more acceptable in today's society and more children are affected yearly. Information from Statistics South Africa indicates that 370 623 minor children experienced their parents' divorce between 1997 and 2006. Educators all over South Africa work with children coming from divorced homes on a daily basis. Educators are well skilled in the observation and analysis of

children's behaviour and can therefore see if a child is struggling to adapt. Educators are also in regular contact with the children and can therefore build sufficient rapport with the children for them to open up and talk to the educators. The school can provide the child with a calm and secure haven. Educators are in a position where they can act as counsellors to both children and their parents. They should however know when to refer a child to a psychologist. Educators should not try to counsel parents but should refer them.

Exercise 1 (09:30 - 10:00)

In groups of 5, discuss:

1. How do adolescents experience their parents' divorce?
2. How does divorce influence adolescents' school performance?
3. Why do some adolescents struggle more with their parents' divorce than others?
4. What is the educator's protective role when it comes to children from divorce?

Discussion arising from Exercise 1 (10:00 - 10:30)

The smaller groups report to the big group about how they think adolescents experience parental divorce, why they struggle, whether educators are trained sufficiently to handle adolescents from divorce and the role educators play. Responses are recorded and displayed on the White board or they can be written on a flipchart.

Coffee break (10:30 - 10:50)

Setting the scene for Group Exercise 2 – Developing active listening skills (10:50 - 11:00)

The facilitator reflects on Exercise 1 where the questions were raised on the ability of educators: do educators have the ability to actively listen to adolescents from divorced families, do they know when to refer and whom to refer to? Do educators have the time to deal with these adolescents? Which educators should be involved in dealing with these adolescents?

The intention of the exercise is not to have the questions answered, but rather to equip those present with the ability to actively listen.

Exercise 2 - Active listening skills (11:00 - 11:10)

The facilitator gives the following mini-lecture:

The educators should treat the adolescent with respect, genuineness, empathy, acceptance, understanding and rapport. When an adolescent comes to speak to an educator, the educator should listen and attend to the adolescent. This can be achieved by exuding warmth – the ability to maintain

close physical proximity. It should not be so close that the adolescent's personal space is violated. Direct eye contact should be made while the body posture is relaxed, leaning slightly towards the adolescent. Focus on the adolescent and show empathy by speaking in a soft, soothing tone. Follow the adolescent verbally by using probing, summarising, paraphrasing, clarifying and reflecting.

The adolescent will feel more understood if the educator probes and asks questions but not in such a way that the adolescent feels that he has to defend himself. This can be achieved by avoiding questions starting with "Why." During the session, the educator can paraphrase and clarify to ensure they understand what the adolescent is saying. Paraphrasing is the process whereby the message given by the adolescent is rephrased. It usually leads to clarification and is used to gain clarity. Paraphrasing can be used to gain clarity on a part of the adolescent's message on or the whole message. It can also be used to find the meaning it holds for the adolescent or the feelings the adolescent is experiencing. Reflection is also a useful tool that can be used during the interview. Reflecting is about using different words to describe the same thing to ensure understanding of feelings, both verbal and non-verbal, so as to understand the context and the underlying meaning. Reflection can be used to find affective feelings, contradictory feelings, ambivalent feelings, positive feelings, painful feelings and non-verbal feelings. In the beginning or at the end of a session, the educator can summarise what happened during the previous session or the current session. During the session, the educator should be empathetic and understanding. This will help the educator to pick up what the adolescent is saying, what is meant by what is said and how the adolescent is feeling at that moment.

The educator should be careful not to sympathise, judge, give advice or reassurance, jump to conclusions, interrogate, make assumptions or change the topic too quickly.
(Adapted from Mazabow, 2003 and Walker 2001).

Exercise 2 - Pair work (11:10 - 11:30)
Use the summary of the active listening skills guidelines and practise using the skills. Each educator gets a turn to be the adolescent while the other one practises the listening skills.

Exercise 2 - Evaluation (11:30 - 11:40)
Each educator is shown a movie extract from "The unsaid." The educator evaluates how he or she felt the psychologist practised listening skills.

Setting the scene for Exercise 3 (11:40 - 11:50)
During interviews with adolescents who coped well with their parents' divorce, the following factors and processes were identified as helping them (C.f. Chapter 6.4):

- feeling that they are treated fairly in the community;
- feeling accepted and part of the community;
- having opportunities to show others that they are becoming adults;
- knowing where to find help in the community;
- having age appropriate work;
- their behaviour is tolerated by the community;
- they feel safe within their community;
- the adolescents have opportunities to serve their community;
- being spiritual;
- they have enough opportunities to grow spiritually;
- they do not feel that people discriminate against them;
- they feel valued and important;
- having good role models; and
- they are proud to be White, Afrikaans-speaking South Africans.

Each educator gets the paper entitled “14 Specific protective factors and processes identified by resilient, Afrikaans adolescents from divorced families.”

Exercise 3 - Constructing an action plan to help adolescents from divorced families (11:50 -12:00)
The group brainstorms to find possible ways to help the adolescents from divorced families.

Exercise 3 - Group work (12:00 - 12:30)
In groups of 5 (preferably educators from the same school in a group), brainstorm what you as educators have to offer adolescents from divorce in order to help them cope better.

Exercise 3 - Presentation (12:30 - 12:45)
The different small groups present the skills they possess to help adolescents to the big group, who can then add any skills they feel have been missed and some skills that they possess to help adolescents from divorced families.

Summary and feedback of the day (12:45 - 12:55)
As many participants as possible can be asked to provide feedback on the day by summarising what they have learned.

After the summary, educators are handed an A4 paper on which they can make comments and suggestions for future workshops.

Thank you (12:55 - 13:00)

Thank the educators for their participation.

7.8 COMMUNITY WORKSHOP

This section will focus on the community workshop programme.

The following requirements must be met for inclusion in the community workshop:

- ✓ must be passionate about White, Afrikaans youth who are struggling;
- ✓ must be available for the youth after the workshop; and
- ✓ must be seen by the community as a good role model.

The title of the community workshop is: "How we as community can be protective resources for White, Afrikaans-speaking at-risk adolescents to function better after their parent's divorce."

The rationale for the workshop

People in the community, and especially community leaders, have been identified as protective resources by literature and the CYRM (C.f. 5.3.3 & 6.3.2). The findings were that resilient adolescents received more support from their community than non-resilient adolescents. Resilient adolescents also knew where to find help in the community. The rationale for this workshop is therefore to encourage the community to be effective protective resources for adolescents from divorced families.

The intended workshop outcomes

After attending this workshop, you should be able to:

- ✓ understand the effect of divorce on adolescents;
- ✓ comprehend the community's role in helping these adolescents; and
- ✓ assist in implementing the planned action to help these adolescents cope better.

Workshop outline programme

08:45 Coffee and registration
09:15 Introduction – Participants' expectations
09:25 Setting the scene for Group Exercise 1
09:30 Exercise 1 - Prevalence and impact of divorce

10:00 Discussion arising from Exercise 1
10:30 Coffee break
10:50 Setting the scene for Group Exercise 2
11:00 Group Exercise - Can we help?
11:30 Feedback from the group
11:45 Construction of an action plan
12:30 Lunch
13:30 Setting the scene for Exercise 3
13:45 Exercise 3 - How my organisation might help
14:30 Feedback from Exercise 3
14:55 Coffee break
15:15 Community plan
15:40 Summary and feedback on the day
15:55 Thank you

The Workshop

How we as community can help White, Afrikaans-speaking at-risk adolescents to function better after their parents' divorce.

Coffee and registration (08:45 - 09:15)
All the participants receive nametags and the opportunity to get to know each other. This also helps to ensure that fewer participants are late when the session starts.

Introduction - Expectations (09:15-09:25)
Participants who wish to, get the opportunity to state what they expect from the workshop. The expectations are recorded and displayed on the board by the facilitator.

Setting the scene for group Exercise 1 (09:25 - 09:30)
The facilitator gives a mini-lecture with the following content: "*Each year the government releases general statistics about divorce. Information on White divorce rates indicates that there was an increase in the number of divorces per year from 1981 up to 1990. In 1991, there was a sudden drop and then a steady increase over the next 11 years, with a drop again in 2003. The number of children involved in divorces has dropped since 1992 with the lowest number in 2004, but is still very high. In 2004, 10 363 White children where involved in divorces all over South Africa. From 1997 till 2006, 370 623 minor White children in South Africa experienced their parents' divorce. Many of these*

children lack coping skills. We are here today to discuss ways in which we as a community can help these children - specifically focusing on adolescents - to cope with their parents divorce better."

Exercise 1 (09:30 - 10:00)

In groups of 4, discuss:

1. How do adolescents experience their parents' divorce?
2. Why do some adolescents struggle with their parents' divorce?
3. How can their parents' divorce potentially influence their future?

Discussion arising from Exercise 1 (10:00 - 10:30)

The different small groups report to the big group about how they think adolescents experience parental divorce, why they struggle and the suspected influence it will have on their future. Responses are recorded and displayed on the White board.

Coffee break (10:30 - 10:50)

Setting the scene for group Exercise 2 – Can we help? (10:50 - 11:00)

The facilitator provides the following information verbally as an introduction to exercise 2: *We as various organisations have different functions in the adolescent's life. Most of the time we do not get to set time apart to deal with adolescents from divorced families, unless we are in a position where the adolescent comes to us to talk about things. Very few adolescents from divorced families go for professional counselling.*

What plan can we as a community devise to help adolescents from divorced families without singling them out? In other words, is there a way in which we can help adolescents from divorce and those from intact families as one group so that both groups learn new coping strategies?

Exercise 2 (11:00 - 11:30)

In groups of four (not the same people as the previous time), discuss the following questions:

1. Should we as a community single out adolescents from divorced families to help them?
2. How can we as a community help adolescents from divorced families without separating them from other adolescents?
3. What are the benefits for adolescents whose parents are not divorced to partake in the community's project?

Feedback from group (11:30 - 11:45)

Each of the groups gives feedback on the discussion and possible solutions. Feedback is recorded and displayed on the board or written on a flipchart.

Constructing an action plan (11:45-12:30)

The group brainstorms to find various protective contributions which the community can make to help the adolescents from divorced families.

Lunch (12:30 - 13:30)

Setting the scene for Exercise 3 (13:30 - 13:45)

The facilitator informs the group of protective factors and processes that were identified by the adolescents participating in the study:

- feeling that they are treated fairly in the community;
- feeling accepted and part of the community;
- having opportunities to show others that they are becoming adults;
- knowing where to find help in the community;
- having age appropriate work;
- their behaviour is tolerated by the community;
- they feel safe within their community;
- the adolescents have opportunities to serve their community;
- being spiritual;
- they have enough opportunities to grow spiritually;
- they do not feel that people discriminate against them;
- they feel valued and important;
- having good role models; and
- they are proud to be White, Afrikaans-speaking South Africans.

Exercise 3 - How my organisation might help (13:45 - 14:30)

Each participant receives the paper "14 Specific protective factors and processes identified by resilient, Afrikaans adolescents from divorced families." The questionnaire "My organisation" is handed to each participant to complete (±25 min). In pairs, discuss the answers by pointing out three areas where your organisation can improve to help adolescents to be more resilient (±20min).

Feedback for Exercise 3 (14:30 - 14:55)

The different groups provide feedback on where their organisations can improve to help adolescent to cope better.

Coffee break (14:55 - 15:15)

Community plan (15:15 - 15:40)

All the participants are invited to partake in creating an oath, which includes the following:

- ✓ their passion for the community's youth;
- ✓ their awareness of the problems that divorce can create and other problems in the community; and
- ✓ their willingness to help.

This is recorded, and then recited (The facilitator must ensure that each organisation get a copy of the oath after the workshop).

Summary and feedback of the day (15:40 - 15:55)

As many participants as possible can be asked to provide feedback on the day by summarising what they have learned.

Each participant is then handed a paper on which they may write down suggestions.

7.9 FRIENDS' WORKSHOP

This next section will focus on the friends' workshop.

The only requirement for a person to attend the friends' workshop is that he or she must have a friend who comes from a divorced family. The friend may also come from of a divorce family.

The title of the friends' workshop is: "How friends can help friends from divorced families."

The rationale for the workshop

Friends have been identified as protective resources by literature, the CYRM and the interviews (C.f. Chapter 3, 5.6.4 & 6.3.3). Findings were that resilient adolescents felt that their friends would be there for them to support them during difficult times. The rationale for this study is therefore to encourage

friends to be an effective protective resource for adolescent from divorced families by equipping them to actively listen and by informing them about the influence of divorce.

The intended workshop outcomes

After attending this workshop, you should be able to:

- ✓ understand the effect of divorce your friend
- ✓ know how to talk and listen to your friend in order to support him/her; and
- ✓ have worked out an action plan on how to support friends whose parents are divorced.

Workshop outline programme

08:45 Coffee and registration
09:00 Icebreaker
09:15 Introduction - Expectations of the workshop
09:25 Setting the scene for Individual Exercise 1
09:30 Exercise 1- How does my friend feel
9:45 Exercise 1(b) - Talking to someone
10:00 Coffee break
10:20 Exercise 2 - Learning to listen
11:00 Feedback
11:10 Setting the scene for Exercise 3
11:15 Exercise 3 - Using I statements
11:40 Report back to group
11:50 Exercise 4 - Setting our action plan
12:30 Feedback from groups
12:45 Summary and feedback on the morning
12:55 Thank you and conclusion

The Workshop

How we as friends can help by better understanding our friends who struggle after their parents' divorce.

Coffee and registration (08:45 - 09:00)

All the participants receive nametags. The registration and coffee session ensure that fewer participants are late when the session starts.

Icebreaker (09:00 -09:15)

A sticker displaying the name of an actor or musician is attached to the back of each participant. It is their job to find out who the person is. In order to find out, they must go round in the room to the other participants, and tell them something about themselves in order to get a clue as to whom it is. They may not ask for the person's name and can only ask one question per person. The last one able to establish who he or she is supposed to be, gets to sing a song or do something silly that the group decides on.

Introduction – Expectations (09:15 - 09:25)

All the participants get the opportunity to state what they expect from the workshop. The expectations are typed and displayed on the board by the facilitator or they can be written on a flipchart.

Setting the scene for Individual Exercise 1 (09:25 - 09:30)

The facilitator introduces Exercise 1 by raising awareness through this short introduction: *Children and adolescents have similar feelings and reactions towards parental divorce. It is however apparent that some people seem to be stronger when it comes to coping with their parents' divorce. How do people who are strong react to their parents' divorce and how do people who are not so strong react to their parents' divorce? With the next exercise, we are going to explore these questions.*

Exercise 1 – How does my friend feel? (09:30 - 09:45)

On the paper: "How does my friend feel?" complete the following questions:

- If you were to find (or when you found) out your parents are getting a divorce, how would (did) you feel?
- What do you think your friend felt?
- What did your friend tell you about his or her feelings?
- What do you think are the three most general feelings your friend might have experienced due to his or her parents' divorce?
- How long do you think these feelings last and why?
- Do these feelings ever go away? If they do, how?
- What in your friend's behaviour could tell you that your friend is weak or strong when it comes to parental divorce?
- How can a weak person become stronger?

Exercise 1(b) –Talking to someone (09:45 - 10:00)

The answers from the previous questions are shared within pairs and are then reported to the whole group.

Coffee break (10:00 - 10:20)

Exercise 2 –Learning to listen (10:20 - 11:00)

The facilitator explains that *it is not always easy to really hear what someone is saying. The next exercise is to help you to really listen to what your friend is saying.*

To listen to someone is more than just using your ears. It involves your whole body. The facilitator demonstrates this by asking for a volunteer from the group. The volunteer then gets the opportunity to share with the facilitator what his or her plans are for the rest of the weekend. The facilitator stands with his arms crossed, leaning against a wall and shows no interest in the conversation. The person talking is then interrupted by an irrelevant question.

Ask the person how he felt about the conversation. Ask the group what was wrong with the conversation.

Hand each person the handout "How to really listen." Read through the poem and ask the group if any of them has had a similar experience. Encourage any members who are willing to share their experience with the group, to do so.

In pairs, the participants get the opportunity to practise listening. One person tells the other something and the moment he or she feels the other person is not listening, stop the conversation to tell him or her so. When the first person has finished, they swop roles. The friends should be encouraged to ask themselves: "What does the other person really feel and what is the message I should be getting?"

Feedback (11:00 - 11:10)

The facilitator asks: "*What could you have done for your friend to have felt more supported?*"

Setting the scene for Exercise 3 (11:10 - 11:15)

The facilitator presents the following in the form of a mini-lecture: *It might be hard for you or your friend to say what you feel, want, or need. The reason for this might be that you and your friend do not use "I statements." We make these statements by starting our sentence with "I." Start with I and let the person know you know how he feels (I realise that you…). Then comes the part where you share how you feel, followed with a request. This is not to be selfish but to communicate in such a way that others understand you and also feel understood. For example, "I realise that you are trying hard to listen to me, but I feel you don't listen when you answer your phone while we are speaking, so I would like you to ignore your phone and let it go to voicemail."* (Adapted from Basson 2003:159)

Exercise 3 –Using I statements (11:15 - 11:40)

In groups, discuss:

- Why is it sometimes difficult to use I statements?
- What prevents people from using I statements?
- What benefits are there in using I statements?

Each person then gets the chance to make at least two I statements to the group.

Report back to the group (11:40 - 11:50)

Report to the big group on each of the questions answered before moving on to the next one.

Exercise 4 – Setting our action plan (11:50 - 12:30)

Work out a plan for helping your friends by splitting up into two groups (depending on how many people there are, just separate the males and the females):

What can we as friends do to help our friends whose parents are divorced to cope better?

- What is the goal of the plan?
- Who do we need to get involved to help with the plan?
- What resources do we need to obtain to let the plan work?
- When and where are we going to implement the plan?
- What is the duration of the plan?
- What prevents us from implementing such a plan?

Feedback from groups (12:30 - 12:45)

Report on action plans and get responses from the group on how to improve the plan.

Summary and feedback on the morning (12:45 - 12:55)

As many friends as possible can be asked to provide feedback on the morning's workshop by summarising what they have learned.

Each participant is then handed a paper on which to make suggestions.

Thank you and conclusion (12:55 - 13:00)

Thank all the friends who participated in the workshop and encourage them to practise what they have learned with their friends.

Addendum H

COMPARISON WITH OTHER STUDIES USING THE CYRM

Factors that influence resilience of participants in the current study were compared with factors that influence the participants from the international study (Ungar *et al.*, 2006:40).

Individual				Community			
CYRM	Mean Divorce	Mean Study	Mean Difference	CYRM	Mean Divorce	Mean Study	Mean Difference
1	3.48	3.24	0.24	4	3.91	3.61	0.30
3	4.27	3.82	0.45	10	4.45	4.35	0.10
4	3.91	3.61	0.30	21	4.30	3.99	0.31
7	4.09	3.71	0.38	27	4.03	3.29	0.74
8	3.55	3.80	-0.25	32	3.94	3.88	0.06
9	3.30	3.41	-0.11	35	3.91	3.37	0.54
13	4.30	3.75	0.55	37	4.30	3.61	0.69
14	3.21	3.34	-0.13	39	3.67	3.07	0.60
16	3.36	3.30	0.06	41	3.58	3.63	-0.05
18	3.85	3.31	0.54	42	4.00	3.47	0.53
22	4.33	3.95	0.38	43	4.36	3.42	0.94
26	3.82	3.57	0.25	44	3.61		
28	4.42	3.79	0.63	48	4.24	4.11	0.13
30	3.67	3.50	0.17	50	4.00	3.58	0.42
31	4.27	3.83	0.44	54	3.61	3.15	0.46
33	4.27	3.86	0.47	56	3.42	3.36	0.06
36	2.97	3.14	-0.17				
38	4.52	3.88	0.64				
40	3.61	3.70	-0.09				
45	3.94	3.74	0.20				
47	3.73	3.49	0.24				
49	4.15	3.70	0.45				
51	3.55	3.34	0.21				
58	2.48						

Relational				Cultural			
CYRM	Mean Divorce	Mean Study	Mean Difference	CYRM	Mean Divorce	Mean Study	Mean Difference
6	4.58	3.63	0.95	2	1.51	3.68	-2.17
11	4.30	3.87	0.43	5	2.82	2.87	-0.05
12	2.42	3.03	-0.61	15	3.61	3.10	0.51
20	3.76	3.37	0.39	17	3.76	3.52	0.24
23	3.00	3.08	-0.08	19	2.67	2.93	-0.26
29	3.39	3.07	0.32	24	4.00	3.13	0.87
34	3.76	3.62	0.14	25	3.64	3.87	-0.23
				46	3.33	2.71	0.62
				52	3.97	3.42	0.55
				53	4.55	3.85	0.70
				55	3.21	3.44	-0.23
				57	3.12	3.14	-0.02

Table 1: Comparison of divorce study with international study

A difference of more than 0.60 and -0.60 the difference is seen as significant between the two studies. If the mean is higher, it indicates that the resilient participants in this study are more resilient than the adolescents in the international study due to other protective factors. White Afrikaans-speaking participants are therefore more resilient and more at risk regarding certain factors than participants who participated in the study all over the world (C.f. Table 5.2). The significant difference was determined by using the standard deviation of the differences in the two groups. The standard deviation was calculated by the standard formula (Crawley, 2005:137; Moore & McCabe, 1998:51).

Combined group

	Sample	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	C1	C2	C3	C4	C5	C6	C7	C8
Valid N	64	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	1.48	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Std Deviation	0.50	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Median	1	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Maximum	2	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Minimum	1	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Skewness	0.06	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Kurtosis	-2.06	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####

	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33
Valid N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Std Deviation	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	1.3	####	####	####	####	####
Median	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Maximum	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Minimum	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Skewness	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Kurtosis	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####

	C34	C35	C36	C37	C38	C39	C40	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58
Valid N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Std Deviation	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Median	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Maximum	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Minimum	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Skewness	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Kurtosis	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####

Combined group

Frequencies	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
1	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
2	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
3	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
4	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
5	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Missing	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Total	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####

Frequencies	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33	C34	C35
1	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
2	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
3	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
4	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
5	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Missing	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Total	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####

Frequencies	C36	C37	C38	C39	C40	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58
1	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
2	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
3	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
4	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
5	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Missing	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####
Total	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####	####

Combined group

Percentages	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
1	20	27	17	36	13	20	53	13	9	20	19	47	52	47	44	16	30	3	13	9	5	5	9	19	5
2	9	22	14	30	16	17	19	11	11	17	14	11	14	22	14	13	20	6	8	19	6	5	20	27	11
3	8	23	11	17	22	22	9	11	19	22	19	16	16	9	20	11	19	17	17	34	5	19	23	22	9
4	16	9	8	6	29	22	9	20	31	16	30	9	11	9	9	22	13	36	34	20	23	38	13	16	20
5	47	19	50	11	21	19	9	45	30	25	19	17	8	13	13	39	19	38	28	17	61	34	34	17	55
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Percentages	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33	C34	C35
1	0	36	6	16	13	17	13	11	33	13	6	8	22	6	13	8	11	2	23	11	9	16	61	0	11
2	8	19	8	13	3	22	6	6	22	23	13	8	22	13	13	5	11	3	20	20	23	9	14	14	14
3	11	20	13	25	30	25	33	22	19	20	8	13	19	22	16	22	17	9	27	14	13	8	13	14	22
4	34	17	27	27	25	17	27	33	11	8	17	25	17	31	23	34	19	33	14	25	28	25	6	39	22
5	47	8	47	20	30	19	22	28	16	36	56	47	20	28	36	31	42	53	16	30	27	42	6	33	31
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Percentages	C36	C37	C38	C39	C40	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58
1	23	6	8	13	11	11	6	6	19	5	14	13	8	6	2	19	5	3	8	20	13	8	39
2	23	5	13	16	11	16	16	5	9	16	22	11	14	6	9	6	17	6	14	17	23	23	6
3	17	19	14	25	27	25	20	11	13	30	17	28	9	19	25	28	23	11	36	22	16	25	22
4	23	41	23	22	34	30	38	44	30	20	25	23	25	31	33	25	28	17	17	16	27	36	20
5	13	30	42	25	17	19	20	34	30	30	22	25	44	38	31	22	27	63	25	25	22	8	13
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Resilient group

	Sample	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	C1	C2	C3	C4	C5	C6	C7	C8
Valid N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
Mean	1.0	4.0	2.6	4.2	1.8	3.8	3.5	1.7	4.3	4.1	3.9	3.8	2.0	2.2	2.2	2.5	3.5	2.8	4.3	3.9	3.5	4.6	4.1	3.5
Std Deviation	0.0	1.4	1.3	1.1	1.0	1.0	1.3	1.1	0.9	0.9	1.1	1.2	1.5	1.4	1.4	1.5	1.4	1.5	0.8	1.2	1.2	0.8	0.7	1.4
Median	1	5	3	5	2	4	4	1	5	4	4	4	1	1	2	2	4	2	4	4	4	5	4	4
Maximum	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Minimum	1	1	1	1	1	1	1	1	2	2	2	1	1	1	1	1	1	1	2	1	1	2	3	1
Skewness	-0.2	-1.3	0.3	-1.4	1.4	-0.8	-0.6	1.6	-1.1	-0.9	-0.5	-1.1	1.2	0.7	1.0	0.5	-0.7	0.3	-1.0	-1.1	-0.4	-1.9	-0.1	-0.3
Kurtosis	-2.1	0.3	-0.9	1.0	2.4	0.3	-0.6	2.0	0.1	0.1	-1.1	0.6	-0.2	-1.0	-0.2	-1.1	-0.9	-1.4	1.0	0.7	-0.5	3.5	-1.0	-1.4

	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33
Valid N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
Mean	3.3	4.5	4.3	2.4	4.3	3.2	3.6	3.4	3.8	3.8	2.7	3.8	4.3	4.3	3.0	4.0	3.6	3.8	4.0	4.4	3.4	3.7	4.3	3.9	1.7
Std Deviation	1.3	1.1	0.8	1.3	0.8	1.2	1.1	1.4	1.0	1.2	1.4	1.3	1.0	0.9	1.5	1.0	1.5	1.2	1.2	0.9	1.2	1.4	0.8	1.4	1.2
Median	3	5	4	2	4	3	4	4	4	4	2	4	5	5	3	4	4	4	4	5	3	4	4	5	1
Maximum	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Minimum	1	1	2	1	2	1	1	1	1	1	1	1	2	2	1	2	1	1	1	1	1	1	1	1	1
Skewness	0.0	-2.0	-1.0	0.4	-1.0	-0.5	-0.7	-0.3	-0.6	-1.2	0.5	-0.4	-1.4	-1.2	0.0	-0.6	-0.8	-1.1	-1.0	-2.0	-0.2	-0.8	-1.9	-1.2	1.7
Kurtosis	-1.1	3.4	0.5	-1.1	0.5	-0.4	0.4	-1.3	0.5	1.0	-1.0	-1.1	0.6	0.6	-1.4	-0.7	-0.8	0.6	0.0	4.4	-0.9	-0.7	6.1	0.0	2.0

	C34	C35	C36	C37	C38	C39	C40	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58
Valid N	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
Mean	3.8	3.9	3.0	4.3	4.5	3.7	3.6	3.6	4.0	4.4	3.6	3.9	3.3	3.7	4.2	4.2	4.0	3.5	4.0	4.5	3.6	3.2	3.4	3.1	2.5
Std Deviation	1.0	1.1	1.4	0.7	0.7	1.2	1.2	1.3	1.0	0.6	1.5	1.1	1.4	1.1	1.1	1.0	1.1	1.4	1.0	0.7	1.1	1.5	1.4	1.1	1.6
Median	4	4	3	4	5	4	4	4	4	4	4	4	3	4	5	4	4	4	4	5	3	3	4	3	2
Maximum	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Minimum	2	1	1	3	3	1	1	1	1	3	1	2	1	1	1	1	1	1	2	3	2	1	1	1	1
Skewness	-0.6	-1.1	0.0	-0.5	-1.2	-0.4	-0.8	-0.8	-1.3	-0.3	-0.9	-0.4	-0.1	-0.5	-1.7	-1.3	-1.0	-0.9	-0.6	-1.3	0.1	-0.1	-0.3	-0.3	0.4
Kurtosis	-0.5	0.8	-1.4	-0.7	0.0	-0.9	0.1	-0.3	2.1	-0.6	-0.8	-1.3	-1.3	-0.5	2.4	1.8	0.6	-0.4	-0.8	0.3	-1.5	-1.4	-1.4	-0.9	-1.6

Resilient group

Frequencies	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
1	3	9	1	14	1	4	20	0	0	0	3	20	17	15	13	5	8	0	2	2	0	0	2	2	1
2	3	7	2	13	2	3	7	2	3	4	2	3	2	8	4	4	9	1	2	4	1	0	8	8	2
3	2	9	5	4	8	8	3	5	4	8	4	4	7	4	8	3	4	3	5	10	2	7	6	9	2
4	7	5	5	1	12	10	2	8	13	8	15	1	4	2	3	12	5	15	12	9	7	16	4	6	4
5	18	3	20	1	10	8	1	18	13	13	9	5	3	4	5	9	7	14	12	8	23	10	13	8	24
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**

Frequencies	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33	C34	C35
1	0	11	0	5	3	4	1	3	7	1	0	0	7	0	5	3	1	1	2	4	1	4	21	0	2
2	1	8	1	2	0	7	1	0	12	5	4	2	7	3	3	1	3	0	6	4	0	2	5	5	1
3	4	5	4	11	12	4	11	7	4	9	2	4	5	7	4	6	6	4	10	3	2	3	4	5	7
4	12	7	12	11	10	9	12	12	5	4	7	8	7	10	8	12	7	7	7	10	16	7	1	16	11
5	16	2	16	4	8	9	8	11	5	14	20	19	7	13	13	11	16	21	8	12	14	17	2	7	12
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**

Frequencies	C36	C37	C38	C39	C40	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58
1	7	0	0	1	3	4	1	0	7	0	3	1	2	1	1	6	0	0	0	5	3	2	15
2	7	0	0	5	2	2	2	0	1	3	8	4	1	1	2	0	4	0	6	7	8	9	3
3	5	4	4	9	8	7	3	2	2	10	7	8	3	5	6	6	6	4	12	6	5	7	3
4	8	15	8	7	12	11	17	17	11	6	5	10	8	11	11	12	10	7	4	6	6	13	8
5	6	14	21	11	8	9	10	14	12	14	10	10	19	15	13	9	13	22	11	9	11	2	4
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**	**33**

Resilient group

Percentages	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
1	9	27	3	42	3	12	61	0	0	0	9	61	52	45	39	15	24	0	6	6	0	0	6	6	3
2	9	21	6	39	6	9	21	6	9	12	6	9	6	24	12	12	27	3	6	12	3	0	24	24	6
3	6	27	15	12	24	24	9	15	12	24	12	12	21	12	24	9	12	9	15	30	6	21	18	27	6
4	21	15	15	3	36	30	6	24	39	24	45	3	12	6	9	36	15	45	36	27	21	48	12	18	12
5	55	9	61	3	30	24	3	55	39	39	27	15	9	12	15	27	21	42	36	24	70	30	39	24	73
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Percentages	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33	C34	C35
1	0	33	0	15	9	12	3	9	21	3	0	0	21	0	15	9	3	3	6	12	3	12	64	0	6
2	3	24	3	6	0	21	3	0	36	15	12	6	21	9	9	3	9	0	18	12	0	6	15	15	3
3	12	15	12	33	36	12	33	21	12	27	6	12	15	21	12	18	18	12	30	9	6	9	12	15	21
4	36	21	36	33	30	27	36	36	15	12	21	24	21	30	24	36	21	21	21	30	48	21	3	48	33
5	48	6	48	12	24	27	24	33	15	42	61	58	21	39	39	33	48	64	24	36	42	52	6	21	36
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Percentages	C36	C37	C38	C39	C40	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58
1	21	0	0	3	9	12	3	0	21	0	9	3	6	3	3	18	0	0	0	15	9	6	45
2	21	0	0	15	6	6	6	0	3	9	24	12	3	3	6	0	12	0	18	21	24	27	9
3	15	12	12	27	24	21	9	6	6	30	21	24	9	15	18	18	18	12	36	18	15	21	9
4	24	45	24	21	36	33	52	52	33	18	15	30	24	33	33	36	30	21	12	18	18	39	24
5	18	42	64	33	24	27	30	42	36	42	30	30	58	45	39	27	39	67	33	27	33	6	12
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Non-resilient group

	Sample	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	C1	C2	C3	C4	C5	C6	C7	C8
Valid N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Mean	1.5	3.1	2.9	2.9	2.7	2.8	2.5	2.4	3.2	3.1	2.2	2.5	2.8	2.0	2.2	2.2	3.6	2.6	3.7	3.2	2.8	4.0	3.7	3.3
Std Deviation	0.5	1.8	1.6	1.8	1.5	1.4	1.4	1.6	1.7	1.4	1.3	1.3	1.5	1.3	1.5	1.4	1.6	1.5	1.2	1.4	1.1	1.4	1.3	1.4
Median	1.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	4.0	3.0	2.0	2.0	3.0	1.0	2.0	2.0	5.0	3.0	4.0	4.0	3.0	5.0	4.0	3.0
Maximum	2.0	5.0	5.0	5.0	5.0	6.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Minimum	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Skewness	0.1	-0.1	0.3	0.2	0.3	0.4	0.5	0.6	-0.2	-0.2	0.9	0.4	0.2	1.2	0.9	0.9	-0.6	0.4	-0.6	-0.4	0.3	-1.3	-0.8	-0.2
Kurtosis	-2.1	-1.8	-1.5	-1.8	-1.2	-0.7	-1.0	-1.2	-1.7	-1.1	-0.2	-0.8	-1.5	0.3	-0.8	-0.5	-1.3	-1.2	-0.4	-1.1	-0.3	0.3	-0.4	-1.2

	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33
Valid N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Mean	2.4	3.7	4.1	2.4	3.7	3.3	3.5	2.6	3.0	3.4	2.4	2.8	3.8	3.5	2.8	3.2	3.5	3.7	3.4	4.2	2.1	3.2	2.5	3.4	1.9
Std Deviation	1.3	1.3	1.0	1.4	1.5	1.5	1.5	1.2	1.4	1.3	1.5	1.6	1.5	1.5	1.4	1.3	1.4	1.2	1.6	0.8	1.2	1.3	1.2	1.5	1.3
Median	2.0	4.0	4.0	2.0	4.0	3.0	4.0	3.0	3.0	4.0	2.0	2.0	5.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	2.0	3.0	2.0	4.0	1.0
Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Minimum	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0
Skewness	0.7	-0.7	-1.0	0.5	-0.7	-0.2	-0.6	0.4	-0.1	-0.4	0.6	0.4	-0.8	-0.7	0.2	-0.4	-0.5	-0.8	-0.4	-1.2	0.9	0.0	1.0	-0.5	1.2
Kurtosis	-0.7	-0.7	-0.2	-1.0	-1.0	-1.4	-0.9	-0.3	-1.1	-0.9	-1.1	-1.4	-0.9	-1.0	-1.2	-0.9	-1.0	0.1	-1.4	1.3	0.0	-1.3	0.4	-1.3	0.1

	C34	C35	C36	C37	C38	C39	C40	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58
Valid N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Mean	4.1	3.0	2.6	3.3	3.0	2.9	3.1	3.0	3.0	3.5	3.2	3.1	3.0	3.0	3.4	3.6	3.6	2.9	3.1	4.0	3.1	2.9	3.0	3.1	2.7
Std Deviation	1.1	1.4	1.3	1.2	1.4	1.4	1.2	1.2	1.1	1.3	1.4	1.2	1.4	1.4	1.4	1.3	1.0	1.3	1.2	1.4	1.3	1.5	1.3	1.1	1.4
Median	4.0	3.0	2.0	4.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	3.0	3.0	5.0	3.0	3.0	3.0	3.0	3.0
Maximum	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Minimum	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Skewness	-0.8	0.2	0.3	-0.6	0.0	0.0	-0.3	0.0	0.1	-0.7	-0.3	0.0	-0.2	-0.1	-0.3	-0.6	-0.1	0.0	-0.1	-1.1	-0.3	0.1	-0.2	-0.3	0.0
Kurtosis	-0.5	-1.3	-1.1	-0.5	-1.3	-1.3	-0.7	-0.8	-0.6	-0.6	-1.2	-0.9	-1.3	-1.1	-1.4	-0.5	-1.0	-0.8	-0.8	-0.2	-0.7	-1.4	-1.2	-0.6	-1.2

Non-resilient group

Frequencies	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
1	10	8	10	9	7	9	14	8	6	13	9	10	16	15	15	5	11	2	6	4	3	3	4	10	2
2	3	7	7	6	8	8	5	5	4	7	7	4	7	6	5	4	4	3	3	8	3	3	5	9	5
3	3	6	2	7	6	6	3	2	8	6	8	6	3	2	5	4	8	8	6	12	1	5	9	5	4
4	3	1	0	3	6	4	4	5	7	2	4	5	3	4	3	2	3	8	10	4	8	8	4	4	9
5	12	9	12	6	3	4	5	11	6	3	3	6	2	4	3	16	5	10	6	3	16	12	9	3	11
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**31**	**31**	**31**	**31**	**30**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**

Frequencies	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33	C34	C35
1	0	12	4	5	5	7	7	4	14	7	4	5	7	4	3	2	6	0	13	3	5	6	18	0	5
2	4	4	4	6	2	7	3	4	2	10	4	3	7	5	5	2	4	2	7	9	15	4	4	4	8
3	3	8	4	5	7	12	10	7	8	4	3	4	7	7	6	8	5	2	7	6	6	2	4	4	7
4	10	4	5	6	6	2	5	9	2	1	4	8	4	10	7	10	5	14	2	6	2	9	3	9	3
5	14	3	14	9	11	3	6	7	5	9	16	11	6	5	10	9	11	13	2	7	3	10	2	14	8
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**

Frequencies	C36	C37	C38	C39	C40	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58
1	8	4	5	7	4	3	3	4	5	3	6	7	3	3	0	6	3	2	5	8	5	3	10
2	8	3	8	5	5	8	8	3	5	7	6	3	8	3	4	4	7	4	3	4	7	6	1
3	6	8	5	7	9	9	10	5	6	9	4	10	3	7	10	12	9	3	11	8	5	9	11
4	7	11	7	7	10	8	7	11	8	7	11	5	8	9	10	4	8	4	7	4	11	10	5
5	2	5	6	5	3	3	3	8	7	5	4	6	9	9	7	5	4	18	5	7	3	3	4
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**	**31**

Non-resilient group

Percentages	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
1	32	26	32	29	23	29	45	26	19	42	29	32	52	48	48	16	35	6	19	13	10	10	13	32	6
2	10	23	23	19	27	26	16	16	13	23	23	13	23	19	16	13	13	10	10	26	10	10	16	29	16
3	10	19	6	23	20	19	10	6	26	19	26	19	10	6	16	13	26	26	19	39	3	16	29	16	13
4	10	3	0	10	20	13	13	16	23	6	13	16	10	13	10	6	10	26	32	13	26	26	13	13	29
5	39	29	39	19	10	13	16	35	19	10	10	19	6	13	10	52	16	32	19	10	52	39	29	10	35
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Percentages	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30	C31	C32	C33	C34	C35
1	0	39	13	16	16	23	23	13	45	23	13	16	23	13	10	6	19	0	42	10	16	19	58	0	16
2	13	13	13	19	6	23	10	13	6	32	13	10	23	16	16	6	13	6	23	29	48	13	13	13	26
3	10	26	13	16	23	39	32	23	26	13	10	13	23	23	19	26	16	6	23	19	19	6	13	13	23
4	32	13	16	19	19	6	16	29	6	3	13	26	13	32	23	32	16	45	6	19	6	29	10	29	10
5	45	10	45	29	35	10	19	23	16	29	52	35	19	16	32	29	35	42	6	23	10	32	6	45	26
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Percentages	C36	C37	C38	C39	C40	C41	C42	C43	C44	C45	C46	C47	C48	C49	C50	C51	C52	C53	C54	C55	C56	C57	C58
1	26	13	16	23	13	10	10	13	16	10	19	23	10	10	0	19	10	6	16	26	16	10	32
2	26	10	26	16	16	26	26	10	16	23	19	10	26	10	13	13	23	13	10	13	23	19	3
3	19	26	16	23	29	29	32	16	19	29	13	32	10	23	32	39	29	10	35	26	16	29	35
4	23	35	23	23	32	26	23	35	26	23	35	16	26	29	32	13	26	13	23	13	35	32	16
5	6	16	19	16	10	10	10	26	23	16	13	19	29	29	23	16	13	58	16	23	10	10	13
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Addendum F

INTERVIEW WITH MARISKA (Translated interview)

Nadine: Tell me more about yourself.

Mariska: Like?

Nadine: Who are you?

Mariska: I am Mariska Jones[1], and I am fourteen years old. I am, how shall I put it, full of nonsense.

Nadine: Full of nonsense?

Mariska: I will not always wear everything my father and they buy for me or whatever. I'm happy with what they buy and sometimes wear it, but not always and not everything. If I don't like it, I won't wear it. I like to spend time with them though because it's nice and what can I say what is nicer than to spend time with the people I love.

Comment [A1]: Strong willed.

Comment [A2]: Comfortable at home

Nadine: Where does the nonsense part start then?

Mariska: My nonsense, my dad gets cross when I do that. He does not like it but it's part of me. I will always be full of nonsense, maybe it will go away later and I will accept these things they buy. Maybe one day I shall wear it on and they will say it's nice and we will go shopping and they will let me buy and choose my own clothes. My mom was always like that when we went to visit her, she would take clothes out of my bag and tell me to put it on. That was when I was ten and then already I told her I did not like it. I told her I shall really appreciate it if I can choose my own clothes to wear. She was okay with it but then there was my dad. When I put pants on he will moan about it and when I put on a shirt that I think is nice he won't think so and we will fight about it. My brother is another story. We fight a lot, maybe not everyday but every second day. He'll make me cross by pulling faces and when I tell him to stop he carries on and then he will throw me with stuff and then we fight. Or I'll take his toys and hide it and he will get cross and we will fight and then my dad gets cross and he will fight with us, and everybody is cross with one another.

Comment [A3]: Assertive

Comment [A4]: Conflict between siblings – possible risk factor.

Nadine: So it then becomes a family fight?

Mariska: Yes, then I am a bit upset. Okay, I can tell auntie, it upsets me a lot that my mom and dad are divorced. My mom has a new friend now.

Comment [A5]: Unhappy about the divorce.

Nadine: A boyfriend?

[1] Pseudo name picked by participant

Mariska: Yes, a boyfriend and they're going to get married. Yes, I like him, he's all right, but I miss her too much. I hate it, my brother must go for braces, he's got an appointment on the 27th, and on the 28th she's coming to fetch us and then she will bring us back on the 10th. When we visit her it is very nice. It is different than at home. When I'm with her I don't want to come home. It's so sad and not nice at all.

Nadine: What do you do to cope with the sadness?

Mariska: I don't know, I just have to.

Nadine: So there's nothing specific you do to cope?

Mariska: No, I just cope.

Nadine: Did you choose where you wanted to stay?

Mariska: No.

Nadine: Would you have chosen differently?

Mariska: No, it's nice to stay with my dad. There is only one wish I have and that is that my mom and dad will get together again. Okay it isn't going to happen so I must accept it, I try at least …

Nadine: Do you think your mom is going to give you less attention when she marries this new guy?

Mariska: No, my mom won't. My mom phones every second night to ask how we are and she sends sms's daily, so no.

Nadine: About what are you really upset?

Mariska: I'm upset because of my dad, he is quite different since he got married to this other lady.

Nadine: How long have they been married?

Mariska: They got married in December, on the 9th.

Nadine: Oh, so it is only recently that he got married.

Mariska: Yes, but they lived together for quite a while. Since they came to stay with us, he's different. He does not want to do anything. He just watches TV all day and doesn't go outside like other men. He doesn't clean the garden or so because he has garden services now, it is much easier. He is like my brother, they get along well. He spends a lot of time with my brother but he doesn't really spend time with me.

Nadine: Do you miss it?

Comment [A6]: Accepted divorce and new boyfriend but still experience negative effect- less time with parents.

Comment [A7]: Grief

Comment [A8]: Coping is a must- there is no choice in it.

Comment [A9]: Satisfied with living arrangement.

Comment [A10]: Wish parents would reunite – possible risk factor.

Comment [A11]: Still in the process of accepting the divorce as final.

Comment [A12]: Realises that thing won't change and that she has to put in some effort on her side to accept things.

Comment [A13]: Communication with non-custodial parent is frequent.

Comment [A14]: See change in father – upsetting her.

Comment [A15]: See change as negative.

Comment [A16]: Notice change in father due to new step mother.

Comment [A17]: Father spends more time with brother and she feels she needs more time with her father - possible risk factor.

Mariska: Actually yes. We'll sometimes link with the computer and play and that is the only time we spend alone. It is since this woman came to stay with us that he is not the same, he is so…

Nadine: Isn't he fun to have around anymore?

Mariska: Sometimes but not always. It is as if he never used to drink, he does not get drunk and he does not shout or anything but when he drinks he sometimes drinks too much. He doesn't get ugly or anything. I just don't like it because it gives my brother the wrong impression, like if my dad can drink ….

Nadine: Does it bother you that your father drinks?

Mariska: No not really, okay maybe a little bit, especially when he drinks too much. Then it is ah, my dad is drunk. My grandma stays with us and sometimes my dad works late or maybe he has a function or he must go out to sing or make music then he gets home very late. When he gets home and doesn't come to say hello, okay I go to him to say hello and then he will hug us and say hello, but auntie Lea she just comes in and says hello, hello, hello and goes straight to her room to undress. She sits in front of the TV and says she had a nice day. She does not worry. Okay my dad prepares the food but he is the one that has to see to the food, she does not cook.

Nadine: Sounds like you have a super dad.

Mariska: Since I've known her or could understand she may have prepared food like seven times, usually it is either my dad or grandma that does the cooking. She does not clean the house, my grandma cleans the house and my dad vacuums the carpets, my dad has to do everything.

Nadine: I understand why your dad does not do any gardening, but it sounds as if he does everything else in the house.

Mariska Exactly, he hasn't got time. He wanted to paint the roof but he does not get time, in the afternoons say Fridays, he does the washing and hangs it out to dry and then he usually has a function. Then he must get his music things together, get ready and go and then he only come home at two, three or four in the mornings then he sleeps late on a Saturday morning and then he's got to vacuum and wash the floors. I will sometimes take the broom and sweep, the house is never dirty but when my brother makes a sandwich, she will come and make herself a sandwich and clean her mess but leaves my brothers mess. She thinks, why must she clean. Mariska or grandma is in the house they can clean it up, and that upsets me. I don't want to talk to my dad about it, I'm scared I don't want us to fight. But I'm quite a happy child. I just check these things out and think to myself.

Nadine: You do not sound very happy with your new step mom?

Comment [A18]: Time with father is limited.

Comment [A19]: Father sometimes drinks too much – possible risk factor.

Comment [A20]: Concerned about brother and father as role model.

Comment [A21]: Worried about fathers drinking.

Comment [A22]: Grandmother as additional support.

Comment [A23]: Father work long hours and arrive late at home sometimes.

Comment [A24]: Feels unimportant to stepmother.

Comment [A25]: Unhappy with stepmother who leaves the work for other people to do.- Sees her as lazy.

Comment [A26]: Acceptance of a status quo.

Mariska: No, not really, she's all right, she's friendly and all it's only that part of her that I do not like.

Nadine: Can you talk to your step mom about things that happen?

Mariska: No, I'll rather phone my mom and tell her. I cannot talk to her. It's so, I'm scared of her. I'm scared that she will fight or won't listen until I'm finished. I'm scared of her. I feel scared to talk to her.

Nadine: Can you talk to your dad about things?

Mariska: Yes, about certain things but not everything. Sometimes I feel I can't tell him, maybe I must talk to my mom or my grandma. But most of the time I talk to my grandma about the things that bother me about dad and so on.

Nadine: Does she understand you?

Mariska: Yes, and sometimes she will talk to my dad and he'll get cross with her and other times he'll come to me and apologise. Then I must tell him what bothers me and we will talk about it. It's nice to be at home.

Nadine: What is home? With your dad or with your mom?

Mariska: With my dad.

Nadine: So that is your home.

Mariska: Yes, it's just the auntie and me and my brother that fight a lot, but my mom says she thinks that my brother and I fight to get attention, because when we fight, dad gets cross and we get his attention.

Nadine: And what do you think?

Mariska: I think so because my brother will cause trouble so that I hit him and then he cries and my dad will come and comfort him. She says I must ignore him, he later will understand what is happening.

Nadine: So you only fight when your dad is home, and when he isn't home, then you are okay?

Mariska: Yes, then he will play by himself with his own stuff. He'll watch TV or play games or computer games or he'll keep himself busy with his toys. But when my dad comes home he'll come into my room and cause trouble unnecessarily. He'll do things on purpose to make me cross.

Nadine: So that you will fight with him?

Mariska: Yes, I don't hit him but will slap him on the arm or leg, he is a baby you cannot believe he is a little boy. I sometimes tease him "mommy's

Comment [A27]: Gets along reasonably well with step mother.

Comment [A28]: Can talk to mother about concerns and things that happen.

Comment [A29]: Scared that stepmother will fight or not listen to her so she avoids talking to her.

Comment [A30]: Have mother, father and grandmother to talk to and to find support.

Comment [A31]: Have the opportunity to talk to grandmother- can vent feelings concerning father.

Comment [A32]: Grandmother intervenes when she feel it is necessary between her and her father.

Comment [A33]: Father admits mistakes and to apologise.

Comment [A34]: Opportunity to discuss problems with father.

Comment [A35]: See fighting as a problem in the house.

Comment [A36]: Fighting to get attention from father.

Comment [A37]: Mother is informed of situation and gives valuable advice.

Comment [A38]: Recognise feelings.

little girl" and then he gets very cross. He cannot take the punch. He is twelve years old and will cry over little toy-men.

Nadine: His little toy-men?

Mariska: Yes, okay he doesn't cry in like throwing a tantrum. He'll cry and ask for his toy-men, especially when I hide them.

Nadine: So you are the reason every now and then?

Mariska: Now and then. I think that's why there is conflict between my dad and myself, because we fight a lot. Then there is conflict in the house, because we fight. That is what I want to fix because my dad also says if we don't fight so much things will be much better. Then he will not fight with us and we will not be cross with one another. I sat down with my brother the other day and told him "Boeta, dad says if we fight less, he will fight less with us and everything will be better, do you understand what I say?"

Nadine: And what did he say?

Mariska: "It does not help to talk to me, I'm like a donkey" (laugh) and then I said, 'if he feels like being naughty, he must go outside and hit his head against a tree' (laugh). And then yesterday, my dad started working on Thursday, he had two week's leave and had eventually painted the roof of the house and yesterday he fixed the car. I helped him because my brother wouldn't, I want to help my dad with the car and such things. When he is busy, I'll help him. My brother is like a baby and my dad tells me to leave him, he isn't in the mood for his screaming and crying. My dad accidentally hit my finger with a hammer, I got tears in my eyes and he said he was very sorry (laugh).

Nadine: You trust you father a lot if he hits your finger with a hammer.

Mariska: We had a good laugh, he said if it was my brother we would have been on our way to the hospital.

Nadine: So you are tough?

Mariska: That is actually all that I do together with my dad, when I help him with something or when we play computer and sometimes we will have a chat. Yesterday we had visitors, I must always see to coffee or cold drinks and then I went to sit with my dad, and he started to chat with me and all of a sudden, he asked about the exams, he usually asks how it went with the exam every day. Yesterday he asked me how much I thought I got and made a deal that if I do well he will buy me a new computer, I said okay that's fine. He is trying to bribe me. I know if he says he'll buy me a computer I will have to study hard and I'll have to do well.

Nadine: Isn't he only motivating you? Do you see it as a bribe?

Comment [A39]: She know what to do to cause problems.

Comment [A40]: A lot of fighting.

Comment [A41]: Sibling fighting cause tension in house- possible risk factor.

Comment [A42]: Took initiative to resolve the fighting.

Comment [A43]: Tries to spent more time with father, even work with father in garage.

Comment [A44]: Can reflect on events and see the humour.

Comment [A45]: Feel that time with father is not adequate.

Comment [A46]: Has clear set responsibilities in the house.

Comment [A47]: Surprised by fathers interest in her school work.

Comment [A48]: Father motivates by bribing in order to help her to achieve better at school.

Mariska: No, I see it as motivation, through motivation he bribes me to study harder. I realized I'm lazy just like my dad. He is hardworking but when it comes to homework and such things, he is lazy. When I say "Daddy I have Technical drawing that I don't understand" or my maths, then he'll have little excuses and tell me to come back later and when I come back later he'll tell me it's ten or twenty years since he's been to school he doesn't understand it anymore. But my grandma that is forty years out of school can do it. She will explain to me. How do you understand that. It feels like he does not really care about my schoolwork so I decided not to study. I'm talking about last year. I did not study or do homework. Even now when I ask him to help he'll say he doesn't understand it. But when I get a school project he will sometimes help me with that. So I'll get high marks for my projects. Okay I'll be honest I don't actually do it myself he will do it on the computer and when I ask if I can help he'll tell me to keep myself busy with something else.

Nadine: Do you feel as if you have to compete to get your dad's attention?

Mariska: Yes, sometimes it feels like it. My brother gets a lot more attention than me. It's not to say because I'm a teen and my brother is two years younger, also nearly a teen he must get more attention than me.

Nadine: How do you feel when he gets more attention than you?

Mariska: I think I must keep myself busy with something else. I sit with my grandma. She does needle work and I sit with her. She works until late at night and then I'll sit with her and we will chat about things. It feels as if I get more attention from grandma, like with my mother. We don't see my mom a lot but she phones a lot. That's why I feel I get more attention from her than my dad. We don't see her that often and we see my dad everyday that's why she gives attention to small things. My dad, when I ask for something he will be funny and say, no you have enough, you cannot get it, but after a while when I ask please, I really want it, he'll surprise me the next day when I come home, then he bought it.

Nadine: Do you expect it then or not?

Mariska: No, not really. Okay, say I had a cell phone, I did have one but it fell in the bath, I don't know what my brother did, it was lying on the side of the bath tub one morning while I was brushing my teeth, he came in and the phone fell into the bath tub. Then my dad got me a new phone. Okay it is at home, I don't want to use it, I also got a phone from my mother, now I have two phones. Yesterday in the Huisgenoot magazine I saw on a pamphlet, a beautiful white phone and I just have to have it. Then I made a deal with my grandma. I'll pay her the money every month and then she can have the one phone and my brother the other.

Nadine: So you'll give both of yours away to bargain for a new one.

Comment [A49]: Attribute her own laziness to father.

Comment [A50]: Ask for help with school work when she does not understand.

Comment [A51]: Grandmother explains work to her when she asks.

Comment [A52]: Not working for herself at school but for father- not yet responsible enough to see that she works for her self.

Comment [A53]: Father is selective in help provided with schoolwork which gives her the impression that he does not care.

Comment [A54]: Father does project and she takes credit for it.

Comment [A55]: She feels that she gets less attention than her bother.

Comment [A56]: Struggle to label feelings with regard to rejection. Uses cognitive coping skills- think instead of feel.

Comment [A57]: Cope with feelings by keeping herself distracted.

Comment [A58]: Talks to grandmother about things that bothers her.

Comment [A59]: Experience more support from mother than father even though she lives with her father.

Comment [A60]: Don't like asking father for things as it appears that he does not want to get it. She has to explain herself before she can get things.

Comment [A61]: Father does have the ability to provide in her material needs.

Comment [A62]: Well provided with the opportunity to communicate.

Comment [A63]: She can negotiate to get what she wants.

Mariska: Yes, I cannot say that they don't what to do things for me. It's not as if they don't care about me. I can see that they really do care about me. They'll do anything for me.

Nadine: Sounds like you've got your grandma just where you want her.

Mariska: (laugh) Yes, and my brother wants a new play station. My dad says he's not going to buy him one because he doesn't take care of his toys. He bought him the regular TV games for R300 and that was broken in two day's time and the new play station will cost something like R6 000 and now he wants that, but my dad refused, he's not going to buy something so expensive, maybe when he is a bit older. Okay he has his own computer but my dad says he cannot have that, and now my brother feels bad and is cross with my dad since last week already. There's bad vibes between them the past feiw days. After dad came home yesterday, he went to the shop to buy bread and milk and when he came back he said: "Hello son, how are you?" My brother just walked one side and did not talk to my dad so my dad went to him to give him a hug and he pushed my dad away and said: "No, you can't have a hug because you don't want to buy me the game."

Nadine: So your brother is also a manipulator.

Mariska: Yes, but my dad does not really worry about it. He says my brother will see something else he wants soon enough and then forget about the TV games.

Nadine: Do you see yours as a happy family?

Mariska: Yes, one happy family.

Nadine: You sound full of energy.

Mariska: Yes, one big happy family except for the few things I named that cause trouble.

Nadine: Do you think it is normal for families not to get along?

Mariska: Yes, but not about the things we fight over. That is actually very stupid.

Nadine: So you would rather have serious things to fight over?

Mariska: Like say my brother kicked the TV and it broke or he throws his toys around and it breaks, fights over that. We can rather fight about that than about something silly like my brother that accidentally breaks a plate. We will not fight over that, it is just an example. If my brother drops a plate, my dad will say to him not to worry, and then he will start to cry because he thinks my dad will scold him. My dad will then say that he shouldn't worry as we cannot take those things with us to the grave one day.

Comment [A64]: Feel cared for.

Comment [A65]: Conflict is ongoing.

Comment [A66]: Brother manipulates father to get what he wants.

Comment [A67]: Father has the ability not to give into the manipulation.

Comment [A68]: See her family as happy, even after the divorce.

Comment [A69]: Happy families does not have conflict over silly things although she still classifies her family as happy.

Comment [A70]: Father is reasonable

Nadine: So you think your dad is an understanding person?

Mariska: Yes, I think the divorce between mom and dad…, he doesn't feel that we think he did something wrong that we resents him. My mom is still not feeling all right about the whole thing. She still got feelings for my dad but she does not want to pursue it. She does not want to start something that will cause trouble. They are divorced and she is also going to get married again, but she is really sorry that we are in the middle of things.

Nadine: Do you feel like you are in the middle of things?

Mariska: No, not really. It's not that bad and Christmas we get a lot more presents.

Nadine: Why, because they are sorry for you?

Mariska: No, I get a present from my dad, from my grandma, from my brother, from auntie Lea, from my mom and from uncle Andrew and from his parents and from my moms parents. I get a whole lot of presents. I don't mind, it's rather nice that they are divorced because my mom stays in Rustenburg now and she takes us there and we see new places and do new things. She likes it, my dad doesn't like to go far away. Okay, we have been to the Drakensberg to "Bushmen's Neck" or something like that last week.

Nadine: So you didn't come to school last week.

Mariska: No, we were away. I think we got there on Sunday.

Nadine: Who are us?

Mariska: Me and my dad, grandma, my brother and auntie Lea. We only came back on Friday afternoon at about three o'clock. It was very nice and we had a nice time, only grandma and auntie Lea did not get along so well. She does not like grandma and I don't know why and I cannot blame grandma because my dad has to give my grandma petrol money to fetch us from school. My grandma cannot use her own money because it is my dad's responsibility and then auntie Lea will get cross at my father if I ask her for money for my grandma because she short money because she has to fetch us from school and she doesn't have petrol in her car because she drove it out on us. She gets cross when I ask for money for petrol, she says grandma gets enough money she can buy her own petrol. I don't think that is right we are his kids, my grandma had her turn when she had to pay for such things. Okay she did not need the car because dad walked to school. My grandma does a lot for us and I cannot expect her to pay when she has to take us to the school and to the library and to sport, I don't think it is my grandmother's responsibility. If my dad is not at home, she will take us out for dinner or to Kentucky and I don't think it is nice if they give her only R200 per month for petrol. Everywhere she has to take us, that is not enough. I told my father he has to look at what petrol cost

Comment [A71]: Father feels that children have moved on after the divorce and that they know that they are not responsible.

Comment [A72]: Mother still have feelings for father which might confuse the children.

Comment [A73]: See the positive side of things.

Comment [A74]: See the positive .

Comment [A75]: See the positive in the divorce

Comment [A76]: Grandmother and step mother that does not get along makes the situation uncomfortable.

Comment [A77]: Sees stepmother as unreasonable towards grandmother that does a lot for the children.

Comment [A78]: Grandmother helps a lot with the children.

but then she wants to get angry when I ask for petrol money. That is why I feel that she does not treat my grandmother right. That is why grandmother does not like her. My grandma says she is lazy and that it is not the husband's responsibility to do washing and stuff like that. I don't know if that is right.

Nadine: Do you agree with your grandmother or not?

Mariska: I actually do, I would like her to be more full of life. I'm full of life and I sometimes want to tell her to get up and come help us clean up. That is actually the only reason she and grandma do not get along, that and the petrol money thing. Okay, my dad does not mind to give grandma money; he'll give her R100 or so when he goes to a function and tell us to enjoy ourselves. But his wife also has some responsibility over us, she is married to our dad. Like when I tell her my dad said I can get R50 to buy a blouse she will not believe me, she will first go to my dad and ask if he said so. I don't know whether she does not trust me. She doesn't talk to me herself and there is another auntie I think her name is Ananda, I cannot remember what happened, but she'll come and talk to me about things that bother auntie Lea. She does not come to me herself and that upsets me. It gives me the impression that she hasn't have the guts to talk to me about things that bother her or if I did something wrong.

Nadine: Does it bother you?

Mariska: It does actually, because we are supposed to be able to talk to one another and it does not look as if she really trusts me, but I do not really worry about it. I only worry that I at least have a warm bed to sleep in and I have food to eat.

Nadine: That is the important things.

Mariska: Yes, I can spend time with my dad and phone my mom now and then, although she phones me most of the time. Okay she also gets cross. My dad gives me pocket money every month and then I must buy whatever I need and the rest I spend on a phone card. When that is finished I don't ask for more because I had my share. My grandma will then buy me a phone card and I phone and she buys, she is a sweetheart. I'll ask my dad when I need money, like for hamburger day at school. I'm hungry, I did not eat this morning, I got up too late. My friend fetches me in the morning and I only got up quarter to seven and she was there already at seven and we had to hurry otherwise we would be late for school, so I did not eat. Now I can't wait for break because I'm hungry and cannot concentrate in class (laugh) so I can't study because I can't concentrate. My dad says you must eat in the mornings, you can't go to school on an empty stomach and this morning I didn't, and now I can't concentrate. On the one hand the divorce bothers me but on the other hand its quite cool.

Nadine: What do you do to cope with it?

Comment [A79]: Cause of fight between grandmother and stepmother

Comment [A80]: Does not feel that stepmother takes any responsibility for them.

Comment [A81]: Feels that her stepmother does not trust her and confirms every thing with her father.

Comment [A82]: Stepmother uses other people to discuss problems with her.

Comment [A83]: Communication block- trust from stepmothers side.

Comment [A84]: Gets spending money and responsibility to buy things that she needs.

Comment [A85]: Does have the opportunity to ask for more money if she needs it.

Comment [A86]: Friends to support.

Comment [A87]: Concentration- seemed well focused during the interview.

Comment [A88]: Feel ambivalent about the divorce.

Mariska: What do I do to cope? I don't know. I just accept it. The Lord says everything happens for a reason, and now it has happened I believe that the Lord must have had a reason. Okay, I now accept what happened I know as a child I cannot do anything to change it. They are adults, I must keep my nose clean, and it is quite a while back that it happened. When I miss my mom a lot, then I'll ask my dad if I can go to her for a weekend or so or in the holidays for a week or so and then he'll say fine it's okay with him. The court said that one Christmas we must spend with my dad and one with my mom and one holiday with my dad and one with my mom.

Nadine: So that it is fair between the two of them.

Mariska: Yes, and sometimes my mom will say she misses us and ask if she can fetch us, but its dad's turn for the holiday, then he will say that we can go. If she wants to see us, we see her often. We saw her in December the last time.

Nadine: So it is about three months later now.

Mariska: We saw her over Christmas. She brought us back after Christmas. The day the school closed, she fetched us and after Christmas, she brought us back. It does not feel that long.

Nadine: Are you going to visit your mom this coming holiday?

Mariska: Yes, my dad said we could go. She has not phoned yet. She hasn't asked yet but I asked my dad and he said it's fine. I phoned her last night to tell her my dad said it is fine for us to come and can we come. She said she would come and fetch us for a visit.

Nadine: Do you think your faith helps you to cope?

Mariska: My faith, hum, actually yes. We don't go to church very often, my dad, I don't know. That's another thing that bothers me. I shall really like it to go to church to feel I bring my side. I can't expect my grandma to take us to church as well. She's got problems with her legs and so on, she walks all right but some days she can hardly walk and she has a lot of pain. Then she will take pain tablets, go, and lie down. I cannot expect her to drive us to church on a Sunday; it is the only day she gets to rest. My dad can also do that and it won't even take a lot of time. He does not work on Sundays and he hasn't got any functions so he must do his duty and take us to church so that we can feel we also belong to a church.

Nadine: So you really want to go to church.

Mariska: I really want to go to church and my grandma did speak to him but he did not answer her, he just made as if he did not hear. I was quite upset then. My mom goes to church and when we visit, we go to church with her. It is nice to go to church there but when we get home, we don't go to church.

Comment [A89]: Use faith to cope and believe that God has reasons for what happens.

Comment [A90]: Knows her limitations and that she can not change her parents decisions.

Comment [A91]: Can see mother when she misses her as father does not hold her back. The relationship between father and mother seems to be civil.

Comment [A92]: Parents are accommodating.

Comment [A93]: Sometimes the middle man.

Comment [A94]: Faith helps her to cope.

Comment [A95]: She would like to be more involved in church activities but do not have the option with her father being busy over weekends with his music.

Comment [A96]: Grandmothers health is deteriorating.

Comment [A97]: Mother takes them to church when they are with her and she enjoys going to church.

Nadine: Do you stay far from church?

Mariska: Not really. We stay near Xyz School in Piet Kriel Street and there is a NG church near there. But we are actually in the AGS.

Nadine: Yes, that is a little far away.

Mariska: We did go to church a few times but that was long ago auntie, easily five years ago if not more. That is the last time we have been to church, if I remember correctly. Since then not once. My mom says we must go to church because we must know the Lord. My brother and I will read Bible at night and there he will ask me how I really know if Jesus is real. Then I don't know what to say to him. I don't go myself, so what must I do? I just tell him not to worry, just believe and Jesus will see to the rest. Since then he keeps on asking if Jesus is real (laugh). I don't know what to tell him, the only times we go to church is for weddings and funerals. That is actually the only time we go to church, but not on Sundays. My dad sits in front of the TV and watches cricket or play on the computer. He and my brother are crazy about computer games, I don't know why. They play war games and monster games and I don't know why. My mom said the reason my brother wanted to cut me with a bread knife is because of those horrible games they play. He chased me around the house with a little butter knife (laugh).

Nadine: Was it a joke or what?

Mariska: It was a joke, I said to him boeta, what would happen if you kill me, if the knife was sharp? My mom says it's because of those games that he thinks he can do that in real life. He chased me around the house and I screamed like a drunk, driving my grandma crazy but we only played. My mom says she is scared. She does not like my brother to do that, okay, Need for Speed and other car games are all right but she doesn't like those war games he plays and that is actually the only games he and my dad ever play. I don't know, my brother was so cute when he was younger but he has changed. My dad has changed and now he has also changed. He is different, not like he used to be. We used to play with the rugby ball outside or tennis or with his cars or TV games but not anymore. He used to accept it if I scored a try and I won, but now he gets cross and cannot handle it to loose. It is as if he doesn't want to loose. He wants to win and if he loses, he cannot stand it. So he won't play with me anymore. That's only when he is with me in the mornings. He talks ugly to me, call me names like a pig, okay that's not so bad but it's not nice either.

Nadine: Does it hurt you?

Mariska: Yes, it is not nice to call somebody a pig or a dog; he really talks ugly to me.

Nadine: Does it hurt you when he talks to you like that?

Comment [A98]: Long to go to church

Comment [A99]: Mother encourages them to go to church.

Comment [A100]: Try to guide bother but struggles do to a lack of knowledge.

Comment [A101]: Tells her mother about things that happen in the house, even things that might trouble her.

Comment [A102]: Fun with sibling.

Comment [A103]: Divorced caused the people close to her to change.

Comment [A104]: Related to the loss of a parent- will do what is needed to prevent further loss.

Mariska: Actually yes, because I do not deserve it and then he will hit me against the head and say “duvis” what do you say?

Comment [A105]: Name calling is between siblings which can be degrading

Nadine: Do you think it is because of the divorce or do you think the divorce is part of it?

Mariska: I think so. I don’t know, a lot of times he’ll ask why does mommy stay far away and we stay here with dad. Then I tell him they are divorced and he will ask what divorce is. I then told him that they are not married anymore, they both went there separate ways. He just said okay and thanks.

Comment [A106]: Helps little brother to understand the divorce and the absence of the mother..

Nadine: Do you help him to cope with these things?

Mariska: Not really, he does not want me to help him. He is stubborn.

Nadine: How would you help him if you could help him?

Mariska: I don’t know. That’s actually a problem for me. I don’t know how to help him if I could help him. I know how to help myself.

Comment [A107]: Feels she can help herself to cope.

Nadine: How do you help yourself?

Mariska: I know, I just know for a fact there is nothing I can do about it.

Comment [A108]: Cope by knowing she can not do anything to change the outcome of events.

Nadine: So you accept that you cannot change it.

Mariska: I accept that I cannot change it. The Lord has made His choice and I cannot change that.

Comment [A109]: Accept that which she can not change.

Nadine: What else do you do?

Mariska: If something really bothers me, I keep myself busy.

Comment [A110]: Keep herself distracted.

Nadine: So you keep your thoughts distracted?

Mariska: Yes, I keep my thoughts distracted. My grandma will also, and one day I’ll say to her my mom was very upset the other day. I don’t know about what. She phoned me and I don’t know why, but she cried so much she couldn’t talk to me and then I put the phone down otherwise I would also have started to cry and I did not want to do that because I had a nice day at school. I just wanted her to calm down and later I’ll phone her back. So when I phoned back she said she just missed us so much. Then I said okay, I’ll make a plan. Lots of times, she’ll phone dad and ask if she may fetch us. Then he’ll say yes you can, or no we are coming there.

Comment [A111]: Has extended family as accessible support system.

Comment [A112]: Use avoidance to cope with other people and her own and other peoples emotions.

Nadine: What advice would you give to a friend whose parents are divorced?

Mariska: (silence 3 sec) laugh. I don’t really know what advice I’ll give. I know it is there, that it happens, and that there is really nothing you can do about it. That is what motivates me. Don’t worry, you cannot

Comment [A113]: Acceptance

change it. Concentrate on your schoolwork and on your sport and do things to keep your family happy.

Nadine: So your family support each other and they support you? Does that also help you to cope?

Mariska: Yes, actually, my dad helps me a lot and auntie Lea has a daughter. Her name is Suzanne, she stays with her dad. I like to talk about my mom, it is nice to talk about her and I talk about her to my grandma. The other day auntie Lea's daughter, I don't know what's going on with me, like the one day she asked me to stop talking about my mom. Her mom and my dad are getting married and if they are married, I'm not to talk about my mom (laugh). Where do you get that from. She felt, and Auntie Lea felt that I do not accept her because I talk about my mom all the time. I talk a lot about her as well, and I chat with her and so on. I don't know if she asked Suzanne to talk to me, but I feel bad about it, it bothers me a lot. She said I'm not to talk about my mom and now I don't know if auntie Lea said that. That is what bothers me. I do not know if she is jealous or what is really going on.

Nadine: How do you think your parents divorce is going to influence you in the future?

Mariska: I don't know. I really don't know. I told my mom if she is still alive when I'm grown up she must come and stay with me. I really want her to stay with me one day, and I want to take care of her. I'll visit my dad and so on. I don't mind to drive. It depends on how long the Lord will spare me and spare my mom. I shall go and visit my dad but I really want my mom to come and stay with me so that we can chat about things like in everyday not only sometimes we will fight. I shall not want to do the dishes, I'll do it just now, I first want to watch a TV program and when the program is finished I'll do something else and I'll say just now and we will fight. Then she will phone my dad and tell him I don't want to help her and when I get home he'll scold me and ask me why didn't I help my mom. Look at what I do here at home and when I go to my mom, I just want to rest, away from schoolwork and all of that. I'll do the dishes, but dad says when she tells me to do them I should do them and not two hours later.

Nadine: Get it over and done with.

Mariska: Yes, he also says get it over and done with. My mom, it feels as if we are not together but we have a strong relationship. We can joke with each other and we chat and spend time with one another. We like the same things. I shall really like it. She must leave her husband, come, and stay with me. She says she cannot just leave her husband. I'll see to it that she leaves him and they laughed and uncle Andrew said she won't leave him, why don't I come and stay with them. I said no I would rather have my own home.

Nadine: Are you proud of your culture?

Comment [A114]: You can not change what happened but you can change your future by working hard.

Comment [A115]: Support from family

Comment [A116]: Does not get along well with step siblings.

Comment [A117]: Stepmother might use her daughter to confront her .

Comment [A118]: Future impact as minimal but wants to help mother.

Comment [A119]: Mother and father back each other with discipline of the children.

Comment [A120]: Good relationship with mother.

Comment [A121]: Sees options for her mother to leave her current marriage.

Mariska: Sometimes. When I look at what the Whites have achieved, I am. We are the minority and we still have the most possessions. I don't like the idea of a "Rainbow nation." It is as if they want to take our culture away from us. My culture is important to me.

Comment [A122]: Proud of her culture and finds her culture to be important to her.

Nadine: What is your culture?

Mariska: I don't really know. I am proud to be White. We do have our things like going to church. O, yes, rugby and braai. That is definitely part of our culture and we are good at doing that.

Comment [A123]: Find it hard to define her culture. Mentions a few things that are part of the White culture.

Nadine: Do you think it is a setback to be Afrikaans today?

Mariska: Actually, auntie Lea is English but she talks Afrikaans to us. They say if you are White today, the chances are good that you won't find a job and that upsets me a lot because I don't know what is going to happen in future and whether I'll be able to find a job.

Comment [A124]: Not optimistic about her future when she looks at the current status of the land.

Nadine: So you feel people discriminate because we are White and Afrikaans?

Mariska: Yes, I do feel like that but it does not bother me too much now. I said to my dad the other night, what happens in the future I cannot say what's going to happen, we will just have to wait and see what's going to happen. We chatted the other night and he asked what I wanted to be after I leave school. I want to study to be a surgeon.

Comment [A125]: Do feel people discriminate because she is White and Afrikaans.

Comment [A126]: High ambitions.

Nadine: Then you will have to study very hard.

Mariska: My dad said I don't know what I'm talking about. That is really like in what I wish to do. Or I want to be a doctor, I want to help other people. I want to be a doctor or a surgeon. I told my dad and he said if I don't study I won't make it, he made me doubt myself, not really doubt, but he won't say if I study hard I'll be able to make it. He says, "Keep on dreaming, the way you study now, you'll have to pull up your socks and only then we will decide." It feels, as if he is telling me I am building castles in the air and they just come tumbling down, just forget about it.

Comment [A127]: Passionate about people.

Comment [A128]: Father more realistic about his child's abilities.

Comment [A129]: She does not feel supported by her father in with regards to her future dreams.

Nadine: Do you believe him?

Mariska: Not really. I feel I'll listen to what he says but I'll believe in myself, I can and I will stay positive and keep on believing in myself. I actually have a great family it is just little things that upset me about them. My biggest wish is for my mom and dad to be together again.

Comment [A130]: Believe in her own abilities to achieve success.

Comment [A131]: Confirms earlier statement about wanting parents to reunite.

Nadine: What is the chance of them getting together again?

Mariska: I don't know. My dad once phoned my mother and asked her to come back, that he was really sorry about all that had happened, but my mom said no they will always blame one another and they will not be able to trust one another again. They never fought. Just like my dad and auntie Lea never fight. When they differ about something or they

Comment [A132]: Parents wanting to try again make it difficult for her to accept the divorce.

Comment [A133]: Fighting is limited in front of the children.

really fight they will go to their room, go, and talk it out without shouting or hitting one another. Not like my brother and I. That is one thing I really appreciate, that they don't fight in front of us. They sort their problems out softly and to one side. Most of the time we won't even know they're fighting. If my dad doesn't tell us we will just see that he is a bit upset. I can sit on the couch and watch TV and I won't even take notice of them. Sometimes when my friends come to visit my dad will be friendly he won't be funny with them but auntie Lea will be funny and I really don't know why. One day my friend Cathy and I were walking outside to the gate, chatting and she wanted to know what we were talking about, I told her we were just chatting. She made me feel small in front of my friend and I feel that is not right. My dad accepts my friends and I accept his friends, but she doesn't. My dad said so himself, my friends don't smoke and they do not swear and then she told him I smoked (laugh). It isn't the truth I want to be a singer one day, I participated in Idols once and came in third and second and if you smoke you will just mess up your voice. It is bad for you. I won't be that stupid. I must still decide if I want to be a doctor or a singer, but I said I wanted to be a doctor. I don't want to go into singing but the Lord gave me the talent to sing and He tells you to use your talents and I will use mine but in my own way, like my dad, he also sings. I want to be like him, I don't want to be famous, but as I said sometimes it feels as if they aren't interested in me and one night when we had a fight I ran away to Cathy's house to calm down and so that my dad can calm down and they came to fetch me, he and auntie Lea. My dad cried and he said he works so hard to do what is best for us and even if it does not feel like it, he is there for us, he is, he worries when we are at school, if we are warm, if maybe we are hungry, then he said he is really trying to do his best. He is very sorry that he and mom are divorced. I do not think it influenced me a lot because I was very small when they got divorced, maybe if it happened now I would have felt different, life is worth nothing and maybe try to commit suicide but my brother and I we were too small, we did not understand it and we did not know what divorce really meant, that they won't be staying together anymore and that we won't have a mom.

Nadine: Do you get support from your friends?

Mariska: Yes, Cathy supports me a lot. She wants me to participate in everything. Since the beginning of the year, everything that happened at school even if we are not a part of it, we are there. We made a mistake the other day. She came to my house and said I must put on jeans and my white sport shirt because we are helpers. So we got into trouble with the headmaster for wearing the wrong clothes. I had to sign for 30 penalty points for degrading my school wear (laugh). My dad does not know about it.

Nadine: So you must work it off?

Mariska: No, you can't work it off. I think it is a grade A penalty and it stays against you name the whole year.

Comment [A134]: Not fighting in front of the children.

Comment [A135]: Feel stepmother tries to sabotage friendships.

Comment [A136]: Realise that smoking is harmful and abstains from smokng.

Comment [A137]: See talents as from God and feels that she must use it.

Comment [A138]: Father as role-model.

Comment [A139]: Father tries to explain and support the children to the best of his abilities and she recognises it.

Comment [A140]: Feel she was protected due to her parents divorcing while she was still very young.

Comment [A141]: Support from friends.

Comment [A142]: Participate at school and feel comfortable at school.

Comment [A143]: Gets into trouble at school. Not a serious offence.

Nadine: So you will have to be good so that nothing else happen and they phone your parents.

Mariska: I haven't told my dad yet because I keep forgetting we always talk about something else. She sometimes gets me into trouble because if Cathy jumps into the fire I'll jump with her (laugh). I have another friend, actually another three friends, and I don't know what to do because they fight over me. Cathy I know the longest and the there is one in my class, there are two more in grade 10, and there is Cathy. When Cathy came for a sleepover on a weekend, we enjoyed ourselves thoroughly. My dad will take us somewhere or I'll go somewhere with her, but we are always together. We do everything together. The teachers at school think we are sisters because we look alike except that she has blue eyes and is a little taller (10cm) so they think we are sisters. The other three get jealous. I say they get jealous because it is jealousy, they try to come between Cathy and me, okay I'll be honest I do not give them as much attention as Cathy. They think that if they can come between us they will get more of my attention. I cannot talk to my dad about it because he won't understand.

Comment [A144]: Friends cause her to get into trouble.

Comment [A145]: Friends who support.

Comment [A146]: Very close to friends.

Comment [A147]: Can not talk to father about friendships.

Nadine: Maybe you must talk it over with your mom in the holiday.

Mariska: Yes, I talked to auntie Lea about it. She listened in her way and I appreciated it, and yes, they help me a lot just like my friends. The other day, it's going to sound stupid, and I'm shy, but not because I was part of it but to tell it to auntie. There is a boy and girl in our class that writes letters to one another. My one friend in my class told another friend that I watched porn (laugh). I just stood there I did not know about anything. That is why I want to speak to the Coach, the one girl went to the Coach and told her she must help me because I watched porn in class and oh gee, if my dad hears that, he will strangle me, but he can't strangle me because I was not part of it, so it does not bother me. I was in the headmaster's office with them and just stood there and listened what they said. I signed for the debts myself. I'll be honest I'm a very curious child and when I see a letter I'll grab it and read it. Okay if they said it was private, I would have left it but they didn't say it was private. They sit in the class, they read the letter, and then when I was reading it the teacher saw me and took it from me. That is how I got involved. I'm scared to tell my dad, it is things like this that I can't talk to him about.

Comment [A148]: Did have the opportunity to talk to her step mother about her friendships.

Comment [A149]: Does not stand up for herself. Goes with the stream.

Comment [A150]: Can not talk to father about anything as she fears him.

Nadine: Are you scared he is going to be cross or disappointed in you?

Mariska: Yes, there is a woman at my dad's work, I can't remember her name, but anyway she works with my dad and she told me to make my dad proud of me. He told her that he is proud of me and that he sees I'm doing my best to impress him. I try at least to show him I try to do my best and I try not to do things that will make him unhappy because he brought me up. Okay, once we really had a fight because I bunked school. Well it is forgiven and forgotten and everything is all right, I did not tell him I bunked school. The headmaster phoned them and afterwards I told him I bunked school. I'm scared to tell him this but I

Comment [A151]: Knows that her father is proud of her.

Comment [A152]: Tries not to disappointing him.

do trust him but still I'm scared to tell him I love him, it is so weird. I don't know why. My mom, I can tell ten thousand times a day that I love her, but with my dad, it is difficult, it is different. It feels different.

Nadine: Even though you love him?

Mariska: Yes even though I love him, I can't tell him I love him. I'll tell him when I visit my mom and we speak over the phone, okay, I love you, bye. But I cannot tell him in person that I love him. I just can't do it, I told my grandma it does not feel like he is really my dad. It just doesn't feel like that. That's the way I feel and he must bear with me, I am his child and he must take care of me. Then my grandma said no I am wrong it is not like that it may just feel that way to me. I can't tell him I love him and maybe he feels bad about it and I don't know when last I said it to him.

Nadine: Maybe you must write him a letter.

Mariska: Write a letter?

Nadine: Dad, I appreciate everything you do for me, thank you very much. I love you.

Mariska: Yes, that can actually work.

Nadine: After you have written a few letters you might get to a stage where you can tell him thanks for everything and then again at a later stage, Dad I love you.

Mariska: Yes, yes.

Nadine: Small step, by small step, a little bit at a time.

Mariska: Maybe that could work, I did not think about it that way, but thank you.

Nadine: Pleasure.

Mariska: I am going to try it today. My brother writes him lots of letters. He has a whole box full of letters in his room. Then my brother would write him letters, like: "Dadda, I love you and I missed you today and may I play computer games?" (laugh) He hints. Ah shame, in his way he tries to show my dad that he loves him, he tells him everyday he loves him. Then I will look at my brother and ask him how he does it. I'm going to try.

Nadine: Do you have any questions?

Mariska: Actually yes.

Nadine: Okay.

Mariska: About what is this, is it only about the divorce bit?

Comment [A153]: Getting into trouble at school. Do not want to get into trouble with father.

Comment [A154]: Can't tell father that she loves him- rejection?

Comment [A155]: Rejection as a cause?

Comment [A156]: Father keeps things of his children that is important to him.

Nadine: Is it about how you cope.

Mariska: How do I cope?

Nadine: Yes, and it sounds to me as if you cope well.

Mariska: Actually, rather well.

Nadine: You use your friends and your family and you use your faith to cope and you have ways to deal with things that bother you now, and you'll deal with the other issues later.

Mariska: So I cope.

Nadine: Yes, you can be proud of yourself.

Mariska: Actually yes. And my teachers support me a lot. Okay, some of the kids in my class still think my mom and dad are still married.

Nadines: So not everybody knows. Only your friends know.

Mariska: My other three friends still think my mom and dad are together. I told them my mom and dad are divorced and then they said, hi, when did that happen. Like in long ago (laugh).

Nadine: So they have …

Mariska: They think I am a happy child, they think I'm normal and I feel good about it and I'm happly.

Nadine: So they did not get the wrong impression of you?

Mariska: They told me to my face, they cannot believe that my mom and dad are divorced because I am so happy, I get what I want and I always smile. I got a fright when they called my name, I thought I was in trouble again and thought yeah what now.

Nadine: They did specify beforehand that your are not in trouble.

Mariska: Yes yeah, my stomach felt as if it sat in my throat and I coped with that. They did not even know my mom and dad were divorced and I sat in the class like a normal child, I felt good about it, at least they can see I'm happy and it does not upset me too much. It upsets me a bit and sometimes I wonder, but it couldn't have been my fault they divorced because I was still too small.

Nadine: Definitely. If you get ideas like that you must push it aside.

Mariska: That is what I do because some children think it is their fault and then they do silly things. I just don't worry about it, I feel unhappy about it but that is all right.

Comment [A157]: Positive affirmation.

Comment [A158]: Support from educators.

Comment [A159]: Not all friends know about the divorce- shame?

Comment [A160]: Finds support from friends yet not all her friends know her parents are divorced.

Comment [A161]: See divorce as not normal as she describes her acting as normal.

Comment [A162]: Adamant to get what she wants. Choose to be happy.

Comment [A163]: Realises she could not have been responsible for the divorce since she was to small.

Nadine: Do you have any more questions?

Mariska: No.

Nadine: Thank you very much for your time.

Preliminary Axial coding Interview 1

Cultural factors	Community factors	Relationship factors	Individual factors
She does not clean the house, my grandma cleans the house and my dad vacuums the carpets, my dad has to do everything (l.129) (new role division cause friction/ conflict)	No, it's nice to stay with my dad. (l.70) (satisfied with living arrangement)	I like to spend time with them though because it's nice (l.18) (comfortable at home)	If I don't like it, I won't wear it (l.18) (assertiveness)
If my brother drops a plate, my dad will say to him not to worry (l.352) (tolerance of risk behaviour/ mistakes accepted in culture)	So I'll get high marks for my projects (l.266) (doing well at school/ school performance)	We fight a lot, maybe not everyday but every second day (l.35) (conflict in relationships)	I told her I did not like it (l.31) (assertiveness)
It's not that bad and Christmas we get a lot more presents (l.370) (spiritual /cultural identification/family traditions)	But his wife also has some responsibility over us, she is married to our dad (l.423) (shared responsibility)	Yes, I like him, he's all right, but I miss her too much (l.49) (accepting stepparent)	Upsets me a lot that my mom and dad are divorced (l.44) (aware of feelings/express feelings)
I just accept it. The Lord says everything happens for a reason, and now it has happened I believe that the Lord must have had a reason (l.462) (religious faith)	She wants me to participate in everything. Since the beginning of the year, everything that happened at school even if we are not a part of it, we are there (l.759) (participate at school- encouraged by friend)	It's nice to stay with my dad (l.70) (comfortable at home)	It's so sad and not nice at all (l.54) (grief/ express feelings)
My faith, hum, actually yes (l.495) (religious faith)	So we got into trouble with the headmaster for wearing the wrong clothes. I had to sign for 30 penalty points for degrading my school wear (laugh). (l.763) (solid school structures)	My mom phones every second night to ask how we are and she sends sms's daily (l. 77) (frequent contact with non-custodial parent)	I don't know, I just have to (l.58) (coping not optional)
I shall really like it to go to church to feel I bring my side (l.496) (religious faith)	I was in the headmaster's office with them and just stood there and listened what they said. I signed for the debts myself (l.805) (solid school	He is quite different since he got married to this other lady (l.82) (relationships change)	One wish I have and that is that my mom and dad will get together again (l.70) (lack of acceptance)

	structures)		
My mom goes to church and when we visit, we go to church with her. It is nice to go to church there but when we get home, we don't go to church (l.511) (religious faith)	The headmaster phoned them and afterwards I told him I bunked school. I'm scared to tell him this but I do trust him (l.823) (solid school structures)	He does not want to do anything (l.92) (relationships change)	It isn't going to happen so I must accept (l.71) (accept divorce as final is a choice/ accepting feelings)
We did go to church a few times but that was long ago auntie, easily five years ago if not more (l.521) (religious faith)	My teachers support me a lot (l.893) (support from teachers/ supportive relationship)	He spends a lot of time with my brother but he doesn't really spend time with me (l.95) (lost time)	I'm quite a happy child (l.146) (humour/ acceptance of status quo)
My mom says we must go to church because we must know the Lord. (l.523) (religious faith / family tradition)	Some of the kids in my class still think my mom and dad are still married (l.893) (fear community response to divorce)	We'll sometimes link with the computer and play and that is the only time we spend alone (l.100) (lost time)	I'm scared that she will fight or won't listen until I'm finished. I'm scared of her. I feel scared to talk to her (l.157) (aware of feelings/ express feelings)
My brother and I will read Bible at night and there he will ask me how I really know if Jesus is real. Then I don't know what to say to him (l.524) (religious faith)	My other three friends still think my mom and dad are together (l.898) (fear community response to divorce)	When he drinks he sometimes drinks too much (l.107) (alcohol- risk factor)	I fight to get attention (l.180) (aware of emotional needs and actions to accomplish satisfaction)
The Lord has made His choice and I cannot change that (l.592) (religious faith)		Okay maybe a little bit, especially when he drinks too much (l.114) (alcohol- risk factor)	My dad accidentally hit my finger with a hammer, I got tears in my eyes and he said he was very sorry (laugh) (l.231) (see humour with reflection on events)
When I look at what the Whites have achieved, I am. We are the minority and we still have the most possessions. I don't like the idea of a "Rainbow nation." It is as if they want to take our culture away from us. My		My grandma stays with us (l.115) (support from grandparent/ supportive relationship)	I realized I'm lazy just like my dad (l.255) (self-insight)

culture is important to me (l.669) (cultural pride)			
I don't really know (l.676) (cultural groundedness – lack)		He gets home very late (l.117) (grandmother as caregiver)	Daddy I have Technical drawing that I don't understand" (l.257) (ask for help)
I am proud to be White (l.676) (cultural pride)		She sits in front of the TV and says she had a nice day. She does not worry (l.121) (conflict with stepparent)	I think I must keep myself busy with something else (l.279) (coping with feelings/ express feelings)
They say if you are White today, the chances are good that you won't find a job and that upsets me a lot because I don't know what is going to happen in future and whether I'll be able to find a job (l.682) (discrimination)		She's all right, she's friendly and all it's only that part of her that I do not like (l.151) (accepting stepparent)	Then I made a deal with my grandma (l.300) (manoeuvring)
I do feel like that but it does not bother me too much now (l.689) (limited discriminatory experience)		I'll rather phone my mom and tell her (l.156) (frequent contact with non-custodial parent- opportunity to get support/ supportive relationship)	It's rather nice that they are divorced because my mom stays in Rustenburg now and she takes us there and we see new places and do new things (l.378) (see advantages of divorce/ positive thinking)
I don't want to go into singing but the Lord gave me the talent to sing and He tells you to use your talents and I will use mine (l.739) (religious faith)		About certain things but not everything. Sometimes I feel I can't tell him, maybe I must talk to my mom or my grandma (l.162) (people to talk to about feelings and concerns /trusting parent/people)	She does not come to me herself and that upsets me (l.429) (aware of feelings)
They think I am a happy child, they think I'm normal and I feel good about it and I'm happy (l.904) (life philosophy- choose		But most of the time I talk to my grandma about the things that bother me about dad and so on (l.163) (people to talk to about feelings and	On the one hand the divorce bothers me but on the other hand its quite cool (l.457) (mixed feelings)

to be happy)		concerns)	
		Sometimes she will talk to my dad (l.169) (grandmother intervenes)	I now accept what happened I know as a child I cannot do anything to change it (l.464) (accept divorce as final)
		It's just the auntie and me and my brother that fight a lot (l.179) (conflict with stepparent)	A lot of times he'll ask why does mommy stay far away and we stay here with dad. Then I tell him they are divorced and he will ask what divorce is (l.571) (provide emotional support for sibling)
		She says I must ignore him, he later will understand what is happening (l.186) (advice from non-custodial parent)	I know how to help myself (l.584) (coping with feelings)
		I sometimes tease him "mommy's little girl" and then he gets very cross (l.201) (conflict relationship with sibling)	I just know for a fact there is nothing I can do about it (l.588) (accept divorce as final)
		Because we fight a lot (l.213) (conflict relationship with sibling)	I keep myself busy (l.597) (coping with feelings)
		That is what I want to fix because my dad also says if we don't fight so much things will be much better (l.214) (conflict relationship with sibling)	She phoned me and I don't know why, but she cried so much she couldn't talk to me and then I put the phone down otherwise I would also have started to cry and I did not want to (l.603) (coping with feelings)
		I sat down with my brother the other day and told him "Boeta, dad says if we fight less, he will fight less with us and everything will be better, do you	Concentrate on your schoolwork and on your sport and do things to keep your family happy (l.617) (coping with feelings)

		understand what I say?" (l.216) (plan to lessen conflict)	
		I helped him because my brother wouldn't, I want to help my dad with the car and such things (l.227) (opportunities to build relationship)	I know it is there, that it happens, and that there is really nothing you can do about it. That is what motivates me (l.614) (accept divorce as final)
		All of a sudden, he asked about the exams, he usually asks how it went with the exam every day (l.245) (parents motivate- show interest)	I don't know if she asked Suzanne to talk to me, but I feel bad about it, it bothers me a lot (l.632) (self-insight)
		Yesterday he asked me how much I thought I got and made a deal that if I do well he will buy me a new computer (l.246) (basic needs met by parent)	I shall go and visit my dad but I really want my mom to come and stay with me (l.644) (future impact)
		I see it as motivation, through motivation he bribes me to study harder (l.254) (parents motivate)	She must leave her husband, come, and stay with me. She says she cannot just leave her husband (l.661) (lack of acceptance)
		But my grandma that is forty years out of school can do it. She will explain to me (l.260) (support from grandparent/ supportive relationship)	I want to study to be a surgeon (l.693) (future goals and aspirations)
		I'll be honest I don't actually do it myself he will do it on the computer and when I ask if I can help he'll tell me to keep myself busy with something else (l.267) (support from father- schoolwork/ supportive relationship)	I want to be a doctor, I want to help other people (l.698) (future goals and aspirations)

		I'll sit with her and we will chat about things (l.281) (support from grandparent/ supportive relationship)	He made me doubt myself (l.700) (self-insight)
		Feels as if I get more attention from grandma, like with my mother (l.282) (lost time)	I'll believe in myself (l.709) (self-confidence)
		My dad, when I ask for something he will be funny and say, no you have enough (l.286) (basic needs met by parent)	My biggest wish is for my mom and dad to be together again (l.711) (lack of acceptance)
		Now I have two phones (l.298) (needs met by family)	If you smoke you will just mess up your voice. It is bad for you. I won't be that stupid (l.737) (Abstinence of drugs and alcohol)
		It's not as if they don't care about me. I can see that they really do care about me (l.306) (needs met by family)	I do not think it influenced me a lot because I was very small when they got divorced (l.750) (age at time of divorce)
		Okay he has his own computer but my dad says he cannot have that, and now my brother feels bad and is cross with my dad since last week already (l.317) (conflict in house)	She works with my dad and she told me to make my dad proud of me (l.817) (Father proud of her)
		One big happy family (l.339) (family members support each other/ supportive relationship)	I can't tell him I love him (l.831) (struggle to express feelings towards father- fear rejection)
		My mom is still not feeling all right about the whole thing. She still got feelings for my dad but she does not want to pursue it (l.361) (complicates acceptance)	I told my grandma it does not feel like he is really my dad. It just doesn't feel like that. That's the way I feel and he must bear with me, I am his child and he must take care of me (l.833) (rejection)

		Only grandma and auntie Lea did not get along so well (l.392) (conflict in house)	So I cope (l.889) (coping not optional)
		She gets cross when I ask for money for petrol, she says grandma gets enough money she can buy her own petrol (l.399) (conflict in house)	My other three friends still think my mom and dad are together (l.898) (pretending)
		My grandma does a lot for us and I cannot expect her to pay when she has to take us to the school and to the library and to sport (l.403) (grandmother as caregiver)	I get what I want and I always smile (l.910) (manoeuvring)
		That is why I feel that she does not treat my grandmother right. That is why grandmother does not like her. My grandma says she is lazy and that it is not the husband's responsibility to do washing and stuff like that. (l.410) (conflict in house)	It couldn't have been my fault they divorced because I was still too small (l.920) (age at time of divorce/ not taking responsibility for the divorce)
		Like when I tell her my dad said I can get R50 to buy a blouse she will not believe me, she will first go to my dad and ask if he said so. I don't know whether she does not trust me (l.424) (stepmother- trust issue)	
		Because we are supposed to be able to talk to one another and it does not look as if she really trusts me (l.436) (stepmother-trust issue)	
		My dad gives me pocket money every month and then I must buy whatever I need	

		and the rest I spend on a phone card (l.445) (needs met by parent)	
		I'll ask my dad when I need money, like for hamburger day at school (l.449) (needs met by parent)	
		My friend fetches me (l.451) (friends)	
		But its dad's turn for the holiday, then he will say that we can go (l.476) (parents flexible)	
		My mom said the reason my brother wanted to cut me with a bread knife is because of those horrible games they play. He chased me around the house with a little butter knife (laugh) (l.534) (advice from non-custodial parent)	
		He chased me around the house and I screamed like a drunk, driving my grandma crazy but we only played (l.542) (sibling support/ supportive relationship)	
		I don't know, my brother was so cute when he was younger but he has changed. My dad has changed and now he has also changed. He is different, not like he used to be (l.547) (relationships change)	
		Actually yes, because I do not deserve it and then he will hit me against the head and say "duvis" what do you say? (l.565) (conflict relationship with sibling)	
		My dad helps me a lot	

		(l.623) (support from father/ supportive relationship)	
		Her mom and my dad are getting married and if they are married, I'm not to talk about my mom (laugh) (l.628) (conflict relationship with step sibling)	
		Then she will phone my dad and tell him I don't want to help her and when I get home he'll scold me and ask me why didn't I help my mom (l.649) (parenting shared/ quality parenting)	
		My mom, it feels as if we are not together but we have a strong relationship (l.658) (support from non-custodial parent/ supportive relationship)	
		When they differ about something or they really fight they will go to their room (l.720) (conflict not in front of children)	
		They don't fight in front of us (l.723) (conflict not in front of children)	
		Sometimes when my friends come to visit my dad will be friendly he won't be funny with them but auntie Lea will be funny and I really don't know why (l.727) (friends accepted by father but not stepmother)	
		I want to be like him (l.742) (father as role model)	
		My dad cried and he said he works so hard	

		to do what is best for us and even if it does not feel like it, he is there for us, he is, he worries when we are at school, if we are warm, if maybe we are hungry, then he said he is really trying to do his best. He is very sorry that he and mom are divorced (l.746) (father tries his best to support supportive relationship/ quality parenting)	
		Cathy supports me a lot (l.759) (friends/ supportive relationship)	
		She wants me to participate in everything. Since the beginning of the year, everything that happened at school even if we are not a part of it, we are there (l.759) (participate at school- encouraged by friend)	
		She sometimes gets me into trouble because if Cathy jumps into the fire I'll jump with her (l.777) (friends-negative influence)	
		I have another friend, actually another three friends, and I don't know what to do because they fight over me (l.778) (friends)	
		The other three get jealous. I say they get jealous because it is jealousy, they try to come between Cathy and me, okay I'll be honest I do not give them as much	

		attention as Cathy. (l.787) (friends)	
		I talked to auntie Lea about it. She listened in her way and I appreciated it, and yes, they help me a lot just like my friends (l.795) (support from stepmother/ supportive relationship / trusting stepparent)	

Addendum E

QUESTIONS FOR INTERVIEWS (Translated)

1. Tell me more about yourself.
2. Tell me more about your family.
3. Who is important for you in your family and why?
4. How do you cope with difficult situations such as you parents' divorce?
5. What helps you to cope?
6. Who helps you to cope?
7. How do these people help you to cope?
8. What things make it easier for you to cope?
9. When is it difficult for you to cope?
10. What do you do when things are difficult to cope with?
11. What makes a difficult situation for you manageable?
12. Let us talk specifically about how you coped with your parents' divorce.
    - 12.1 What made it possible for you to cope?
    - 12.2 What made it hard for you to cope?
    - 12.3 Did you receive support? From whom and how did it help you?
    - 12.4 How do you think your parents' divorce is going to influence you in the future?
    - 12.5 What advantages did your parents' divorce have?
    - 12.6 What advice do you have for other teens whose parents are divorcing? (How can they cope better?)
    - 12.7 Do you think it is important to mourn your parents' divorce?
    - 12.8 Did you mourn your parents' divorce? If so, how did it help you to cope with your parents' divorce?
13. Do you think White, Afrikaans-speaking people cope differently with divorce than people from other cultures?
14. Is it a disadvantage to be White and Afrikaans speaking in South Africa? If it is, how do you cope with it?

Addendum D

Slegs vir amptelike gebruik	
Deelnemer nommer:	
Projek ID:	
Data nommer:	

Kinder- en Jeug Weerstandsmaatstaf (KJWM)

Aanwysings:
Hieronder is ‘n lys van ‘n aantal vrae met betrekking tot jou familie, gemeenskap en jou verhouding met ander mense.
Geliewe die vrae in Afdeling Een te beantwoord.
Vir elke vraag in Afdelings Twee en Drie, geliewe die nommer aan die regterkant wat jou die beste beskryf, te omsirkel. Daar is geen regte of verkeerde antwoorde nie.

Afdeling Een:

Wat is jou geboorte datum?_____

Is jy manlik of vroulik? _____

Wat is jou ras?_____

Wat is jou etniese groep?_____

Wat is die hoogste vlak van opvoeding wat jy voltooi het?_____

Saam met wie bly jy?_____

Hoe lank leef jy al saam met hierdie mense?_____

Beskryf asseblief jou familie (byvoorbeeld: twee biologiese ouers met kinders, enkel ouerhuis, aangenome familie, vriende, op straat, ens.) _____

_____

Afdeling Twee:

Tot watter mate …	**Glad nie**	**'n Bietjie**	**Ietwat**	**Redelik baie**	**Baie**
1. Het jy aanvaar dat jou ouers geskei is en nie weer by mekaar gaan kom nie?	1	2	3	4	5
2. Dink jy jou ouers se egskeiding het jou lewens - ideale negatief beïnvloed?	1	2	3	4	5
3. Voel jy tevrede met jou keuse van die ouer by wie jy bly?	1	2	3	4	5
4. Dink jy die egskeiding het jou skoolprestasie negatief beïnvloed?	1	2	3	4	5
5. Voel dit vir jou of jou gemeenskap (onderwysers, vriende, familie, die kerk ens.) jou ondersteun as adolesent van 'n geskeide huisgesin?	1	2	3	4	5
6. Voel jy of jy deur 'n tydperk van rou gegaan het gedurende of na jou ouers se egskeiding?	1	2	3	4	5
7. Dink jy die egskeiding het jou gesondheid negatief beïnvloed?	1	2	3	4	5
8. Sien jy jouself as 'n positiewe mens, al is jou ouers geskei?	1	2	3	4	5
9. Sien jy jouself as aanpasbaar en buigbaar as jy na jou omstandighede kyk waarin jy huidiglik leef?	1	2	3	4	5
10. Voel jy dat jou ouers in jou materiële behoeftes voorsien nou na die egskeiding?	1	2	3	4	5
11. Voel jy dat jou ouers aan jou emosionele behoeftes voorsien?					
12. Voel jy Afrikaans as eerste taal benadeel jou?	1	2	3	4	5
13. Voel jy benadeel omdat jy 'n blanke Suid-Afrikaner is wat Afrikaans praat?	1	2	3	4	5
14. Voel jy dat daar teen jou gediskrimineer word omdat jy 'n blanke Suid-Afrikaner is wat Afrikaans praat?	1	2	3	4	5
15. Voel jy dat jy meer benadeel word ten opsigte van jou toekoms omdat jou ouers geskei is en jy 'n blanke is wat Afrikaans praat?	1	2	3	4	5

Afdeling Drie:

Tot watter mate …	**Glad nie**	**'n Bietjie**	**Ietwat**	**Redelik Baie**	**Baie**
1. Dink jy dat jy probleme in die lewe sal oplos deur pret te hê en te lag?	1	2	3	4	5
2. Weet jy waar jou ouers en/of ouers se ouers gebore is?	1	2	3	4	5
3. Hou jy aan voortgaan, selfs wanneer die lewe moeilik raak?	1	2	3	4	5
4. Beïnvloed wat jy nou doen wat later in jou lewe gaan gebeur?	1	2	3	4	5
5. Verstaan en verdra die ouer generasie die idees en sterk gelowe van mense van jou ouderdom?	1	2	3	4	5
6. Is daar mense na wie jy opkyk?	1	2	3	4	5
7. Verstaan jy ander mense se gevoelens?	1	2	3	4	5
8. Is dit nodig dat jy saam met mense om jou werk indien jy sukses wil behaal?	1	2	3	4	5
9. Kan jy jouself uitdruk sonder om jou te bekommer dat jy gekritiseer gaan word?	1	2	3	4	5
10. Is dit belangrik vir jou om 'n opvoeding te kry?	1	2	3	4	5
11. Weet jy hoe om jou te gedra in verskillende sosiale situasies?	1	2	3	4	5
12. Voel jy gemaklik om te praat met mense wat jy nie ken nie?	1	2	3	4	5
13. Dink jy dat elke individu verantwoordelik is om die wêreld 'n beter plek te maak?	1	2	3	4	5
14. Voel jy goedhartig teenoor mense, waarvan jy nie hou nie, wanneer slegte dinge met hulle gebeur?	1	2	3	4	5
15. Voel jy dat die lewe op 'n sekere wyse geleef moet word?	1	2	3	4	5
16. Voel jy vol selfvertroue wanneer jy in moeilike en deurmekaar situasies verkeer?	1	2	3	4	5
17. Leer jou kultuur vir jou hoe om 'n beter persoon te word?	1	2	3	4	5
18. Voel jy gemaklik met die manier hoe jy jouself seksueel uitdruk?	1	2	3	4	5
19. Het jou familie 'n ritueel of roetine rondom aandete?	1	2	3	4	5
20. Voel jy dat jou ouers jou dophou en baie oor jou weet?	1	2	3	4	5
21. Eet jy genoeg meeste van die dae?	1	2	3	4	5
22. Streef jy om die dinge waarmee jy begin, klaar te maak?	1	2	3	4	5
23. Voel jy vry en gemaklik om met jou onderwysers en ander grootmense oor jou probleme te gesels?	1	2	3	4	5
24. Is jou geloof of spirituele lewe vir jou 'n bron van krag?	1	2	3	4	5
25. Is jy trots op jou etniese agtergrond?	1	2	3	4	5
26. Het jy 'n visie oor hoe die toekoms behoort te lyk?	1	2	3	4	5
27. Respekteer jou ouers die wyse waarop jy jouself seksueel uitdruk?	1	2	3	4	5
28. Dink ander mense dat jy pret is om mee saam te wees?	1	2	3	4	5
29. Praat jy met jou familie oor hoe jy voel?	1	2	3	4	5
30. Voel jy dat jy jou eie probleme kan oplos?	1	2	3	4	5
31. Voel jy dat jy deel is van die groep wanneer jy met jou vriende verkeer?	1	2	3	4	5

Tot watter mate …	**Glad nie**	**'n Bietjie**	**Ietwat**	**Redelik Baie**	**Baie**
32. Is dit vir jou moontlik om 'n dokter te sien wanneer jy een nodig het?	1	2	3	4	5
33. Dink jy dat onvoorgeskryfde medikasie of alkohol jou sal help wanneer jy baie probleme moet hanteer?	1	2	3	4	5
34. Voel jy dat jou vriende jou ondersteun?	1	2	3	4	5
35. Weet jy waar om in jou gemeenskap te gaan om hulp te verkry?	1	2	3	4	5
36. Voel jy gemaklik om vir hulp te vra?	1	2	3	4	5
37. Laat die onderwysers en ander studente jou voel asof jy inpas by jou skool?	1	2	3	4	5
38. Dink jy dat jou familie, vriende en/of gesin by jou sal staan gedurende moeilike tye?	1	2	3	4	5
39. Word lede van jou familie wat onaanvaarbare dinge doen, agterna terug aanvaar?	1	2	3	4	5
40. Voel jy gemaklik met die wyse waarop jy jouself uitdruk in noue verhoudings teenoor ander van jou ouderdom?	1	2	3	4	5
41. Is jy in staat om geweldadige situasies by die huis, skool of in jou gemeenskap te vermy?	1	2	3	4	5
42. Word jy regverdig behandel in jou gemeenskap ten spyte van hoe andere jou sien?	1	2	3	4	5
43. Het jy geleenthede om andere te wys dat jy besig is om 'n grootmens te word?	1	2	3	4	5
44. Doen jy 'n werk of werk jy vrywillig aan iets waarvoor jy voel dat dit gepas is vir jou ouderdom?	1	2	3	4	5
45. Is jy bewus van jou eie krag?	1	2	3	4	5
46. Neem jy deel aan georganiseerde geestelike aktiwiteite?	1	2	3	4	5
47. Dink jy dat dit belangrik is om jou gemeenskap te dien?	1	2	3	4	5
48. Voel jy veilig wanneer jy met jou familie is?	1	2	3	4	5
49. Is jy bewus van jou eie swakhede?	1	2	3	4	5
50. Het jy geleenthede om werkskwalifikasies te verbeter wat later van nut sal wees?	1	2	3	4	5
51. Dink jy dat meeste probleme in die lewe in 'n positiewe wyse opgelos word?	1	2	3	4	5
52. Geniet jy jou familie en gemeenskap se tradisies?	1	2	3	4	5
53. Is jy trots om 'n Suid-Afrikaner te wees?	1	2	3	4	5
54. Ondersteun jou familie of gemeenskap nie-geweldadige oplossings om met iemand te handel wat 'n misdaad gepleeg het?	1	2	3	4	5
55. Kan jy openlik met jou ouers verskil wanneer jy verskillende dinge glo as waarin hulle glo?	1	2	3	4	5
56. Word seuns en meisies albei regverdig behandel in jou gemeenskap?	1	2	3	4	5
57. Is daar 'n verskil tussen jou familie en die gemeenskap se waardes?	1	2	3	4	5
58. Dink jy dat jy ten minste so goed (of beter) is as ander jeug wat jy ken?	1	2	3	4	5

Addendum B

CRITERIA FOR RESILIENCE

The following are compulsory for this study:

- the adolescents must have endured a hardship – for this study the participant's parents must be divorced; and
- the adolescent must have positively adapted to the divorce.

Adolescents chosen to participate must possess most of the following traits although not all of them. The adolescents must have endured a hardship and:

- maintain hope despite their circumstances;
- be generally optimistic about life;
- have future-orientated goals;
- find strength in their religion/faith/culture;
- have a positive attitude towards life;
- believe in themselves;
- have a good support system;
- have a good relationship with at least one adult or family member;
- maintain good health practices related to exercises and nutrition;
- cope well with stress;
- achieve academically;
- be adaptable;
- show positive behaviour;
- adapt well socially – fit in well with friends;
- show age appropriate behaviour;
- find positive/appropriate ways of expressing themselves;
- can be open and honest about their feelings – emotionally literate;
- have empathy for others;
- know where to find help if needed;
- know their limitations and where to seek advice; and
- have no mental health problems.

ADDENDA

The addendum contains the following in given order:

Information for participants and parents	(Addendum A)
Criteria for participants	(Addendum B)
Consent letters	(Addendum C)
CYRM	(Addendum D)
Questions for Interviews	(Addendum E)
Interview with participant 1	(Addendum F)
Coding for Interview 1	(Addendum F-Coding)
Data from CYRM	(Addendum G)
Comparison with other studies using the CYRM	(Addendum H)
Adolescent group program	(Addendum I)
Facilitator information	(Addendum J)
Handouts to adolescents	(Addendum K)
Handouts for workshops	(Addendum L)
Mini lectures for workshops	(Addendum M)
Presentations of the workshops	(Addendum N)

Community workshop

Educator workshop

Friend's workshop

Parent's workshop

Friends helping friends

How friends can help friends from divorced families



Rationale for the workshop

- To get friends to understand and support at-risk White Afrikaans-speaking adolescents from divorced families



The intended workshop outcomes:

After attending this workshop, you should be able to:

- Understand the effect of divorce your friend
- Know how to talk and listen to your friend in order to support him/her
- Have worked out an action plan on how to support friends whose parents are divorced

Expectations

We as a group have the following expectations of this workshop:

-
-
-
-
-



Exercise 1

Not everybody feels and reacts to their parents' divorce in the same way. They do however experience some similar emotions. Some people seem to get over their parents' divorce easy while other might struggle for the rest of their lives.

How does my friend feel?

- If you were to find out your parents were getting a divorce, how would you feel?
- What do you think your friend felt?
- What are the three most general feelings children experience due to their parents' divorce?



How does my friend feel?

- How long do these feelings last and why?
- Do these feelings ever go away? If they do, how?
- Is your friend stronger or weaker than you are when it comes to coping with things? How does it help being stronger?
- How can a weak person become stronger?

Learning to listen

- We often hear someone without listening to them
- Listening is not just about using words, it involves your body
- Practise your listening skills by listening to a friend discussing one of the following topics with you:
  - My boyfriend/girlfriend cheated on me
  - I get so angry when...
  - If only they would...

Listening to a friend

What does the other person really feel and what is the message I should be getting ?



Using “I statements”

“I statements” consist of three parts:

- Showing empathy by letting the person know you understand how he/she feels
- Explaining how you feel (do not blame)
- Request for change or how you would prefer the situation to be in future



Using “I Statements” (exercise)

- Why is it sometimes difficult to use “I statements”?
- What prevents people from using “I statements”?
- What benefits are there in using “I statements”?

- Practise at least two “I statements” in your group.

Action plan

What we as friends can do to help our friends whose parents are divorced to cope better:

- The goal of the plan is to...
- We need .... to be involved to help with the plan
- We need .... as resources to get the plan working
- We are going to implement the plan on the .... This will happen ....
- The plan will last...
- What prevents us from implementing such a plan is...

Feedback and suggestions

