

Influence of father involvement, gender and age on risk-taking and antisocial behaviours in
Mahikeng, South Africa

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Influence of father involvement, gender and age on risk-taking and antisocial behaviours in
Mahikeng, South Africa

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Master of Social Science in Psychology at the North West University (Mafikeng Campus)

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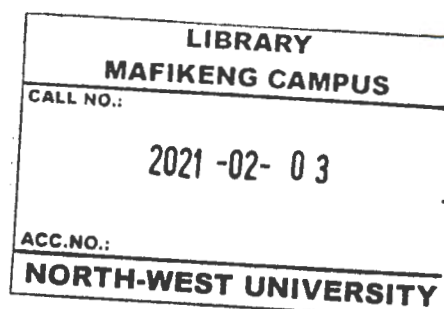


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DECLARATION

I, Keatlaretse Betty Moamogwe, hereby declare that this article, submitted in partial fulfillment of the requirements for the degree of Master of Social Sciences in Psychology at the North West University (Mafikeng Campus), is my own independent work and has not formerly been submitted by me to another university or faculty.

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Date

DEDICATION

This study is dedicated to the loving memory of my beloved, caring and supportive parents, Mrs. M.R. Moamogwe and Mr. G.B. Moamogwe (RIP) as well as my son, Gofaone Raoboka Moamogwe.

ACKNOWLEDGEMENTS

- My heartfelt thanks to the Lord Almighty for giving me strength and wisdom to complete my studies. I thank you for all the blessings.
- I thank my supervisor, Prof. E.S. Idemudia, for his patience, support and guidance throughout the research journey. I would not have been able to complete this study without his support.
- I am sincerely grateful to my co-supervisor, Dr Maepa, for her support and guidance and for sharing her knowledge and expertise.
- I thank my late mother, for her unconditional love, support, guidance and words of wisdom. I know you believed in me even when all seemed impossible. Thank you mom may your soul rest in peace.
- I thank my brother, Thusego Walter Moamogwe, my sister, Mosidi Joyce Moamogwe and my nephew, Oteng Pascal Moamogwe, for their understanding and support during my studies.
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- I also wish to thank the National Research Foundation and NWU-Post graduate bursary schemes for financial assistance.
- I am grateful to the Department of Education, North West Province, for granting me permission to conduct this study.
- I am also grateful to all the schools that participated in this study (Lapologang High School and Letsatsing Secondary School).

- I wish to thank Neo Tities, for her hospitality, support, understanding and encouragement throughout my study.
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SUMMARY

The general aim of this study was to explore the influence of father involvement, gender and age on risk-taking behaviours and antisocial behaviours among adolescents in Mafikeng, South Africa. This study was guided by the following four hypotheses: (1) Father involvement has a significant influence on risk-taking and antisocial behaviours among adolescents; (2) Gender will significantly influence male and female scores on risk-taking and antisocial behaviours of adolescents.; (3) Age will significantly influence risk-taking and antisocial behaviours of adolescents; and (4) There will be a significant interaction among father involvement, gender, and age on risk-taking and antisocial behaviours.

A questionnaire divided into four sections was used to collect data. Section A requested demographic information from participants, Section B was the father involvement scale, Section C consisted of the antisocial behaviour scale while Section D comprised the risk-taking behaviour scale. The psychometric properties of all the scales were valid and reliable. Data were collected from 479 participants, at two high schools in Mafikeng. Convenient sampling was employed in order to collect data from participants. The ages of participants ranged from 14-20 years: (\bar{X} = 16.6; SD = 1.11). The number of participants who completed the questionnaire were as follows: males = 299; and females = 180. The hypotheses of this study were tested using 2X2X2 ANOVA.

Based on the findings of the study, hypothesis 1 revealed the significant influence of father involvement on risk-taking behaviour, $F(1, 471) = 3.35, p < .05$ and on antisocial behaviour $F(1, 471) = 3.38, p < .05$. Hypothesis 2 also revealed significant influence of gender, $F(1, 471) =$

23.67, $p < .001$ on risk-taking behaviour and $F(1,471) = 33.97$, $p < .001$ on antisocial behaviour. Hypothesis 3 did not reveal any significant influence of age on risk-taking behaviour $F(1,471) = .015$, $p > .05$ and also no significant influence on antisocial behaviour, $F(1,471) = .90$, $p > .05$. Hypothesis 4 (which expected interaction of all the variables), was also significant as predicted for risk-taking behaviour $F(1,471) = .72$, $p > .05$ and antisocial behaviour $F(1,471) = .326$, $p > .05$.

Recommendations: Fathers should be involved in the upbringing of their children by ensuring that they enhance father-child relationships with their sons and daughters. They should aim at providing care and support to the children. Psycho-education is of paramount importance. Community awareness on negative effects of father involvement on children behaviour should be done. Focus should be on risk-taking and antisocial behaviours. Government should consider risk-taking and antisocial behaviours as important aspects in programmes that are aimed at improving the mental health of adolescents and learners in South Africa. Further studies should be conducted on father involvement and other behavioural problems. Schools should consider employment of clinical psychologists and counsellors to assist in managing behavioural problems of learners. These professionals will assist in preventing and treating risk-taking and antisocial behaviours of the learners.

In conclusion, the results of this study revealed that father involvement has an influence on risk-taking and antisocial behaviour among adolescents. Gender had a significant influence on risk-taking and antisocial behaviour among adolescents, but this study showed no significant influence of age on risk-taking and antisocial behaviour among adolescents. The study also did

not reveal significant interaction of father involvement, gender, age on risk-taking and antisocial behaviour among adolescents.

Keywords: Adolescents; age; antisocial behaviour; father involvement; gender; risk-taking behaviour.

PREFACE

Article format

For the purpose of this study, and as part of the requirements for a Professional Master's degree, the article format, as described by General Regulation A.7.5.1.b of the North West University was chosen and followed.

Selected Journal

The target journal for submission of the current manuscript is the South African Journal of Psychology. For the purpose of examination, Tables are included in the text.

Letter of consent



The letter of consent from the authors, in which they grant permission that the manuscript entitled "father involvement on risky and antisocial behaviour among adolescents in Mafikeng, South Africa" be submitted for purposes of this study, is attached.

Page numbering

In this study, page numbering starts from the first page and run to the last. For submission to the above-mentioned journal, the manuscript will be numbered according to the requirements of the South African Journal of Psychology. Hence, all pages will be numbered consecutively.

LETTER OF CONSENT

I, the undersigned, hereby give consent that Keatlareitse Betty Moamogwe may submit the manuscript entitled “Influence of father involvement, gender and age on risk-taking and antisocial behaviours in Mahikeng, South Africa”, for the purpose of full-dissertation in fulfillment of the requirements for the degree of Master of Social Science in Psychology.

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Professor E.S. Idemudia

Supervisor

GUIDELINES FOR AUTHORS

Submission of a manuscript

SAJP is a peer reviewed journal publishing empirical, theoretical, and review articles on all aspects of psychology. Articles may focus on South Africa, African or international issues. Manuscripts to be considered for all publication should be emailed to sajp@up.ac.za. A covering letter with the postal address, email address and telephone number should be included. A covering letter should indicate that the manuscript has not been published elsewhere and is not under consideration for publication in another journal. An acknowledgement of receipt will be emailed to the author (within seven days if possible) and the manuscript will be sent for review by three independent reviewers.

The manuscript number must always be quoted in ALL correspondence to the editor. Only one article per author will be published per calendar year. Exceptions to this rule will be at the sole discretion of the editor (with the associate editor) in the case of an exceptional article that needs to be published, a special issue where the specific article will make a significant contribution, or written response to a riposte, etc.

Where authors are invited to revise the manuscripts for re-submission, the editor must be notified (by email) of the author's intention to resubmit and the revised manuscript re-submitted within six weeks. After a longer period, it will be treated as a completely new submission.

Manuscript structure

Manuscripts (including references and tables) should not be longer than 20 pages (5000 words), and must include the full title of the manuscript, the name(s) of the author(s) and their affiliations, and the name, postal address, and email address of the corresponding author.

An abstract, no longer than 300 words, and an alphabetical list of at least six keywords should be provided. The introduction to the article does not require a heading. Tables and figures, with suitable headings/captions and numbered consecutively, should follow the reference list, with their approximate positions in the text indicated.

The manuscript should be an MS Word document in 12-point Times New Roman font with 1.5 line spacing. The American Psychological Association style guidelines and referencing format should be adhered to.

Short submissions

SAJP invites short reports on any aspect of theory and practice in psychology. We encourage manuscripts which either showcase preliminary findings of research in progress or focus on larger studies. Reports (of no more than 2 500 words) should be presented in a manner that will make the research accessible to our readership.

Ethics

Authors should take great care to spell out the steps taken to facilitate ethical clearance, i.e. how they went about complying with all the ethical issues alluded to in their study, either directly or indirectly, including informed consent and permission to report the findings. If, for example, permission was not obtained from all respondents or participants, the authors should carefully explain why this was not done.

MANUSCRIPT

Influence of father involvement, gender and age on risk-taking and antisocial behaviours in
Mahikeng, South Africa

Influence of father involvement, gender and age on risk-taking and antisocial behaviours in
Mahikeng, South Africa

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ABSTRACT

Aims: The specific objectives of this study were to: (1) examine the influence of father involvement, gender and age on risk-taking and antisocial behaviours among adolescents; (2) determine gender differences in antisocial and risk-taking behaviours among adolescents; (3) determine age differences in antisocial and risk-taking behaviour among adolescents; and (4) determine if there is a significant interaction among father involvement, gender and age on risk-taking and antisocial behaviours between adolescents.

Method: Using 2X2X2 factorial design, data were collected from 479 participants through convenient sampling. Participants completed the Father Involvement scale, Antisocial behaviour scale and the Risk-taking behaviour scale. 299 males and 180 females participated in the study. The ages of participants ranged from 14-20 years with mean age ($\bar{X} = 16.9$) and standard deviation ($SD = 1.11$). The statistical analysis used in the study was the three way Analysis of Variance.

Results: Hypothesis one revealed that father involvement has a significant influence on risk-taking and antisocial behaviour among adolescents. Hypothesis two revealed that gender has a significant influence on risk-taking and antisocial behaviour among adolescents. Hypothesis three showed that age has no influence on risk-taking and antisocial behaviour among adolescents. Hypothesis four showed no significant interaction among father involvement, gender, age on risk-taking and antisocial behaviours.

Recommendations: Fathers should be involved in the upbringing of their children by enhancing father-child relationships with their sons and daughters. They should aim at providing care and

support to the children. Psycho-education is of paramount importance. Community awareness on the negative effects of father involvement on children behaviour should be done. Focus should be on risk-taking and antisocial behaviours. Government should consider risk-taking and antisocial behaviours as important aspects in programmes that are aimed at improving the mental health of adolescents and learners in South Africa. Further studies should be conducted on father involvement and other behavioural problems. Schools should employ Clinical psychologists and counsellors to assist in managing learners behavioural problems. Psychologists will assist in preventing and treating risk-taking and antisocial behaviours of the learners.

In conclusion, the results of this study revealed that father involvement has an influence on risk-taking and antisocial behaviour among adolescents. Gender had a significant influence on risk-taking and antisocial behaviour among adolescents but this study showed no significant influence of age on risk-taking and antisocial behaviour among adolescents. The study also did not reveal significant interaction of father involvement, gender, age on risk-taking and antisocial behaviour among adolescents.

INTRODUCTION

Father involvement is not about being around the child, it is about being a responsible father by being involved and available to the child. Father involvement tends to have the most beneficial effects when the father-child relationship is supportive. "Father Involvement not only contributes to the child's academic achievement but also mediates the negative association found between low-income and academic attainment" (Lopez, 2011:pg385). According to Cabrera, Tamis-LeMonda, Bradley, Hofferth and Lamb (2000), fathers of today are often directly involved in childrearing in numerous ways, such as nurturing and care giving, engaging in leisure and play activities, providing the child's mother with emotional and practical support, and providing moral guidance and discipline to the child.

According to Wilson and Prior (2011), low father involvement in children's life may contribute to poor mental health. In addition, literature by Lopez (2011) maintains that a father's emotional involvement and provision of necessary resources for his children are linked with positive wellbeing, cognitive development and social competence. Fathers play a significant role in the home as they bring positive benefits to their children. They offer protection, financial support and male role models to their children. Father's style of parenting is different from the mothers and the difference is significant in childrearing development (Popenoe, 2009).

Nowadays, many families are run by single parents or no parents at all (Kirk, Gallagher & Coleman, 2015). Studies by Gray and Andreson (2010), suggest that the increasing number of single mothers, divorces, deaths and migration contribute to most children growing without a father figure in their lives. Father absence is a serious problem and has negative effects on our society. Father absence is manifested in different ways, such as not being there for a child (physically, emotionally, psychologically and financially). In industrialized societies (such as the United States of America), a significant fraction of children do not stay with both biological parents (Gray & Andreson, 2010). Father absence for the purpose of this study is when a biological father may be absent from his children because of employment, such as travelling, migration, military and other professional responsibilities but may be taking part in the life of the child or children.

Several studies (Amato, 2000; Cherlin 1999; McLanahan & Sandefur 1994) have shown that children who do not stay with biological fathers are likely to experience a greater risk of adverse outcomes, irrespective of education, race or the re-marriage of some mothers. Low father involvement has been linked with risky behaviours, criminal activities and poor school performance (Carlson, 2006). Hence, quality of father involvement is found to be valuable to the wellbeing of adolescents and their development, even when it is by a non-resident father (Amato, 2004). It is, therefore, important to understand the role played by fathers in shaping the behaviour of adolescents and related problems, including risk-taking.

According to McLeod and Owens (2004) behavioural problems during early childhood and early adolescence can result in poor academic performance, mental health problems and psychological disorders later in life. The rationale for this statement is to indicate that risk-taking behaviours are more likely to impact negatively on the education of adolescents. It has been proved that involved fathers has positive impact on their children's well-being, such as lowering the chances of academic failure, chances of delinquency and substance abuse (Jones & Mosher, 2013).

Risk-taking behaviour in adolescence means problem behaviours such as alcohol abuse, unprotected sex, unplanned pregnancy, multiple partners and gang violence. Kann (as cited in Booth, Scott & King, 2010), reports that problem behaviours and low levels of psychological well-being seem to increase during late adolescence. This is an indication that there is a likelihood of adolescents engaging in risk-taking behaviour especially during late adolescence.

Nwoke (2007) explains antisocial behaviour as a type of behaviour that is different from the accepted norms of behaviour. Antisocial behaviour can be prominent and also impact negatively on the individual and the community or social groups. Antisocial behaviours in adolescence, therefore, are any acts that violate social rules and the basic rights of others. According to the National Collaborating Centre for Mental Health (2013), these behaviours include being cruel to and hurting other people, assault, robbery using force, vandalism, breaking or entering into houses, driving and taking cars without permission, running away from the home, truanting from school, misusing alcohol and drugs.

An extensive number of adolescents engage in a number of antisocial activities (Farrington, 2009). Some antisocial behaviour is more of a concern compared to others (due to their harmful consequences). These behaviours (delinquent acts) violate the law (theft, fighting and vandalism), the use of substances such as alcohol and drugs, irresponsible sexual behaviours such as early sexual intercourse, multiple partners and unprotected intercourse.

Adolescence is the stage that begins at the age of 11 to 13 years which ends between 17 and 21 years (Louw, Van Ede & Louw, 2007). This stage occurs between childhood and adulthood when the individual is confronted with a series of developmental hurdles and challenges such as identity development, confusion, achieving independence, decision making from family and fitting well in peer groups.

Jevtic (2011) maintains that adolescence is one of the most important stages in life and it is a important age in the development of young people. It is a stage of life whereby a child is expected to grow up to be a mature normal person and take part society as a useful member. An adolescent therefore is expected to accept and abide to the social rules and norms as obligated by the community. Therefore, adolescence exposes young people to difficult life challenges. In most cases, when adolescents try to acquire, develop and learn these rules and norms of behaviour, they often get lost and lose the significant path of development. Confused adolescents are likely to encounter challenges usually influenced by exterior factors and a false sense of power. They start to experiment with themselves and this usually puts them in situations where they accept forms of risk taking behaviour. At this age, most young individuals want to be respected as adults while they still behave like children. Michael and Ben-Zur (2007) further state that adolescence is a time of multiple transitions such as transition to puberty; transition involving parent-child relationships; school; peers; cognitive and emotional abilities.

A study conducted by Cobb-Clark and Tekin (2013) has shown that almost that four in ten births of children are to single women. This indicates that there is a possibility for many children growing up without knowing their biological fathers and their fathers not being involved in their lives. In addition, the U.S. Census Bureau (2010) maintains that the number of children under 18 living with single mother's families has risen from 8 % in 1960 to 23 % in 2010.

Previous studies have revealed that more or less two decades into democracy, the percentage of children living without fathers has increased in South Africa (Statistics South Africa, 2010). An increase in the number of children living without their biological parents, particularly their biological fathers has also been observed. “Approximately 4 million children are likely to be maternal, paternal or double orphans. Out of this number, approximately 859,000 are double orphans, 624,000 maternal orphans and 2,468,000 paternal orphans” (Meintjes & Hall, 2010). This shows that many children grow up without their fathers.

Father absence due to death may lead to orphan-hood. Adolescents who grew up with no parental involvement, tend to experience challenges in life. Orphan-hood has been linked with risky sexual behaviours such as early teenage pregnancy and engaging in sex with negative health outcomes, including higher incidences of HIV, STI (Juma, Askew, Bartholomen & Van den Borne, 2014).

“In South Africa, national and provincial statistics on the use of alcohol indicate that most high school students have tried alcohol and many of them are drinking regularly (Statistics South Africa, 2010)”. The rates for current use of alcohol range between 22% and 26%. Similarly, rates of heavy episodic or binge drinking are estimated to range from 14% to 40 % (Onnya, Terresa, Myers & Flisher, 2014). This is an indication that adolescents use substances and such behavior is linked with risk-taking and antisocial behaviour.

PROBLEM STATEMENT

Fathers have a significant role to play in the development of their children. Their role has positive and negative impacts for the psychosocial wellbeing of children and the functioning of the family (Lu *et al.*, 2010). Not all fathers are involved in the development or the lives of their children. Uninvolved fathers are not there psychologically, emotionally, physically and financially for their children. Previous studies indicate that father absence is associated with a variety of long-term negative consequences and challenges for a significant minority of children, including lower levels of education, and behavioural and psychosocial problems that can carry on to adulthood, high rates of delinquency, high rates of substance abuse, teenage pregnancy and poor physical health (Stange & Oysteer, 2011). Although there is available literature on father involvement and behavioural problems as challenges faced by adolescents, research has not been

conducted on such forms of behaviour. The purpose of this study is therefore to investigate the influence of father involvement, gender and age on risk-taking and antisocial behaviour among adolescents.

Studies conducted by Azmawati, Hazariah and Shamsul (2015) reveal that parents of adolescents in most cases are blamed for risk-taking behaviours of their children. In other countries, the law goes as far as penalizing parents for the antisocial conduct of their children. It is, therefore, important to look at father involvement as a contributing factor to risk-taking and antisocial behaviour among adolescents. According to these authors, the behaviour of adolescents is influenced by the family structure and how family functions. When fathers are unavailable for their adolescent children, this situation puts them at a risk of engaging in risk-taking behaviour and antisocial behaviour.

Research has shown that fathers, who are available for their children during adolescence, serve as protective factors or figures for their children (Cobb-Clark & Tekin, 2013). In addition, according to Derluyn *et al.* (2009), migration and separation from parents are also considered to be the important risk factors for behavioural problems in adolescence. Distance from fathers tends to have a negative effect on children. Although there are some studies that have been conducted on father involvement, very few studies have investigated the role of father involvement on risk-taking and antisocial behaviour among adolescents. Therefore, the present study seeks to investigate the influence of father involvement on risk-taking and antisocial behaviour among adolescents.

THEORETICAL BACKGROUND

Different perspectives have been used to explain the various variables in this study. The problem behaviour theory was used to conceptualize the variables of this study. The theories are explained below.

Problem behaviour theory (Jessor and Jessor, 1977)

According to Jessor (1977), problem behaviour is a social-psychological framework developed to account for the number of problem behaviours in adolescence. It explains the constellation of behavioural maladies that may arise. These are behaviours that conflicts with social and legal

norms of the society and include behaviours such as drinking, substance use, smoking, delinquency and sexual activities. This theory maintains that adolescents engage in problem behaviours such as risk-taking behaviour in order to gain acceptance from their peers and respect.

Problem behaviours constitute an important part of gaining independence from the family, coping with stress, and eliminating or reducing negativity and pressure (Jessor, 1977). In other words, risk-taking and antisocial behaviours may be viewed as problem behaviours in adolescents resulting from behavioural maladies that occur due to low father involvement.

The problem behaviour theory is about the interplay and interdependence of three system variables which are the behaviour system; the personality system; and the perceived environmental system. Risk-taking and antisocial behaviours in adolescents may be due to behavioural maladies resulting from low father involvement.

Fuzzy trace theory (Brainerd and Reyna,2004)

Fuzzy trace theory will be used in this study to explain adolescent's risk-taking and antisocial behaviours. According to Brainerd and Reyna (2004), fuzzy trace theory is a dual-process theory of reasoning as well as memory. This theory states that people can use either verbatim or gist representations to solve reasoning problems although they mainly use gist. Fuzzy trace theory focuses on changes in memory, reasoning, and decision making with age differences among children, adolescents, young adults, and the aged. "Fuzzy-trace theory is a global memory model developed to explain certain counterintuitive findings concerning the relationship between memory and reasoning in children (Reyna & Brainerd, 1995)". The theory explains the counterintuitive effects, adolescents tend to think about risk more logically and qualitatively than mature adults do, which promotes risk-taking behaviour. Brainerd and Reyna (2004) argue that adolescents can interact in a meaningful manner because risk-taking behaviour and emotions are not permanent in adolescence.

"Fuzzy-trace theory emphasizes alternatives to capacity explanations, independence of reasoning performance from memory constraints, and dual-process assumptions about memory and reasoning. Intuition has a special place in fuzzy-trace theory, and is considered an advanced form of reasoning because of developmental evidence about the typical sequence of errors as

reasoners gain expertise in reasoning (Brainerd & Reyna 2004)”. This theory will be used in this study to understand reasons why adolescents are involved in risk-taking and antisocial behaviours.

LITERATURE REVIEW

Factors that influence father involvement in adolescents

There are various factors or causes of low father involvement in adolescents. Stange and Oyster (2011) state that the reasons are varied and include aspects such as divorce, death, unmarried parenthood, military service and imprisonment. These are some of the negative reasons why fathers are not involved in the lives of children. Although the non-involvement of fathers includes all these reasons, it usually refers to divorce, death and children born out of wedlock. In addition, lack of father involvement also results from separation of parents (distance) whereby the father is far from his family either due to work or other factors.

Another factor that contributes to the absence of fathers is migration. Fathers migrate to urban areas in search of jobs. Migration has a positive and negative impact on the psychosocial wellbeing of children (Schmeer, 2009). This situation makes fathers unavailable for their children development resulting in poor father involvement. HIV/AIDS cannot be ignored as it also one of the greatest contributing factor to father and parental absence.

Albertin and Garriga (as cited in Amato and Keith, 1991) state that in Western countries the divorce and separation has increased since mid-1060. Nevertheless, these rates have been at a different pace and with varying intensities in different countries. Most children have experienced the divorce of their parents while growing up. Previous studies by Albertin and Garriga (2011) have shown a negative relationship between parental divorce and the wellbeing of children; life chances and intergenerational relations. This is an indication that divorce has a negative effect on the wellbeing and development of children.

Derluyn *et al.* (2009) states that separation from parents is linked with poor mental health in adolescents, especially when the father is far from home. In addition, the study also shows that separation from both parents is associated with high risks of developing mental health problems such as anxiety, depression and post-traumatic stress disorders. Furthermore, this study maintains that separation from the father figure is related or linked with a greater risk of experiencing

stressful life events, for instance, refugee adolescents accompanied only by their mother, experienced more traumatic events than those accompanied by both parents.

Children who experience divorce at a young age are prone to negative challenges. Kim and Woo (2011) maintain parental divorce has an impact in children having a lower sense of control; these children are not motivated to attain high level of education and to acquiring a good job. In addition Poortman (2009) maintains that the pressing disruption caused by parental divorce and the subsequent course set off by marriage disruptions, have the potential to affect a child's social and familial relationships, as well as overall mental health throughout the life course.

Effects of father involvement

According to Wilson and Prior (2010) high levels of father involvement are associated with better psychological functioning; self-control; self esteem; social maturity; positive father-child relationships and better academic progress.

Previous studies have shown that father involvement is associated with a variety of long-term negative consequences for a significant minority of children, including lower levels of education attainment, behavioural and psychosocial problems that can persist to adulthood, high rates of delinquency, high rates of substance abuse, teenage pregnancy and poor physical health (Stange & Oyster, 2011). Father absence is likely to be associated with poor father involvement in the lives of children. Most of the time, fathers are not there physically and emotionally. This basically suggests that there are no father-relationships or attachments with their children.

Kann (as cited in Booth, Scooth and King 2009), suggests that problem behaviours and low levels of psychological well-being are likely to increase during late adolescence, which indicates that younger and older offspring may have different levels of well-being or emotional problems compared with normal children. Children who lost their fathers also reported high levels of aggression and antisocial tendencies.

Father involvement and gender

According to Westman (2009), when boys have not formed solid foundations with their fathers, they may have emotional and behavioural problems that may lead them to seek their uninvolved fathers. Sons and daughters abandoned by their fathers may blame themselves. They tend to have difficulties developing and sustaining self-respect, forming lasting emotional attachments, recognising their feelings and expressing themselves with their adult partners and children.

Westman (2009) further argues that when fathers are absent, girls do not learn how to relate with males; a father daughter relationship sets the stage for future romantic relationships for girls, shapes their sexuality and their sense of self as a woman. Furthermore, Connor and White (2011) are of the opinion that fathering, whether biological, peripheral, or father figure, is a role that requires men to be active in the lives of daughters from birth. The presence of the father does not affect childhood behaviour solely but also has implications for future behaviours and decision-making in adulthood. Hence, father involvement is importance in the development of the child.

Daughters need father figures in their upbringing, whether divorced or at home. When there is absence they do not receive the attention and affection, they may seek that support elsewhere predisposing them to early and unstable relationships with males (Amato, 2004). Nowadays, most adolescent girls seem to date older men. Thus the impact of the absence of black fathers in the lives of black girls cannot be underestimated. Homosexuality could also be one of the negative effects of father involvement. Father absence seems to be a contributing factor for most problems experienced by adolescents. This study, therefore, seeks to examine the influence of father involvement on adolescents.

Risk-taking behaviour in adolescents

According to Kloep (2009), most youth researchers believe that risk-taking behaviour is part of the developmental make-up in adolescence while others argues that it is associated with damaging consequences such as bad health, low self-esteem and depression, and presenting a danger to others. These authors support the view that risk-taking behaviour by adolescents is associated with their development. Steinberg (2007) concurs with this position and believes that increased risk-taking behaviour in adolescence is likely to be normative, biologically-driven and

to some extent inevitable. The developmental shift that occurs at puberty cannot be prevented. This means that risk-taking behaviour in adolescence cannot be avoided.

Leather (2009) states that one why adolescents engage in risk-taking behaviours may be due to the need for adolescents to regulate their emotions and affect which may be the outcomes of their child-parent relationships and those they have with their peers. Furthermore, most health professionals acknowledge that behaviours can develop during adolescence or before which may result in a major impact in adolescence and adulthood. Michael and Ben-Zur (2007) argue that overall risk-taking behaviours begin at an early age with young people indicating that they want to “feel how it is” or to “prove that they can do so”. They further maintain that such behaviours increase over adolescent years and are more common in boys than in girls.

According to Sustain (2008), adolescents take many risks in life: they drink, use drugs, have unsafe sex, smoke cigarettes, and drive recklessly. In most cases, risk-taking by adolescents leads to seriously impaired lives and even premature deaths. Previous studies by Rodham, Brewer, Mistral and Stallard (as cited in Kloep, 2009) revealed that adolescents often make rational decisions based on the appreciation of risk, and misjudgments are more likely to be the result of inexperience than of irrational decision-making, undeveloped cognitive abilities or a perception of personal invulnerability. Adolescents are likely to make decisions without weighing the pros and cons, for example, engaging in risky sexual behaviours, stealing and using substances (alcohol or cigarettes).

There are several actions that could be regarded as risk-taking behaviours. Rew (2005) classifies risk-taking behaviours under six categories as follows: unsafe sexual activities; violence; criminal physical activity; poor nutritional habits; alcohol and the use of other drugs; and use and the use of tobacco products. Bjorklund and Blari (2012), further maintain that sexually transmitted diseases, including HIV infections, accidents caused by reckless or driving under the influence of alcohol can have long-term consequences on the behaviour and physical fitness of adolescents.

Thompson (2014) is of view that risk-taking behaviours also vary largely in terms of addictiveness. Drinking, smoking, and the use of drugs are known to be addictive in nature, thus adolescents who get involved in such practices usually find it difficult to change. Many risk-

taking behaviours have multiple outcomes. According to Bjorklund and Blari (2012), risky sexual behaviours can cause or result in several negative outcomes such as HIV, cervical cancer and sexually transmitted diseases.

AIM OF THE STUDY

The main aim of this study was to examine the influence of father involvement, gender and age on risk-taking and antisocial behaviours among adolescents in Mafikeng, South Africa.

OBJECTIVES OF THE STUDY

The objectives of the study were to:

1. Examine the influence of father involvement on risk-taking and antisocial behaviours among adolescents in Mafikeng, South Africa;
2. Determine gender difference in antisocial and risk-taking behaviours among adolescents;
3. Determine age difference in antisocial and risk-taking behaviours among adolescents; and
4. Determine if there is significant interaction in terms of father involvement, gender and age on risk-taking and antisocial behaviours among adolescents.

SIGNIFICANCE OF THE STUDY

This study is significant as it adds to the current literature on father involvement on risky and antisocial behaviours among adolescents, especially among black communities, as there is lack of literature on this segment of the population.

The results of this study will assist policy makers with revision of existing policies and the formulation of new programmes on father involvement for community intervention.

The study will also assist mental health practitioners such as clinical psychologists and psychiatrists to understand the impact of father involvement in antisocial and risk-taking behaviours of adolescents.

The results of this study will also assist teachers and parents in understanding the impact of father involvement in risk-taking and antisocial behaviours practiced by adolescents in schools

and at homes. The results of this study will assist adolescents in terms of altering their behaviours.

HYPOTHESES

1. Father involvement will have a significant influence on risk-taking and antisocial behaviours of adolescents.
2. Gender will significantly influence male and female scores on risk-taking and antisocial behaviours of adolescents.
3. Age will significantly influence risk-taking and antisocial behaviours of adolescents.
4. There will be a significant interaction among father involvement, gender and age on risk-taking and antisocial behaviours among adolescents.

METHODOLOGY

Design

A quantitative research method and a 3-way Factorial design were used in this study. Father involvement was introduced at two levels which are high and low, difference in sex at two levels (male and female) and age difference at two levels (younger and older adolescents), representing a 3-way 2X2X2 factorial analysis.

Setting

In this study, data were collected from two high schools, namely Lesatsing and Lapologang in the Mafikeng, South Africa.

Participants

A sample of 479 learners (299= male and 180= female) attending two public high schools in Mafikeng area, South Africa participated in this study. The ages of participants ranged from 14 to 20 ($\bar{X} = 16.6$ years; $SD=1.11$). The majority of participants were from grade 10 (51.8%), followed by grade 12 (35.3%) and the least from grade 11(12.9%). Convenience sampling will be employed. This method is applicable to situations where population elements are selected based on the fact that they are easily and conveniently available (Maree, 2007).

Procedure

Ethical approval was granted by the North West University Ethics Committee. Permission to conduct the study was obtained from the Department of Education. The schools were contacted in order to schedule appointments with school principals. Appointments were communicated with school principals to explain the purpose of the study and how the schools could assist in the process. Six days were reserved for the data collection (three days in each of the schools). The questionnaires were administered during school hours (from 8:30 am - 11:00 am). Data was collected from grades 10 to 12 learners with the assistance of two teachers (supervisors) and two research assistants. After completing the questionnaires, all participants were thanked for their cooperation and for participating in the study.

Instruments and psychometric properties

A questionnaire divided into four sections was used to collect data. The different sections of the questionnaire are indicated below.

Section A: Focused on demographic characteristics of participants such as age, gender, ethnicity and religion. These are the demographic information of the participants.

Table 1: Frequency table/ sample characteristics of participants (N=479)

Biographical information	N	%
Gender		
Male	299	62.4
Female	180	37.6
Race		
Black	479	100
School level		
Grade 10	248	51.8
Grade 11	62	12.9
Grade 12	169	35.3

Age range: 14-20 (\bar{X} = 16.6 years; SD=1.11).

From Table 1, it can be observed that the greater part of the sample is males (62.4%). Most participants were from grade 10 (51.8%) and the least number of participants were in grade 11 (12.9 %). The race of participants blacks (100%).



Section B: Father Involvement scale (Finley and Schwartz, 2004)

The Father Involvement Scale was developed by Finley and Schwartz (2004). It lists 20 domains of father involvement and it has been used in a number of studies internationally Finley and Schwats (2004). For each fathering domain listed participants were asked to indicate the following: (a) how involved, on a scale of 1 (not at all involved) to 5 (very involved), their fathers were in their lives and (b) how involved they wanted their fathers to have been, relative to how involved their fathers actually were, on a scale of 1 (much less involved) to 5 (much more involved).

Factor analyses of the reported and desired involvement items from the Father Involvement Scale in the larger sample yielded three reported involvement scales and two desired involvement scales (Finley & Schwartz, 2004). Reported involvement scales included expressive involvement (care giving, companionship, sharing activities, emotional development, social development, spiritual development, physical development and leisure; alpha is 0.93); instrumental involvement (discipline, protecting, providing income, monitoring schoolwork, moral development, developing responsibility, career development and developing independence; alpha is 0.91); and mentoring/advising involvement (intellectual development, developing competence, mentoring and giving advice; alpha 0.90). Desired involvement scales included desired expressive involvement (10 items, Cronbach's alpha is 0.93) and desired instrumental involvement (10 items, Cronbach's alpha is 0.92).

Section C: The antisocial behaviour scale (Schwab-Stone et al, 1999)

The Antisocial Behaviour Scale was developed by Schwab-Stone et al (1999). This scale contains 19 items which includes behaviour related to vandalism, carrying a weapon, theft with direct personal contact and assault. The Antisocial Social Behaviour Scale has been used in a number of cross-cultural studies in young people aged 12 to 18 years (e.g., Vermeiren *et al.*, 2003). The internal consistency of the scale has been reported to be high 0.84 (Vermeiren *et al.*, 2003).

The Antisocial Behavior Scale assesses behaviour problems of different severity (Schwab-Stone *et al.* 1999) on 19 items. In this scale, the Cronbach's alpha is 0.83. It is a 5-point Likert scale. Participants were asked to report on a 5-point scale how many times they had been involved in

each type of antisocial behaviour during the past year (0 = zero times, 1 = once, 2 = twice, 3 = three to four times, 4 = five and more times). The score of antisocial behaviour is obtained by summing the 19 items.

Section D: Risk-taking behaviour scale (RTSHIA) – Risk-taking and self-harm inventory for adolescents (Vrouva, Fonagy, Fearon and Rousow)

This scale is a self-report measure consisting of 38 items. It measures risk-taking behaviour and self-harm in adolescents in community and clinical settings. Risk-taking behaviour scale is used to assess individuals between the ages of 11 and 19 years within clinical and community settings. The items of this scale are on a 4-point Likert scale and answered by selecting “never”, “once”, “more than once”, or “many times. “Self-harm items are about self-mutilation (e.g. cutting, burning, biting and scratching one’s skin), followed by a question about the part(s) of the body that were deliberately injured, if applicable. The inter-item and test-retest reliability were high with a Cronbach’s alpha of 0.85 and 0.93” (Vrouva, Fonagy, Fearon & Rousow, 2010).

Table 2: Cronbach alpha-coefficients of Father Involvement, RTSHIA and Antisocial behaviour scales

Research instruments	Cronbach’s alpha
Father Involvement scale	0.962
RTSHIA scale	0.828
Antisocial behaviour scale	0.869

From Table 2, it is evident from that the Cronbach alpha for Father Involvement, RTSHIA and Antisocial behaviour scales demonstrate acceptable levels of internal consistency of 0.962; 0.828 and 0.869). The information in this table therefore indicates the reliability coefficients for the current study.

Ethical considerations

Ethical guidelines serve as standards and a basis upon which each researcher should evaluate his or her own conduct (Devos, Stydom, Fouche & Delpont, 2011). The following ethical considerations were followed in this study.

Permission to conduct the study was obtained from the Department of Psychology, the Higher Degrees Committee, the Department of Education and school principals.

The researcher obtained permission from the parents of learners to participate in the study since many participants were minors. Participants were issued letters to take to their parents requesting consent for their children to participate in the study.

Consent was obtained from the school principals and the dates and times for data collection were communicated to participants and the elected staff members (those to supervise the participants). Consent letters for parents to grant permission for their children to participate in the study were issued to participants two days before the date for the data collection.

The principle of anonymity is linked with confidentiality. Information provided by a participant should not be associated with his or her name or any other identifier (Bless *et al.*, 2011). Participants were assured that the information provided would be treated confidentially and that they may not indicate their names on the questionnaires.

RESULTS

This study was intended to determine the influence of father involvement, gender and age on risk-taking and antisocial behaviour among adolescents in Mafikeng. ANOVA was performed to test the four hypotheses of this study.

Table: 3: Summary of 2x2x2 ANOVA as determined by father involvement, age, and gender on risk-taking and antisocial behaviours among adolescents

RISK TAKING BEHAVIOUR	Father involvement A	217.537	1	3.35	.054*
	Age B	0.939	1	.015	Ns
	Gender C	1524.518	1	23.668	.001**
	A & B	236.532	1	3.672	.053*
	A & C	116.104	1	1.803	Ns
	B & C	33.273	1	.517	Ns
	A & B & C	46.578	1	.723	Ns
	Error	30337.800	471		
	Total	34103.194	478		
ANTISOCIAL BEHAVIOUR	Father involvement A	370.422	1	3.38	.052*
	Age B	99.842	1	.905	Ns
	Gender C	3745.878	1	33.970	.001**
	A & B	191.196	1	1.734	Ns
	A & C	125.350	1	1.137	Ns
	B & C	32.335	1	.293	Ns
	A & B & C	35.973	1	.326	Ns
	Error	51937.928	471		
	Total	58411.591	478		

*significant at .05 level

**significant at .001 level

A=Father Involvement

A&B=Father Involvement and age

B=Age

A&C=Father Involvement and gender

C=Gender

A&B&C= Father Involvement and age and gender

Hypothesis One stated that father involvement will have a significant influence on risk-taking and antisocial behaviour on adolescents. The results in Table 3 revealed significant effects of father involvement on risk-taking behaviour, $F(1,471) = 3.35, p < .05$. Furthermore, the results showed a significant influence of father involvement on antisocial behaviour $F(1,477) = 3.38, p < .05$. These results, therefore, confirm the stated hypothesis. The hypothesis is retained.

From Hypothesis Two, it was expected that gender will have a significant influence on risk-taking and antisocial behaviours of adolescents. The results in Table 3 shows a significant effect of gender on risk-taking behaviour $F(1,471) = 23.6, p < .01$ and for antisocial behaviour $F(1,471) = 33.9, p < .01$. From the results, Hypothesis Two is, therefore retained.

Hypothesis Three stated that age will have a significant influence on risk-taking and antisocial behaviours of adolescents. The results in Table 3 did not reveal any significant influence of age on risk-taking behaviour $F(1,471) = .015, p > .05$ and antisocial behaviour $F(1,471) = .90, p > .05$. Hypothesis Three is rejected.

Hypothesis Four stated that there will be a significant interaction among father involvement, gender and age on risk-taking and antisocial behaviours. The results in Table 3 did not reveal any significant results on interaction among father involvement, age, gender on risk taking $F(1,471) = .72; p > .05$ and on antisocial behaviour $F(1,471) = .326, p > .05$. The hypothesis is therefore rejected.

DISCUSSION AND CONCLUSIONS

Hypothesis one indicated that father involvement will have significant influence on risk-taking and antisocial behaviour among adolescents. The findings of this study revealed a significant influence of father involvement on risk-taking and antisocial behaviour among adolescents.

These findings are similar to the study by Carlson (2006) where he stated that father involvement is linked with risky behaviours, criminal activities and poor school performance. Furthermore, studies by (Amato, 2000; Cherlin, 1999; McLanahan and Sandefur, 1994) also revealed that that living apart from one's biological father is linked with a greater risk of adverse outcomes for children and adolescents. This literature is inconsistent with the findings of this study because indeed father involvement influenced risk-taking and antisocial behaviour of adolescents. Leather (2009) added that one of the reasons why adolescents engage in risk-taking behaviours may be the need to regulate their emotions which may be outcomes of their child-parent relationship and peers. This may be because their fathers were not involved in their upbringing or that there was poor father involvement.



The second hypothesis which stated that gender will significantly influence male and female scores on risk-taking and antisocial behaviours of adolescents was accepted; this result proves that gender has a significant role to play in risk-taking and antisocial behaviour among adolescents. These findings are supported by previous studies by Akpan, Ojinnanka and Ekanen (2010) which indicated that the prevalence of antisocial behaviour is high in both male and female school children. Barker, Jacobson, Raine, Lozando and Bezdjian (2007) argue that males are far more likely to engage in antisocial behaviours, aggression and other criminal activities than females. Additionally Michael and Ben-Zur (2007) showed that gender differences play a major role in risk-taking behaviours. In their study, they investigated the relationship between social and affective factors and risk-taking behaviour of adolescents aged 16 to 18. They concluded that risk-taking behaviour among male adolescents was related mainly to peer pressure, while risk-taking behaviour among female adolescents was related to relationship with parents. This means that there is a possibility that risk-taking and antisocial behaviours in female

adolescence is likely to be influenced by father involvement. Interestingly, Burnette (2008) argues that while there are many similarities between males and females, most forms of antisocial behaviour, particularly physical aggression, are less frequent among boys compared to girls. These findings are also consistent with the gender schema theory; Rudman and Glick (2008) maintain that children develop schemas for gender that link certain behaviours and traits together under schemas for males and females. Parents and teachers as well as other people who spend time around children can influence the way these schemas develop (Erickson-Schroth & Boylan, 2014). If fathers are not involved in their children's life, they may end up copying the roles and behaviours of people they spend time with.

Hypothesis three expected that age will significantly influence risk-taking and antisocial behaviour of adolescents. This hypothesis was not accepted. It means that different ages have the same or similar influence on risk-taking and antisocial behaviour of adolescents. These results are inconsistent with studies by Kim and Woo (2011) which suggest that children who experience divorce at a younger age are prone to negative challenges. According to Poortman (2009), the pressing disruption caused by parental divorce and the subsequent course set off by marriage disruptions have the potential to affect a child's social and familial relationships, as well as overall mental health throughout the life course.

Hypothesis four expected that there would be a significant interaction among father involvement, gender and age differences on risk-taking and antisocial behaviours. However, the results showed no significant effect on father involvement, age and gender on risk-taking $F(1,471) = .72, p > .05$ and also on antisocial behaviour $F(1,447) = .326, p > .05$. These findings are conflicting with studies by Connor and Whites (2011), which argues that fathering, whether biological, peripheral or father figures, is a role that requires men to be active in the lives of their

daughters from birth. The presence of a father does not affect childhood behaviour solely but also has implications on future behaviours and decision-making in adulthood. Hence, the presence of a father and his involvement is of paramount importance in the development of a child.

In conclusion, the results of this study revealed that father involvement has an influence on risk-taking and antisocial behaviour among adolescents. Gender had a significant influence on risk-taking and antisocial behaviour among adolescents but this study showed no significant results of age on risk-taking and antisocial behaviour among adolescents. The study also did not reveal significant interaction of father involvement, gender, age on risk-taking and antisocial behaviour among adolescents.

RECOMENDATIONS

Based on the findings of this study, the following recommendations are made:

Fathers should be involved in upbringing of their children by ensuring that they enhance father-child relationships with their sons and daughters. They should aim at providing care and support to their children.

Psycho-education is of paramount importance. Community awareness on the negative effects of father involvement on children behaviour should be done. The focus should be on risk-taking and antisocial behaviours.

Government should consider risk-taking and antisocial behaviours as important aspects in programmes that are aimed at improving the mental health of adolescents and learners in South Africa.

Further studies should be conducted on father involvement and other behavioural problems.

Schools should consider employing clinical psychologists and counsellors to assist in managing behavioural problems of the learners. These professionals will assist in preventing and treating risk-taking and antisocial behaviours of the learners.

STRENGTH OF THE STUDY

The strength of this study is its uniqueness, “father involvement on antisocial and risk-taking behaviours among adolescents” as the combination of the three variables hasn’t been studied before. Therefore, it unlocks access for researchers to conduct more studies on these variables.

LIMITATIONS OF THE STUDY

The focus of this study was on schools in Mafikeng; therefore, the findings cannot be generalized to other regions of the country or beyond its borders.

Participants were not asked if they lived with their father or not, if they knew their father or if their father was alive. This could have somehow affected the results.

The questionnaires were only recorded in English. Time was consumed explaining the questions to the participants.

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Appendix A: Letter of request

P.O.Box 511

Dinokana

2868

October 2014

Dr. I.S Molale

Head of Department of Education

Garona Office

Mmabatho

Dear Sir/ Madam

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN THE DEPARTMENT OF EDUCATION

The Student Researcher KEATLARETSE BETTY MOAMOGWE at the Psychology Department of the North West University hereby requests to apply for the permission to conduct the study in the Department of Education the Ngaka Modiri Molema District.

The following are the details of the study

- **Purpose:** to do conduct a study on father involvement, risky and antisocial behaviour among adolescents in high schools in the Ngaka Modiri Molema District.
- **Research methods:** Questionnaires
- **Schools:** Mafikeng High and Letsatsing
- **Learners:** Grade 8 to Grade 12
- **Duration of data collection:** 1 hour
- **Time of data collection:** time will be communicated with the schools to ensure that teaching continues as usual and no time is lost. It can be arranged to be done after school hours.

The study has been approved by the North West University Human Research Ethics Committee. It is important to note that all the information collected for this study will be treated confidential. The data collected will be kept under lock and key at the Department of Psychology and will be destroyed after the completion of the study.

The following Lecturers will be supervising the study:

1. Supervisor: Prof E. Idemudia

Email address: Erhabor.idemudia@nwu.ac.za

Tell No: 0183892899

Cell No: 072 7953933

2. Co-supervisor: Ms M. Maepa

Email address: Mokoena.maepa@nwu.ac.za

Tell No: 018 389 2237

Cell No: 078 5234047

The Student research is looking forward for a positive feedback.

Kind Regards,

Keatletse Moamogwe

0834599992

keatletsemoamogwe@gmail.com

Appendix B: Consent letter

North West University(Mafikeng)
Department Of Psychology
Ipelegeng Child And Family Centre
Faculty Of Human And Social Sciences
Private Bag X2046
Mmabatho
2735
14 October 2014

Enquires: Keatletse Moamogwe
Cell: 0834599992
Email Address: keatletsemoamogwe@gmail.com

Parental Consent letter

Dear parents/guardians

This serves as a request for consent from you as the parent or guardian of your child that he/she can participate in a research study entitled “Father Involvement on Risk-taking and Antisocial behaviours of adolescents in Mafikeng, South Africa”.

The nature of this study will be conducted in a way that a participant is NOT harmed in one way or the other. Participation in this study is voluntary and no names of participants will be divulged. All information will be treated with outmost confidentiality.

I.....parent/guardian of.....

Give consent that the child can participate in this study.

.....
Signature

.....
Date

Appendix C: Biographical information

1. GENDER..... (Please indicate)
2. AGE (please indicate in years).....
3. RELIGION (please indicate).....
4. ETHNICITY (please indicate).....

Appendix D: Father Involvement Scale

How *involved* was your father in the following aspects of your life and development?

Please place the appropriate number on the line *before* each of the following items.

5. Always involved
4. Often involved
3. Sometimes involved
2. Rarely involved
1. Never involved

What *did you want* your father's level of involvement to be compared with what it actually was?

Please place the appropriate number on the line *after* each of the following items.

5. Much more involved
4. A little more involved
3. It was just right
2. A little less involved
1. Much less involved

1	2	3	4	5		1	2	3	4	5
					Intellectual intelligent					
					Emotional development					
					Social development					
					Ethical/ moral development					
					Spiritual development					
					Physical development					
					Career development					
					Developing responsibility					
					Developing independence					
					Developing competence					
					Leisure, fun, play					
					Providing income					
					Sharing activities/interest					
					Mentoring/teaching					
					Care giving					
					Being protective					
					Advising					
					Discipline					
					School/homework					
					Companionship					

Appendix E: Risk-Taking and Self-Harm Inventory For Adolescents

Instructions:

This questionnaire asks about a number of different things that young people sometimes do. Please do not be concerned if some statements seem unusual. They are included to provide us with greater understanding and knowledge about these behaviors and the best way to help young people.

- Please complete this questionnaire on your own.
- If a statement is not applicable to you, please circle *Never*.
- You do not have to answer any questions that you prefer not to answer.
- Please try to answer as truthfully as possible.
- All your answers are kept strictly confidential.

	NEVE R	ONC E	MORE THAN ONCE	MAN Y TIME S
1. Have you ever taken chances while doing your hobbies (e.g. not wearing your helmet and other safety gear, riding risky stances on your skateboard, etc)?				
2. Have you ever deliberately crossed the road dangerously or driven recklessly (e.g. raced, did not fasten your seatbelt, drove while intoxicated or drunk)?				
3. Have you ever put yourself in a risky situation (such as classroom cheating, traveling without a valid ticket, shoplifting etc) knowing that you may get caught?				
4. Have you ever been suspended (i.e. punished with exclusion) or dropped out of school?				

5. Have you ever stayed out late at night, without your parents knowing where you are?				
6. Have you ever participated in gang violence, physical fights or held a weapon				
7. Have you ever been promiscuous (i.e. had many sexual partners within a short period of time)?				
8. Have you ever had sex avoiding precautions against sexually transmitted diseases or pregnancy?				
9. Have you ever put yourself at risk of sexual abuse?				
10. Have you ever had so much alcohol that you were really drunk?				
11. Have you ever used drugs (such as marijuana, cocaine, LSD etc)?				
12. Have you ever smoked tobacco?				

Please say yes to the following questions only if you did the behavior intentionally, or on purpose, to hurt yourself. Circle *Never* if you did something only accidentally (e.g. you tripped and banged your head on accident).

13. Have you ever intentionally cut your skin?				
14. Have you ever intentionally burned yourself with a hot object (such as a cigarette)?				
15. Have you ever intentionally bitten yourself, to the extent that you broke the skin?				
16. Have you ever intentionally banged your head against something, hit or punched yourself, to the extent that you caused a bruise to appear?				
17. Have you ever intentionally prevented wounds from healing or picked at areas of your body to the point of				

drawing blood?				
18. Have you ever intentionally scraped, scrubbed or scratched your skin to the point of breaking your skin or drawing blood?				
19. Have you ever intentionally rubbed a sharp object (such as sandpaper) or dripped anything toxic (such as acid) onto your skin?				
20. Have you ever exercised an injured part of your body intending to hurt yourself?				
21. Have you ever deliberately broken a bone in your body either by making yourself fall or in another way?				

22. Please choose A or B

.....A. I've never deliberately injured myself

.....B. I have at least once deliberately injured myself

If you answered B, which body parts did you deliberately injure?

Please tick one (or more) of the following options.

..... Torso, belly, buttocks

.....Hands, arms, fingers, nails

.....Head

.....Legs, feet, toes

.....Face

.....Other (please write).....

.....Neck

23. Have you ever intentionally pulled your hair out?				
24. Have you ever deliberately inhaled something harmful (excluding cigarette smoke or drugs) or swallowed something inedible?				
25. Have you ever starved yourself to hurt or punish yourself?				
26. Have you ever used laxatives to hurt or punish yourself? <i>Laxative</i> : a drug that makes you go to the toilet				
27. Have you ever forced yourself to eat too much to				

hurt or punish yourself?				
28. Have you ever stayed in a friendship or a relationship with somebody who repeatedly hurt your feelings on purpose?				
29. Have you ever tried to make yourself suffer by thinking horrible things about yourself?				
30. Have you ever taken an overdose? (i.e. taken an excessive amount of medication without having been prescribed this dosage)				
31. Have you ever seriously thought about harming a part of your body?				
32. Have you ever seriously thought about killing yourself?				
33. Have you ever intentionally hurt yourself in any of the above mentioned ways so that it led to hospitalization or injury severe enough to require medical treatment?				

35. Have you engaged in any other self-destructive behaviors not asked about in this questionnaire? If yes, please describe below

.....

36. Please choose A or B

.....A. I know no one well who has deliberately injured himself/herself

.....B. I know someone well who has deliberately injured himself/herself

37. If you answered B, why do you think he/she did this?

.....

38. If you answered A or B, why do you think some young people harm themselves?

.....

Appendix F: Antisocial Behaviour Scale (Schwab-Stone,1999)

We would like to know if you have been involved in any antisocial behaviour in the past year. Please answer all the questions by writing the answer which best applies to you in the space.

It is important to answer all the questions

0= Zero times 1= Once 2= Twice 3= Three to four times 4= Five and more times

	0	1	2	3	4
Started a fist fighting or shoving match?					
Shoplifted from a store?					
Damage public or private property?					
Lied to a teacher?					
Stayed out without permission?					
Lied to your parents or guardians?					
Skipped school?					
Hurt someone as badly so needed a doctor?					
Carried a gun?					
Had been involved in gang fight?					
Had been arrested by the police?					
Carried a blade, knife or gun to school?					
Been suspended from school?					
Been at school drunk?					
Been high at school by marijuana?					
Stole a motorcycle or car?					
Pick-pocketed somebody?					
Sold drugs to earn money?					