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PSYCHOSOCIAL EFFECTS OF REMOVING TEENAGERS FROM THEIR HOMES
TO PLACES OF SAFETY: A CASE STUDY OF KING WILLIAMS TOWN CHILD AND
YOUTH CARE CENTRE, EASTERN CAPE, SOUTH AFRICA

BY

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DEPARTMENT OF SOCIAL WORK AND DEVELOPMENT

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DECLARATION

I, SISIPHO BOXONGO declare that: ***Exploring the psychosocial effects of removing teenagers from their homes to places of safety***, 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. I also declare that as advised by my Supervisor, Dr.VUYOKAZI LUPUWANA, the responsibility for referencing correctly and completely is mine.

Ms. S. Boxongo

10 MAY 2020



DEDICATION

I dedicate this dissertation to the love of God poured into the hearts of people who helped me in completing my studies and to my parents Nolast Boxongo and Tutu Jim Boxongo.



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ACKNOWLEDGEMENT

It is through the power of the Holy Spirit, He who gives strength, that I was able to complete my project. All the glory belongs to Him who is above all. Jesus Christ.

I would like to appreciate my supervisor for advising and mentoring me with the research process Dr Vuyokazi Phumza Pearl Lupuwana.

Last but not least, my appreciation goes to all who participated in various ways throughout this study.



ABSTRACT

The child welfare system investigate over 2 Million children each year for parental abuse or neglect, yet little is known about the psychosocial effects of removing teenagers from their homes and placing them in the place of safety. Although an abusive family would undoubtedly be harmful to children, removing a child from his or her family can be just as traumatic. Long term outcome are rarely observed, and teenagers placed in the place of safety are likely differ from those not placed. Hence this study took a microscopic scrutiny at the effects of the teenager`s removal from their home environment to a place of safety. In carrying out this research qualitative method of data collection was used. The study outlined the factors that lead to removal of teenagers from their home environment to the place of safety.

The study found that some of the teenagers who were removed from their home environment were due to poverty, maltreatment, negligence and child abuse at home. The study also revealed that the placement of the teenagers in the places of safety expose the teenagers to psychological, physical, emotional and behavioural negative experiences. The teenagers that participated in the study mentioned that they are stigmatised by the community and peers at school, some also cited that they have lost contact with their families. It was also found out that; the professionals who participated in the study also too experience some challenges in rendering services to the teenagers as sometimes they don`t get informed about the children`s situation on their arrival in the centre.

On the other hand, another professional declared that they are trying by all means to cater for all the needs of the children, but they are failed by the case managers and other stakeholders, such as department of social development who delay the process of obtaining court orders which makes it difficult for the child to be funded and also the process of reunifying the child with the biological family.

Key Words : Removing teenagers , home, place of safety , psychosocial effects

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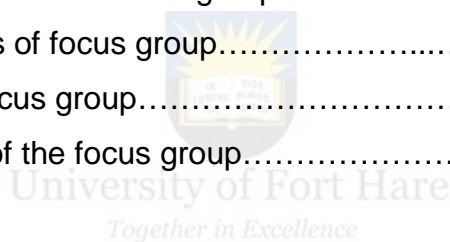
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BACKGROUND AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The child welfare system investigates over 2 million children each year for parental abuse or neglect, yet little is known about the effects and factors of removing children from their homes and placing them in the place of safety (Barber & Delfabbro, 2008). Long-term outcome is rarely observed, and children placed in the place of safety are more likely to differ from those not placed. The researcher is also of the view that children who are placed in the place of safety and institutions are not given much focus on after the placement even though the monitoring is there but the focus is not always straight to the behaviour but in finding if they are still at the institution and that if they still go to schools.

In many instances and at work the focus is indeed mostly on child abuse and neglect which are the common cases that are mostly reported almost on daily basis. These cases are investigated and follow up done but with placement of a child, the one who was placing the child leaves the child to be dealt with by those in the institutions. Furthermore, study has found that children on the verge of placement tend to have better outcomes when they are allowed to stay with their families; this is especially true for older children (Doyle, 2007).

Research now shows that the physical, psychological, behavioural abuse, being an orphan and neglect are the leading factors to the removal of children from their home environment to places of safety, A few children enter care due to their emotional or behavioural problems or a condition such as autism (Blaikie, 2010). However, there are other factors that contributes to the removal of children from home to the place of safety such as unemployment and poverty where the parents are unable to provide the basic needs for their children and even within the family there is no one to cater

for them. Rape also plays a role especially when it is committed by a family member to the child, the child gets removed from home to the institution (Institution—structures or mechanisms of social order, they govern the behaviour of a set of individuals within a given community, (Dunn, 2008), as a safety method. Approximately 10 percent of these abused children will be placed in protective custody known as places of safety (Blaike, 2010).

1.2. RESEARCH PROBLEM STATEMENT

In South Africa thousands of children are in desperate need of loving and care in a stable family environment. These children have been removed from their families due to sexual, physical or psychological abuse as well as neglect and some due to poverty in their homes. While on the other hand some children get removed from their homes to a place of safety due to behavioural problems. They are in urgent need of becoming a part of a family where they can be loved and nurtured. Although an abusive family would undoubtedly be harmful to children, removing a child from his or her family can be just as traumatic. However, the process of being removed from one's home and placed in foster care has consequences as well and can have negative effects that last a lifetime (Bruskas, 2008). Such children are affected by a variety of factors including; the psychological and neurobiological effects associated with disrupted attachment to biological parents' and specific traumatic experiences (Streubert & Carpenter, 2010). The study seeks to eliminate the effects faced by teenagers who are removed from their home environment to the place of safety, which later result in them engaging in criminal behaviour and be vulnerable.

1.3. RESEARCH AIM AND OBJECTIVES OF THE STUDY

1.3.1 Aim

The main aim of the study was to explore the psychosocial effects of removing teenagers from their homes to places of safety: a case study of King William's Town, Eastern Cape, South Africa.

1.3.2 Objectives

The study seeks to achieve the following objectives

- To examine the effects of removing the teenagers from their homes to a place of safety
- To examine the challenges faced by the teenagers after their removal from their homes within the place of safety
- To establish the support services available from professionals working with teenagers.



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1.4. RESEARCH QUESTIONS

The study seeks answers to the following questions:

- What effect does the removal of teenagers from their homes to a place of safety have on the teenagers and their families?
- What challenges are faced by the teenagers after their removal from their homes to a place of safety?
- What intervention strategies are put in place by professionals working with teenagers after the teenagers have been removed from their homes to a place of safety?

1.5. SIGNIFICANCE OF THE STUDY

Hopefully this study could cause the personnel in charge of enforce the policy makers the removal of the children from their home environment to revisit the models as well as the strategies implemented for these children are carried out to best suit the children's best interests relating to their placement.

This study might also help in the identification of the problems that could lead to the removal of children from their home environment and in seeking ways to prevent and reduce removal of children from their home environment to a place of safety.

Hopefully the study will seek to formulate policies that safe guard the removal of children from their home environment. The children should remain in the care of their parents to the placement disruption experiences which lead to children experiencing profound distress and sense of loss and not belonging, all of which can lead to distrust and fear of forming secure healthy relationships.



1.7. PRELIMINARY LITERATURE REVIEW

This review states that there are factors or risks that are involved or that results in children being removed from their homes to a place of safety. International literature by Courtney, 2010 states that children and adolescents who become involved in the public child welfare system are often burdened by a number of risks that elevate their vulnerability to mal-adaption and to behavioural and developmental problems. These problems that these children face are known to predispose them to juvenile conduct problems and delinquency, and if they are not remediated may persist into adulthood. The researcher is of the view that some of the risks that the children face in their homes involve abuse, neglect and poverty. The challenge of child neglect is one of what the country is faced with as there is always a child that has been dumped or neglected

almost every day. Factors such as peer pressure also plays a role in the behavioural problem of the child as some children engage in activities because they want to prove themselves to their peers.

Child removal from home to institutions is one of the most protective interventions targeted at children who are abused or neglected by their parents or at adolescent engaged in serious anti-social behaviour (Bruskas, 2008). Some teenagers are jailed as a result of the anti-social behaviour which results from such circumstances. There are not much studies conducted on the psycho social effects of removal of children from their homes to a place of safety, and the people are not much aware of these effects. The researcher has identified gaps as there are minimal studies conducted on the psycho social effects with regard to the removal of teenager from their homes to a place of safety.



1.8. RESEARCH METHODOLOGY

According to Martin, 2007, methodology refers to ways of obtaining organizing and analysing data. Methodology decisions depend on the nature of the research question. Methodology in research can be considered to be the theory of correct scientific decisions.

1.8 .1 RESEARCH APPROACH

The study has used a qualitative approach or method. The qualitative approach investigates the why and how of decision making. It produces information on the particular case studied. it can be used to seek empirical support for research hypothesis and a popular method of qualitative approach is the case study (Hardwick and Worsely, 2011). One of the reasons the approach has been chosen because it

can be used to gain an understanding of underlying reasons, opinions, and motivations.

1.8.2 Research Design

Research design according to Maxwell, (2013), is a plan that addresses the question of how to plan a study. Furthermore, a research design is a plan for collecting and analysing the evidence that will make it possible for the investigator to answer whatever question he or she has posed.

The design selected for the study under qualitative approach was the exploratory research design. The exploratory approach was being chosen because it provides insights into the problem or helps to develop ideas or hypotheses for potential qualitative research.

1.9 THEORETICAL FRAMEWORK



The theory utilized will attempt to give explanation on experienced challenges by teenagers who are removed from their home environment to places of safety pertaining to their psychosocial life and development. The study has used psychosocial theory.

1.9.1 Psychosocial Theory

The psychosocial theory is believed to have all the evidence relating to the stages of human development i.e. from birth to adulthood. For the purpose of this study, human stages of development that were explored begin from early childhood to the early years of adulthood.

Without theories, it could not be determined why and how things happen the way they do. What is noteworthy is that theories are important where they help to frame our understanding of the social world and, in this case, the stages of human development

relating this to teenagers who are removed from their homes to the place of safety. They are neither absolute nor finite (Green Paper on Families, 2010).

1.10 RESEARCH DOMAIN

The research was conducted at the King Williams Town Child and Youth Care Centre which is situated in the town at King Williams Town. The centre was chosen as area of conducting the study because it is an institution that caters for children who are removed from their homes due to abuse, neglect, and orphaned as well as behavioural problems.

1.10.1 Population

Yount (2006) states that a “population” consists of all the subjects you want to study. “A population comprises all the possible cases (persons, objects, events) that constitute a known whole. The population of the study was the children that are removed from their homes to a place of safety at King Williams Town.

1.10.2 Sample Size

A sample refers to the subset of a specific population (Gratton and Jonen, 2010). The sample of the study consisted of ten children who have been removed from their homes to the KWTCYCC (males and females). The participants were all Xhosa speaking. The participants were chosen based on their ages (16 to 25 years of age), sexes (both males and females), different educational background, different socio economic background, as well as the different reasons of their removals from their homes to a place of safety.

1.10.3 Sampling Technique

There are two types of sampling which are probability and non-probability sampling.

The study utilized the non-probability sampling method making use of the purposive sampling technique. Purposive sampling is also called Judgmental Sampling (Rubin and Babbie, 2010).

The purposive sampling technique is used when a sample is chosen for a specific reason to provide insight into a particular field of interests, and is determined by the research topic, Streubert & Carpenter, 2010.

1.11. DATA COLLECTION

De Vos et al 2011, indicate that data analysis starts with data collection which is essentially an accumulation with a view to gaining answers to the research question.

The study used the following instruments of data collection:

1.11.1 Interviews

The study used one to one interviews also referred to as unstructured in-depth interviews as a data collecting method. The data was gathered by means of semi-structured interview guide. Semi-structured interview is defined as those organized around areas of particular interest, while allowing considerable flexibility in scope and depth (Dicicco-Bloom and Crabtree, 2006). De Vos et al., (2011) affirms that interviewing is the predominant mode of data or information collection in qualitative research. The interview was conducted in Xhosa as the participants best understood and were able to express themselves in their own language. The researcher also used a voice recorder as it was difficult to keep all the important information given by the participants. The researcher requested permission from the participants prior to the use of tape recorder

1.11.2. Focus Group

The researcher conducted a focus group made up of 7 different professionals who are directly working with the children at the institution. Focus group discussion is an interactive discussion between six to eight preselected participation by a trained moderator and focusing on a specific set of issues. The main aim was to gain a broad range of view on the research topic of a period of 60-90 minutes and create an environment where participants feel comfortable to express their view (Hennink, Hutter and Bailey, 2011) The group was discussing their experiences, the ideas regarding their professional knowledge and experience of the removal of children from their homes to the institutions and if it has impact or effects on the children and if they can have possible suggestions and action plans that could enhance those impacts and effects caused by the removal of children from their homes to the institutions. The information was gathered from the focus group by means of discussion in a joint session and by taking down some important notes while the focus group is sharing some experience and are bringing in new information to the group so as to enhance the credibility, reliability and validity of the study.

Table 1. Research methods linked to Research question

Research Question	Research Method	Justification
What effect does the removal of teenagers from their homes to the institutions have on the teenagers and their families?	Semi structure interview (individual participants) Semi structured interview (focus group)	Participants shared the information and their experience. This will help ideal service and policies that need to

		be either implemented or amended.
What challenges are faced by the teenagers after their removal from their homes to the institutions?	<p>Semi structured interview (individual participants)</p> <p>Semi structure interview (focus group)</p>	<p>Participants shared their information as well as the psychosocial effects of removing teenagers from their homes to the institutions.</p> <p>This discussion will assist on what can be done to improve the psychosocial life of teenagers after their removal from their homes to the institutions.</p>
What intervention strategies are put in place by professionals working with teenagers after the teenagers have been removed from their homes to the institutions?	<p>Semi structured interview (individual participants)</p> <p>Semi structure interview (focus group)</p>	<p>Participants shared their experiences and attitudes. This will assist in the modification of policies by policy developers regarding the removal of teenagers from their homes to the institutions.</p>

1.12. DATA ANALYSIS.

This study used mainly the qualitative method of data analysis. Data analysis refers to the “the process of bringing order, structure and meaning to the mass of collected data” (De Vos et al., 2011). Qualitative analysis transforms data into findings. Data analysis for the study was guided utilizing Creswell's application of Tesch's framework for Qualitative data analysis (2009) which includes the coding procedures used to reduce the information to themes, sub-themes and categories.

1.13 ETHICAL ISSUES

This refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues (Valasques, A. Shanks, B & Meyer C. (2010. Ethical issues are present in any kind of research.

1.13.1 Participant consent

Obtaining informed consent implies that all possible or adequate information on the goal of the investigation; the expected duration of the participant's involvement; the procedures which will be followed during the investigation; the possible advantages, disadvantages and dangers to which respondents may be exposed; as well as the credibility of the researcher, be rendered to potential subjects or their legal representatives. Increasingly, voluntary participation and no harm to participants have become formalized (De Vos et. al, 2011:117).

Since the study was dealing with children under the age of eighteen one has to get consent from the parents but in this case the study got the consent from the place of safety.

1.13.2 Parental Consent

Since the study was dealing with children under the age of eighteen one has to get consent from the parents but in this case the study got consent from the authorities of the institution on behalf of their parents.

1.13.3 Anonymity

Anonymity is a strategy used to maintain privacy, though it may also serve to protect people from harm-such as a public embarrassment or financial or physical treat (Whittaker et al (2014). The anonymity was applied when a participant has given information and requested not be revealed. The researcher explained to the participants that the information given will be kept confidential and that no names of the participants will be published should the results be given out. The researcher also explained to the participants that the information of the research will be collected, analysed and published anonymously. In simplest term anonymity means that the information when analysed, there are no names which are going to be used.

1.13.4 Confidentiality

Confidentiality is a form of secrecy which is a principle that is held to govern the behaviour of a number of professions. It is based on how researchers handle the data that they collect given that, to varying degrees, some of it will be private or even secret and how they report and publish their findings (Whittaker et al, 2014). The researcher kept the information collected as confidential as possible and also make the participants aware that the information they share will be kept confidential and will only reach the researcher and the supervisors.

1.13.5 Avoidance of harm

According to Corey & Corey (2011) it is crucial that the researcher should protect participants against any harm or minimize harm which means prevention is better than

cure. It might be possible that during the study when collecting the data, the victims might be emotionally as the topic is sensitive and traumatic. The researcher made use of a professional social worker who has been trained in rendering counselling to render professional services to the children concerned. This is important so as to lessen vicarious victimization as well as avoiding secondary victimization.

1.13.6 Limitations of the study

1. There was no gender balance in the sample as it was mostly comprised of females, in other words the gender was skewed.
2. The other limitation relates to the fact that with qualitative studies one can't be able to generalise about the research findings.
3. Another limitation of the study was a small sample and could not get the views of the participants.
4. The other limitation might be around how the data was analysed and interpreted. In qualitative research studies the interpretation process is commonly open to discourse, debate and contestation.
5. An added limitation of the study, the focus group comprised mainly of professionals that are females and that raises the possibility of subjectivity towards the topic as they might not want to be seen as lacking in rendering services.
6. Another limitation is the possibility that some professionals in the focus group might have exaggerated or under-reported certain aspects of their experiences in that they were aware of the group expectations. Nevertheless, the researcher worked hard to deal and acknowledge some of these limitations in the course of the study.

1.14 CHAPTER OUTLINE

Chapter 1

Chapter one consists of the following; Introduction and background of the study, problem statement, aims and objectives, research questions, significance of the study, limitation of the study.

Chapter 2

This chapter explores the literature on how the children as well as the reasons of removing the children from their homes to a place of safety. Chapter 2 also deals with theoretical framework

Chapter 3

This chapter focuses on the research methods used. This includes a discussion of the sampling strategies, methods of data analysis and instruments of data collection.

Chapter 4

This chapter contains the presentation and discussion of the findings

Chapter 5

The focus of this chapter is on the summary of the findings, conclusions and recommendations, raises burning issues and suggests ideas for further research. The chapter will also provide recommendations on matters that will be raised.



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CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The main aim of this chapter is to present the literature on experiences of teenagers on their removal from home to place of safety looking at the international and South African contexts with specific reference to the King William's Town Child and Youth Care Centre (KWTCYCC), the South African law on the teenagers' removal from their home environment to place of safety. The focus will be from on the middle childhood development up to the teenage stage of the child in order to unpack the utmost aspects of the development and changes encountered by the children which latter displays at teenage stage. These development and change stages encountered in childhood may have an impact in the removal of the teenagers from their homes to a place of place. Children's rights and basic needs of all children will be discussed in this chapter. Children's need for education will be also discussed or reviewed because the researcher is of the opinion that education is a very fundamental tool in shaping the child for the future. Theoretical framework will also be discussed in this chapter as well.

2.2 DEFINITION OF TERMS

There is not a single definition to many terms and phrases used in research as their meaning can be derived from the context within which the term is being used. For the purpose of this study, the terms below have been defined contextually.

Home environment -denotes the characteristics of people's native exists that contribute to their day to day lives. Those characteristics may include physical building structures, socioeconomic status, psychological state of affairs that has to do with parenting among other things people encounter on a daily bases (Nowotny 2004).

Home- is a place of dwelling or sanctuary and wellbeing. It is typically a place where personal property, or for a family or an individual can find hibernate and rest as well as getting a sense of security and belonging. Home is where contemporary day to day household activities take place including preparing food. Animals either domestic or wild both have their own homes as well. However, the definition of home largely depends on an emotional state of a human being as it can be perceived as a physical locale, may tell instead to a comfort zone or mental state of being a refuge (Nowotny 2004).

Experience- consists of knowledge of or skill of something or some event gained through involvement in or exposure to that thing or event. The history of the word experience aligns it closely with the concept of experiment (Christie 2009).

Preservation programmes- these are programmes designed to engage families in service (even those families who have failed in other counselling attempts), to keep them in service intensively for a time- limits period, and to increase the likelihood that they will benefit from service” (Whittaker, Del Valle and Holmes 2014).

Foster care- it was defined by Thiele (2005), as the legal placement of children in substitute care as indicated in the Children’s Act ,38 of 2005.

Life-experience- refers to the knowledge gained through observation of facts, participate in certain events and executing certain tasks. Experience is defined by WordReference.com (2007) as, “the accumulation of knowledge or skill that results from direct participation in events or activities”.

2.3 HISTORICAL DEVELOPMENT OF TEENAGERS

The researcher is of the view that just like in most of the things learnt and gained from history, the removal of teenagers or children from their homes to a place of safety also

roots from the ancient period. Social agencies play a crucial role and are empowered by the law to follow certain processes and take children from their parents for an unlimited period of time and can return them to the families when they see that the age or living conditions has improved for that family. McDonald, Allen, Westerfelt and Piliavin (2013), argues that, “when children are abused or neglected by their parents or when the parents cannot-for any of a number of reasons-care for their children, someone must intervene to see that the children adequately looked after”. This gives leeway to the government to intervene and facilitate or take care for the child or children under abuse or vulnerable to inhuman conditions normally refers to as foster care. The researcher agrees with such a view as according to her experience, when the parent or guardian of the child can no longer cater for the child and the child is found to be in need of care, then the child removal from that environment is considered which is at most time is foster care placement whilst the process in assisting the parent or guardian to be able to play their role is ongoing. Foster care is care for children outside the home that substitutes for parental care (Thomas et al. 2013). According to the researcher, this is quite true because the person whom the child is placed under becomes the foster parent of the child, meaning the wellbeing and upbringing of the child now depends on him or her. The child becomes the responsibility of the foster parent. The child may be placed with a family, relatives or strangers, in a group (where up to dozens of foster children live under the continuous supervision of a parental figure), or in an institution,

Thomas et al. The researcher fully agrees with this, according to her experience, children are placed under foster care and in most instances they are placed with relatives. There are not much that are placed with strangers, however those placed in institutions which is the last resort when there is no family or relative found for the

foster placement, are more likely to be placed in foster care with strangers and most of time leading to adoption but with processes and protocol followed, as the researcher have experienced. Thomas et al (2013), is of the view that vulnerable children have not managed well over the sequence of past. They further argue that, children are the typical victims, destitute, subtle, and challenging. Children who are abandoned by their parents or whose parents cannot take care of them is not a new thing, it has been there for ages since living conditions have been difficult for poor families even the during the stone age era. In the researcher's experience most reported cases of infanticide and child abandonment, the incidents happen in areas that are characterized by poverty like in informal settlements where people live on shacks and in deep rural areas.

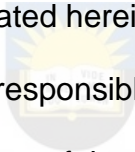
Civil organizations such as workhouses and churches in Europe usually lessened the outright murder of infants from ancient days, though most of those children placed in orphan homes died before reaching two years, (Thomas et al). Since grown up children had some economic value for the work they can do, they were indentured (Thomas et al). Certainly, they were not viewed kids, but somewhat small adults when it comes to work, even though they were not given rights of adults.

There is also a cultural development of removing teenagers from their homes to a place of safety. Thomas et al argues that whatever form the placement of the child is, it is a huge turmoil in the life of a child, who often must adjust not only to a diverse peer, schools, location and family, but to diverse values, norm, principles and beliefs of the new dwelling places. The researcher is also of the same view. She believes that as the child is removed from home, the place or environment which the child is going to have a different way of doing things, a different culture. For example, looking on the Xhosa clan and cultures. The Xhosas have a different way of doing culture and it differs

according to the households and different clans. When the child is now placed to a different clan than his or hers, then the child must adjust to the clans of the current family or household. The researcher is also of the view that when the child changes the areas, then he or she should also adjust to how things are done in that particular area which is different from the area they came from. It is therefore, in such instances that the researcher believes that it is important to consider the cultural aspect of the child when removing the child from home.

2.3.1 Use of Professionals

It is quite plausible to involve professionals like Social Workers, Justice System and South African Police Services (SAPS) when removing teenagers from their homes to a place of safety as these professionals are trained in handling such matters. These professionals' roles are further elaborated herein.


Social Workers- The social worker is responsible for compiling the report that is to be submitted at the court for the finalization of the removal of the teenager. According to the researcher's experience, when a teenager is in need of care in terms of safe environment and when there is a need for a teenager to be removed from home, the social worker is the first person to discover and recommend that. Some cases are referrals from the police, hospitals and at times schools. Before the report is compiled the social worker makes an analysis through the sessions conducted with the teenager and the current home environment, the analysis is also obtained through the home visits that are also conducted and thereafter a report document stating or recommending that the teenager be removed to a place of safety is developed. For instance, at the KWTCYCC there were 8 Social Workers who were working 96 children as of February 2018, but after the intervention by the Department of Social

Development the centre is now left 1 social worker who is assisting 12 children because some children were moved to other care centres

Justice System- The role of the justice system in the removal of a teenager from home to a place of safety is to approve the application of the removal which is in a form of a report document compiled by the social worker. However, if the responsible officer in the justice system is not convinced by the report compiled by the social worker, they can turn down the removal or ask for a review.

South African Police Service (SAPS)-The SAPS also plays a vital role in the process of the removal. According to the researcher's experience, in some cases of removal there is brutality where maybe the family does not agree with the removal of the teenager and they get violent, then their SAPS personnel become of assistant.



2.4 EXPERIENCES OF TEENAGERS ON THEIR REMOVAL FROM HOME

The section below narrates experiences of children on their removal from home to places of safety, starting with health, emotional, psychological and inadequate care, and international as well as the South African experiences. The removal of children from home to place of safety do not only bring good life experience to them, but it also exposes them to other challenges and traumatic events along the journey of life as elaborated in the discussions below.

2.4.1 Health experiences involved

O'Connell et.al (2009) argues that children in out of home placement are identified as an at risk population for mental health and substance abuse disorder. Vandever (2003) indicates that, majority of children and babies in out of home placement are at great jeopardy for cognitive, behavioural and neurological emotional problems. Infantile abandonment and exploitation before admission into out of home placement

is related with challenging behaviour in out of home placement, which is itself linked with numerous moves in placement. However, children who have been sexually abused are six times to experience multiple moves than other children, yet mental health services are not used by children in foster care placement to the extent that will be expected according to Holland & Gorey report 2004. Scholars such as Leslie et.al (2000) argues that, although children in foster care use mental health services at higher rate than children in their biological homes, given the extent of commotion displayed and it is understood that there is less utilisation of mental health services by children in foster care. Leslie et.al (2000) further argue that in as much as there are challenges experienced of children before entering the foster care system, there is need for mental health services, personalized mental health assessments from time to time for entering foster care. Additional an evaluation that shows need is not essentially monitored to match the needed services. Other reports by Zinn (2006) shows that, an average of 40% of the children who recommended for mental health services were getting it. Even at the turn of the century Laslie, (2000) stated that, inadequate of follow ups had been often liable to shortage of specialists. Nevertheless, foster parents' role of as "caretakers" to the mental health system has been prominent.

There is devastating confirmation that children who grow up in institutional care are have a high chance of suffer from deteriorating brain growth, underdevelopment, poor health, emotional affection disorders and developmental delays. As a result of these aforementioned devastating patterns, some children also experience lower logical, social and behavioural capabilities as compared to children who grow up with family under normal circumstance. More so such children are viewed as social outcast in some sections of the society and they have to live with that may be for their whole life.

In the event that they receive proper support, some children when they become adults can live honestly standard lives just like anyone else in the society. Nonetheless there are some instances where they continue being homelessness, isolation, struggle to develop perpetual relationships and end up resorting to self-harm through substance abuse, crime and other social ills throughout their entire lives.

In some cases, the cycle can even continue to their children as well placing them children in orphanages since that's how they were raised. The amount of damage of being raised in an orphanage is quite severe to babies under the age of three, the impairment is repeatedly everlasting and irrevocable to the extent that no amount of psychological rectification or physical management will ever restore them. Such children's future is very miserable as they continue to be confronted by dynamic health challenges. Every day that a child spends in an orphanage is one day too many. The inhuman environment the child grew up in vehemently denies the child the opportunity to grow up with a family which contribute to a happy and health individual. Instead of creating, supporting and funding solutions that keep vulnerable children in orphanages, we need solutions that keep children and families together. According to the United Nations Children's Fund (UNICEF, 2000), found that, it was evident from just noting these children through dental inspections, one can tell the health of children without parents remained worse life compared to children who stay with their parents and in good schools.

Regardless more information available on the health of children under foster care and other children's home, predominantly in India, information about their wellbeing is very limited, but again emphasized the need to work with this secreted section of the community that are called the "disadvantaged among the disadvantage". The mental and physical development of the child needs a parent-child relationship and the

absenteeism of this relationship can be harmful to their health. The separation of a child from parents can adversely impact on numerous characteristics of the child's development, mostly in relation to their cognitive skills, emotional and psychosocial wellbeing emanating from lack of social and cultural uniqueness. The UNICEF, UNAIDS & USAID in their report on orphaned children pointed out that, orphanages socially isolate the children and this can be harmful to the child's development, dishearten them, devoid them of being self-sufficiency in their thinking thereby rendering them to lose their identity, including family values and fail to provide any instrument to provide child's sensitive or psychological needs. This normally leads to children being malnourished, poor immune system and suffer medical conditions including exposure to deadly diseases like recurrent fever and cough, episodes of diarrhoea, hepatitis C, cardiomyopathy, HIV, foetal alcohol syndrome, and congenital adrenal hyperplasia. In many cases such children, especially girls may be exposed to sexual transmitted diseases because they start engaging in sexual intercourse at a tender age, posing more threats and unwanted pregnancy which will lead to more orphans again. Such children tend to have behavioural and cognitive issues, being aggression even without being provoked and rebellious nature (UNICEF, 2000).

2.4.2 Emotional and Psychological Experiences

Several studies conducted in Canada, the United States, and other European countries reviews that there is the growing acknowledgement that there is need for sustainable actions for children's social, emotional, and cognitive development which needs to be always taken care of at all levels of the society (Leathers, 2002). For Gauthier et.al (2004) were of the view that, poor socio-emotional health and poor academic performance including stress, loss of sense of belonging and some totally fail to think of living with proper families. is very high in children who are involved in

several movements in the Child Welfare Services system. The above literature by Leathers and Gauthier, et.al further asserts that repeatedly moving a child from one place to another, leave the child stranded, directionless and traumatised for the bigger part of his or her life.

The issue of moving children from place to place does not only affect the children, but it also affects care providers as well who lose sentimental attachments they had developed with the children they take care of. This study is focusing on the King William's Town Child and Youth Care Centre (KWTCYCC) which provides residential care to children outside their family environment and sending them to school. For instance, in March 2018 the Department of Social Development has revoked the licence of the centre accusing the child centre for not complying with the rules and regulations and as a result more than 80 children were moved to various child care centres here in the Eastern Cape. Those children suffered the same consequences raised by Leathers (2002) and Gauthier et.al (2004). It is against this background that, the researcher seeks to make it explicitly clear that children are experiencing genuine life challenges in the event that they are moved a place they call their second after their first has dismally failed to take care of them due to a myriad of family dares.

When a child is moved to another place it means he or she have to start adapting to a new social and physical environment from time to time including learning new house rules, new teachers and friends at school. This normally act as a setback for child as he or she tries to adopt to this new set up, teaching and learning, a considerable amount of time will be lost in that process including intellectual growth as also asserted by several scholars (Proch and Taber 2005). At times such movements sort to evoke some past memories and conflicts the child had experienced with his or her parents which ultimately led to the child's out-of-home placement.

According to Biehal, 2006 and Knorth, et.al (2007), points out that, a child cannot be amalgamated with the birth family if there are still unresolved issues as this may further worsen the situation and traumatise the child. It can be further asserted that replacement of a child into another care family can help the child to expressing their behavioural problems to other people as there might be a two-way relation (Newton, et.al 2000). Replacements and the child's growing sense of detachment resulting from these placements will trigger more acting out and externalizing behaviour in the youth. In turn, this type of behaviour will increase the chance of a breakdown to the point when caregivers can no longer cope with the situation. Conversely, it can be argued that, frequently moving a child from one place to another can result in uncertainty in children's lives especially those who find it difficult to attachment with new people (Maudeni 2009).

According to Bowlby's attachment theory (1969) who was inspired by Piaget's insights into children's thinking, including other current scholars such Peter Fonagy and Mary Target (2002), asserted that, "training of child care professionals has come to stress attachment issues, including the need for relationship-building by the assignment of a child to a specific carer". This has attracted the attention of social workers since they know that a child is born with a tendency of becoming attached to the person they spend more time with especially if the person taking good care of the child. The main reason for such attached is attributed to the fact that, a child as he or she grows up the way the child thinks helps to organise a certain behaviour of relationship to the person to take care of the child and this a crucial psychological and physical significance in the way the child lives and adopts. So in the event that the child is separated from such a person he or she had developed an attachment, the child can be adversely affected, hence it may not be easy again for the child to attach to anyone

(Charles et.al 2005). It is most probable that the child will facing emotional problems, they have not learned self-control and self-reliance in a positive way.

Buehler et.al (2006) states that, education is one of the most important ways that young people can assure a productive place in their society, astonishingly slight consideration has been given on the degree to which foster children are besieged in school. Courtney et.al (2007) reported that, there are poor results for children aging out of foster care all encompass data on the imperfect achievement of those childhoods because each school they go they will face new curriculum, different learning style, intolerant teachers, bully school mates and other dynamics in learning institutions. Much emphasis on these issues has been done but little effort has been put to action to rectify the situation event here in South Africa.

2.4.3 Inadequate care

In many cases, children are at the receiving end of inadequate care due to mistakes made by their parents or relatives. The issue of quality care for children is not only a burden to South Africa, to many countries worldwide and this exposes children to possible physical abuse, child labour, teenage pregnancy, high school dropouts, drug abuse among other social ills as affirmed by Buehler et.al (2006). This is of concern of the Child Protection in many home cares around the country, hence the need for thorough screening and rapid responses when dealing with quality care to all children. It is quite attaching to find that the same children who are removed from the abuse or neglect of their parents are still facing inadequate care in places that are considered as home care or place of safety. Therefore, safety and wellbeing of these children should be prioritised by those who are taking custody of them in home care centres. It is the collective obligation home carers, CSOs and the Department of Social

Development (DSD) as well as the Department Human Services (DHS) when children are placed in out of home care to ensure their protection, stability and welfare.

These aforementioned departments are duty bound to take quality of care for all children in out of home care, and thus, they should tirelessly work together towards the identification and management of quality of care to them all regardless of locality.

The dedicated caregivers who have are commitment in making a difference in a child's life will always run around to ensure that children residing in out of home care receive good quality care all the time. Quality of care concerns can relate to caregivers, members of their household or family or people within the caregivers' wider network who come into contact with children in the placement (Zinn 2006). Furthermore, the diversities in families, the timing of entry into the caregiving role, the duration of the role in relation to the overall life course of the caregiver and transitions in care experience over time all shape the nature of the caregiving role (Gitlin and Wolff 2012). Including caregivers at KWTCYCC and other home care officials dotted across the country must show such commitment and using their experience and expertise to help our children under their custody. Conversely, from time to time alarms are raised about the quality of care being provided to a child as well as claims of potential abuse or neglect by the same people who are perceived as caregivers.

Figure 1. Percentage of Children aged 0-6 living with their biological parents



(Source: Mbalo Brief 2018)

According to the figure above, as of 2016 there were 46% of children living with their mothers only and 12% of children without both parents. This 12% of children living without both parents means that, these children are at a very high risk of facing all kinds of hardships which will force them be in child care centres where they be vulnerable to all the disadvantages in their lives. This is gives us a total of 58% of children who are mostly like to fall into pit having inadequate care. As if to confirm such possibility, majority of woman are either unemployed or they are working in low paying jobs. From the same figure above, 40% of children in South Africa as of 2016 were living with both parents, but still this does not have any guarantee that these children are receiving adequate care. The figure also shows that there were 2% of children living their fathers only and this tells us that, 60% of children in South Africa are almost vulnerable to the detriments of inadequate care as they are either living with a single parent or they do not have both parents. Chances are very high that, a bigger percentage of children facing inadequate care resides in the Eastern Cape and Limpopo as these are known poverty stricken provinces in South Africa. This assertion was confirmed by the FACTSHEET in February 2018, where it stated that, 72.9% of the Eastern Cape's residents are poor followed by Limpopo whose population's 72.4% was also regarded as poor (Wilkinson 2018).

2.4.4. International Perspective of Teenagers Removed from their Homes

There are several regulatory frameworks in the regional and international perspectives which deals with the rights and welfare of children. For instance, the African Charter on the Rights and Welfare of the Child 1990, the Universal Declaration of Human Rights, particularly Article 25(2) stipulates that children should enjoy social protection and Article 26 calls for the right to education. The International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights,

Declaration of the Rights of the Child 1959, the United Nations Convention on the Rights of the Child 1998 also mention children's rights and protection. In Tudor England, children reached the age of majority at nine, Thomas et al. David Copperfield and Oliver Twist bear witness to the life of such children in the nineteenth century. At that time laws pertaining to cruelty to animals were much more stringent than laws dealing with cruelty to children, and in at least one case, a child was removed from abusing parents on the grounds that she was a member of the animal kingdom, Thomas et al.

2.4.5 South African Context on Removal of Teenagers from Homes

The issue of removing teenagers from home to places of safety is not smooth and healthy expected despite several pieces of legislation that are in place to caution the process. There are so many factors which can be attributed to those challenges because the current government inherited a system which was rooted with socio-economic and political imbalances which were perpetuating poverty among black African people during apartheid. Upon attaining its independence, South Africa liberalised the economy as a way of embracing democracy and globalisation and this gave hope to many people who started getting employed in areas which were predominated by whites. All these problems have made South Africa to be like a country which at war with itself if one can look at orphans and vulnerable children, with children growing up without parents and being badly supervised by relatives and welfare organisations. This growing pool of orphans will be at greater than average risk to engage in criminal activities (Barnett and Whiteside, 2006).

According to Pharoah (2004), who attested that, "he feared the rampant ill treatment of children may create generations of subjugated and potentially dysfunctional young people who lack the socialisation necessary for constructive social engagement". It

can be argued that, the levels of crime committed by youths in South Africa including drug abuse, bullying, anti-social among other troubles have already risen with the increase in orphaning and vulnerability of children. Thus, Guest (2003) stated that, “if a child is deprived of a family, the state must ensure that there is alternative care such as foster placement, adoption, or, if necessary, placement in suitable institutions” this is supported by the Children’s Rights to shelter and other basic needs of life. This gives rise to the placement of children in various foster care as substitute homes for children who have been neglected and abused by their parents, relatives and so on (Blatt 2004 and Pharoah 2004) concurred with the above assertion by viewing foster care substitute care. These children could benefit from placement in foster homes as they will be functioning as a family to children or to try and provide support or care within the child's original communal.

For many years across the world, children without homes were placed in orphanages, but in this era the government is also opting for more suitable private homes to place these children in. This is so, because it was discovered that children who grow up in orphanages became institutionalised and do not learn how to be part of a family and once they are out of such institutions they become vulnerable again as adults and resort to do things that will land them in trouble and also be parents who will not be able to take care of their own children. Hence, the need for using private homes to take care of vulnerable children as this can help to instil family values that can help them to be better citizens.

The main purpose of foster care in numerous instances is to briefly remove the child from home so that their current problems at home can be resolved before the child is brought together with the biological family as articulated (Blatt, 2004). Nonetheless, from time to time children are put in foster care and then it turns out seemingly that it is

impossible to bring them to their biological families these children will be left stranded resulting in well-wishers adopting (Blatt, 2004). Adoption it means there will be permanently transferring of legal guardianship to the new parents and this is often considered as the best option for orphans and vulnerable children as it offers some sense of security to the children. Placement is viewed as an interim measure whilst finding an adoptive family or it can be comprehended as a short-term fix, generally hoping return the child to the family (Guest, 2003).

In South Africa, foster care system is a common phenomenon because of huge numbers of close relatives' neglect children of deceased or separated parents. Pharoah (2004) pointed out that, even in the absence of parental death, children are fostered, and this includes the practice whereby natural parents allow their children to be raised by other people rather than doing it on their own or when the child is removed by social workers to the place of safety due to his/her vulnerability. Harber (in Thiele, 2005), is of the opinion that, the most commonly used form of substitute care for a family in the world is foster care and it is very common in Africa where children of a deceased relative are given to their step father, uncle, aunty, or any other family members for a descent up keep.

Blatt (2004) affirms that there are various reasons why children are placed under foster care, for instance neglect and abuse at their homes by parents or guidance leading to posing a risk on their lives. It is a traumatic experience for a child to be separated from his or her parents, therefore, such children assistance for them to adopt well in the new environment (Barber and Delfabbro, 2004). Furthermore, placing a child in alternative accommodation disrupts a lot of things including friendships, family bonding and in many cases this causes untold suffering which culminate into psychological distress which has a bearing on the child's interest when

it comes to schooling and other social aspects of life. Regrettably, this contribute to unnecessary strain in foster care places and interruptions in the way the child grows. This similar situation is not foreign to South Africa as children are facing this same challenge from time to time.

More so, behavioural changes among children in alternative care tend to be aggressive towards relatives, educators and even the care givers. Therefore, such characteristics as asserted by Barber and Delfabbro, (2004), result in children living in alternative care obtaining lower scores on most measures of psychosocial and physical well-being compared with normative populations of a similar age. They further found that children in alternative care faces a lot of drawbacks when compared to children who stay with their parents or relatives. As these children grows, some of them begin to show unpredictability possibly because they feel that they do not belong to any family as they might have been moved from care Centre to care Centre like what happened with the children who were at KWTCYC who were moved this centre to another care centre by the Department of Social Development in February 2018. Such movements destroy sentimental attachments of children with care givers and relatives as well. Sinclair et al. (2005) established that “out of home placements are more likely to be unsuccessful when children appear to have difficulties with attachment or appear to be disturbed”. Nonetheless, these settlements can be extra fruitful when children are assisting their peers when executing any tasks, sharing their stories, engage in sporting activities and showing others welcoming and marvellous personalities.

Blatt, (2004) affirms that around the ages of six and twelve normally mature their temperament and family ethics that is learning to know what is wrong or right. At this stage, individual strengths and weaknesses begin to be noticed as children will be

practising more of what they learn from their parents and friends as well as testing their own capabilities. For children staying with their biological families, under normal circumstances they are strongly inspired and directed by their families. Conversely, for children growing up in foster care the foster families there is no such strong inspiration and guidance, therefore, care givers and teachers are left with the responsibility to provide guidance, inspiration and direction for this type of growth on children under their custodian (Blatt, 2004). It is quite plausible to note that, children can be returned to their families from alternative care by a judge for numerous reasons as alluded by Blatt (2004), and the reasons comprise of the following among others things:

- A child can be returned to his or her biological family if the judge deemed it possible that there is comfort, good keep and safety for the child at his or her family.
- The child can be moved to a different foster home which is nearer to relatives, siblings and biological family once its established that the current foster home not working out as expected. In some instances, the care giver may put a request to say the child should be moved to another appropriate home for him or her because they are the ones who spend more time with the child and see how that child relates with others and even with care givers themselves.

2.4.6 South African law on the children`s removal from their home environment

As stipulated the Constitution of the Republic of South Africa Act 108 of 1996, the Department of Social Development has been mandated by the constitution to look after the welfare and development of the members of the community in South Africa. The Constitution of the Republic of South Africa Act, 1996 contains the Bill of Rights, which lay down not only basic human rights, but also social and economic privileges.

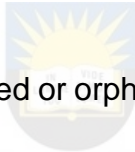
According to the Constitution, particularly Section 27(1) (c), also affords for the right of access to appropriate social assistance for those unable to support themselves and their dependants. South Africa is one of the few countries in the world whose constitution enshrines a duty to alleviate poverty. The government has an obligation to deliver basic human needs and wants in relation to the status of basic human rights. In the past 10 to 15 years ago there are changes within the environment which social welfare services are done, therefore, there is also need to adjust both budget and double our effort to improve the lives of children and general populace at large. These changes have brought with it changes in the political and socio-economic conditions which are demanding quick review of the legislative and policy frameworks that are guiding social welfare programmes to come up with immediate services responsive to the needs of vulnerable groups, the poorest of the poor in our society (Department of Social Development, 2017). The White Paper for Social Welfare outlines the background for the transformation and rationalisation of social welfare services as it serves the point of reference in South Africa regarding all social welfare services (Patel and Triegaardt 2008).

The South African high court has the upper guardian of minor children jurisdiction, it has inherent jurisdiction to revisit any order in respect of such a child to ensure the protection and the priority of the best interest of that child. In the circumstance, orders in respect of the exercise of parental responsibilities and rights relevant to a child in South Africa can be varied by the South African High court. In terms of the South African Law (2005) the right to consent or refuse the removal of a child from South Africa is premised in the concept of guardianship.

According to the Children's Act Section No. 38 of 2005, a person who has parental responsibilities and rights in respect of a child has the right to act as guardian of the

child. The Children's Act No. 38 of 2005 also stipulates that a guardian must consent to a child's departure or removal from South Africa and where more than one person has guardianship of a child must consent to the departure or removal of a child in South Africa.

The Children's Act 38 of 2005, postulates that children who can be removed from their home environment are those who are in need of care and protection. The Act in section 59 (1) states that, (1) A person authorised by a court order, a designated social worker or a police official who removes a child and places such child in temporary safe care in terms of – (a) a children's court order contemplated in section 151 (2) of the Act; 60 (b) an order by another court in terms of section 47(3); or (c) without a court order in terms of section 152(1). Children in need of care and protection are those who display the following:

- 
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- A child who has been abandoned or orphaned and is without any visible means of support.
 - A child that displays a behaviour which cannot be controlled but the parent or care-giver.
 - A child who lives in or is exposed to circumstances which may seriously harm the child's physical, mental, or social well-being.
 - A child, who is being maltreated, abused, deliberately neglected or degraded by parents, or a care-giver.
 - A child who lives or works on the streets or begs for a living.
 - A child who is addicted to a dependence-producing substance and is without any support to obtain treatment for such dependency.
 - A child who has been exploited or lives in circumstances that expose the child to exploitation.

- A child who may be at risk if returned to the custody of the parent, guardian or care-giver of the child as there is reason to believe that he or she will live in or be exposed to circumstances which may seriously harm the physical, mental or social well-being of the child.
- A child who is in a state of physical or mental neglect.
- A child who is being maltreated, abused, deliberately neglected or degraded by a parent, a care-giver, a person who has parental responsibilities and rights or a family member of the child or by a person under whose control the child is.
- A child who is a victim of child labour.
- A child living in a child-headed household.

According to the South African Children's Act of 2005 there are two types of removal namely, removal of a child to temporary safe care by court order and removal of a child to temporary safe care without a court order. Child, having regard to his or her his age, maturity and stage of development, a person who has parental responsibilities and rights in respect of that child, where appropriate, must be informed of any action or decision taken in a matter concerning the removal of the child which significantly affects the child.

2.5. PROCEDURE FOLLOWED WHEN REMOVING TEENAGERS FROM HOME

In South Africa there are several processes and pieces of legislation that are followed when teenagers are being removed from their homes to places of safety as elaborated below, starting with the removal of a child from home to a temporary safe care by court order, the role played by that child and the removal of the child without a court order.

2.5.1 Removal of a child to temporary safe care by court order

The Children Act No. 38 of 2005 assets that if anyone is concerned about a child in his or area and believes that the child needs care and protection, he or she can go to the Children's Court and show the Magistrate that the child needs protection. The Court may order that the child needs to be removed from home. The Court may order that the Social Worker needs to check up on the child and do further investigation and then recommend temporary safe care for the child.

According to Section 59 (1) states that, a presiding officer may also order that the child be placed in temporary safe care if it appears that it is necessary for the safety and well-being of the child. The person who has removed a child in terms of the court order must without delay but within 24 hours inform the parent, guardian or care-giver of the child about the removal of the child. In cases where by the case was handled by police officer he/she within 24 hours refer the matter to a designated social worker for investigation and report the matter to the relevant provincial department of social development. The best interests of the child must be the determining factor in any decision whether a child in need of care and protection should be removed and placed in temporary safe care, and all relevant facts must for this purpose be taken into account, including the safety and well-being of the child as the first priority.

2.5.2 Roles of the removal of a teenager to a place of safety

The Children's Act Practice note 02 of 2011 Section 151 stipulates states that, the presiding officer can issue an order after listening to evidence given before him or her by any person on oath or affirmation that a child appears to be in need of care and protection. Further than that, the presiding officer must order that a designated social worker investigate and compile a report on the circumstances of the child before issuing a court order. The issued court order stipulates that the child be placed in

temporary safe care if it is necessary for the safety and well-being of the child, (Children's Act Practice note 02 of 2011, section 151(2). A person authorized to remove the teenager may, either alone or accompanied by the police official is allowed to enter any premises mentioned in the court order, remove the teenager from the premises. More so, while on those premises, the officer can exercise any power given to him or to remove the teenager, investigate the circumstances of the child, record any information and carry out any specific instruction of the court.

According to Section 151(7) of the Children' Act Practice note 02 of 2011 indicates that, the person who has removed a teenager in terms of the court order must, without delay but within 24 hours inform the parent, guardian or care giver of the teenager about the removal of the teenager, if that can be readily traced, within 24 hours refer the matter to a designated social worker for investigation and report the matter to the relevant provincial department of social development.

It is important to note that the moment an order has been made for the removal of the teenager; the designated social worker must within 90 days approach the court for the finalisation of the matter. After 90 days, the court may adjourn the matter for 14 days at a time, until the investigation is completed. It is the discretion of the presiding officer to again confirm the temporary safe care of the teenager. There is no need for the social worker to request from the magistrate's office a confirmation of temporary placement order of the child. The Norms, Standards and Practice Guidelines for the Children's Act (N and S) Norm 110, states that to determine if a teenager is in need of care and protection, the best interest of the teenager and the outcome of the risk assessment must be the determining factors where a teenager is believed to be in need of care and protection, should be removed and placed in temporary safe care.

2.5.3 Removal of a Child to Temporary Safe Care without a Court Order

In South Africa, a child can be removed from home to a temporary safe care without a court order through the use of Chapter 9 of the Children's Act 38 of 2005. A Social Worker or a Police official may believe the child is in urgent need of care and protection and any delay will endanger the child. The child may be removed without a court order and be placed in temporary safe care. If a designated social worker has removed a child and placed the child in temporary safe care, the social worker must without delay but within 24 hours inform the parent or caregiver about the removal of the child, inform the relevant Clerk of the Children's Court about the removal of the child as well as reporting the matter to relevant provincial department of social development. If a police official has removed a child and placed a child in temporary safe care, the police must without delay, but within 24 hours inform the parent or care-giver about the removal of the child, refer the matter to designated social worker for investigation notify the provincial department of Social Development about the removal of the child and the place where the child has been placed.

However, in the process of removing a child to temporary safe care without court order, both social worker and police officer should not misuse any power referred above in the service of a designated child protection organisation which amount unprofessional or improper conduct as mentioned in Section 27 (1) (b) of the Social Service Professions Act 110 of 1978 and Section 40 of the South African Police Service Act 68 of 1995 respectively.

2.6 CHILDREN'S RIGHTS

The rights of children have only gradually been established, until recently parental rights were considered inviolate, Thomas et al. The United Nations Declaration of the

Rights of the Child in November 1954 was an important milestone in stating the rights that children should have and internationally a number of legal rights for children have emerged often in conflict with the rights of the parents, Thomas et al. However, the researcher believes that children's rights should and must be protected by the parents or guardians of whoever the child is in custody of, as well as the government (Sarumi and Strode 2018). Their rights include a right to basic needs which are shelter, clothing, food and education. They also have a right to safety and protection. In addition, norm 122 of the Norms and standards states that all children are entitled to a comprehensive investigation that assesses and evaluates their circumstances to make an appropriate recommendation. Firstly, the child is defined as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The committee on the Rights of the child, the monitoring body for the Convention has encouraged States to review the age of majority it is set below 18 and to increase the level of protection for all children under 18. The UN Convention on the Rights of the child articles gives a classified summary on children's rights as follows:

2.6.1 Non-discrimination

Non- discrimination is the right that talks both to the adult and children as well. In the country of South Africa this right is very important as the country has faced a long period of apartheid regime where the black people were discriminated. Discrimination brings about a very low self-esteem, and it isolates people from others. Child discrimination should not be tolerated. Children must be treated equally regardless of their race, language and environment that they come from. Convention applies to all children, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is,

whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. In discussion to this, a discrimination protest was experienced at the Eastern Cape and Johannesburg school because black students were not allowed to write their exams unless they tie their afros. South Africa is a country with different racial groups and blacks is amongst all and these different racial groups have different hair texture hence the school rules for black girls to tie their hair is viewed as unfair and as discriminating factor by the researcher.

2.6.2 Best interest of the child

The best interest must be the primary concern in making decisions that will affect them. All adults should do what is best for children when adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers. In South Africa, this right is partly applicable as there is a level of poverty and other instances where the parents or guardians of the children do not apply this right. The government have introduced means for parents and guardians that do not afford to cater for the needs of the children through the grants that are received. Those grants involve the child support grant and foster care grant as well as disability grants for disabled children. The parents and guardians then misuse the money for their own need satisfaction than focusing on the needs of the children. Through her experience, the researcher is of the view that a lot of investigation and observation on these grants is needed and an intense supervision.

2.6.3 Parental Guidance

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children understand their rights does not mean pushing them to make decisions that they are too young to handle. Parents should deal with rights issues in

a manner that is consistent with the evolving capacities of the child. However, the researcher is of the view that the parental guidance needs to be monitored as some parents may fail in guiding the children to the right path. The parental guidance is monitored easily at schools where the child behaviour is mostly observed and if there is a need for interventions, the processes of the intervention begins. This is applicable in South Africa as the researcher in her experience have had a case referred by the school teachers where the child displayed deviant behaviour. Through working with the child and her family, the researcher finds out that the problem lies in the parental guidance strategy of the child's parents.

2.6.4 Separation from Parents

Children have a right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child. The researcher is also of the view that children should be removed from their parents only if it is not good for them to live with them, but she is also of the belief that children cannot be separated from their parents for good but parents should be offered services that will help them overcome the problems that lead to the separation with their children. Like in the Child and Youth Care Centres in South Africa, when children are removed from their homes there is a programme that is followed in helping the parent to be able to be reunited with the child after some time and if that fails foster care and adoption are the options. However, the ties or connections between the parent and the child are not cut but arranged.

2.6.4 Respect for the views of the child

When adults are making decisions that affect the children, children have the right to say what they think should happen and have their opinions taken into account. The researcher believes that children should take part and be given a chance to participate

and voice their views on decisions that affect them as decisions that concerns children also shape their future.

2.6.5 Adequate standard of living

Children have a right to a standard of living that is good enough to meet their physical and mental needs. Government should help families and guardians who cannot afford to provide this, particularly with food, clothing and housing. As the researcher have experience in the Department of Social Development there are programmes aimed at meeting this right which involves the issuing of school uniforms and food parcels. There are other departments who also plays a role in this regard like the municipality in assisting with structures or housing, agriculture who helps people in communities to engage in farming projects and activities.

2.6.6 Drug Abuse

Government should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade. Parents also have a big role of protecting their children from drug and even substance abuse as in nowadays children are targeted in drugs and substance abuse.

2.6.7 Sexual Exploitation

Government should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

2.6.8 Detention and Punishment

no one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

2.6.9 Rehabilitation of Child Victim

Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and integrate into society, particular attention should be paid to restoring the health, self-respect and dignity of the child.

2.6.10 Juvenile Justice

Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which cannot be held criminally responsible and provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

2.6.11 Basic needs of all Children

According to Stan (2000), the young of every species have basic needs that must be met for them to develop and mature children are no exception. For children to grow well, these essential needs include warm, caring, and responsive adults, a sense of importance and significance, a way to relate to the world around them, opportunities to move and play, and people to help structure and support their learning.

The various countries of the world have attempted to codify children's basic needs and set out a charter of rights that is applicable to all countries (Johns, 2017). This codification is the United Nations Convention on the Rights of the Child. It is important to underline that this has not been adopted by the UK government as part of its legislative framework, so the United Nations Convention does not perform the same role as the European Convention on Human Rights in relation to the Human Rights Act 1998. Furthermore, it should be noted that not all countries are signatories to the United Nations Convention, the most conspicuous non-signatory being the United States (the other is Somalia), (Goldson, 2002).

Failure to provide, which includes not meeting a child's basic needs for food, shelter and clothing, was the key aspect of neglect that linked to later aggression and delinquency. The study also found that lack of adequate supervision did not link to the same outcomes, even after accounting for the contributions of other forms of maltreatment. When children are deprived of their basic needs of proper food, clothing, and shelter, these deprivations automatically make them susceptible to all health hazards and stunt their normal healthy growth and development. In families where there are cases of child abuse and wife abuse, medical neglect also prevails. It is prevalent in homes which are characteristic of lack of control and defiance of authority, cruel punitive practices, excessive use of drugs and alcohol, and parental discord and violence, often resulting in the mothers being battered. Medical neglect occurs when a parent ignores the treatment needs of a child, resulting in a child who whines, is irritable, and is overly dependent. The parent responds by using physical abuse to discipline the child's aggravating needs. Physical child abuses ranges from mild to severe injuries, and the objects used by the parent may be a hand, brush, cord, belt, or some electrical appliance.

According to Erikson (2014), when young children continually live in an environment reeking of family disruption, their fathers constantly physically attacking their mothers, their mothers perpetually screaming and weeping, they do not know where to go, or to whom to turn. They are denied parental love and nurturing, important needs of young children. Parental interest, concern, and empathy give the young child his first feelings of his own familiar surroundings and the confidence in the world at large. If these are not available to children when very young, they are denied satisfaction of their basic emotional needs; they do not acquire the sense of trust in their surroundings that leads up gradually to the different senses of autonomy, initiative, accomplishment,

identity, intimacy, generativity and integrity laid down by Erikson (2010) as fundamental steps to healthy personality development. These children, therefore, suffer from emotional neglect as well.

Furthermore, a child is considered to be emotionally neglected when the parent does not provide the nurturing qualities so necessary for sound growth of personality. What this really means is that the chances that a child coming from a generally neglectful and violent home situation will receive parental support and acceptance are negligible or not, because the parents themselves come from homes where they were not valued or gratified. For no fault of his own, a child whose basic emotional needs are inadequately met, or not met at all, grows up with feelings of fear, anxiety, hostility, and suspicion that follow him to adulthood (Dorothy, 2014).



2.7 MEETING CHILDREN'S NEEDS FOR EDUCATION

The Education Act 1966 consolidates much of the legislation regarding provision of education, but for completes the look at the Special Educational Needs and Disability Act 2001 and Children and Families Act 2014 must be kept. These acts both address the provision of education for children and students with special needs. There are also a number of significant general amendments introduce by successive governments. The education Acts of 2009, 2005 and 2011 together with the Education and Inspections Act 2006 covered matters such as standards, discipline, school governance, and budgeting. The Education and Skills Act 2008, supplemented by the Apprenticeships, Skills, Children and Learning Act 2009 makes education or training compulsory up to 18 from 2015. The Academies Act 2010 enables all maintained schools to apply to the Secretary of State for Education to become Academies; that is state-funded schools independent of local authority control and governance. The

Children and Families Act 2014 (section 37-51) introduces birth to -25 Education, Health and Care plans for everyone under 25 with special education needs, principal disability, in order to provide a better coordinated and more consistent system of planning across education, health and social care.

While children are entitled to start schooling only during the first term after their fifth birthday, in practice many start earlier than this. The Sure Start scheme, introduced in 1998 in order to address social exclusion and social deprivation through early access to education and related support, facilitated the inclusion of many four year olds in mainstream education. It is a popular misconception that school attendance is compulsory, whereas it is education that has to be provided by parents. In the vast majority of cases parents will choose to ensure that children receive education by sending them to school, but this is not compulsory. However, if parents choose to have children educated at home (or otherwise-section 7 Education Act 1996) they must satisfy the local authority that this is satisfactory (Freeman 1992).

2.7.1 Support Services for Families raising Children

The key principles with regard to supporting families are set out in the official introduction to the Children Act 1989 (Department of Health, 1989):

- Children should usually be brought up in their own family;
- Local authorities, working in conjunction with voluntary agencies, should aim to support families, offering a range of services appropriate to children's needs;
- Services are best delivered by working in partnership with parents;
- Parents and, commensurate with their ability to understand, teenagers, should express their wishes and feelings and participate in decision making.

This is underpinned by some specific requirements in the Children Act 1989 itself. The local authority must safeguard and promote the welfare of teenagers in their area

who are in need and promote the upbringing of such teenagers by their families who cares for them (section 17 Children Act 1989). The Child Care Act 2006 (section 7 Children and Young Persons Act, social works in all sectors of child care work ought to be familiar with Schedule 2 of the Children Act 1989 as it sets out both additional principles and the mechanisms for achieving the Act's objectives. The Schedule covers a number of different areas and responsibilities. Local authorities are:

- To identify children in need and publish information about services;
- To act to prevent children suffering ill-treatment or neglect;
- At the same time to act to avoid children being involved in court proceedings;
- To take steps to enable children to live with their families and promote contact with them when they are separated from their families;
- To provide family centres, as appropriate, for needs identified by the local authority;
- To provide advice, guidance, counselling, activities, home help, and holidays for children and families where they think this is appropriate.
- To this must be added services listed in section 18 of the Children Act 1989 itself:
 - Day care for children under five;
 - Out of school and holiday activities.

Given the range of different services potentially available, it is not surprising that some families find the range confusing and, more importantly, there are sometimes deficiencies. To counteract this, the law provides mechanisms to enhance service co-ordination. Specifically:

- Providing information about services offered in the dependent sector;

- A duty to facilitate family support provision by non-statutory organizations (section 17 Children Act 1989);
- A duty to receive day-care services in conjunction with education authorities (section 19 Children Act 1989);
- Authority to seek help from other authorities in supporting children and families (section 27 Children Act 1989);
- A duty to assist education authorities in providing services for children with special educational needs (section 27 children Act 1989).

In order to bring all this together local authorities are under a duty to publish Children and Young People's Plans (section 194 Apprenticeships, Skills, Children and Learning Act 2009). These plans set out how children's services authorities propose to meet children's needs in a given area. Co-ordination has become a major issue, given the number of projects and initiatives that now exist to address general and specific needs in children. Social workers should note in particular that, before deciding what services to provide, a local authority should ascertain the child's wishes and feelings and give due consideration to them (Section 53 Children Act 2004). Also worth noting is the Child Care Act 2006 (Section 3 and 4 in England, section 23 and 24 in Wales) which require early childhood services-early years' provision, health services, social services and employment services- to be provided in an integrated manner.

Local authorities have a duty to provide accommodation for children in need where there is no one who has parental responsibility for them, where they are lost or abandoned or, more usually, where the caregiver is unable to accommodate them (Section 20 Children Act 1989). In making arrangements for accommodation local authorities must consider the child's wishes and feelings alongside those of people with parental responsibility and others of relevance to the child; give due consideration

to religious persuasion, racial origin, cultural and linguistic background; explore potential placements in the child's family and networks; place close to home and with the child ceases to be looked after (sections 22, 23 and 24 Children Act 1989). The Children and Young Persons Act 2008 (section 8) introduced detailed requirements as to how a local authority sets about providing appropriate accommodation and what factors it should take into account; these are added to section 22 of the Children Act 1989 to become sections 22A-22G.

2.7.2 Rights and Responsibilities of Parents

There are rights and responsibilities of parents whose children have been removed from their home to a place of safety. Removal of teenagers from their homes to a place of safety often affects the parents. However, the circumstances the parents' rights should be preserved during the removal. The parents or guardian rights include:

- The right to be treated with respect
- The right to be heard and to help make decisions about their family;
- The right to know about their child's physical and mental health;
- To know about their child's school progress and participate in decisions concerning their educational needs;
- To visit and maintain contact with their child and
- To file a service appeal if they are not satisfied with the case plan or visitation agreement.

These rights go hand in hand with responsibilities that include:

- Providing information about relatives on both the mother and the father's side of the family using a specific form provided by social service worker during or after the 72 hours' temporary removal hearing;
- Being supportive of the teenager in the place where they are receiving care;

- Communicating with the social worker and teenager's care giver;
- Provide financial and other support to the teenager as court ordered;
- Attend all scheduled visitations with the teenager and share information about the teenager; and
- Do part to remove the reasons why the teenager was removed to get them back to their care.

The teenager may return to the care of their parents or guardian or homes that they have been removed from if:

- the goals of the case plan are completed;
- the reason of the removal no longer exists;
- it is in the teenager's best interest to return; and
- The judge releases the teenager to go into home custody.

There are developmental stages which a child goes through as they grow up and these stages were explain well in Jean Piaget's Cognitive and Development theory as well as the Erikson's Psychological theory. The researcher is also of the same view because the children as they grow certain changes manifests in their development, for instance, when a child is still a new born they are fed, always laid in bed most of the time. However, as they grow up reaching couple of months and years they start moving, playing with objects, noticing some people especially their parents or care givers (Encyclopedia 2011). At some point they also learn to talk, sing, dance and walk, they do these imitating other people meaning there are developmental stages occurring. However, authors Eric Erikson in collaboration with Joan Erikson and Jean Piaget also give an insight to the developmental stages of the child. Their different views of the developmental stages will be explored in this study to give an image of these stages and to also relate on how they can play a role in the behaviour of the

child and teenager and hence playing a role in may be one of the reasons or causes of the removal of teenagers from their homes to a place of safety.

2.8 THEORETICAL FRAMEWORK

In every study there is need to follow a certain theoretical ideology that has some principles or element which the researcher can use to the measure and substantiate their claims and support their point of view. This section will discuss the theoretical framework trying to apply its relevance to the study. In this this study there are two theories which the researcher considered relevant and applicable, hence adopted the Jean Piaget's Cognitive Development Theory and the Erikson's Psychological Theory. These theories are further elaborated herein starting with the cognitive development theory.

2.8.1 Jean Piaget's Cognitive Development Theory

The theory proposed by Piaget focuses on the various stages of a child where transition from one stage to the other follows a sequence. He developed the stages with key ideas as his building blocks. It is necessary to look into the concepts that form the basis of his theory. Firstly, is the issue of schemata that he conceptualized as the mental structure that represent the world. Through the learning process, children change their schemata by adapting, due to assimilation and accommodation. Assimilation adds new information to the existing schemata while adaption modifies new information into the schemata. Ideally, there is balance between assimilation and accommodation to ensure equilibrium. From the above ideas, Piaget developed the four stages through observation of children. He believed all children pass through the stages sequentially throughout their lifetime. The stages are divided based on age and abilities accompanying them (Snowman et al 2012) The stages are elaborated herein:

2.8.1.1 Sensorimotor stage

This represents the period from infancy and up to two years of age. At this stage, movement and application of senses takes place. Additionally, mental images begin to form while images of objects remained engrained in the child's mind. The researcher is of the opinion that at this stage, the child starts to adjust him/herself to the environment surrounding him/her and keeps the picture of what he/she is adapting to into his mind. Meaning, as the children are raised by the parents or guardians that they are under with, whatever image is there, at this stage the child engrains it in the mind.

2.8.1.2 Preoperational period

It takes place between two and seven years where symbolic thoughts develop. Reasoning is nonetheless shallow. Measurement abilities are equally low even when features of object change. Through the experience that the researcher has encountered with children at this age and stage, she can indeed agree with Piaget's overview of children at this stage. In the researcher's experience, children at this stage mostly choose to express themselves and their feelings as well as their views symbolically than to explain it. For example, they prefer to draw to express how they feel. Another practical example is when The researcher has asked a child to tell about how the March short term holidays were, the child took a pencil, crayons and paper and drew out his uncle's house, the car, his cousins as well as the beach. He then briefly explained through being asked by the researcher the meaning of the drawing and responded that he went to visit his uncle who have a house and a car, and that he took him and his cousins to the beach during the course of the holiday. It is therefore, very important that social workers, parents or guardians, teachers at school and whoever happen to be dealing with children in whatever manner, take into account the drawings and other symbolically views the child expresses because some will not

be using drawings they might change the behaviour, in most cases they become quiet or cry.

Table 2. Preoperational period



Approximate Age	Virtues	Psychosocial crisis	Significant relationship	Existential question	Examples
Infancy 0-1 years	Hope	Basic trust vs. mistrust	Mother	Can I trust the world?	Feeding, abandonment
Early childhood 1-3 years	Will	Autonomy vs. shame and doubt	Parents	Is it okay to be me?	Toilet training, clothing themselves
Preschool age 3-6 years	Purpose	Initiative vs. guilt	Family	Is it okay for me to do, move and act?	Exploring, using tools or making art
School age 6-12 years	Competence	Industry vs. inferiority	Neighbours, school	Can I make it in the world of people and things?	School, sport
Adolescence 13-19 years	Fidelity	Identity vs. role confusion	Peers, role model	Who am I? Who can I be?	Social relationships
Early adulthood 20-39 years	Love	Intimacy vs. isolation	Friends, partners	Can I love?	Romantic relationships

Adulthood 40-64 years	Care	Generativity vs. stagnation	Household, workmates	Can I make my life count?	Work, parenthood
Maturity 65-death	Wisdom	Ego integrity vs. despair	Mankind, my kind	Is it okay to have been me?	Reflection on life

2.8.1.3 Concrete stage

Children between the ages of seven to eleven learn to reason and perform mental problems on numbers. The children also look into problems from different perspectives and can reverse activities mentally. Children at this stage really enjoy games with numbers according to the researcher's views. Children enjoy playing puzzles as game, playing counting games. As for looking into problems from different perspectives, when they are playing they tend to address their problems to their friends and seek their views and then later on to their parents or guardians and compare the views.

2.8.1.4 Formal operation stage

It occurs from eleven years of age to adulthood. Abstract thinking takes centre stage. Similarly, in this stage hypothesis formation and deduced reasoning become easier to understand. The researcher is of the opinion that at this stage, the child starts to take their own decision and own them up. They start talking mostly to their inner beings to figure out things and see how these things affect them. Even with the situation at home or school or work, they think a lot and reach decisions and conclusion, sometimes good or bad decisions that will have long time consequences.

2.8.2 Erikson's stages of Psychosocial Development

Erikson's stages of psychosocial development are a comprehensive psychoanalytic theory that identifies a series of eight stages, in which a healthy developing individual should pass through from infancy to late adulthood. All stages are present at birth but only begin to unfold according to both a natural scheme and one's ecological and cultural bringing. In each stage, the person confronts, and hopefully masters, new challenges. Erikson's stage theory characterise an individual advancing through the eight life stages as a function of negotiating his or her biological forces and sociocultural forces as shown in the table above.

The theory utilised will attempt to give explanation on challenges experienced by children living in child-headed households pertaining to their psychosocial life and development. For the purpose of this study, the psychological theory of Erikson who propounded the psychological development of a child. Without theories, it could not be determined why and how things happen the way they do. What is noteworthy is that theories are important where they help to frame our understanding of the social world and, in this case, the stages of human development relating this to children living in child-headed households. They are neither absolute nor finite (Green Paper on Families, 2010).

Eric Erikson developed his theory much later than Piaget did, but he also dealt in development with eight stages across the life of a person. New hurdles characterized each stage and the way the person deals with hurdles at a stage determines the aftermath. Consequently, naming of the stages occurred with the likely outcomes in mind. The stages conclude trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, identity versus confusion, intimacy

versus isolation, generatively versus stagnation and integrity versus despair, all these stages are elaborated herein:

2.8.2.1 Trust vs. mistrust

Occurs in children below the age of one. The theory posits that, in this stage, the infant is totally dependent on parents and caregivers. Thus, trust is established when the infant feels safe under care; likewise, mistrust occurs when safety is minimal. The researcher agrees with Erikson on this view, she also is of the view that infants need to feel safe in order to be able to trust. For example, if the infant does not feel safe with someone whenever that person touches or carries the infant, he/she becomes uncomfortable and cries. Erikson (2013) further states that, mistrust and minimal attachment of the child also creates an environment for fear.

2.8.2.2 Autonomy vs. shame and doubt

It takes place between one and three years of age. The child develops some sense of independence through learning basic life skills. When children accomplish the purpose of the stage they feel secure. Failure, on the other hand, leads to self-doubt and insecurity Erikson (2013). The researcher believes that should the children fails at this stage, they are more likely to grow no self-confidence reason being that, at this stage the basic life skills means the children start to learn to feed themselves, clothing. The researcher's view is that, the way the child for example clothe themselves ends up being the way they might grow up growing themselves in. also, the views and opinions of other people regarding the manner the child clothed himself plays a role. If the parent or guardian responds to the child negatively, the child is more likely to lose self-confidence, but should the response be positive, then the child is more likely to gain self-confidence and self-respect.

2.8.2.3 Initiative vs. guilt

Takes place between three and six years of age. Erikson (2013) argues that, children become aware of the social environment. Social settings affect the children to exert authority when opportunity is provided. The researcher is on concurs with this view of Erikson on this stage. The researcher throughout experience argues that, children at this stage enjoy making things that links them to the environment they are in at this stage and even the plays they do. They enjoy playing with clay or mud making things like cars, guns, cellphones (boys), while girls enjoy making dolls, clothes for their dolls and designing meals, cakes, biscuits and so on. Also children at this stage wants to be part of what is taking place in their environment, they want to choose what to do, what to say, wear and eat among other things.

2.8.2.4 Industry vs. inferiority

It covers the ages of six to twelve; competition with fellow children brings out the abilities and skills of the children. A feeling of competency for the victors follows while feeling of doubt lingers on the minds of unsuccessful children Erikson (2013). The researcher believes that it is at this stage where the child is entering the teenage stage, where the children are under the pressure of proving themselves to other fellow children. The researcher views this stage as the “industry” where all the children wants to fit in and succeed by proving to their fellow friends that they are capable of doing some things. Should the child be unable to accomplish a certain task that is meant to make them fit in, they then develop abilities to do the task the other way around. The researcher believes that should the child do not fit in well at this stage, the behavior is likely to change negatively and result to the child being problematic or having a behavioral problem which at the end the day might result in the child being removed from home to a place of safety.

2.8.2.5 Identity vs. confusion

According to Erikson (2013) the period coincides with the onset of adolescence up to young adulthood. An individual forms an identity, understands his/her role in society and experiences a sense of direction of life. Those who do not succeed emerge bruised with feelings of insecurity for the future.

2.8.2.6. Intimacy vs. isolation

Relationships are significant factors for the success of individuals; success depends on healthy and secure relationships. Lack of identity leads to lower self-esteem and higher rates of depression (Snowman et al 2012).

2.8.2.7 Generativity vs. stagnation

In adulthood, people are productive in their lives through family, work and career. Success in this stage exudes feelings of accomplishment to the society. Failure leads to stagnation in life and unproductive lives Erikson

2.8.2.8 Integrity vs. despair

Eric's last stage deals with the period of old age, people look back into their lives, and accomplishment during one's life brings about feelings of contentment while failure leads to disappointment at the wasted opportunities. Additionally, satisfaction follows those who have accomplished their life long wishes (Snowman et al 2012).

2.8.2.9 Applicability of the Psychosocial Theory

The psychosocial theory is believed to have all the evidence relating to the stages of human development that is from birth to adulthood. For the purpose of this study, human stages of development that would be explored would begin from early childhood to the early years of adulthood. Research shows that, the manner through which children learn household challenges puts their lives at risk and disadvantage them at times. Even with the involving of children in to discussing sensitive matters

like death of a parent, illnesses, and estate monies or inheritance; traditional South African system do not promote transparency especially with minors. One major cause of this problem is the fact that households and communities do not communicate effectively with children, as such children find themselves facing multiple challenges with no proper guidance from parents.

In an overview of the psychosocial theory, Erikson's theory of psychosocial development stipulates that the most fundamental stage in life is between birth and one year of age, where the infant's basic needs being met by the parents. Erikson believes that at this stage infant depends on the parents, especially the mother, for sustenance, and comfort. Because an infant is utterly dependent, the development of trust is based on the dependability and quality of the child's caregivers. Erikson further affirms that a child successfully develops trust, he or she will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable, or rejecting. In line with Erikson's psychosocial development, it is clear that children without parental attachment and guidance are prone to facing the following challenges: Failing to develop trust, result in fear and develop a belief that the world is inconsistent and unpredictable just as it highlighted that children develop a sense of trust when caregivers provide reliability, care, and affection.

Galligan (2000) is of an opinion that protective family support in households is one of the fundamentals as it seeks to strengthen the coping and resilience of children and adults in relation to identified risks or threats experienced within individual's households. Examples of protective family support include: day fostering for the children of drug-abusing parents; refuges and support groups for women who are victims of domestic violence; and support programmes in child behaviour management for parents encountering serious problems in this regard. Protective family support will

recognise the value of relationships, routine (such as bedtime) birthdays and Christmas) in giving greater structure and stability to home life for a child in stressful family circumstances. This shows that stability in a household is crucial for the well-functioning of the entire household as a unit. It is not surprising that in households where there are no adult parents; there is no stability as there is no family member that is emotionally stable and mature to carry out the affairs of the entire household. In Erikson's theory of psychosocial theory several stages are explained below.

Autonomy vs. Shame and Doubt- this is the second stage of Ericson's psychosocial development theory; it takes place during early childhood and it focused on children developing a greater sense of personal control. Like Freud, Erikson believed that toilet training was a vital part of this process. However, Erikson's reasoning was quite different than that of Freud's. Erikson believes that learning to control one's body functions leads to a feeling of control and a sense of independence. Other important events include gaining more control over food choices, toy preferences, and clothing selection. Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt. Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.

Sutton (2000), in his motivation theory indicates that any behaviour cannot simply be performed at will, they require skills, opportunities, resources, or cooperation for their successful execution. This proves that for a child to learn and acquire skill and character there has to be a significant other (parent or guardian) from whom the child imitates. Erickson in his developmental stages believes that the following stages are

to be successfully masters by a child and he further explicates the implication of not mastering the following stages:

Initiative vs. Guilt- During the preschool years, children begin to assert their power and control over the world through directing play and other social interaction. Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt and lack of initiative.

Industry vs. Inferiority- This stage covers the early school years from approximately age 5 to 11. Eric Erickson concluded that through social interactions, children begin to develop a sense of pride in their accomplishments and abilities. Children who are encouraged and recommended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful. Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority. In the case of child-headed household a question would be who is going to commend children in order for them to be encouraged and develop a feeling of competence?

Identity vs. Confusion- During adolescence, in Erikson perspective children are exploring their independence and developing a sense of self. Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will insecure and confused about themselves and the future. Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self (Erickson, 2013).

Based on the above theory it seems like child-headed households suffer in several ways in the absence of parental guidance. Parental involvement in a child's life shapes, moulds, develops child's character. Evidence holds that children in child-headed households without a care giver or parent may experience learning difficulties, long-term or permanent developmental impairment and medical problems (Innocent Insight (2006). The separation from parents and siblings may cause behavioural problems.

Family support is important for the normal functioning and for the growth and development of children in households. This refers to mobilising support for children's normal development in adverse circumstances. It is about mobilising that support in all the contexts in which children live their lives, for example, the family, school, peer group, sports team and church. Family support may also occur naturally through informal support systems of kin, neighbours and friends. It may be planned, arranged or delivered by professionals or Para-professionals, for example, the health, social service or education systems (Galligan, 2000).

Looking at the societal perspective with regards to the phenomenon of child headed households (Scheerens & Greemers 2004) are of the view that both family and neighbourhoods influence children's social behaviour which can have a negative impact on CHH who already lack parental guidance within their households. This theory views home as having less opportunity to mould children particularly pre adolescents as well as adolescents since large majority of their time is spent with peers at school and in the community. However, this theory advocates that uncontrollable child headed households need adult role models made available to them. Emphasis is also made on the importance holding awareness campaigns, talk shows on issues of teenage pregnancy, substance abuse and importance of education. This theory

further advocates for child headed households that community should involve children living in CHH in recreational activities and integrate them into community recreational leagues both boys and girls (Scheerens & Greemers 2004).

2.8.3 Differences on Piaget and Erikson's development theory

Eric's theory focuses on the entire development in life in eight stages. He asserts that the environment interacts with an individual to influence the development. In each of the phases, one encounters crisis and success depends on how he handles the challenges. Skills acquired in progression to another stage lessen insecurity in the individual. The challenges occur in the lifespan from infancy to older age of an individual. Piaget's theory of cognitive development looks into thought processes of a person. His emphasis is mainly in the earlier stages below the age of twelve. Development of cognitive skills occurs from infancy to the operational phase (above 12 years of age) where abstract thoughts make sense. Despite the use of stages, they both differ on the timing aspect; Erikson's theory holds that the first stage ends at one-year-old while Piaget postulates that the first stage ends at two years of age.

Their views on the development process show reparable differences in the late teens. Piaget views an adolescent as a rational being with rational thoughts. Eric posits that at this stage, the teenager focuses on independence in decision-making, relationships and self-discovery. Piaget's stages emanated from research and observation while in Erikson's case it came from experience. Since Erikson is from the psychoanalyst school of thought, he points out that the ego changes constantly altering the individual's personality. Piaget solely focused on changes in his theory of four stages, totally ignoring ego in his analysis. Erikson uses the social setting as the bases of his theory Piaget bases his theory on the assumption of a child's senses and capability as determinants of development.

Erikson dwelled on personality development; thus, he used observation =, clinical methods and questions to conclude. Piaget focused on cognitive development through mental processes. The theories also contrast in the manner in which they view the stages. According to Piaget, a person may not necessarily go through all phases of his theory; an individual influences their world. Experiences determine development in Piaget's theory while to Erikson going through all the stages up to old age is seen as essential in explaining the development process.

However, the theories also have similarities. Each of the theories posits that each stage has different challenges in the development process. Thus, successive stages build upon other to the extent that failure in the preceding stage also precipitates the next stage. The two theories build on the idea that personality development takes place across a person's lifespan. Therefore, individuals get inspiration from the surroundings through the learning process. In turn, cognition influences the person to leave a mark in the society and enjoy success. Both of the theories have a profound impact on society, especially in the early childhood education.

2.9 FAMILIES AND FAMILY VALUES

Families are discussed in this study to give an overview of what family is and what kind of different families most children come from. The term family will be defined; typologies of family will also be explored. Also family values will also be discussed. Family as defined by the U.S Census Bureau, (2015: 23) "A family includes a householder and one or more people living in the same household who are related to the householder by birth, marriage, or adoption. All people in a household who are related to the householder are regarded as members of his/her family. A family household may contain people not related to the householder, but those people are

not included as part of the householder's family in census tabulations. Thus, the number of family households is equal to the number of families, but family households may include more members than do families. A household can contain only one family for purpose of census tabulations. Not all households contain families since a household may comprise a group of unrelated people or one person living alone." However, the researcher is of the opinion that there are different types of families. The types of families also have an impact at times in the removal of the teenagers and children to the place of safety depending on how the family operates or is conducted. The researcher explored three types of family which are:

- A traditional "nuclear family"- it is composed of two parents and their children, and the parents are presumed to be acting in the best interests of their children. In such family, there is no need to give children their own voice –even when parents do such things as institutionalize their children.
- Extended family- it is a family made up of a community of parents, siblings, grandparents and other relatives which should be recognized as primary family, even if the blood-ties are not as strong as a nuclear family; and
- Individualist family- it is a type of family where family members are fairly autonomous and that individuality should be respected.

2.9.1 Family Values

In our home family values are rules or ideals that, as a family, we agree to live by and stay true to. Familial values, are traditional or cultural values (that is, values passed on from generation to generation within families) that pertain to the family's structure, function, roles, beliefs, attitudes, and ideals. Values are understood to be the ways that are guiding the way of living, they can be taught at home or within the community e.g. being taught to pray before you sleep. They prepare you to be able to interact with

other people. Values can be also regarded as family rules, responsibilities and selfless.

2.9.2 Importance of Family Values

- Establishing a foundation for the family –a foundation supports a family. When crises arise, the family is able to withstand them because of the stability of the relational structure.
- Influencing decision making- family values influence the decision people make both within the family structure and outside of it. Making a decision about important topics can be difficult, and people may feel helpless if they don't know which way to proceed.
- Guidance for raising children- parenting can be a challenge and with all of the world's influences, it needs to be done carefully with close behaviour monitoring as part of it.
- Protection from outside influences- peer pressure can have a considerable effect on adolescents and adults alike. When people try to get others to do things that are not morally correct, they try to penetrate the family values set in place.

More so, family values also evolve around belonging, flexibility, respect, honesty as elaborated herein. It is important that each member of the family feel that they are loved, that they matter and have a sense of belonging. There is need for flexibility in decision making in a family making sure each family member's view is heard and considered. These make everyone to be happy without the outcome of that collective decision.

- Respect- respect as an important family value will extend out of the home and into school, work or other social settings.

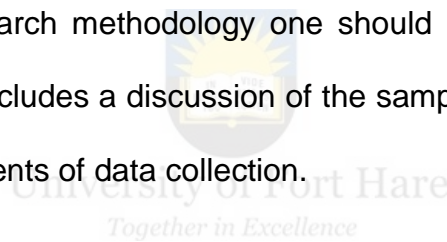
- Honesty- this is the foundation of any relationships that are meant to last. Mother-daughter, husband-wife, sister-brother. Without honesty a deeper connection will not form and certainly won't last.

Coping with the aftermath of having your children removed by social services is a very painful experience for parents and close relatives. This can be a very traumatic experience for the children and their families. Social services can remove child after child from the same mother, without her being offered the help she needs to become a good-enough parent. Much of the emphasis in the nation's system of child protection focuses on investigations to determine whether child abuse or neglect has occurred, and procedures for arranging out-of-home care for children who are not safe at home (Emely, 2010). Less attention often goes to the capacity of public and private agencies to provide services that help stressed families prevent child maltreatment before it begins, or that enable families with serious child-rearing problems to stabilize the home and provide more appropriate care for their children.

The overarching goal of the child welfare services system is to assure the long-term well-being of children, within their families whenever possible. However, reports on the conditions of children, youths, and families show that an increasing number of families with children live with poverty, violence, racism, and substance abuse in communities that provide few resources to support them or help them solve complicated problems (Drainstein, 2013). Faced with these conditions, many families need a broad array of services and supports to help them negotiate the challenges of family life and care adequately for their children.

2.10 CONCLUSION

An extensive review of literature from journals, theses, books and research reports is relevant to the study was reviewed. In that the subject of child-headed household was found to be an escalating phenomenon. The following chapter will focus on the methodology employed to the execution of the study. Ethics that were considered will also form part of the following chapter. The psychosocial theory is believed to have all the evidence relating to the stages of human development i.e. from birth to adulthood. For the purpose of this study, human stages of development that would be explored would begin from early childhood to the early years of adulthood. In conclusion, the next chapter in the study will be chapter three which is known to be the research methodology. In the research methodology one should expect an introduction the research methods used includes a discussion of the sampling strategies, methods of data analysis and instruments of data collection.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology refers to methods, techniques and procedures that are employed in the process of implementing the research design or research plan, as well as underlying principles and assumptions that underlie their use (Babbie, 2010). Maxwell (2013) describes methodology as the means or methods of doing something. Further, methodology includes the design, setting, sample, methodological limitations, data collection and analysis techniques in a study.

According to De Vos et al. (2011) there are several steps in the research procedure that need to be taken in order to conduct successful research, namely to; review literature, define objectives, specify population evaluate feasibility of testing select research procedure collect data analyse data and prepare complete report. The researcher is in agreement with the mentioned research procedures as they allow every researcher to be able to outline the reason for choosing to conduct a study on a particular topic or area. The procedures also lead the researcher on how to conduct the study or research.

These steps can be seen as the procedure that needs to be followed in order to find a solution to a research problem. This chapter focuses on the research methods employed in the study, which incorporates the overall structure of the study and the techniques used for data collection and analysis Tuli (2010). This chapter also discusses the population, sampling and the ethical consideration of the study.

3.2 RESEARCH QUESTION

The first step in any research is to formulate or work out the research question. The question is gradually refined until it becomes specific enough to give the researcher a clear direction for the procedure to follow in answering it. Developing the initial question is important because it determines much of how the research should be conducted, Raution, S. (2013).

According to De Vos et al, (2011), the research question may be described as development of vague thoughts about a subject into a specific question. All questions should be related to the goal and objectives of the study. In line with these definitions, the research question of this study was: what are the psychosocial effects of removing teenagers from their homes to places of safety?

3.3 RESEARCH APPROACH

Neuman W.L (2010) states that the social sciences involve the study of people. Specifically, this is the study of their beliefs, behaviour, interactions and their institutions among a host of other things. Social science research is described by De Vos et al. (2011) as a collaborative human activity in which social reality is studied objectively with the aim of gaining a valid understanding of it.

There are three well known and recognized approaches to research, namely the qualitative, quantitative and mixed approaches (De Vos et al., 2011). According to Emmel (2013), the qualitative approach is used to answer questions about the complex nature of phenomena from participants' view. Quantitative research, on the other hand, is used to answer questions about relationships and measured variables with the purpose of explaining, predicting and controlling phenomena. According to

Bless et al. (2013), there are several ways of classifying research studies. Qualitative research uses qualifying words or descriptions to record aspects of the world, whereas quantitative research relies on measurement to compare and analyse different variables.

According to Bless et al. (2013), methods of classifying arise from reasons for the research being conducted. Studies that aim to increase the human understanding of a particular aspect of society are referred to as basic social research. In contrast, studies that aim at solving a particular problem confronting a group of people are referred to as applied social research. A third aspect of research classification is based on the demands of the research question; for example, where little is known about the research topic the research is known as exploratory research (Bless et al. 2013). Where the researcher is interested in describing the phenomenon, the researcher is called descriptive research.

In this study, the study was conducted to gain insight into psychosocial effects of removing teenagers from their homes to places of safety. The researcher therefore, hoped to contribute to the understanding of the situation in an effort to assist child care workers, social workers, psychologists and councillors in their rendering of services to teenagers that are removed from their home environments and placed in institutions of safety. By focusing on children in middle childhood up to teenage stage, the study sought to explore development and wellbeing in middle childhood. Through this study, the researcher hoped to help child welfare stakeholders and service providers (child care workers, social workers, psychologists, and councillors) become more aware of the psychosocial effects of removing a teenager from home to a place of safety.

3.4. RESEARCH DESIGN

A research design is the procedural plan of a researcher to answer the research question (which flows from the research problem) validly, objectively and economically, Babbie and Mouton (2010). It can be termed a 'blueprint', referring to a detailed research plan, structure and strategy of investigation in order to answer the research question (Burns and Grove, 2003). A research design, as eluded by TerreBlanche et al. (2011), is a plan that addresses the question of how to carry out a study. Furthermore, a research design is a plan for collecting and analysing the evidence that will make it possible for the investigation to answer whatever question the researcher has posed. The design of a study touches on almost all aspects of the research from the minute details of data collection to the selection of the data collection techniques.

Alston and Bowles (2011) are of the view that a research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. The plan is the overall scheme or program of the research. It includes an outline of what the investigator does from writing the hypothesis and their operation implications to the final analysis of the data. Strategy, as used in the study was more specific than a plan; it included the methods used to gather and analyse data. In other words, strategy implies how the research objectives are reached and how the problems encountered in the research are tackled.

Remler & Van Ryzin (2011) signifies that a research design is the researcher's plan of inquiry that puts paradigms of interpretation into motion, specifying how to proceed in gaining an understanding of a phenomenon in its natural setting. Remler and Van Ryzin (2011) further connote that the purpose of a research design is to provide, within

an appropriate mode of inquiry, the most valid and accurate answers to the research question.

In this light, the study employed a qualitative research design. It adopted a qualitative research method as it required the participants to express themselves frankly and without constraints about their feelings, thoughts and imaginations. The study was of the notion that, it is through these expressions and conversations during the interviews that a lot of information is conveyed through verbal and non-verbal cues. This research method best suited the study as it was looking at the experiences of these teenagers in the institutions; the method was also relevant to interviews and observations, which are the data collection tools used. Engel, Schutt and Engel (2010) submit that a qualitative research design should describe, explore and explain the research problem being studied.

Qualitative research is an umbrella term that includes several research strategies. Research strategies are flexible combinations of techniques to obtain valid and reliable data. Qualitative methods emphasize aspects of meaning, process and context; that is the why and the how, rather than the how many aspects of the study. Qualitative research has unravelling capacity to generate data that have richness, depth, nuance, context, multi-dimensional and complexity. Qualitative research provides narrative description of the participants' perspectives on the construction of the reality of their social world. The purpose of qualitative research is to understand social phenomena of multiple realities from participants' perspective (Doyle, 2013).

As indicated by De Vos et al. (2011), exploratory research is conducted to gain insight into a situation, phenomenon, community or individual. The need for a study of this nature could arise out of a lack of basic information on a new area of interest. It can involve the researcher becoming acquainted with a situation so as formulate a problem

or develop a hypothesis. The study has utilised the exploratory descriptive research design.

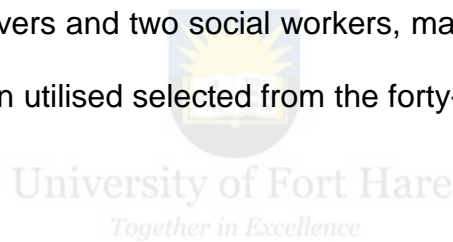
Based on the above descriptions, the framework from which this study was conducted is illustrated below.

Table 3. Qualitative research study within the framework of the research approach and design of choice.

Qualitative research approach
Research design Exploratory design Descriptive design
Population King Williams Town Child and Youth Care centre children.
Sampling Non-probability sampling method with the utilization of purposive sampling techniques
Method of data collection In-depth interviews
Method of Data Analysing Tesch's (in Creswell,2014) framework for the analysis of qualitative data
Method of data verification Creswell(2014)framework for verification of qualitative data
Ethical aspects included in this study -informed consent - parental consent -Confidentiality, anonymity -participants not misled

3.5 POPULATION

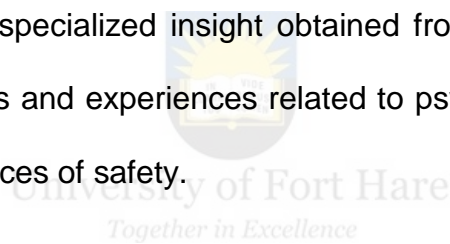
De Vos et al. 2011 define the population as the entire group of people the researcher wishes to obtain knowledge from. A selection of these individuals is taken from this population and is known as the “sample”. a “population” consists of all the subjects you want to study,” all the possible cases (persons, objects, events) that constitute a known whole” (De Vos et al., 2011). The population of the study was a homogeneous sample, with participants “of the same kind or nature; consisting of similar parts, or of elements of the like nature”. Homogeneity in a population means that the members of the population are similar on the characteristic under study. In this study, population refers to all forty- two teenagers living at the King Williams Town Child and Youth Care Centre, eight child care-givers and two social workers, making the total population to be fifty-two. The population utilised selected from the forty-two teenagers living in the centre.



3.6 SAMPLING PROCEDURE

When the universe and the population have been identified, a sampling technique needs to be developed. There are three types of sampling; probability sampling, purposive sampling and no-rule sampling. Probability sampling is the one in which each sample has the same probability of being chosen. De Vos et al (2011) describes purposive sampling as one in which the person who is selecting the sample tries to make the sample representative, depending on his opinion or purpose, thus being the representation subjective. According to De Vos et al. (2011), no-rule sampling is a sample without any rule, being representative if the population is homogenous and it has no selection bias, De Vos et al. (2011).

According to De Vos et al. (2011) the purposive sampling technique falls in the category of non-probability sampling method. The purposive sampling technique is used when a sample is chosen for a specific reason to provide insight into a particular field of interest, and is determined by the research topic, Kumar, R. (2011). Kumar, R. (2011) also describes this sampling technique as suitable for qualitative research. Hennink, Hutter and Bailey (2011), however, question the level of representation of the population in this sampling technique. In order to combat this limitation, Kumar (2011) advises that a researcher should be clear about the reason the sample is viewed as relevant to the research problem and research question. Purposive sampling was employed in this qualitative research study to provide the researcher with a sample to access specialized insight obtained from the removed teenagers regarding their perceptions and experiences related to psychosocial effects of being removed from home to places of safety.



3.7 SAMPLE

During the process of sampling, the aim is to get a sample that is as representative of the target population as possible (Friese 2014). According to De Vos et al. (2011), a sample is defined as taking any portion of the population or universe as a representative of the whole. In order to select the best sampling approach, the universe and population of the research needs to be identified. The term universe refers to all potential subjects who possess the attributes in which the researcher is interested, whereas the population refers to the individuals in the universe who possesses specific characteristics of interest (De Vos et al. (2011). They add that population can also refer a set of entities that presents all the measurements of interest

to the researcher. According to De Vos et al. (2011), a sample is a subset of measurements drawn from the population in which a researcher is interested, and should be representative of the population of the study. The sample of this study was selected from a population of teenagers that had been removed from their homes and placed at the King Williams Town Child and Youth Care Centre. The aim was to explore and describe the psychosocial effects of removing teenagers from their homes to places of safety. The teenagers were selected based on different sex, age, different socio-economic backgrounds, different housing environments, different reasons of being removed from their homes, and different levels of education.

3.8 DATA COLLECTION

De Vos et al. (2011) is of the view that data collection entails going out and collecting information by observing, recording, measuring the activities and ideas of real people or perhaps watching animals or inspecting objects or experiencing events. They further point out that data entails the stuff you work with; the record of what you are studying.

Chilisa and Kawulich (2012) assert that data can be of three main types; primary, secondary and tertiary. Primary data are generated by a researcher or researchers who are responsible for the design of the study and the collection, analysis and reporting of the data. Qualitative data can be collected from range of sources, including interviews, group meetings, documents and field observation and theory-guided data collection often leads to new methods of data collection (Aliston and Bowels,2011).

Lincoln and Guba (1985) propose four constructs that accurately reflect the assumptions of the qualitative paradigm, and these are applicable to this study. Credibility is the alternative to internal validity. In this study, the inquiry was conducted

in a manner that ensured that the subject was accurately identified and described. Here, participants were given their interview transcripts and the research reports on request so they could agree or disagree with the researcher's findings. Transferability is the alternative to external validity or generalizability. Qualitative researchers are encouraged to provide a detailed portrait of the setting in which the research is conducted. In this study, the aim was to give readers enough information for them to judge the applicability of the findings to other settings. Dependability is the alternative to reliability. The researcher provided an audit trail (the documentation of data, methods and decisions about the research) which can be laid open to external scrutiny. Conformability is the final construct. The researcher will capture the traditional concept of objectivity.

Table 4. Creswell's translation of terms

Conventional inquiry	Naturalistic inquiry	Methods to ensure quality
Internal validity	Credibility	Member checks; interview scripts and research reports given for participants to agree
External validity	Transferability	Thick description of setting and/or participants
Reliability	Dependability	Audit- researcher's documentation of data, methods and decisions; researcher triangulation
Objectivity	Conformability	Audit and reflexivity

(Source: Adapted from Creswell, J.W. (2014).

Lincoln and Guba (1985) stress the need to ask whether the findings of the study could be confirmed by another. By doing so, they remove evaluation from some inherent characteristic of the searcher (objectivity) and place it squarely on the data themselves. Thus the qualitative criterion is: Does the data help confirm the general findings and lead the implications? Participants received feedback and debriefing. All data was stored in a lockable cabinet and electrically on the researcher's computer which was password protected and only accessible to the researcher as recommended by De Vos et al, (2011).

The researcher ensured the 'truth value' of the research by making sure it was credible, transferable, dependable and confirmable as explained by Lincoln and Guba (1985). Validity is defined as the extent to which findings are accurately representing the situation which is being researched, whereas reliability refers to consistency of the procedures for collecting data, De Vos et al. (2011). Alston and Bowles (2011) submit that reliability is of importance as it enables the researcher to have confidence that the measure taken is close to true measure. They add that validity suggests that the measure actually measures what the researcher hopes it does. In this study, the methods that the researcher used (in-depth interviews, face to face interviews and focus group) made it possible to measure and reflect on what the researcher aimed to study. This enabled the study to portray trustworthiness, which as proposed by De Vos et al (2011) relates whether the research done reflects the truth.

3.8.1 In-depth interviews

The study used unstructured questions, which are described as organized around areas of particular interest, while still allowing flexibility in scope and depth (De Vos et. al, 2011).

The in-depth interviews method was used because the purpose of a qualitative interview is to “obtain qualitative descriptions of the life-world of the subjects with respect to the interpretation of their meaning”. De Vos et al. (2011) state that an unstructured interview may be either spontaneous or scheduled but its identifying characteristic is that respondents are encouraged to talk about whatever they wish in relation to the phenomenon under study. All questions in this study were open-ended. The information was gathered using tape recorders, and, as De Vos et al. (2011) points out, permission to record proceedings was obtained from the participants. Tape recordings allow a much fuller record than notes taken during the interview. The disadvantage of tape recording is that participants may not feel happy being taped, and may even withdraw. Using the unstructured interviews, the study focused on two types of unstructured interviews, which are the face-to-face interviews and the focus group interviews.

3.8.2 Face-to-face interviews

The participants were interviewed using the face to face interview method. Tuli, (2010) submits that the interest in face-to-face interviews is linked to the expectation that the interviewed participant's viewpoints are more expressed than they would be in a non-face-to-face interview. In line with submissions by De Vos et al. (2011) open ended questions were used to gather data from participant. In this research, the interview was considered to be a research data technique carried out with the definite purpose of gathering data by means of the spoken word, and through the use of a planned series of questions. The choice of qualitative research for this research was a reflection on the nature of the problem – psychosocial effects of removing teenagers from their homes and placing them in institutions. The face-to-face interview method was, therefore, preferred as it gave intricate details of the qualitative phenomena.

In this study the interview questions were unstructured. There were different sets of questions for each category of participants, and the three categories included children, care givers and social worker. The interviews were tape-recorded for later analysis, which was presumed to provide valid and reliable data. Bless , Higson-Smith and Sithole (2013) cite the following as the advantages of qualitative interviews: Qualitative interviews actively involve the respondents in the research process, thereby empowering the respondents; they allow free interaction between the interviewer and the interviewee; they allow opportunities for clarification so that relevant data is captured; they maximise description and discovery; and they offer researchers access to people's ideas, thoughts and memories in their own words, rather than in the words of the researcher.

3.8.3 Focus group discussion

Raution (2013) define focus groups as a “purposive discussion of a topic or related topics taking place between nine to twelve people with similar background and common interests”. It is also a method that encompasses verbal and non-verbal means of communication and the interplay of perceptions and opinions of the participants. According to Raution (2013), it enables the researcher to develop new concepts and theories. Greeff (2003) in De Vos et al (2011) posits that focus groups are critical for obtaining insights into the perceptions and attitudes of people in an atmosphere of dynamic group interaction. In this study the participants of the focus group were asked the same questions at the same time in the same room. All the officials that were chosen to take part in the interview took part and a tape recorder was used to keep an accurate record of the process. Focus group data was collected by means of discussions in a joint session and by taking down important notes while the focus group participants were sharing their experiences and bringing in new

information to the group to enhance the credibility, reliability and validity of the study. The professionals interviewed were selected based on their daily involvement with the children in the place of safety.

3.9 DATA ANALYSIS

De Vos et al. (2011) delineates data analysis as "working with data, organizing it, and breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others." Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data Raution (2013). According to Raution (2013) the central requirement in data analysis is clear thinking on the part of the analyst, where the analyst is put to the test as much as the data however, in order to convince others of your conclusions, there must be a good argument to support them. A good argument requires high quality evidence and logic. Data analysis takes place whenever theory and data are compared. This comparison begins in field research when an investigator struggles to bring order to or to make sense out of his or her observations. In surveys and experiments, the researcher typically begins to bring theory and data together when testing predictions from a hypothesis. In either case however, initial data analyses set the stage for a continued interaction between theory and data, (Raution 2013).

Lincoln and Guba (1985) point out that qualitative researchers have an obligation to monitor and report the analytic procedures they use in their work. This means that they must observe their own processes and analyse and report on the analytical process. Creswell (2014) believes that the processes of data analysis and interpretation can best be represented by a spiral image (a data analysis spiral). The

researcher moves in analytic circles rather than using a fixed linear approach. One enters with a data made up of text or images (e.g. photographs and videotapes) and exits with an account or a narrative.

This study used the qualitative method of data analysis. This involves the identification, examination, and interpretation of patterns and themes in textual data and determines how these patterns and themes help answer the research questions at hand. Kumar, (2011) argues that qualitative analysis is not guided by universal rules, is a very fluid process that is highly dependent on the evaluator and the context of the study, and is likely to change and adapt as the study evolves and the data emerges.

Creswell (2013) submits that it is important to note that qualitative data analysis is an on-going, fluid, and cyclical process that happens throughout the data collection stage of a research project and carries over to the data entry and analysis stages. As one moves within the steps of analysis it is important to always keep some guiding questions in mind that will help to reflect back on the study's purpose, research questions, and potential.

In analysing the data, the study followed eight steps of data qualitative research as propositioned by Creswell (2013) to analyse data. The eight steps that were used in the study are as follows: "The researcher should get a sense of the whole by reading all of the transcripts carefully and jotting down along the margin ideas as they come to mind in connection with each topic; the researcher should select one transcript, read it through and ask him/herself what is it he is reading and what this is all about. This step involves thinking about the underlying meaning and thoughts that come to mind and are written in the margin; this process will be repeated until a list of all the topics is acquired. They should then be labelled as 'major topics', unique topics' and others. The researcher then compares the lists of topics with the data. An abbreviation for

each of the topics will be made in the form of a code, and the codes will be written next to the appropriate segments of the text. This preliminary organizing scheme is used to see if new categories and codes emerge. The researcher should then reduce the topics to categories. The correct words should be used to describe the topics in a specific category. Lines will be drawn between categories to show interrelationships. The researcher then makes a final decision about the topics, codes and categories; the data material belonging to each category will then be assembled, and a preliminary analysis will be performed. The researcher should re-code existing data if necessary (Creswell, 2014).

Recommendations, limitations of the study and possible future research opportunities are included in the research report (De Vos et al. 2011).

3.10 TRUSTWORTHINESS OF THE STUDY

3.10.1 Credibility

De Vos et al. (2011) argue that credibility of a research is established at the time the research is undertaken. Credibility is an alternative to internal validity, in which the goal is to demonstrate that the inquiry is conducted in such a manner as to ensure that the subject was accurately identified and described.

In this study, credibility was ensured through the use of triangulation. Triangulation is a way of mutual validation of results, which can uncover biases when there is only one researcher investigating a phenomenon. According to De Vos et al. (2011), triangulation may incorporate multiple data sources, investigators, and theoretical perspectives in order to increase confidence in research findings. Similarly, Creswell (2014) strongly believes that triangulation arose from an ethical need to confirm the validity of the processes and in case studies; it can be achieved by using multiple

sources of data. Hence, this study used diverse data collection sources to corroborate, elaborate and illuminate the phenomenon under study. These sources included in-depth interviews and focus group discussion interviews. Research participants were also given an opportunity to comment on the information presented regarding the research field, research findings, interpretations and findings. The study was also designed in such a manner that diverse participants were used in order to strengthen the study's usefulness for other settings.

3.10.2 Transferability

De Vos et al., (2011) refers to transferability as external validity or generalization, in which the burden of demonstrating the applicability of one set of findings to another context rests more with the researcher who would make the transfer than the original investigator. In the same vein, Creswell, J.W. (2013) suggests that transferability is achieved when the findings of the study fit into contexts outside the study situation and when its audience views its findings as meaningful and applicable in terms of their own experiences.

In this study transferability was ensured by producing detailed and rich descriptions of contexts, with the intention to give readers detailed accounts of the structures of meaning which developed in a specific context. These understandings can be transferred to new contexts in other studies although they cannot be generalized due to the small number of participants who took part in the study.

3.10.3 Dependability

Emmel, N. (2013) describes dependability as the degree to which the reader can be convinced that the findings did indeed occur as the researcher claims they did. Dependability was achieved through rich and detailed descriptions of the data

procedure and site selection. The researcher also provided statements of the methods used to collect and analyse data as well as recordings and transcripts of crude data.

3.10.4 Conformability

According to De Vos et al. (2011), the construct of conformability captures the traditional concept of objectivity. It has to do with whether the findings of the study could be confirmed by similar study, or whether data helps to confirm the general findings and lead to the implications. The use of triangulation in this research helped in reducing the effect of bias.

3.11 ETHICAL CONSIDERATION

According to Babbie and Mouton (2010) ethics is a moral issue that deals with what is right and what is wrong. It is commonly defined as a professional adhering to the standards of conduct put forward by the profession that the researcher finds themselves in. Ethics generally refers to those standards that impose the reasonable obligation to refrain from rape, stealing, murder, assault, slander and fraud.

Ethical standards also include those that enjoin virtues of honesty, compassion and loyalty. Ethical standards include standards relating to rights, such as right to life, the right to freedom from injury, and the right to privacy. It is a set of principles that embody or exemplify what is good or right, or allow researchers to identify what is bad or wrong.

According to Babbie, E and Mouton, J. (2010) a researcher needs to take caution and to be aware of the general agreements about what is proper and improper in the conduct of scientific inquiry. In the following section, the researcher presents the ethical aspects that were relevant to this study. For the purposes of this study, the researcher sought ethical clearance from the University of Fort Hare's Research

Ethical Committee (REC). A certificate was issued by the Research Ethics Committee (See appendix 1).

3.11.1 Informed consent

Obtaining informed consent implies that all possible or adequate information on the goal of the investigation, the expected duration of the participant's involvement, the procedures which were followed during the investigation, the possible advantages, disadvantages and dangers to which respondents could have been exposed to, as well as the credibility of the researchers, be rendered to potential subjects or their legal representatives. Increasingly, voluntary participation and no harm to participants had become formalized (De Vos et. al, 2011). De Vos et al, (2011) believe that participants had the right to know exactly what they are getting into and to refuse to participate if they so choose.

The participants, irrespective of age, were informed of the purpose of the research. In turn, the researcher took it upon herself to comprehensively relay what was expected of the participant. Informed consent was a short agreement between researchers and the participants. The researcher also had the duty to inform the participants of the use of tape recorders. The informed consent had to be clear enough for the participant to understand, comprehending that at any given time the participants wanted to pull out they could do so.

In ensuring this ethical principle an explanation of the matter of privacy and confidentiality of data was conducted so as to get permission to conduct the study from the manager of King Williams Town Child and Youth Care Centre. Throughout the study, all possible means of protecting the privacy of the respondents were applied according to the ethical guidelines (see appendix 2). Further, the researcher took the utmost exertion to stick to these criteria in order to remain ethical throughout the study.

3.11.2 Anonymity and privacy

Anonymity and privacy relate to a procedure that offers some protection of participants in its aspiration not to identify people (Chilisa and Kawulich, 2012). The information that the subjects provided will not be publicly reported in a way that identifies them.

In ensuring confidentiality in this study the participants remained anonymous when the interviews were conducted. Information about the participants was not disclosed. For the purposes of this study, anonymity, privacy and confidentiality were used interchangeably. Pseudonyms were used instead of the real names of the participants. The pseudonyms were used to protect their identity.

3.11.3 Avoidance of harm

According to Hennink, Hutter, and Bailey (2011) it is crucial that the researcher should protect participants against any harm. Due to the possibility of some participants being emotionally affected by the sensitive, and potentially traumatic topic of the study, the researcher utilised a professional social worker trained in rendering professional counselling to assist the children concerned. This was important so as to lessen vicarious victimization as well as avoiding secondary victimization.

The ethical principle of self-determination was also maintained. Subjects were treated as autonomous agents by informing them about the study and allowing them to voluntarily choose to or not to participate in the study. Lastly, information was provided about the researcher in the event of further questions or complaints. Participants were given a choice to participate in the study and they were not coerced.

3.11.4 Confidentiality

This is a principle that means that people not only talk in confidence, but also have a right to refuse or to allow the publication of material that they think might harm them (De Vos et al.2011). The issue of confidentiality denotes that the participants have a

right or a choice to use pseudonyms. Therefore, the information obtained was treated with as much confidence as possible.

3.11.5 Parental consent

Parents had to give consent for their children to participate in an interview, as the child respondents were all minors (under the age of 18). Objectives were fully explained to the children as well as to their parents. All that was discussed with the child was fully explained to their parents, and there was a consent form that was signed by the children's parents prior to the children taking and answering interview questions. The family members need to assist regarding the consent to take part in the research (Hardwick and Worsely, 2011). The parents or legal guardians were informed that they were not going to be part of the research. This was because researcher needed to get rich data from the children without the parents influencing the children to prevent them from impacting on the data collected, as well as the findings. The parents were given a consent form to sign, thus allowing the researcher to interview their children (participants) (see appendix 3).

3.12 CONCLUSION

Throughout the chapter, various aspects of research methodology have been discussed and explored. The researcher is of the view that insight on methods and procedures that were followed in the research study has been given. Data analysis is presented in the following chapter which. What was important in this chapter was that the explanations and discussions drew a line of difference between quantitative and qualitative studies. This chapter also enabled the researcher to be able to put up the methods of data collection as well as data analysis used in the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION OF THE FINDINGS

4.0 INTRODUCTION

This chapter will present and discuss the findings of the study. The study was carried out at the King Williams Town Child and Youth Care Centre in King Williams Town in the Eastern Cape. These findings are presented and discussed in line with the objectives and research questions of the study. The responses are analysed thematically and illustrated with verbatim quotes from participants. The chapter presents the total findings of the study with respect to the removal of teenagers from their homes to places of safety. The study sought to examine the psycho social effects of removing teenagers from their homes to institutions.

A qualitative analysis was undertaken through the use of in-depth interviews to solicit the interviewees' attitudes to, beliefs in and experiences about the phenomenon under the study. The interviews were aimed at rooting the real problems and challenges of the removal of teenagers from their homes to places of safety. The researcher asked for permission from the director of the centre to conduct the interviews. It was

explained to the participants that their participation in the study was voluntary and that they have the right to not participate in the study should they feel so. The sample comprised of 14 participants. The table indicating the demographic profiles of the participants is presented below. The data collected was categorized according to themes derived from the main objective of the study.

This analysis answers the following questions:

- What are the effects of removing teenagers from their homes to institution?
- What are the challenges faced by teenagers that are removed from their homes within the institution?
- What are psychological challenges faced by the teenagers that were removed from their homes to the institution?
- What intervention strategies are in place?

4.1 DEMOGRAPHIC INFORMATION OF PARTICIPANTS

The background of the participants in the study was encapsulated according to the respondent's coded pseudonyms, current age, gender, school grade, and reason for institutionalization, age prior removal, and home structure, period of stay at the centre and the socio economic status of the parents.

SECTION A

The list of abbreviations used in the demographic table is as below:

F= Female, M= Male, O= Orphan, N= Neglect, SA= Substance abuse, R= Rape, PABP=Physical abuse by parent, PA= Physical abuse, MH= Mud house, RV=Rondavel, S= Shack, BH= Brick house, CSG= Child support grant, OAG= Old age grant, BPW= Both parents working, OPW= One parent working, CHH= Child headed household.

Table 5. Biographical information of the participants of the study

CODE	CURRENT AGE	GENDER	SCHOOL GRADE	REASON FOR INSTITUTIONALIZATION	AGE PRIOR REMOVAL	HOME STRUCTURE	PERIOD OF STAY AT THE CENTRE	SOCIO ECONOMIC STATUS OF PARENTS
Participant 1	16	M	10	O	14	BH	2 yrs	BPW
Participant 2	13	F	8	N	12	RDP	7 mnths	OAG
Participant 3	12	M	7	N	9	R	3 yrs	CSG
Participant 4	17	F	11	N	10	MH	7yrs	CSG
Participant 5	15	M	10	SA	12	MH	3 yrs	OPW
Participant 6	11	F	6	R	6	R	5yrs	OAG
Participant 7	13	F	6	R	10	BH	3 yrs	CSG
Participant 8	14	F	8	R	12	RDP	2 yrs	CSG

Participant 9	16	M	10	SA	14	S	2 yrs	CSG
Participant 10	12	F	7	N	4	S	8 yrs	OAG
Participant 11	11	M	4	PABP	9	S	2 yrs	OAG
Participant 12	15	F	11	N	13	S	2 yrs	OPW
Participant 13	13	M	4	PA	12	MH	1 yr	OPW
Participant 14	16	F	10	N	13	CHH	3 yrs	CSG

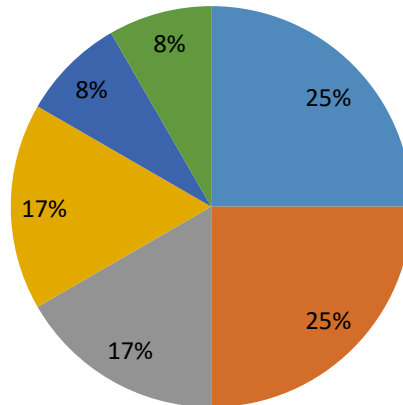
4.2 OVERALL DEMOGRAPHICS OF THE PARTICIPANTS

The 14 participants that were interviewed gave their personal details as presented in table 5. The researcher planned to interview 20 participants, however only 14 participants were willing to participate in the study. One of the reasons for the withdrawal of the other participants was that the topic of the study was sensitive in the manner that some teenagers were removed as a result of abuse by their biological parents.

Figure 4.1: Current Ages of the participants

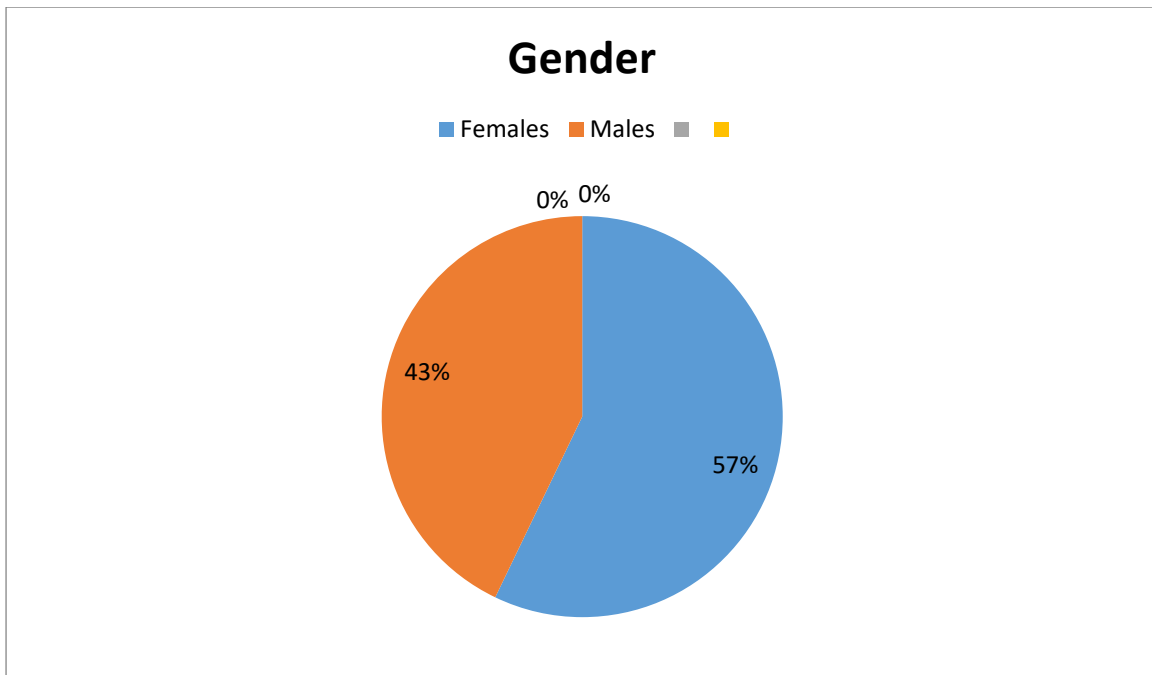
Current Ages of the participants

■ 16 years ■ 13 years ■ 12 years ■ 15 years ■ 11 years ■ 14 years



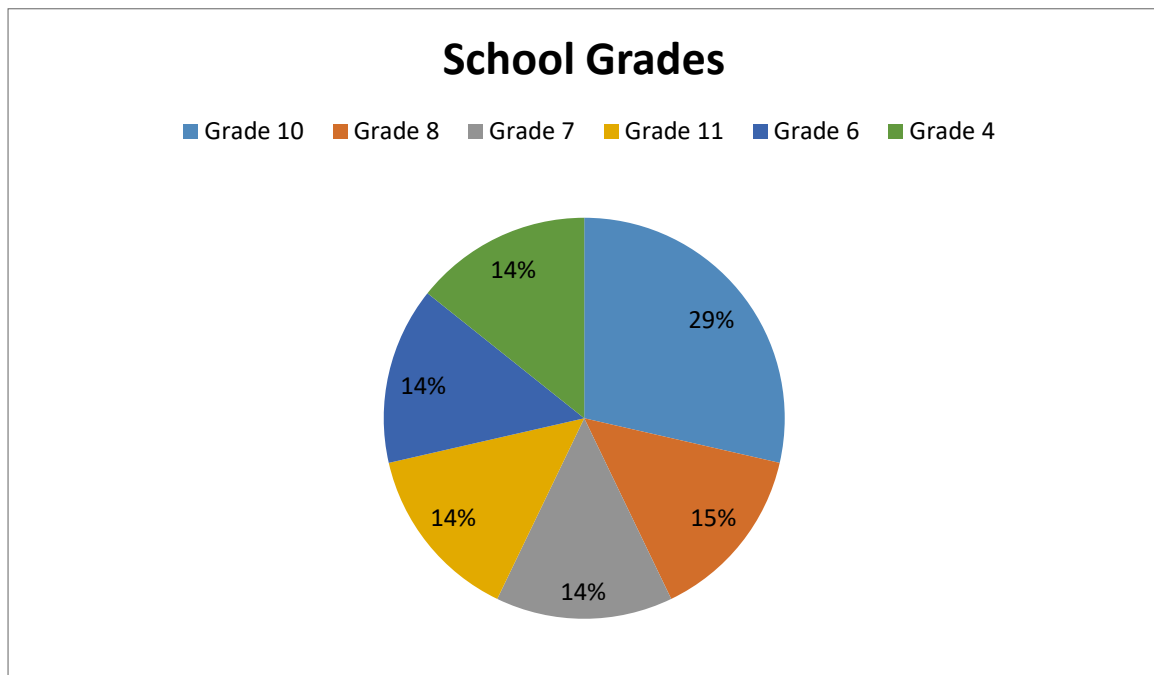
The findings shows that the ages of the data indicates that out of the fourteen participants, three were 16 years of age; the other three were 13 years of age while a total of two were aged 12. A further two participants were 15; one was age 11 while another one was 14. The findings implied that teenagers and children that are removed from their homes to places of centre are likely to be found across 0 to 16 years.

Figure 4.2: Gender of the participants



The study shows that all participants were teenagers. The majority of the participants were females as there were eight females as compared to six males. The findings indicated that female teenagers are more likely to be removed from their homes to places of safety.

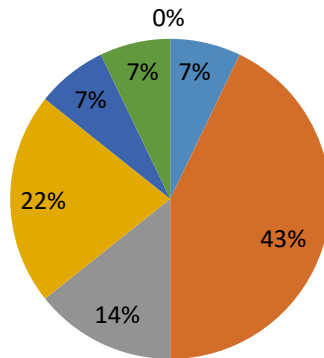
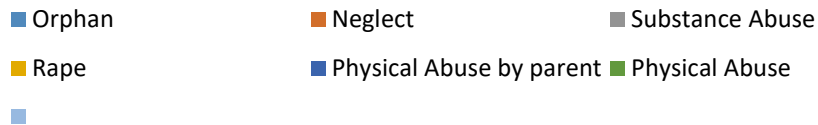
Figure 4.3: School Grades



On the educational level of the participants, the findings indicates that the majority of the participants were in high school. An equal number of participants were in other grades as from grade four, six, seven, eight, 10 and 11. This shows that teenagers both still in primary schools and those in high school levels encounter social illness such as physical abuse, neglect, rape etc. at their homes.

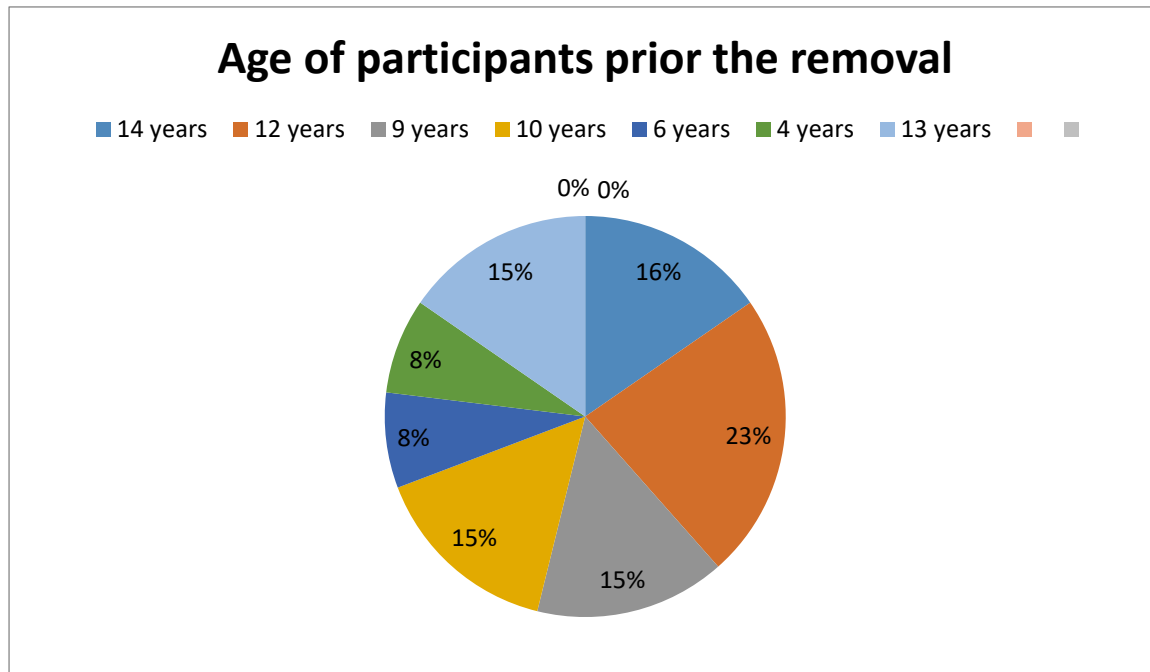
Figure 4.4: Reasons for the Institutionalization

Reasons for Institutionalization



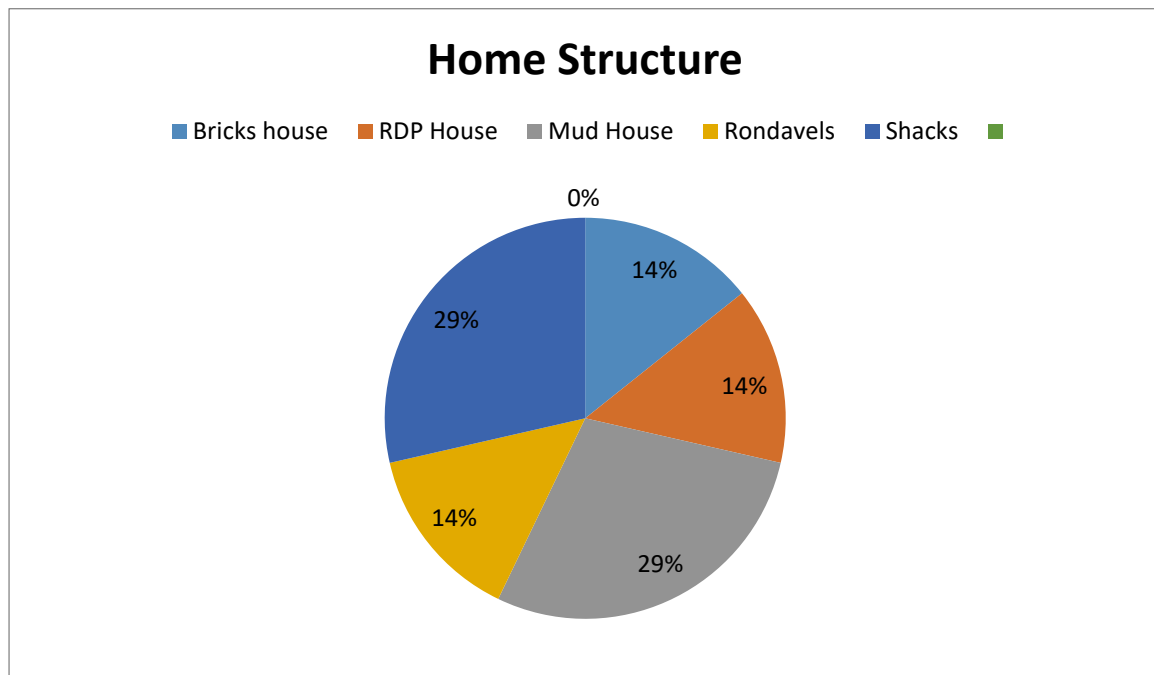
The figure above indicates that in the findings, the majority of the teenagers are removed due to neglect, substance abuse, physical abuse, being orphaned and rape comes as another reason for the removal of the teenagers from their homes. The findings show that removal of teenagers and children from their homes to a place of safety may be caused by any of the mentioned reasons for institutionalisation. These findings show that teenagers institutionalized at the places of safety were removed for different causes.

Figure 4.5: Age of participants prior the removal



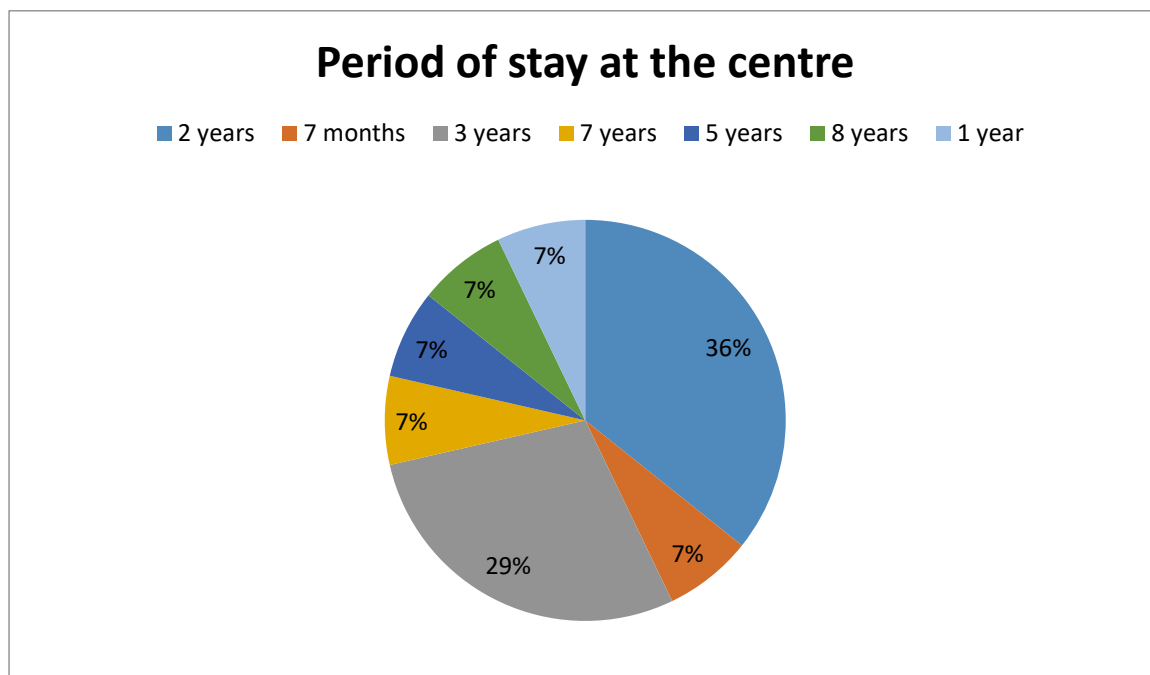
The findings shows that the teenagers were removed from four years to 14 years of age from their homes. The data shows that children in societies are at the risk of being victims of social ills from birth.

Figure 4.6: Home structure



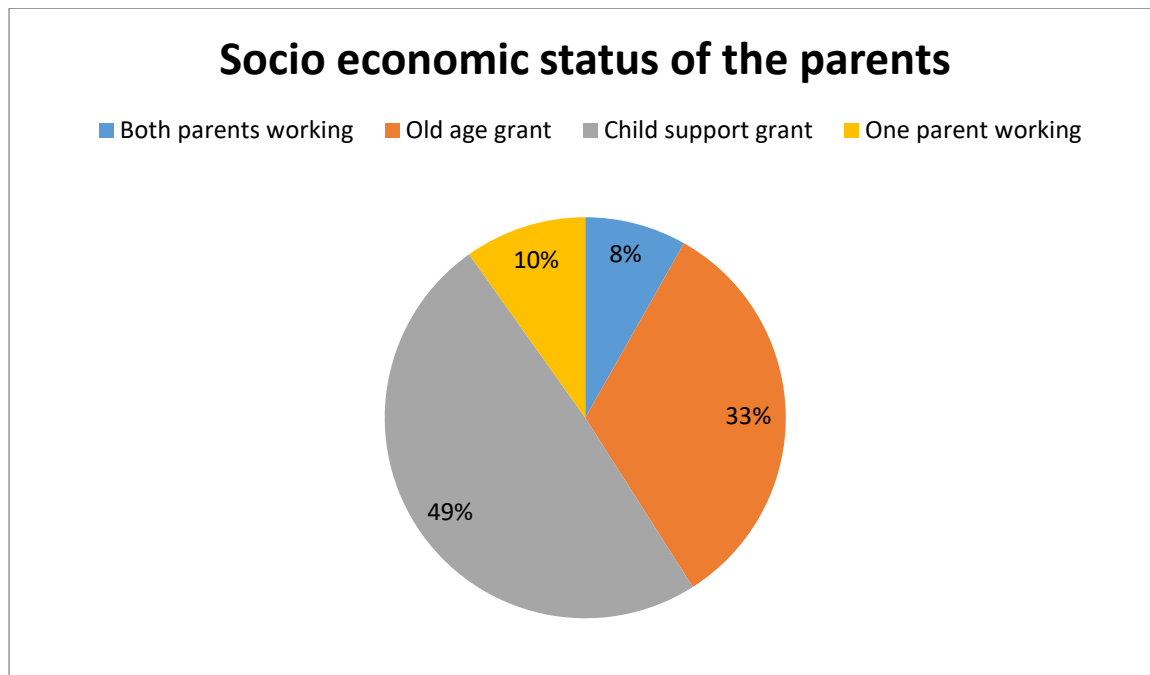
The figure above shows that the participants of the study came from different home circumstances as their home structures attest to that. The data shows that the teenagers were from different home as some homes are built of bricks, RDP houses, mud houses, rondavels and some were from the shacks. The larger amount as indicated by the data were the teenagers from mud houses and shacks. The findings indicates that teenagers from the shacks and mud housed areas are more likely to be at risk of social ills , however that does not mean that teenagers from other different structured areas are not at any risk of social ills. In the researcher's experience, most reported incidents of infanticide and child abandonment happen in the areas that are characterized by poverty, such as informal settlements where people live on shacks and in deep rural areas.

Figure 4.7: Period of stay at the centre



The findings indicate that the majority of the teenagers at the centre had been institutionalized for two and three years. This gives an insight that when teenagers are removed from their homes to the institution, they are admitted for at least two to three years before they are reunited with their families. However, some teenagers remain at the centre until they reach 18 years and then they are discharged from the centre as the Children's Act 38/2005 as amended directs so.

Figure 4.8: Economic Status of the parents



The findings of the study on the socio economic status of the parents of the participants indicate different socio economic backgrounds. The majority of the parents of the participants depended on the child support grants for maintenance, four depended on the old age grant, three depended on one main member of the household and only one had both parents working. These findings indicate that most teenagers at the centre came from disadvantaged homes where the household depended on social grants for survival. The minority of the teenagers at the centre that comes from advantaged homes indicates that even in those households, there are social problems that can lead to the removal of the teenagers within the households.

SECTION B

Having discussed all the demographic information of the participants, the attention of the study moves to the data generated from questions asked to the participants. The data led to the generation of themes and sub-themes. These are presented below.

Table 6. Themes and Sub-themes

THEMES	SUBTHEMES
Effects of removing teenagers from their homes to a place of safety.	The negative and positive effects of the removal, factors leading to removal, placement satisfaction, expectations of the new environment, adjustment to the new environment, feelings about the removal, establishment of relationships.
Challenges faced by teenagers that were removed from their homes to the institution	Psychosocial challenges, emotional challenges, psychological challenges, environmental challenges, health challenges.
Intervention strategies in place	Contact with parents and family members, information prior removal,

	contemplation of best interest of the teenagers, basic needs, family reconstruction, counselling
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4.2. EFFECTS OF REMOVAL ON TEENAGERS

All the participants that were interviewed indicated that they went through different challenges subsequent to the removal from a home environment to a place of safety. The challenges faced by the teenagers are outlined below.

4.2.1. The negative and Positive effect of the removal

All participants of the study were positively affected by the removal as they have stated that they were happy at the centre. A further three of the participants had completely lost contact with their families since there was no family reunification and the other two said that they lacked counselling, resulting in them isolating themselves from other children. The other five participants reported to be happy with the placement in the centre. A participant said;

“The removal affects me so much positively because my mother is an alcoholic and does not care about what is happening in my life and here I am well taken care of”

The participant said this with a smile as she was pointing out how the removal affected her. Another said; *“I am not affected by the removal instead I am very happy here*“(participant; female, Age 12)

The focus group indicated that even though placement has a positive impact on the teenager’s safety, the removal from the home and replacement in the centre can also leads to feelings of instability, loss of status and a loss of control as children may always expect and fear that they can be removed and replaced at any time without

explanation. This can lead to an irreparable sense of loss that can stunt development and lead to behavioural problems. One participant said;

“As much as their placement here at the centre can be helpful and have positive impact, it also poses negative impacts that can result in psychological problems.”

The above discussion indicates that an equal number of teenagers at the centre were affected negatively by the removal whilst the equal amount of teenagers felt happy about the removal from their homes to the centre. The effects of the removal on the teenagers that were removed from their homes to the institution are outlined below.

4.2.2 Factors leading to removal

Mcdonald, Allen ,Westerfelt and Piliavin (2013) argue that “when children are abused or neglected by their parents or when the parents cannot for any of a number of reasons care for their children , someone must intervene to see that the children are adequately looked after”. Of the 14 participants who were interviewed in the study it was found that 3 participants were exposed to substance abuse due to peer pressure and inadequate parental guidance. Below is a response from one of the participants:

“I was staying with my aunt as my mom was working in Cape Town. My aunt was working awkward shifts from the Department of Health.”

A total of three participants reported that they were sexually abused by their biological fathers some due to substance abuse. Further, one of the participants reported that he had been removed from his home because his mother was abusing alcohol. Another one was removed as a result of being orphaned. Two of the participants are quoted below;

“I was removed due to the fact that there was no one to look after. I was the head of the house and have so many responsibilities as i was forced to look after my little siblings.”

“I was abandoned by my mother at an early age.”

The other five removals were due to abuse and neglect at home. One of the participants indicated thus;

“At home I lived with my mother and father who used to smoke dagga and assault my mother in front of me. My mother left my father and left me behind with him. One night my father came home with a female friend and had sex in front of me, the female friend left in the middle of the night and my father came to my bed and raped me. He threatened that he would kill me if I told anyone about the rape. The next morning, I told a neighbour who reported the matter to the social workers.”

The focus group indicated that a child was removed from home in a case where the parent was abusive to the child. Be it sexually, physically or emotionally. Also, removal is effected when a parent is not suitable for the upbringing as well as the safety of the child.

The above information indicates that neglect is the major factor that leads to most of the teenagers being removed from their home environments to places of safety or to institutions.

4.2.3 Placement satisfaction

The finding of the study indicates that out of the 14 participants in the study, the majority nine were satisfied with their placement in the centre. These mentioned the fact that they were given medical attention when they require it, and they were given food, clothes and free transport to and from school. However, the other five participants were not satisfied with their placement as they did not have their parents with them and were not given the love and attention they needed. One reported;

“I don’t feel satisfied with my placement here because I want to live with my other aunt who is in Nelson Mandela Bay. I believe that I am ready to go and stay with her but here

they said they are still working on building a relationship between me and her and also they are making sure that my aunt's home is conducive for my upbringing."

The focus group was in agreement that most of the participants were satisfied with the institutionalization at the centre. One member of the focus group said;

"We've noticed that most of the teenagers here at the centre are more at ease than at their homes."

4.2.4 Expectation of the new environment

The question was asked by the researcher to gain an insight into what teenagers that were removed from their homes to places of safety expect of the new environment that they found themselves in. From the findings of the study, all the participants denoted that they were expecting a child safe and child friendly environment as well as an environment that was designated to secure their safety and well-being. They were expecting an environment unlike their homes. They also expected that at the centre everything would be done for them, and this included house chores such as cooking, cleaning and doing dishes. Some teenage participants also pointed that they thought each child would have her own room with a television. Some indicated that;

"I was expecting a place where I was going to have my own room with television, a place where everything was going to be done for me."

"I came expecting that I will be much safer than I was at home, hoping that I will not be left alone with no one with no one looking after me as I was always left alone at home."

Several participants expressed similar sentiments.

4.2.5 Adjustment to the new environment

Thomas et al. (2013) argues that whatever form the placement of the child is, it is a huge turmoil in the life of the child, who often must adjust not only to new peers, school, location and family, but also to diverse values, norms, principles and beliefs of the new dwelling place. The analysed data indicates that four children isolated themselves from other children. Further, three of the participants were unable to adapt easily to the new environment while the other two were scared on arrival. One participant said;

“At first I was depressed and isolated myself from others but as the time went on I began to get along with others through activities that I participated in.”

Findings from the focus group were unanimous in that they connoted that as way of making the teenagers adjust to the new environment, they involved the teenagers in mutual activities so as to build trust and to familiarize them with other teenagers and the Centre. One official supplied;

“To make the children adapt to the new environment we sit with them together, play games so that they could be familiar with each other and the place.”

Focus group members further indicated a huge number of the teenagers at the King Williams Town Child and Youth Care Centre were unable to adapt to the new environment. Most of them were also scared on arrival at the centre while some isolated themselves. This also evident in the excerpt below;

“Most teenagers cry when they are placed at the centre and some even tries to run away.”

Therefore, the new environment was not easy for the teenagers to quickly adjust to.

4.2.6 Feelings about the removal

The responses and motions regarding how all the participants felt indicates that out of the 14 teenage participants, only six indicated that they would not be happy if they

were returned back to their home environment. The majority eight of the participants said they would be happy to go back to their loved ones as they missed them a lot. This shows that indeed it is a traumatic experience for a child to be separated from his or her parents, therefore such children needs assistance for them to adapt well in the new environment (Barber and Delfabbro 2004). One participant said:

“I would feel very hurt to go back because my aunt would treat me the same way she used to treat me.”

This indicates the severity of the challenges some of the teenagers had met within their homes.

4.2.7 Establishment of relationships

Placing a child in alternative accommodation disrupts a lot of things including friendships, family bonds. In response to the interview questions about the establishment of relationships, out of the 14 participants six children had good relationships with others while three were unable to form stable relationships due to unresolved issues. Further, a total of three participants were unable to form good relationships with others. The other two participant reported that the issue of bullying made it hard for them to form relationships with others. One of these two participants said;

“We play nicely together but the older children always beat us when we play.”

During the focus group discussion, the participants also supported the view mentioned above regarding their relationship with each other. Regarding their relationship with caregivers, all of the members of the focus group were of the notion that the teenagers felt insecure and unable to form trusting relationships with the care givers because the teenagers tended to think that the caregivers would not provide comfort and reassurance. So the teenagers become uncomfortable seeking caregivers out in times

of need. The participants also noted that the teenagers did not have a stable relationship with the social worker as they do not meet with the social workers on a daily basis. One teenage participant said;

“My relationship with the care givers is not that stable which turns to disrupts attachment with the care givers because of their shifts.”

The above discussions imply that a large number of the participants interviewed in the study had managed to establish good relationships with other teenagers at the centre.

4.2.2 CHALLENGES FACED BY TEENAGERS

When the participants were asked to comment on the challenges that they were facing in the place of safety, they revealed that they faced quite different challenges. These are outlined below.

4.2.2.1 Psychosocial challenges

All the participants revealed that they were stigmatized and mocked by their schoolmates and community members for staying in a children's home (as they call the Child and Youth Care Centres). This is a form of secondary victimization. They reported this to be tormenting. One of the participants said;

“We are mocked by some of the children staying outside as well as the children from school, I get troubled when I see other children going home where as I know that I have no real home to go.”

Barber and Delfabbro (2004) states that behavioural changes occur among children in alternative care, and they tend to be aggressive towards relatives, educators and even the care givers. One of the focus group members stipulated that they were not informed about the child's circumstances on their arrival, which made it difficult for them to give children full attention to secure trust and attachment as well as a secure

base relationship. They also mentioned that some children cry for no reason and refuse to eat. The focus group members also added that some children had behavioural problems; they became cheeky and older children had a tendency to bully younger children. One of the focus group said;

“When the teenagers arrive here, we are not informed about the challenges that the children are encountering, on their arrival they become cheeky some cry whereas you do not know why they are crying.”

This indicates the emotional state of the children when they first arrive at the centres, showing how the movement affects them emotionally.

4.2.2.2 Emotional challenges

The results of the study indicate that six of 14 participants interviewed were sad and scared of being removed from their home environment. However, the other nine seemed happy about the removal. Those who were sad about their removal outlined that they lost attachment with their biological parents and guardians. This is indicated below;

“I felt sad about the removed from my home because I was very close to my father but as time went by I understood why I was removed from home to the centre.”

A few of the participants mentioned that they did not have close relationships with their parents or guardians; hence they were happy about the removal. This indicates that some participants had no attachments to their parents or guardians. A number of things can cause this, including neglect, and abuse amongst others. These participants saw the place of safety as much safer than their home environment. One reported that he was;

“I was happy about the removal because I was now going to be able to attend school properly. At home, my mother would go to stay with her boyfriend for about two to three weeks without communicating. She would leave me to take care of my siblings.”

The above discussion indicates that a large number of teenagers institutionalized at the King Williams Town Child and Youth Care Centre were happy about their placement there. This was a result of the abuse and neglect that characterized their home environments.

4.2.2.3 Psychological challenges

The study found that all the teenagers experience a lot of psychological challenges because of the removal from home and placement in a very different environment, with people that they were even familiar with. They tended to isolate themselves from other children and others cried a lot. Members of the focus group were in agreement with an opinion of one of them that;

“There are many psychological problems that are encountered by the teenagers’ reason being that the teenager has been removed from his or her home environment to a different environment with different people, so they are bound to have many challenges.”

Some of these challenges manifest in behavioural problems among the children.

4.2.2.4 Environmental challenges

When the removal is conducted, it is believed that the new environment which the teenagers are being removed to is a conducive environment for their upbringings. It is also believed that the environment is safe. However, these teenagers face several challenges. From the data obtained for this study it was evident that all the 14 participants from the study felt a lot safer at the King Williams Town Child and Youth

Centre than being in their homes although they did face certain challenges in their staying at the Centre. Some of these are highlighted in the excerpts below;

“Here it is different from home because I stay with many people and I am safe. There is also someone to look after us at all times.”

“Here at the centre, there are no children that smoke and use drugs. I feel happy and secured and I focus more on my studies and the future.”

The focus group expressed that the majority of the teenagers that were institutionalized at the centre believed that the centre was a conducive environment as far as the reasons of the removal were concerned.

4.2.2.5 Health challenges

Even though there were no trained health practitioners at the institution; the issue of the health of the teenagers residing there was of importance. When the participants were asked about how their health was taken care of, they all reported that their health was prioritized. A participant said;

“When I am sick I am given medication and taken to the clinic. I am never left without help.”

The members of the focus group pointed out that the wellbeing of all the teenagers that were institutionalized came first. They also reported that when the teenagers were sick; they were taken to the clinic or to a doctor.

4.3 INTERVENTION STRATEGIES

4.3.1 Contact with parents and family members

A total of 11 teenage participants reported that they still had contact with their families, whereas three participants alluded that they no longer had any contact with their families. One of the latter group respectively said;

“I do not have contact with my family, I always refuse to go home to my aunt as I fear being beaten up.”

“I still have contact with my family and I do visit them during holidays.”

The researcher is of the opinion that significantly high number of the interviewed participants still had contact with their families, meaning they still had a sense of belonging to a family rather than belonging at the institution.

4.3.2 Information prior removal

The study unearthed that from the 14 teens that were interviewed, only nine of them had been informed about the removal, whilst two of them said they were not informed about their removal. It was asserted by the children that they were informed about their removal only when they were about to leave their homes; they were never told anything prior the removal by neither the social workers nor their parents. They indicated thus;

“I was never told that I was going to be removed from home, the social worker just came and fetch me at home and took me to the centre.”

“I was told by the social worker that I was going to be removed to a place of safety.”

These findings indicate that a large number of the teenagers in the KWTCYCC were informed about their placement. However, some teenagers were not informed about the placement. This shows that there is a need for the explanation of the process to all children before a removal is conducted. The researcher is of the view that this helps the child or teenager that is being removed to prepare for the new environment.

4.3.3 Contemplation of the best interest of the teenagers

When participants were asked to comment on whether or not their removal was in their best interest they all indicated that the removal was in their best interest. A sample of the responses is excerpted below:

“Yes, my removal was in my best interest because I was the head of a child headed household and now I have elder people to take care of me and my siblings.”

The participants in the focus group were also of the same view that the removal of the teenagers from their homes to the centre was indeed in their best interest. The focus group pointed that the removal had brought comfort, security and a bit of sense of belonging to some teenagers.

4.3.4 Basic Needs

According to Stan (2000), the young of every species have basic needs that must be met for them to develop and mature. When the teenager participants were asked about how their basic needs were catered for individually, they all indicated that their needs were taken care of. However, they indicated that were not given individual attention.

A participant stated:

“Here when we are offered services they are offered for all of us at the same time Nothing is done for one specific person.”

The focus group members noted that officials at the centre tried by all means to sit down and talk with the children, but they relied more on self-report as they were unable to pick up some of the needs. A member of the focus group said;

“It is a bit hard to attend to them because we have various duties to perform and also to look after the children, but we try to talk to them every now and then so that we can know the things that they are going through.”

One is persuaded to argue that an institution is not easy to give individual attention to the levels a home environment often does.

4.3.5 Family reconstruction

The study found that it was not the duty of the in-house social worker to do family reconstruction; but rather it was the duty of an outside social worker (also called case

manager) to do reconstruction so that when the teenagers have to go back home they can go back to a warm and conducive home environment, which does not happen in most cases. A participant from focus group said;

“During the two-year period while the child is still here, the outside social worker who is called a case manager has a duty to do reconstruction so that when the child is supposed to go back home they can fit well in a welcoming environment. This rarely happens.”

Participants in the focus group added that some end up in foster placements while others are adopted.

4.3.6 Counselling

The teenagers at the place of safety had been removed for different reasons. The removal affected the teenagers both physically and mentally. That is why they required counselling once the removal was in progress. When participants were asked how their psychological challenges had been met, they all stated they attended counselling sessions with the psychologist. However, the psychologist was from the Department of Health and, therefore did not conduct counselling sessions with the teenagers and children from the centre only. A child participant indicated;

“Appointments are set for us to meet the psychologist from Health. The appointments are set by our social workers.”

Members of the focus group also stated that the psychologist was not employed by the centre as there were inadequate funds for the salary of a psychologist. The focus group further outlined that the teenagers attended counselling sessions with the social workers employed by the centre and when intense counselling was required, the teenagers were referred to the psychologist at the Department of Health.

4.4 DEMOGRAPHIC INFORMATION OF PROFESSIONALS INTERVIEWED

Table seven below presents demographics of the professionals interviewed in the study. They were selected based on their professional involvement from the removal as well as the reunification of the teenagers with their families.

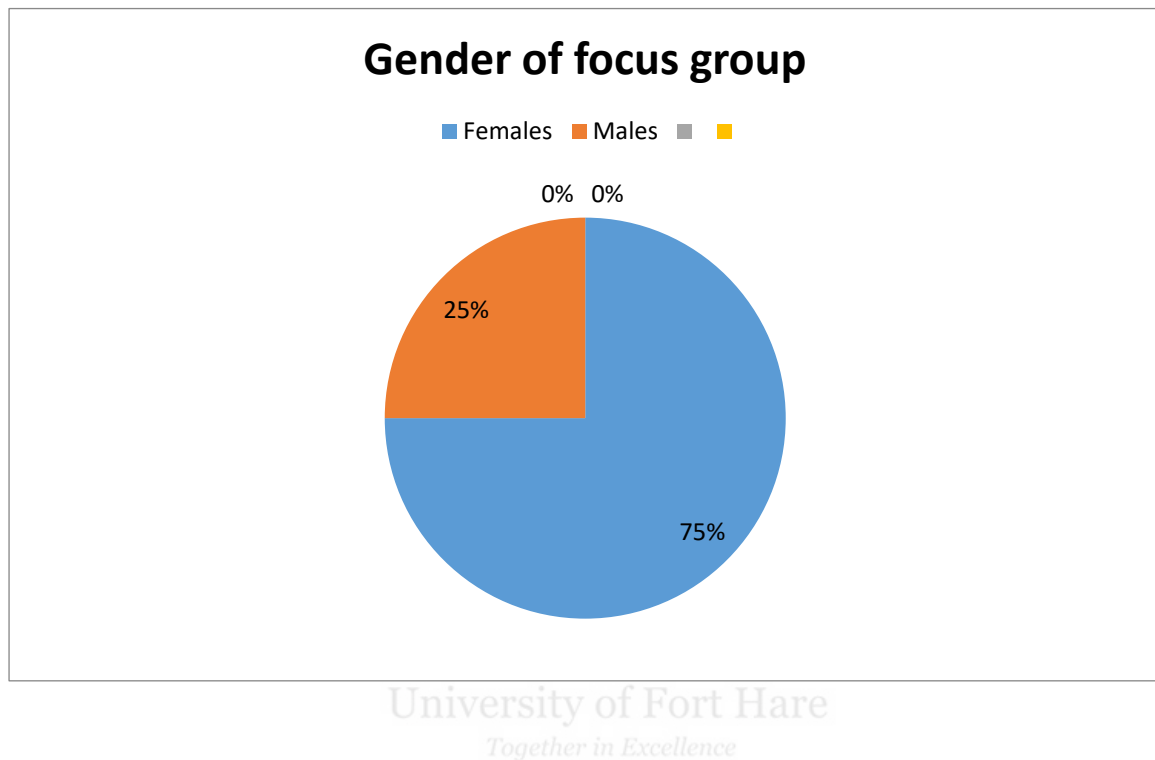
Table 7. Demographic information of focus group

CODE	GENDE R	LEVEL OF EDUCATI ON	MARITU AL STATUS	RAC E	OCCUPATI ON	WORKING EXPERIEN CE AT THE CENTRE
Participan t1	F	DEG	S	B	SW	6 YRS
Participan t 2	F	DEG	M	B	PSY	27 yrs
Participan t 3	F	CERT	S	B	CCW	9 YRS
Participan t 4	M	CERT	S	B	CCW	11 YRS

4.4.1. OVERALL DEMOGRAPHICS OF THE FOCUS GROUP

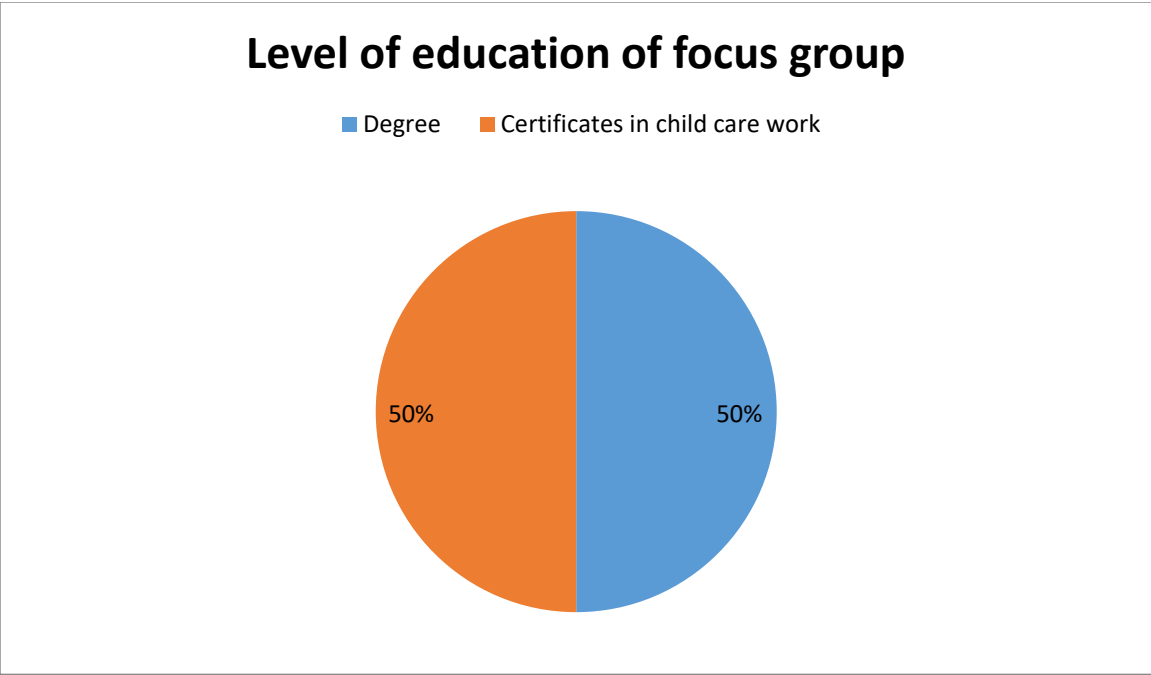
The four professionals that were interviewed gave their personal details as presented on above. The figures below present a breakdown of the focus group participants according to gender, level of education, marital status, race and working experience with the teenagers that were removed from their homes and placed at the institution.

Figure 4.9: Gender of the members of the focus group



On the gender, the focus group was mainly comprised of females. This indicated that professionals that were likely to work with teenagers and children were females.

Figure 4.10: Level of education of focus group



On the level of education, all the four members have qualifications in their field of work. However, they differ as half have degrees and the other half only have certificates. All the same this means that the professionals understood the effects and challenges of removing teenagers from their homes to places of safety.

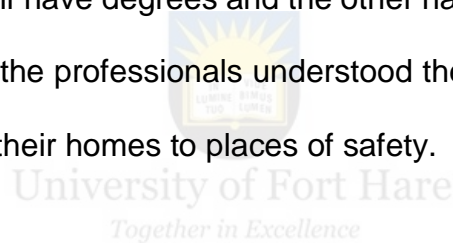
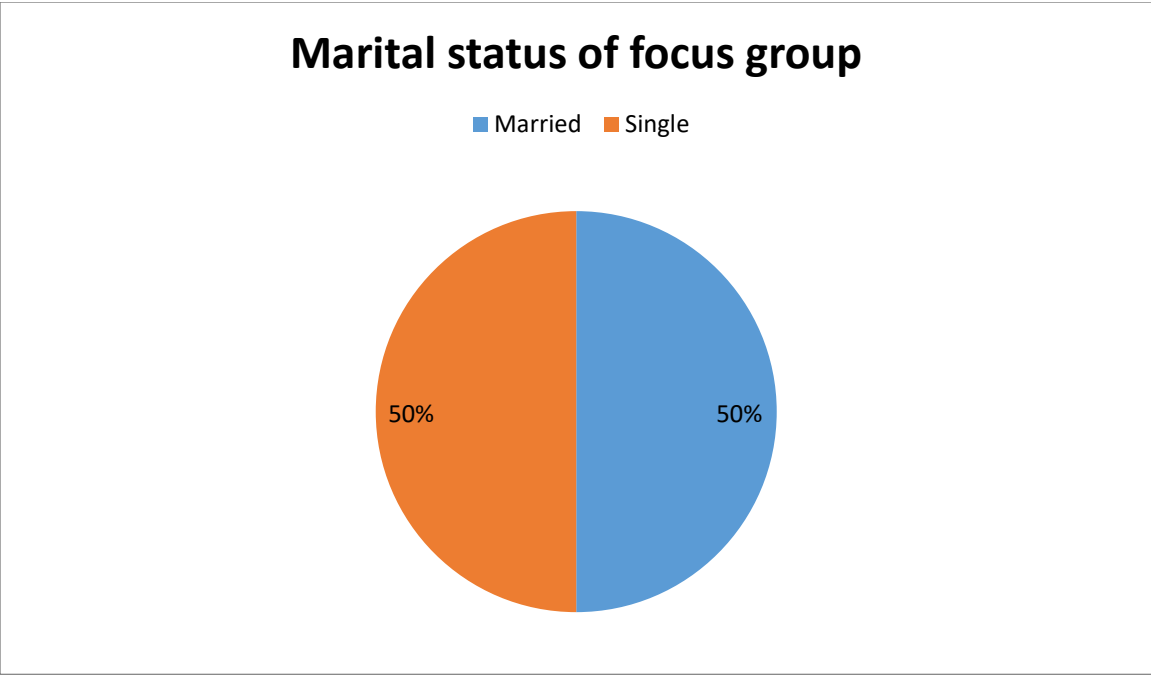


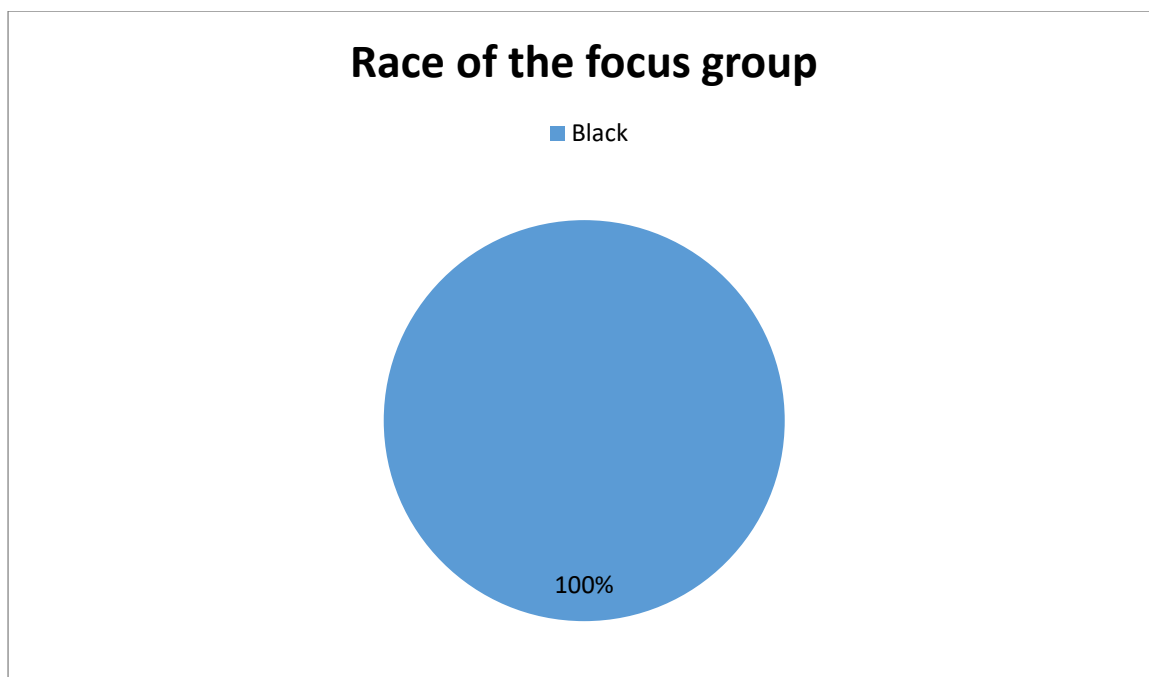
Figure 4.11: Marital status of focus group



The figure above indicates that half of the professionals were married and half were not. However, services rendered to the teenagers at the centre had nothing to do with their marital status.

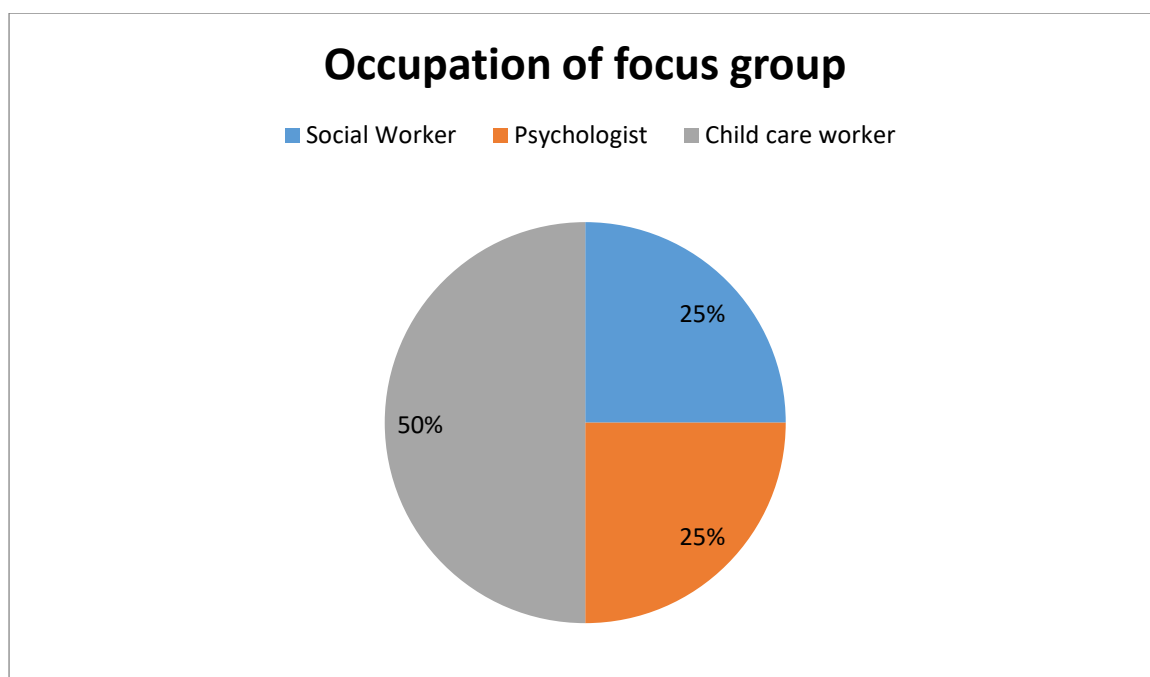


Figure 4.12: Race of the focus group



All the professionals in the focus group were black. The study findings indicated that the teenagers that were removed from their homes to the institution were black. All the participants of the study were black. This could be due to the fact that the research domain (King Williams Town) is mostly occupied by black people. However, this does not mean that teenagers that are removed from their homes to a place of safety are black teenagers only.

Figure 4.13: Occupation of the focus group



The findings of the study indicated that the professionals interviewed and who provided professional help to the teenagers that were removed from their homes to places of safety held different occupations. This is important as the teenagers were removed for different reasons.

Table 8. Working experience of professionals with teenagers that were removed

EXPERIENCE IN YEARS	MALES	FEMALES	TOTAL
0-5	0	0	0
6-10	1	1	2
11-15	0	1	1
16-20	0	0	0
21-25	0	0	0
26-30	1	0	1

From the table above, it is shown that the professionals that were interviewed were acquainted with and had knowledge in, working with the teenagers that are removed

from their homes to the institution. The study findings indicate that the professionals interviewed were well versed about the psychosocial effects of removing teenagers from their homes to institution.

4.5 ARE THE SERVICES RENDERED BY PROFESSIONALS ENOUGH FOR THE TEENAGERS REMOVED

From the results, it was evident that the services that were rendered by professionals to the removed teenagers are not enough. Many arguments came forward, including that the government should provide more resources and personnel. The professionals agreed in suggesting that the officials involved in the removal process should put in more effort. There was lack of information sharing between the officials and teenagers when the removal was conducted. Some of the views shared are excerpted below:

“We are of the opinion that the department is failing the removed teenagers. There is one psychologist who attends to offer services to the teenagers and the same psychologist also renders the same services to other children from other departments. That makes the appointments with the psychologist take long.

From our organisation, most personnel have not been trained on how to work with teenagers that were removed from their homes for different reasons with different personalities and behaviours. Mostly, all departments have to add more vehicles. It is important to work together with all departments involved in conducting a removal and dealing with the removed teenagers, as this does not only depend on the social worker alone but is a combination of efforts of all departments concerned.”

“Our Department of Social Development has ideal services for removed teenagers after the circumstance that led to the removal have been reported to the social

workers. Sometimes there are no services rendered to the teenagers experiencing the circumstances that can lead to a removal because the cases are not reported. I think the best solution is to inform all personnel concerned to inform each other about such circumstances.”

4.6 HOW COULD THE PROFESSIONALS IMPROVE THEIR SERVICES

Regarding the improvement of the services the professionals collectively agreed that the services need improving. However, they differed in the ways to improve the services. The findings revealed that the professionals providing services to the removed teenagers came to realise that there was a deficiency in the provision of services by the state. The research findings also showed that the removed teenagers have little access to the psychologist and the psychologists are scarce. Findings further indicated that was a lack of communication among the stakeholders who work with the teenagers that are removed from their homes to places of safety.

All the professionals also indicated that within black communities, there was lack of knowledge from the community members regarding the removal of teenagers as well as regarding what the places of safety really are. The teenagers have a right to report any circumstances that can lead to a removal. This points a finger to the government to direct its attention to the process and ensure that policies and procedures surrounding the removal are known, followed and enforced.

Some of the professionals' verbatim sentiments concerning the improvement of their services were:

“The thing I can think of the most is that psychological services are very scarce; it takes time to be able to make an appointment due to the scarcity. I wish that the

removed teenagers had access to psychologists regardless of the department schedules. If there could be more access to psychologists. The second thing that is a major problem is the follow up. When you refer the teenager to another organisation, communication breaks. Our services are disjointed; I wish our services could be integrated so that at least we are able to provide services at one point."

"Some of us child care workers were not trained on the services that we render to the removed teenagers. We are taught and learnt from the ones that have been providing the services before us. If constant training on the job for official in this field could be done, then we would at least have a smooth way of rendering the services. Dealing with the removed teenagers often becomes overwhelming as these teenagers have different behaviours and react differently to the removal which really requires professionalism in dealing with such."

The indication is that the government has a lot to do in improving the services rendered to the teenagers removed from their homes and placed in places of safety.

4.7 CONCLUSION

This chapter has brought to the fore issues that were raised by all respondents that participated in this study. The researcher, therefore, believes that the chapter brought new knowledge and has helped the researcher to achieve the study's aim and objectives. It has helped a great deal in addressing the psychosocial challenges associated with removing teenagers from their homes to places of safety. However, the following chapter focuses on the discussion of the study findings, study conclusions, study recommendations as well as the implication of

the study on the social work profession as well as all the professionals dealing with teenagers that were removed from their homes to places of safety.

CHAPTER FIVE:

SAMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5. 0 INTRODUCTION

This chapter provides a summary of the findings presents conclusions of the study and offers recommendations. It also highlights the implication of the findings to the practice of social work. Suggestions for future studies are also made. This study is relevant to social work in that the teenagers who are removed from their homes to places of safety become part of social work service clientele.

5.1. DEMOGRAPHICS OF THE PARTICIPANTS

The next section presents the demographic information of the participants who are teenagers that were removed from their homes to places of safety.

5.1.1 Age at removal

The study indicated that teenagers that were removed from their homes to places of safety are likely to be found across different age groups. This insinuates that every

teenager can find himself or herself in circumstances that can lead to their removal from the home environment to a place of safety. However, much of the services are offered to the primary victims of removal, the children from birth to the age of 18, as the Children's Act 38/2005 (as amended) directs.

Recommendations from the discussions

Based on the above discussion, the researcher recommends the following:

- Welfare services providers should ensure consistency in the provision of professional support services to all the teenagers that were removed from their homes to places of safety.

5.1.2. Gender

According to the findings of the study, there were more females than males. This implies that there are more females institutionalized at the centre than males. It also means that females were more willing to participate in the study than males were. The researcher therefore holds that females were more willing to speak about the removal from their homes to a place of safety than males. This gives an insight that females can talk about experiences they encounter where males find it not so easy to do so.

Recommendations from discussions

Based on the above discussions, the researcher recommends the following:

- That the male teenagers in places of safety be encouraged to talk about instances surrounding their removal from their homes to places of safety as this would inform service provision.
- At the centres where the teenagers removed from their homes are institutionalized, more counselling sessions should be held with the teenagers until they recover from the trauma of removal.

5.1.3. School Grades

The findings of the study showed that all the teenagers that were removed from their homes to the place of safety of interest were at high school. However, at the time of removal some of the participants were still at primary. The majority of these teenagers were in Grade 10 at the time of the study. This indicates that education is encouraged at the centre. This indicates that the services that are rendered at the centre are in line with the Children's Act as it advocates that basic needs of the children should be met and education is one of the basic needs of the children in South Africa.

Recommendations from discussions

In line with the findings on the school grades of the participants, the researcher recommends the following:

The Department of Education and other related Departments or service providers should put in place funds that focus on the educational needs of the teenagers and children in places of safety, because most centres depend on the subsidized funds they receive from the Department of Social Development to cater for all basic needs of the teenagers and children that are institutionalized. At times these funds are not enough to meet all their needs satisfactory. All the same there are donors who are sometimes referred to as "well doers", who donates food and clothes to the centre. Some donate books, stationery and school uniform.

5.1.4. Reasons for Institutionalization

According to the findings of the study, it is apparent that there are several and varied reasons for the removal of teenagers from their homes to places of safety.

This implies that designated officials see it suitable to remove them from their homes to a place of safety. This could be either a result of behavioural problem or of the home circumstances of the teenager.

Recommendations from discussions

Based on the above discussion, the researcher recommends that:

- More awareness campaigns on how to raise teenagers as well as to how to maintain order in our communities' households be conducted so that information regarding this is shared.

5.1.5. Ages of participants' prior the removal

The findings of the study indicated that most of the teenagers at the centre were at the age of 12 years when they were removed; however, one of the participants was at age 13. It is also found in the findings of the study that other participants were below the age of 12 and 13 meaning that teenagers that are institutionalized are exposed to circumstances leading to removal at an early age.

Recommendations from the discussion

- The researcher recommends that more awareness campaigns be conducted in the societies guiding the parents on how to take care of their children and teenagers to avoid the occurrence of the exposure of the children and teenagers to circumstances that may lead to the removal.
- The parents should also be told about the challenges that the removal has on the teenagers when they are removed.
- The researcher also recommends that love and warmth should be encouraged within the members of communities and in their households.

- The spirit of ‘ubuntu’ should also be promoted as some children and teenagers are removed because their biological parents are deceased and there is no one to take care and protect them, whereas in the old days even a neighbour would’ve taken over in the name of the spirit of “ubuntu”.

5.1.6. Home Structure

The findings of the study indicate that the participants were removed from homes with different home structures. However, according to the findings of the study, most participants were removed from shacks and mud houses. This insinuates that teenagers from those homes are more at risk of social ills than the ones in urbanized areas.

Recommendations from discussions

In line with the above discussion, the researcher recommends that:

- More focus be put on the informal settlements and rural areas in educating the parents and guardians of teenagers on parenting and developmental stages.
- The people also be equipped and informed on the damages the social ills do to those who fall victim.

5.1.7. Period of stay at the centre

The findings of the study outlined above indicate that the participants are institutionalized for different durations, and in this particular study they ranged from 7 months. However, the majority of the participants had been institutionalized for about two to three years before reunification with family.

5.1.8. Socio economic status of parents

The findings of the research study have shown that the participants were removed from different households, with parents that have different socio economic statuses. This insinuates that the circumstances or factors leading to the removal of teenagers

from their homes to a place of safety can occur regardless of the social economic status of the parents or guardians of the household.

Recommendations from discussion

Following the above discussion, the researcher recommends that:

- All parents in all societies be educated about the factors that leads to the removal of the teenagers from their homes to places of safety. This means that the Department of Social Development and other relevant stake holders should develop more programs that are going to engage parents in educating them about these factors.

5.1.9. Reasons for institutionalization

The findings of the study also indicated that teenagers are removed from their home environment due to physical abuse that emerges from alcohol abuse by the parents, substance abuse by the teenagers that result in theft, sexual abuse by biological father or relatives and negligence by parents. The study also indicated that some were removed due to the fact that the biological parents were both deceased and there was no elder to take care of the children; then the older teenager has to act the parent role to the siblings. The study found that some of the teenagers were removed from their home environment due to maltreatment at the home front. Due to the maltreatment and abuse, the teenager's needs were unmet, and this resulted in their removal.

The analysed data also indicated that teenagers who are removed from their home environment include those who have been abandoned or orphaned and are without any visible means of support, teenagers that display behaviour that cannot be controlled by the parent or care-giver, and children who live in or are exposed to circumstances that may seriously harm the teenager's physical, mental, or social well-

being. In addition, these include teenagers who are being degraded by parents or a care-giver and children who live in circumstances that expose the teenagers to exploitation. Furthermore, the analysed data also found that teenagers are removed due to risks that may occur if parental, guardian or care-giver custody is retained. The study also indicated that the teenagers are removed due to physical or mental neglect, deliberate neglect or degradation by a parent and a family member of the teenager under whose control the child is. McDonald, Allen, Westerfelt and Piliavin (2013) argues that “when children are abused or neglected by their parents or when the parents cannot for any of a number of reasons care for their children, someone must intervene to see that the children are adequately looked after”. That is where methods such as removal occur.

Recommendations from the discussion

- From the findings of this research it can be concluded that although the removal of the teenagers from their homes to a place of safety is seen as the best way to secure their safety and wellbeing. Teenagers who are in the Child Welfare System experience multiple moves and are at more increased risks for poor outcomes in academic achievements, socio-emotional health, developing insecure attachments.
- There should be more programmes developed to specifically deal with the families that the teenagers were removed from which will assist in eliminating the problems that were the causal factors of the removal because in some instances the teenagers are removed because of certain reasons and when it is time for them to be released from the centre there are no changes at home regarding the situation

5.2. EFFECTS OF REMOVAL ON TEENAGERS

The findings of the study indicated that the removal of children from the home environment has both positive and negative on children. The study findings went as far as unearthing factors that lead to the removal as well as the expectations of the new environment by teenagers when they are removed.

5.2.1. Negative and positive effect of removal

The findings of the study revealed that the children on the move due to untenable home environment have suffered stigma. Beuhler, (2006) proclaims that stigma is a big problem in that the fact that one resides in a place of safety tended to attract unwanted attention from the community or his or her peers. It is these suspicious looks from others that deter some people from registering teenagers who need the services offered. The care workers also face some challenges in giving the teenagers the full attention to secure trust and attachment as well as a secure based relationship, as they were not informed about the teenager's situations. However, the findings of the study revealed that some teenagers are positively affected by the removal as they have gained a sense of belonging and security.

Recommendations from the discussion

The study recommends:

- Programmes on building up the self-esteem of the teenagers at the centre should be conducted continuously.
- Educational consultations with teenagers at the centre about the removal with will assist the teenagers in understanding why the process had to take place,

so that they can be able to come in terms with it and accept the current circumstances.

5.2.2. Factors leading to removal

The study indicated that the teenagers were removed due to physical or mental neglect; they were deliberately neglected or degraded by a parent and a family member of the teenager under whose control the teenager was. During the study it was evident that other teenagers were removed from their home environment due to poverty. Maholmes & King (2012) concur with these findings by stating that parental poverty has always increased the risk of teenagers being removed from their families and being placed elsewhere, whether in homes or in institutions.

Recommendations from the discussion

- The researcher recommends that more focus be put on the well-being of the children and teenagers in our society in all means possible. The stake holders should work hand in hand in monitoring the wellbeing of children and teenagers.

5.2.3. Placement satisfaction

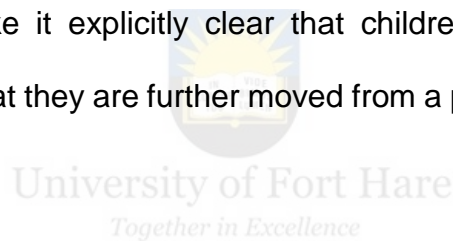
The findings of the study indicated that the majority of the teenagers are satisfied with the placement. The researcher is of the opinion that it is normal for some participants not to be satisfied by the placement as they are used to their home environments. The researcher is also of the opinion that the teenagers that are satisfied with their placement are those who were removed due to abuse directly from their homes or parents.

Recommendations from discussion

- The researcher recommends that the removal process be unfolded to teenagers as soon as the removal process occurs.

5.2.4. Expectations of the new environment

The findings of the study indicated that all the participants denoted that they were expecting a child safe and child friendly environment, an environment that is designated to secure their safety and well-being. They also expected that at the child centre everything, like house chores such as cooking, cleaning and doing dishes. However, not all of these expectations were met as a result in March 2018 the Department of Social Development revoked the licence of the centre accusing the child centre for not complying with the rules and regulations. This resulted in more than 80 children and teenagers being moved to various child care centres in the Eastern Cape. The children involved suffered the same consequences raised by Leathers (2002) and Gauthier et.al (2004). It is against this background that; the researcher seeks to make it explicitly clear that children experience genuine life challenges in the event that they are further moved from a place they call their second home.



Recommendations from discussion

- The researcher recommends that children and teenagers be made aware of what to expect regarding safety and all other challenges at places of safety when they are removed from home.

5.2.5. Adjustment to the new environment

It was also established in the study that adjusting to the new environment was not easy for the teenagers upon the arrival at centres of safety. This was worsened by the fact that the teenagers were not properly informed about the removal process and they found themselves outsiders of their homes. The teenagers' then start to isolate themselves from other teenagers and the activities that occur in the centre but this

isolation does not only occur during their arrival but rather even after several months of being at the centre.

Recommendations from the discussion

- It is recommended that the teenagers be informed about their removal before the process commences.
- It is also recommended that pre-counselling services that specifically concern the adjustment to the new environment be held with the teenagers by the external case managers or social workers, hand in hand with the psychologists.

5.2.6. Feelings about the removal

The study finding revealed that removal leads to feelings of instability, loss of status and loss of control and teenagers may expect and fear that they be removed and placed without any explanation. The finding of the study also indicated lack of family reunification and lack of counselling had a huge effect on the removed children. Bruskas (2008) submissions are in line with the finding of study as he mentioned that the process of being removed from one's home and placed in alternative care has consequences, and can have negative effects that can last a lifetime. Such teenagers are affected by a variety of factors, including; "the psychological and neurological effects associated with disrupted attachment to biological parents, the specific traumatic experiences such as neglect and/or abuse that necessitated placement, the emotional disruption of placement and the need to adjust to the alternative care environment." (Bruskas, 2008).

Recommendations from the discussion

- The researcher recommends that the focus be directed to the feelings of the teenagers about the removal from the initial stage of the removal.

- Intense psychological attention should also be placed to the removed teenagers regarding their feelings about removal and all the challenges that come with it.

5.2.7. Establishment of relationships

The findings of the study found that the teenagers at the Centre were unable to form stable and trusting relationships with each other and the care workers. Safe, stable, and nurturing relationships between the teenagers and their caregivers are the antithesis of maltreatment and other adverse exposures that occur during childhood and compromise health over the lifespan. Teenagers experience their world through their relationships with caregivers. These relationships are fundamental to the healthy development of the brain and, consequently, the development of physical, emotional, social, behavioural, and intellectual capacities as well as enhancing the acquisition of secure relationship.

The study found that the removal of the teenagers from their home environments disrupted the earliest bonds formed by teenagers with their primary care givers which had a tremendous and lasting impact in the lives of the teenagers. It is marked by distress because teenagers are separated from their parents. It also interferes with the attachment that serves to keep the child close to the mother, thus improving the child's chance for survival. The findings stipulate that teenagers are not able to form stable relationships with other teenagers within the centre due to loss, interpersonal disputes, role transitions deficit and interpersonal deficit. Charles et.al (2005) supports this finding by stating that separation affects attachment. This is so because the teenager who has been moved to a residential facility is likely to have difficulties to attach. As a result, such a teenager is likely to have all kinds of problems, because they have not learned how to regulate their emotions, they have not learned self-control and self-reliance in a positive way.

In addition, the changing and limited number of caregivers causes the children to become very distressed and feel insecure and unable to form trusting relationships with the new Caregivers because they tend to think that they will not provide comfort and reassurance. Therefore, they become uncomfortable seeking them out in times of need; some children suffer from emotional withdrawal and display clinginess with the replacement care-giver and some suffer from anger or withdrawal at the reminders of the lost caregiver. One of the care-givers stipulated that they are not informed about the child's circumstances on their arrival which makes it difficult for them to give teenagers full attention to secure trust and attachment as well as a secure base relationship. However, the care-givers ensure that they are available and responsive to a child's needs so as to allow the child to develop a sense of security.

Recommendations from the discussion

- It is recommended by the researcher that the child care workers that work closely with the removed teenagers should be intensely trained on how to work on building stable relationships with the teenagers facing different life challenges, and with different behaviours as a result of such challenges.
- Team building programmes and activities should be conducted continuously at the centre to motivate good relationships amongst the teenagers and the officials.

5.3. CHALLENGES FACED BY TEENAGERS

The study findings indicated that teenagers who were removed from their homes to places of safety faced many challenges upon discovering about their removal. The challenges faced by the teenagers in the study ranges between psychosocial,

emotional, psychological, and environmental and health challenges and these are discussed below.

5.3.1 Psychosocial challenges

The findings of the study indicated that all the participants revealed that they were stigmatized and mocked by their schoolmates and community members for staying in what they call a children's home. This was a form of secondary victimization.

Recommendations from the discussion

- The researcher recommends that the stakeholders should work hand in hand in educating children and teenagers at schools and people in the communities about removal through activities such as awareness campaigns, and community dialogues.

5.3.2 Emotional challenges

The study findings indicates that the removal of children from their home environment had emotional challenges on the teenagers as the process was stressful and traumatic .Gauthier et.al (2004) argue that teenagers who are in the Child Welfare Services system and experience multiple moves are at increased risks of poor outcomes in academic achievement, poor socio-emotional health, developing insecure attachments and distress due to the instability and uncertainty that comes with not having a stable family environment.

Recommendations from the discussion

- Nurturing services by the child care workers and internal social workers are very vital and can ease the emotional feeling in the teenagers that are removed.

5.3.3 Psychological challenges

The study also found out that there were psychological challenges packaged with the removal of children from their home environments to places of safety. They often

experienced feelings of isolation, and others even blamed themselves for the situations that would have resulted in them being removed from home to a place of safety. These feelings led to teenagers having psychological problems, which could later result in them having poor performance at school, as well as affecting their functioning with others as they tend to be withdrawn and given to tantrums. Such experiences damage their cognitive and emotional development (UNICEF 2006). Furthermore, Armsden et al (2000) view psychological problems as emanating from the home, in that teenagers may grow up without basic materials or resources, and may lack love which caregivers in child and youth care centres usually do not provide. These psychological problems may be due to discrimination based on their low status of parents or being forced to discontinue school because of financial problems. Across the United States, Canada, and Western Europe there is a growing recognition that permanent plans for children are essential for their social, emotional, and cognitive development (Leathers, 2002). Gauthier et al (2004) further argue that teenagers who are removed from their homes and then experience placement disruption can also experience profound distress and a sense of loss and feeling of not belonging, all of which can lead to distrust and a fear of forming secure healthy relationships. At the King Williams Town Child and Youth Care Centre these psychological challenges were linked to behavioural problems amongst the youths.

Recommendations from the discussion

- The study recommends that social workers render continuous therapeutic services to the removed teenagers.

5.3.4. Environmental challenges

The study findings indicated that the removed teenagers felt safe and protected from harm at the centre. They felt their basic needs were being attended to. However, the study also found that the teenagers could not adjust easily to the environment.

5.3.5 Health challenges

The findings of the study indicate that the teenagers do face health challenges at the centre. O`Connell et.al. (2009) argues that children in out of home placement are identified as an at risk population for health and substance abuse disorder. Vandever (2003) indicates that the majority of children and babies in out of home placement are at great jeopardy for cognitive, behavioural and neurological emotional problems. Infantile abandonment and exploitation before admission into out of home placement is related to challenging behaviour in out of home placement, which is itself linked with numerous moves in placement.



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Recommendations from the discussion

Based on the above discussion, the researcher recommends that:

- The Department of Health develop a program or policy that will enable their personnel (nurses and doctors) to conduct continuous visits as means of monitoring the health situation of the teenagers and children that are institutionalized at child centre.
- The Department of Social Development and other related departments and organizations increase focus on health related trainings for officials that work closely with the teenagers.

5.4. INTERVENTION STRATEGIES

The study findings indicated that certain intervention strategies were utilized in facilitating effective removal of the children. These included contact with parents and family members, availing of information prior the removal, contemplation of the best interests and the basic needs of the teenagers, and family reconstruction and counselling. The strategies which facilitated coping with the removal summarized below.

5.4.1 Contact with parents and family members

The findings of the study found that the majority of the teenagers in placement were in contact with their parents and families. For those who were not in contact with parents and families, it was indicated that it was either parents or families were not around or were in circumstances that did not allow them to be in contact with their children.



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Recommendations from the discussion

- The researcher recommends that more pressure and focus be directed to the external social workers who conduct the removals to continuously monitor the progress of the circumstances that led to the removal.
- The social workers from the Department of Social Development should work hand in hand with the social workers from the centre in improving the circumstances at the original homes of the teenagers or find the alternatives should there be any major challenges in doing so.

5.4.2 Information prior the removal

The study unearthed that from the teenagers that were interviewed, only a few of them were informed about the removal whilst some of them were not informed about their removal. It was asserted by the teenagers that they were informed about their removal only when they were about to leave their homes and, not prior by neither the social workers nor their parents before the removal.

Lack of understanding of the removal system and the process may lead to feelings of loss or rejection for teenagers grappling to understand the separation from their biological families (Lawrence & Carlson, 2006). Removal from the home and replacement in the institution without the process being explained properly can lead to feelings of instability, loss of status and a loss of control as teenagers may always expect and fear that they can be removed and replaced at any time without explanation. Teenagers may worry how they will be seen and treated by peers and school personnel who find out that they are in foster care (Schneider & Vivky, 2005).

The researcher recommends that:

- The social workers from the Department of Social Development do explain all the processes and reasons for the removal to the teenagers as soon as it is realized that a removal is needed. This will help to make the teenagers understand the removal better, which will make it a bit easier for the teenagers to accept and adjust to the new environment on admission at a child and youth care centre.

5.4.3 Contemplation of the best interest of the teenagers

The research findings pointed that most children indicated that the removal was for their best interests. The removal had brought comfort, security and a bit of a sense of

belonging to some teenagers. Compared to their homes, teenagers felt safe at the centre.

The researcher recommends that:

- The Department of Social Development social workers and other relevant stakeholders focus more on circumstances that leads to the removal of children in the communities or areas of their operation and work hand in hand in stabilizing those circumstances.

5.4.4 Basic needs

The findings of the study revealed that all the basic needs of the teenagers, which are shelter, food and clothing, were met. However, the one thing that rose was the issue of the teenagers not getting individualized attention when they want to discuss some challenges they faced. The officials argued that it was not easy to give individualized attention to all the teenagers. As a result, the children were dealt with in groups and matters were discussed in those groups due to the overwhelming number of children and teenagers at the centre versus the caregivers.

Recommendations from the discussion

- The researcher recommends that the centre adopts a “one size fits all” approach which means individual sessions are held with the teenagers and everything is discussed there from challenges to feelings about the removal as well as the institution at large. The researcher believes that this will make the teenagers feel that their individualism is met.

5.4.5. Family reconstruction

The study findings indicated that it was not the duty of the in-house social worker to do family reconstruction but that the outside social worker’s (also called case manager) duty to do reconstruction so that when the teenagers have to go back

home they can go back to a warm and conducive home environment. From the results, it is evident that most teenagers from the Centre lost contact with their families as a result of lack of family reconstruction. Doyle (2007) asserts that family reunification involves placing the teenager back into the care of his/her family of origin once the teenager has been removed and placed in out of home care following the investigation of child abuse or neglect. Most of the teenagers who are removed from their parents and placed in out of home care are reunited with their parents. Goldenberg et al. (2003) argue that social workers fail to render reconstruction after-care services and support to teenagers and their families, which results in them not being able to activate strong emotions of which the individual was previously unaware and experiencing. However, the absence of family reconstruction has brought a number of challenges to both the teenagers and the social workers. The study established that the effectiveness of children removal was in the improvement of the children's physical, mental and emotional well-being to protect them from harm and neglect.

The case managers fail to cater for after care services such as, counselling and family reconstruction, such that teenagers can't find closure on the situation that led them to be removed in the first place. When the case managers fail to render reconstruction services and support to children and the families, the teenagers have to stay in centres longer, and they end up losing contact with their families.

Recommendations from the discussions

The researcher recommends that:

- The social workers responsible for the rendering of reconstruction services be closely monitored their heads at the Department to ensure that the progress of

the reconstruction is continuously monitored. They should specifically be trained on family reconstruction.

- The case managers constantly make assessments so as to cater for the removal of teenagers from their homes.
- There be a follow up sessions to see that these teenagers adapt well in the place of safety.

5.4.6 Counselling

The findings of the study unleashed that counselling services are rendered by a psychologist from outside. The psychologist was employed at the Department of Health and the centre did not have its own psychologist to focus on the psychological needs of the teenagers. It was found access to the psychological services was very difficult.



The researcher recommends that:

- The Department of Social Development subsidise a pay for a psychologist at the centre so that there can be a psychologist who would focus on the teenagers as well as all children institutionalized at the centre. In that way the teenagers will get the psychological services they require.

5.5. DEMOGRAPHIC INFORMATION OF THE PROFESSIONALS

5.5.1 Gender

The professionals that were interviewed were comprised of both genders. However, the majority of the professionals were females.

5.5.2. Level of education

The study findings indicated that the four professionals had different qualifications, two of them had grade 12 certificates with trainings and two of them had degree qualifications and none of them were illiterate and we were versed with removal issues. The education was vital especially in rendering appropriate services to the removed teenagers. Furthermore, to expand knowledge, reliability and trustworthiness in the study since the qualitative research method demands that.

5.5.3 Marital status

The two professionals were married and the other two professionals were not married. This is not considered to be a challenge as knowledge, skills and involvement with removal issues that are the important ones more than their marital status in the study.

5.5.4 Race

The study findings indicated that services for removed teenagers can be received from any professional of any racial group. However, the removal has no implication in this study as long as the person who provides assistance to the removed teenagers is a qualified professional.

5.5.5 Occupation

The study findings indicated that all the professionals interviewed that provide professional help to the removed teenagers are from different disciplines. This is important in that the teenagers know the different occupations of the professionals who are accredited to provide such services.

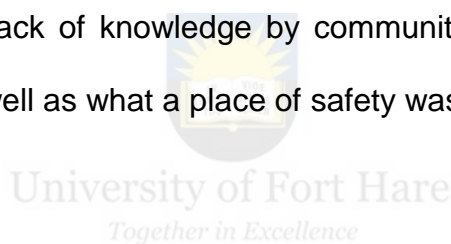
5.5.6. Working experience with teenagers who were removed from their homes

The study finding clearly indicated that the professionals who provide professional support services to the removed teenagers that were interviewed were aware as well

experienced in working with teenagers that were removed from their homes to a place of safety.

5.6 THE IMPROVEMENT OF SUCH SERVICES

From the study findings, the researcher identified that there was a deficiency in the provision of services by the state. The research finding also showed that the removed teenagers had little access to psychologist and the psychological services. However, the majority of teenagers who received the professional assistance reported that the services were effective. Findings further indicated that there is a lack of communication among the stake holders who work with the teenagers that are removed from their homes to a place of safety. All the professionals also indicated that within black communities, there was lack of knowledge by community members' regarding the removal of teenagers as well as what a place of safety was.



Recommendations

From the discussion the study recommends the following:

- There must be continuous awareness of educational talks both to the community members as well as the teenagers that were removed.
- There is need for a consistent provision of services to the teenagers.
- The recognition of the importance of linking the teenagers with other service providers that they might be in need of.

5.7. OTHER STRATEGIES FOR SUPPORTING THE TEENAGERS

From the findings, the professionals who provide services to the removed teenagers alluded to the fact that there is a gap in the provision of services within the government and other service providers. These include lack of communication among the support service providers. Therefore, communication among service providers such as the Department of Justice (DOJ), Health, South African National Police (SAPS), Non-Governmental Organizations (NGO) and the Department of Social Development (DSD) should improve so these can work very closely when anything leading and related to the removal of teenagers arises. That would serve as a strategy to support and ensure support to the removed teenagers.

From the discussion the researcher recommends the following,

- That the government ensures more human resources, especially psychologists and social workers
- The stratification of services so that teenagers could have access irrespective of the department.
- The formation of support groups for parents and guardians of the removed teenagers.
- The formation of support groups within the communities in collaboration with ward councillors, the ward committees and social workers assigned to that specific area.
- A demonstration of commitment to children centres by the government through legislating to give them a statutory basis.

- An imposition, through the Child Care Act 2006, of duties on local authorities to improve the well-being of young children in their care and reduce inequalities between them,
- The government also assists in Foster child grant considered in terms of section 2 (e) of the Social Assistance ACT 13/2004 to enable the care-givers and the Social Workers to meet the child's needs adequately.

5.8. SUGGESTIONS FOR FUTURE STUDIES

The researcher suggests that more studies on psychosocial effects of removing teenagers from their homes to places of safety be conducted throughout South Africa and beyond as the process of removal is not given much attention in dealing with children and their challenges as they grow up. The following study areas are suggested:

1. The psychosocial effects of guardians whose teenagers were removed from home to places of safety.
2. The implications of service delivery policies on the teenagers that are removed from their homes to a places of safety in South Africa.
3. Assessment implementation of other strategies to assist teenagers that are removed from their homes.

5.9. THE STUDY IMPLICATIONS FOR SOCIAL WORK PRACTICE

The implications of this study for social work practice are that the services rendered to the teenagers that are removed from their homes to places of safety should also include the parents or guardians, who should be part of the social work service clientele. Secondly, the support services to the parents and guardians of the teenagers should not become an afterthought but mandatory.

The study suggests that the Department of Social Development, together with all other relevant stakeholders that work with teenagers that are removed from their homes to places of safety, conduct educational talk campaigns for the teenagers. Moreover, the study of psychology has an important empowerment and scholastic role in the provision of required psychosocial therapeutic encouragement. For instance, this could include the provision of counselling, the knowledge of the needs of the teenagers as well as passing on of information to individuals, groups and communities.

There is an urgent need to empower and educate teenagers, families and communities at large about the dangers of not supporting the teenagers that are removed from their homes to places of safety. Furthermore, there is a need to take drastic measures on the government officials who are dragging their feet in rendering effective services to the removed teenagers at large. Moreover, there is also a great need for efficient and effective information packages concerning the act of removal and services that could be rendered after a teenager has been removed as well as after a court order has been issued. Lastly, all the key stakeholders working with removal of teenagers in dealing with psychosocial issues should be proactive and play a central role in providing counselling services to all those who are directly and indirectly in dire need of psychotherapeutic empowerment. The service providers should partner to ensure the persistence and constant update of community knowledge about the removal of teenagers. The programmes that already exist are not much effective.

There is a need for psychosocial support so that the teenagers can cope with their situation. Care givers need to be educated so that they can be able to provide love and support to the children under their care. Strict punishment on perpetrators who abuse children is needed, and the law needs to be reviewed to ensure that this

happens. Another important aspect is strengthening education campaign so as to eliminate stigma associated with orphan hood and poverty.

5.10. CHAPTER SUMMARY

Bruskas (2008) indicates that the child welfare system investigates over two million children each year for parental abuse or neglect, yet little is known about the effects and factors of removing children from their homes and placing them in places of safety. Long term outcome is rarely observed, and children placed in places of safety likely differ from those not placed. Bruskas (2008) adds that even though an abusive family would undoubtedly be harmful to children, removing a child from his or her family can be just as traumatic.

This study was guided by the psycho social theory which was used to understand the challenges that are faced by the teenagers that are removed from their homes to places of safety. The psychosocial theory is believed to have all the evidence relating to the stages of human development i.e. from birth to adulthood. For the purpose of this study, human stages of development that were explored are up to the teenage stage.

Research shows that the manner through which teenagers learn household challenges put their lives at risk and disadvantage them at times. Even with the involving of teenagers in to discussing sensitive matters like death of a parent, illnesses, and estate monies or inheritance; traditional South African system do not promote transparency especially with minors. One major cause of this problem is the fact that households and communities do not communicate effectively with teenagers, as such teenagers find themselves facing multiple challenges with no proper guidance from parents.

In line with Erikson's psychosocial development, it is clear that teenagers without parental attachment and guidance are prone to facing the following challenges:

Failing to develop trust, result in fear and develop a belief that the world is inconsistent and unpredictable just as it highlighted that children develop a sense of trust when caregivers provide reliability, care, and affection.

Few foster care systems have sufficient programs to ease a teenager's transition into foster care. Teenagers may then have problems adjusting, as the foster care system lacks explanations and assistance to help them understand why they are taken from their home and what their future holds.

The study also found that these teenagers are taken to the child and youth care centres and given places to stay without undergoing counselling.

The teenager's psychological and emotional experiences are over looked the only thing considered is the fact that they are in a safe environment, instead of these teenagers being relieved by being taken away from their homes in the environment that made them vulnerable they get depressed by the foreign environment and by being removed from the people they know.

Findings from the study concerning the effect of children's removal from their home environment show that some of the teenagers have completely lost contact with their families.

The study has found out that in place of safety where it was conducted, there are no major health problems incurrence; the only health problems that they encounter include the minor problems such as teenagers catching influenza, chest pains, chicken pox and headaches. The social worker further eluded that, if children are sick they speak to their caregivers. The high availability of transport allows the teenagers to be taken to the clinic that is a fifteen to twenty minutes' drive away from the centre and

there is a doctor from King Williams Town who offers voluntary services at the centre monthly to look at the health problems of the children then offer them the required medication and also make referrals for those that require further assistance or assessment. The findings of this study differ from those that were found by O`Connell et.al (2009) who argues that children in out of home placement are identified as an at risk population for mental health and substance abuse disorder. The study conducted by Leslie et.al (2000) argues that children in foster care use mental health services at higher rate than children in their biological homes given the degree of disturbance manifested. Laslie (2000) states that lack of follow up are routinely blamed on a shortage of practitioners. However, the role of foster parents as gatekeepers to the mental health system has been noted. Furthermore, the study disproved the claims made by Laslie (2000) by finding out that the children are afforded services they require but none of their children have been diagnoses with major health problems. De Beer & Koster (2009) refers to individualization as a process of considering or treating people individually or to modify to suit the wishes or needs of a particular individual. The study has found that teenagers are not given individual treatment due to their number and a limited number of staff at the centre. This finding was heavily highlighted by all the teenagers that were interviewed in the study as they voiced out that they are all given the same treatment even though they face different challenges and different needs, they made examples that include food as they are all served at the same time regardless of who's hungry or not. Even though the teenagers come from different backgrounds the approach in dealing with their problems is the same which make the help they receive to be ineffective. The study also found that there is inconstancy in the staff of the centre, most of them are new and that they are few, thus making it hard for them to deal with individual needs of the children. Gauter et al (2014)

support the findings by declaring that most alternative residential placement tend to be over crowded making it difficult for care givers to attend to the teenager's individual needs.

The study found that a social worker needs to make an investigation relating to the teenager's situation and write a report to the children's court if the teenager has been found to be in need of care and protection. This finding was supported by the Children's Act as Section 154 of the Children's Act 38/2005 stated that before the teenager is brought before the children's court, a designated social worker must investigate the matter and within 90 days; compile a report in the prescribed manner on whether the teenager is in need of care and protection. If the designated social worker finds that the teenager is not in need of care and protection, he or she must indicate the reasons for the findings in the report, which must be submitted to the children's court for review and if the teenager is found to be in need of care and protection the teenager must be brought before the children's court

Based on Foster et al, (2004) findings regarding teenagers in places of safety the study eluded those The family preservation believe that teenagers should remain in their homes while their families receive intensive services aimed at keeping teenagers safe so as to reduce these highly possible placement experiences.

5.11 CHAPTER CONCLUSION

The study aimed at exploring the psychosocial effects of removing teenagers from their homes to a place of safety. Furthermore, in embarking on this study the researcher sought to pinpoint gaps as there is minimal literature on the psychosocial effects of removing teenagers from their homes to a place of safety. In doing so, the researcher envisaged to bring forward and contextualise the psychosocial effects of removing teenagers from their homes to a place of safety. Undoubtedly, the

researcher accomplished the findings of all the three objectives advocated for in the study. The objectives of the study were:

- To examine the effects of removing teenagers from their homes to a place of safety.
- To examine the challenges faced by the teenagers
- To establish the support services available from professionals working with teenagers.

5.12. STUDY CONCLUSIONS

The study explored and explicitly described all the psychosocial challenges faced by teenagers that are removed from their homes to a place of safety. The study achieved that through engaging various stake holders involved in working with removed teenagers. This was done with the hope that all the stake holders that deal with the removed teenagers would see the need to adopt the recommendations made and implement them. The study might serve as a motivation for other future studies.

The study conclusion sign posts a need for continuously rendering of comprehensive professional services to the teenagers and their parents or guardians. The government needs to reinforce the available policies especially on the provision of services to the public and hold public employees accountable. The appointment of relevant qualified professionals, especially psychologists and social workers, will definitely assist rendering services effectively to the teenagers.

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APPENDIX 4
INTERVIEW SCHEDULE FOR PARTICIPANTS

SECTION A: BIOGRAPHY INFORMATION

- a) What was your age at the time of the incident that led to the removal?*
- b) How old are you now?*
- c) What is your relationship with the person who abused or neglected you?*
- d) What standard (at school) were you in at the time of the incident that led to the removal?*

What standard are you doing at present?

- e) Are your parents or guardian working? If yes, what type of work do they do? If no, how does the family survive?*
- f) What type of house did you live in?*
- g) Why were you removed from your home environment?*
- h) Were you informed about the removal prior?*
- i) How did you feel about being removed from your home environment?*

SECTION B: AFTER EFFECTS OF THE REMOVAL

- a) How did you adjust to the new environment?*

- b) How is this place of safety different from your home environment?
- c) What has been your highlight in this place of safety?
- d) How has the removal affected you?
- e) How is your relationship with other children placed here?
- f) Do you still have contact with your parent(s) or any other family member?
- g) How would you feel if you can be returned back to your home?
- h) Do you think your removal was at your best interest?
- i) What are some of the challenges that you are facing here?
- j) How long have you been placed here?
- k) How is your health taken care of?
- l) How are your basic needs cared for as an individual?
- m) Are you satisfied with your placement?

SECTION C: CHALLENGES THE TEENAGERS ARE FACING IN THEIR COMMUNITIES

- a) *How do you feel about the comments of the community members regarding what happened to you?*

SECTION D: SUPPORT SERVICES FROM SOCIAL SERVICE PROFESSIONALS

- a) *After the removal, what kind of support did you receive from social workers, psychologists?*
- b) *Were you ever referred to a psychologist?*
- c) *Do you think services rendered were efficient and effective?*

Focus group

- a) How long do you keep the child in the Centre?**
- b) What is done to help the families of the teenagers to eliminate the problem that caused the child to be removed?**
- c) What are the pre-assessment measures that are done before the teenagers are being removed from their home environment?**
- d) What are the health issues that teenagers experiences?**
- e) What are the steps that are taken before the teenager`s removal?**
- f) What are the most dominant psychological and physical challenges that teenagers face?**
- g) What makes the teenagers stay long in the Centre?**
- h) What are the experiences that children encounter during the removal?**



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Ethics Research Confidentiality and Informed Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

I, Sisipho Boxongo is asking people from your centre to answer some questions, which I hope will benefit your centre and possibly other centres in the future.

The University of Fort Hare, Department of Social Work, a masters' student is conducting research regarding the psycho social effects of removing teenagers from their homes to places of safety: a case study of King Williams Town Child and Youth Care Centre, Eastern Cape, South Africa. We are interested in finding out more about their feelings, reactions, as well as support given to them by social professionals. We

also want to know the processes and policies that are involved and followed during the removal of the teenagers from their homes to a place of safety. We are carrying out this research to help the NGO's as well as the Government Departments working with the teenagers to devise strategies that would be effective in helping the teenagers.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around 30-45 minutes. I will be asking you a questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to these questions but we ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When we ask questions about the future we are not interested in what you think the best

thing would be to do, but what you think would actually happen. (*adapt for individual circumstances*)

If possible, our university would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

INFORMED CONSENT

I hereby agree to participate in research regarding the psycho social effects of removing teenagers from their homes to a place of safety. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.



I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my centre on the results of the completed research.

.....

Signature of participant

Date:.....

I hereby agree to the tape recording of my participation in the study

.....

Signature of participant

Date:.....



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ETHICAL CLEARANCE CERTIFICATE
REC-270710-028-RA Level 01

Certificate Reference Number: LUP091SBOX01

Project title: **Exploring the Psycho Social effects of removing teenagers from their homes to a place of safety.**

Nature of Project: Masters

Principal Researcher: Sisipho Boxongo

Supervisor: Ms V.P.P Lupuwana

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

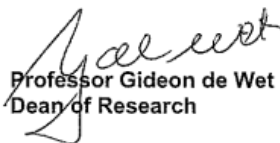
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

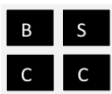
- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

22 March 2016



BE STILL COMMUNICATIONS
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TITLE: PSYCHO SOCIAL EFFECTS OF REMOVING TEENAGERS FROM THEIR HOMES TO A PLACE OF SAFETY: A CASE STUDY OF KING WILLIAMS TOWN CHILD AND YOUTH CARE CENTRE, KING WILLIAMS TOWN, EASTERN CAPE


AUTHORS: BOXONGO S. (200900527)

Note: The edited work described here may not be identical to that submitted. The author, at their sole discretion, has the prerogative to accept, delete, or change amendments made by the editor before submission.

DATE: 07 FEBRUARY 2019

EDITOR'S COMMENT

The author was advised to effect suggested corrections in regards to clarity of terms, consistency in structure and logic, and expression. The suggested corrections included major structural alterations.


Signature

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