



**An exploration of behaviour management strategies used by child and youth
care workers at centres in eThekwin**

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for the Master's Degree in Child and Youth Care**

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DECLARATION

This is to certify that this dissertation originates from my own work, except where otherwise referenced. All the sources used or quoted have been cited and acknowledged. The dissertation has not been previously submitted to any tertiary educational institution.

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DEDICATION

My research project work is dedicated to my husband, Mendon, as well as my daughter, Michelle. This research study has taken away our family time, but your support and love have enabled me to strive on and work hard. You have been my best cheerleaders as well as a source of motivation and strength during moments of despair and discouragement. To my loving mom, Etrina Ngwenya, whose words of encouragement and prayers have been a crucial weapon for my journey, I am forever thankful.

I also dedicate this dissertation to my late sisters, Qaphelani Ngwenya and Bertha Kufirwa, who have supported me throughout this journey. It is heart breaking that they are not here to see my achievements. I will always appreciate all they have done; they both have been great cheerleaders. To my sisters and cousins, Thabani, Patience Eliness, Silobile, Simomo, and the whole crew, thank you so much; I do appreciate your support.

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ABSTRACT

Child and Youth Care Workers (CYCW) face numerous challenges, including difficult behaviours exhibited by young people in their care. However, there is insufficient information on the behaviour management strategies that are applied by CYCWs in Child and Youth Care Centres (CYCCs). An understanding of that will enable recommendations on child, youth care behavioural interventions, which might empower child, and youth care workers to better manage the behaviour of young people with behavioural difficulties in addition to formulating positive and effective behavioural interventions.

The study's aim was to explore the behaviour management strategies applied by CYCWs at CYCCs in eThekweni and provide suggestions to empower CYCWs. The study adopted the social learning theory and an exploratory research approach using 16 participants from the three selected child and youth care centres in the eThekweni region. The study participants were purposively chosen for semi-structured in-depth interviews and the data was analysed using thematic content analysis. Ethical issues such as confidentiality, informed consent and debriefing were adhered to.

The research study results highlighted the fact that CYCWs are frontline professionals working within the same environment as the child; hence, the CYCWs need more support concerning behaviour management. Teamwork in CYCCs, emotional and practical support from the organisations were found to be lacking. Furthermore, CYCWs are challenged by negative behaviour displayed by young people under their care, such as stealing, bullying, aggressiveness, temper tantrums, swearing, and disrespectful conduct.

Participants in the current study also provided behaviour management strategies that would be significant in managing the behaviours of young people, such as rules and routines, logical consequences, educational programmes, life and social skills sessions, both individual and group counselling sessions, fostering positive relationships and observing spiritual programs, and recreational activities and play. According to the study results, it was established that the above-mentioned strategies may play an important role in CYC work and it is vital that future research pay

significant attention to how these strategies can be supported. The study recommended the support and recognition for child and youth care to encourage quality services for young people living in CYCCs. A better understanding of the behaviour management strategies used by CYCWs would add to the body of knowledge that encourages effective behaviour management of young people, as well as reduced stress for CYCWs.

Key words

Child and Youth Care Workers; Child and Youth Care Centres; Behaviour management strategies

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LIST OF ACRONYMS

ADHD	Attention deficit hyperactivity disorder
CYC	Child and Youth Care
CYCW	Child and Youth Care Worker
CYCWs	Child and Youth Care Workers
CYCCs	Child and Youth Care Centres
NACCW	National Association of Child Care Workers
ODD	Oppositional defiant disorder
SLT	Social Learning Theory
UNCRC	United Nations Convention on the Rights of the Child's

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

Child and youth care workers (CYCWs) play a significant role in managing challenging behaviours of young people in child and youth care centres (CYCCs). Many young people in CYCCs come from upbringings of negligence, abandonment and abuse in South Africa (Deb *et al.* 2020:176). Child and youth care workers (CYCWs) in CYCCs work to safeguard the welfare of the young people in their care through facilitating different programmes and providing counselling and therapy (Haffejee and Levine, 2020). The programmes and intervention services are critical for children in CYCCs (Lima *et al.* 2019). Recognising the significance of the provision of behavioural intervention by the CYCWs, whose aim is to improve outcomes relating to positive behaviours and emotional well-being in young people, is therefore essential (Okada *et al.* 2018).

Child and youth care workers are obligated to carry out their tasks and responsibilities in accordance with the Children's Act of 2005 as amended (South Africa: Act No. 38 of 2005, 2006). Moreover, Chapter 2 of the Children's Act 2005, offers direction on the application of the United Nations Convention on the Rights of the Child's (UNCRC) overall values. These core values encompass prioritising the young individual's best interests and participation; non-discrimination; and greater focus on programmes that are relevant to developmental and healing necessities of the young people in CYCCs.

A study conducted by Malatji and Dube (2017:110) stated that South Africa was previously known for not valuing and guarding children's rights and welfare, mainly black children. However, in South Africa, the Children's Act, responsive approaches such as beating, giving negative feedback the Children's Act 74 of 1983 now replaced by the Children's Act 38 of 2005.

No. 38 of 2005 changed in this regard from 1994 to 2005, presenting numerous policies and laws to safeguard young people from abuse. The Children's Act states that every young person who is in CYCCs has the right to be made aware of the behaviour that is anticipated of them by the CYCWs, the consequences of their

behaviour, and positive discipline appropriate to their level of development, as well as opportunities for learning and developing (South Africa: Act No. 38 of 2005, 2006).

In spite of these measures taken by the government, there are a substantial number of young people in South Africa who are still challenged by conditions that can be damaging to their development as well as their well-being. Many of these children are living in different CYCCs, where CYCWs are assigned to fulfil the duties of families, which comprise providing care to young people that is relevant to their developmental requirements (Malatji and Dube, 2017:11).

1.2 BACKGROUND TO THE PROBLEM

According to Hayles *et al.* (2018), children living in CYCCs frequently require care and protection from neglect and abuse as a result of breakdowns in their family structures. Residing in CYCC is a helpful experience for many young people, facilitating stability and consistency in care that then allows them to develop positive behaviours (Devaney *et al.* 2019:635). However, for young people who are consistently changing placements and caregivers, attachment difficulties may increase and, as a result, difficult behaviours might occur (John *et al.* 2019:120).

According Aksoy (2020:81), difficult behaviour is referring to any behaviour which interfere with child's development and learning. For the purpose of this study, challenging behaviours are those perceived by the CYCWs as aggressive, noncompliant, or disruptive within the child and youth care setting (Miller, 2014). Some of the challenges displayed by young people in CYCCs include but are not limited to severe tantrums, biting, hitting, bullying, and out of control conduct as well as verbal and physical aggression (Grey *et al.* 2018:396). According to Montroy *et al.* (2014: 300), these behaviours become challenging when they happen frequently and affect the wellbeing of others. The Children's Act safeguards the rights of young people in CYCCs from abuse and negative behaviour management strategies such as corporal punishment (South Africa: Act No. 38 of 2005, 2006). In addition to prohibiting negative behaviour, the Act encourages constructive strategies such as techniques to manage the behaviour of young people placed in CYCCs (Gershoff *et al.* 2018:627).

While CYCWs do not necessarily know the reasons for young people displaying challenging behaviours, it is essential that more proactive strategies be used to comprehend such behaviours (Green *et al.* 2022:740). Those approaches are projected to provide the relevant information, knowledge and skills to young people that will enable them to engage in behaviours that are more acceptable to abate situations that may threaten the wellbeing of both young people and CYCWs (Briggs, 2020). Positive behaviour management strategies are concerned with providing an environment that enables the young people to learn positive behaviours, rules and boundaries, resulting in self-control and positive behaviour (Gilbert *et al.* 2021). Studying challenging behaviour of young people in child and youth care settings from a strengths-based point of view will enable the formulation of positive strategies and approaches to managing these behaviours (Caiels et al., 2021).

The three CYCCs under study are located in Durban, KwaZulu-Natal and Child and Youth Care Centre 1 consists of seven cottages on the premises and provides residential care to 72 boys from the age of four to eighteen of all different races. Child and Youth Care Centre 2 was established in 1897 and accommodates over 62 young people, both girls and boys and receives a subsidy from the Department of Social Development to run the facility. Child and Youth Care Centre 3 was established 1895 and cares for both boys and girls in need and the facility has 37 children from various race groups in their care, ranging in age from six to eighteen years.

1.3 PROBLEM STATEMENT

Dowling and Barnes (2020) stated that difficult behaviours and breakdowns in the young person's family setting are some of the reasons young people are placed in CYCCs. CYCCs offer a comfortable setting to address the different issues faced by young people (Malatji and Dube 2017:101). Challenging behaviour displayed by young people in CYCCs is a matter of concern, and yet many CYCWs have insufficient skills and knowledge of the diverse behaviour management strategies to manage these behaviours (Nasiru *et al.* 2019). Better understanding of challenging behaviours from the viewpoints of CYCWs may help provide support that is more effective and interventions to improve quality-of-life for young people with challenging behaviours.

According to Mkhize (2021), various CYCWs in eThekweni are still using responsive approaches such as beating, giving negative feedback and physical or verbal punishment, as well as asking young people to leave the room for exhibiting improper behaviours. These approaches suggest that CYCWs have insufficient information about other behaviour management strategies that can to manage difficult behaviours (Sibisi, 2020:10). To enhance the skills and knowledge of CYCWs in eThekweni CYCCs regarding behaviour management strategies, then understanding the types of strategies CYCWS are presently using in CYCCs is necessary as a precursor to implementing better skills training for CYCWs (Delahooke, 2020). Internationally, a study conducted in England indicated that a lack of resources negatively impacted the quality of behavioural interventions for young people placed in CYCCs (Bywaters *et al.* 2018:56).

It is within the rights of young people to be protected from painful and insensitive conduct as well as punishment, as stated in the Constitution of South Africa (Act 108 of 2006). Ellem *et al.* (2019:98) stated that CYCWs' understanding of young people's behaviour could influence their judgements about how to respond. Therefore, clearly examining CYCWs' understanding and strategies of behaviour management is crucial. Hence, gaining more insight into the behaviour management strategies used by CYCWs and the challenges they face is vital, as this will allow the formulation of therapeutic and positive strategies and approaches to managing these behaviours.

This current research study's problem statement is that there seems to be an inadequate understanding and insufficient information on the behaviour management strategies applied by CYCWs in CYCCs. A clear understanding of this will result in recommendations on child, youth care work interventions, which could empower child, and youth care workers to better manage the behaviour of young people as well as formulate positive and effective behavioural interventions. The location of the study is three CYCWs in the eThekweni region of South Africa and the targeted sample is considered equipped and knowledgeable about challenges related to therapeutic behavioural intervention.

1.4 AIM OF THE STUDY

The study aim is to explore the behaviour management strategies applied by CYCWs at CYCCs in eThekweni.

1.5 OBJECTIVES OF THE STUDY

Abuhassna *et al.* (2020:3) defined study objectives as “the specific accomplishments the researcher hopes to achieve by conducting the study”. The objectives of this study are:

- To describe child and youth care workers’ experiences and understanding of behaviour management;
- To explore behavioural intervention strategies used by child and youth care workers in CYCCs
- To identify the challenges faced by child and youth care workers in the provision of behavioural interventions in CYCCs; and
- To explore the resources used to support therapeutic behavioural interventions at the CYCCs.

1.6 RESEARCH QUESTIONS

According to Busetto *et al.* (2020:2), a research question is "a question that a research project sets out to answer". Chun Tie *et al.* (2019) further stated that choosing a research study question is a vital element of qualitative as well as quantitative research.

- What is the CYCWs’ comprehension of young people’s behaviour?
- What intervention strategies do CYCWs use to manage behaviour?
- What challenges do CYCWs experience in their provision of behavioural intervention in CYCCs?
- What resources are provided to support therapeutic behavioural interventions in CYCCs?

1.7 DEFINITION OF CONCEPTS

Challenging behaviour: Wolkorte *et al.* (2019:1422) defined challenging behaviour as "internalising and/or externalising behaviour(s) that is perceived to be socially or culturally undesirable in a specific context by the person and/or the environment, and of such an intensity, frequency or duration that it is detrimental, stressful or harmful for the person and/or the social environment".

Child and Youth Care Work: according to Anglin (2013:56), child and youth care work is defined as "work with young people, as whole persons, in order to promote their social competence and healthy development."

Child and Youth Care Worker: is defined as an "employee who provide care and supervision for children in residential homes, child-care centres, kindergartens, hospitals, crèches and women's shelters" (Brown *et al* 2018: 660).

Child and Youth Care Centre: referred to a facility that provides residential care and therapeutic programmes for more than six children who are not living with their biological families (Lou *et al.* 2018: 88).

Behaviour management strategy: This strategy refers to techniques that child and youth care workers and other professionals can use to guide children to better behaviour to being the best it can be" (Ungar, 2020). These behaviour management strategies emphasise conserving positive behaviours and behaviours and decreasing bad behaviours.

1.8 THEORETICAL FRAMEWORK

A theoretical framework is referred to as a set of formal theory that will guide a study, developed through coherent, established description of certain phenomena (Grant and Osanloo, 2021). In order to explain the problem being studied, why that problem exists, and to present the study results, a researcher makes use of a theoretical framework as a structure. This study proposes a social learning theoretical framework to explore and understand CYCWs' behaviour management strategies.

Social learning theory (SLT), proposed by Albert Bandura, highlighted the significance of modelling, observing and copying the behaviours and emotional responses of others (Bandura, 1977). Moreover, SLT addresses the young people's short-term needs by supporting the use of organised settings that aid the young people in learning better ways to manage their own behaviours in that environment. Child and youth care workers can make use of the SLT to teach and encourage positive behaviours through the use of constructive reinforcement and rewards (Gunaretnam, 2021).

Social learning theory is especially applicable to the study since it describes the processes by which certain behaviours are sustained and, within the social environment, a new behaviour is learned (Bandura, 1977). In addition, SLT also encourages confidence in young people through positive responses. The SLT argues that encouraging communications will stand out in young people's minds, and they will be willing to repeat their positive behaviour. The SLT also focuses on the role of the environment in modelling and supporting positive behaviour in young people (Horsburgh and Ippolito, 2018:3). Similarly, the theory expresses that observing the behaviour in practice can encourage the young person to copy it. Child and youth care workers as role models can popularise as well as demonstrate the desired behaviour and the resulting benefits through modelling.

Furthermore, the SLT recognises the interaction that occurs between a child and their environment. The external environment is where a young person can witness an action, comprehend the consequences of that action, and be inspired to repeat and adopt it (Rumjaun and Narod, 2020:86). In the application of the SLT, the child is motivated to observe and copy the behaviour of others and see positive behaviour demonstrated. For instance, a young person who might be observing the CYCW may be more likely to adopt a similar way of handling angry feelings and learn positive skills for handling anger.

Child and youth care workers can use the power of peer influence to reinforce positive behaviour in young people by fostering a collective learning environment and encouraging positive social interactions. Moreover, CYCWs can create a synergistic effect that strengthens the implementation of positive behaviours. Peer-led activities

and group projects can facilitate the sharing of ideas and experiences, allowing young people to learn from one another's successes and challenges.

If young people observe an action and see encouraging results, they might copy that action, if they observe an undesirable consequence, they are likely to avoid that behaviour (Gweon, 2021). Social learning theory uses the milieu setting to understand that learning is also a mental process. Therefore, CYCWs can utilise structures of logical consequences as well as rewards to support young people in learning from their peers. Akers and Jensen (2017:39) highlighted that the sustainability of learned behaviours will depend on how they are rewarded or reinforced in a social setting.

Furthermore, in managing the behaviour of young people, CYCWs may employ SLT to assess the role models that the young person is often exposed to, which may strengthen violent, challenging behaviour or depress positive behaviour. After discovering the risk factors for the challenging behaviour, the CYCWs can use SLT to identify patterns of negative thinking that influence the child's emotions and behaviour, and then apply relevant intervention strategies to support positive behaviour. It is also worth noting that SLT cannot be used in isolation but strengthened with the attachment and family system theory.

1.9 RESEARCH METHODOLOGY OVERVIEW

This research study adopts a qualitative research methodology and an exploratory design using individual interviews. Asenahabi (2019:77) stated that the qualitative study is a method of scientific investigation that permits researchers to explore social experiences in individuals and have an improved understanding of the elements influencing these experiences.

The exploratory research study is designed to bring to light the way a phenomenon is established. It investigates a phenomenon of interest rather than only taking note of the incidents of the situation (Swedberg, 2020:20). It is particularly useful in discovering the complete nature of a less understood phenomenon. The study adopted an exploratory research design since the researcher aimed to determine the strategies that are being applied by CYCWs to manage the behaviour of young people.

The idea of behaviour management strategies applied in CYCCs has not been explored enough, mainly in relation to the strategies that are being applied by CYCWs.

Qualitative research enables the researcher to study people in their normal settings. and enables the researcher to interpret people's real-life experiences and perceptions concerning the phenomena under investigation (Allan, 2020:186). Therefore, the qualitative approach was most relevant to this study, as the aim was to contribute to one's understanding of behaviour management dynamics in CYCCs through exploring CYCWs' understanding of children's behaviour and the strategies applied in managing the challenging and disruptive behaviour of young people. It also seeks to investigate CYCWs' challenges in the provision of behavioural interventions and how they affect the quality of service to young people. The study further seeks to ascertain if there are resources and programmes offered by the CYCCs to enhance CYCWs' behaviour management skills and foster positive behaviours in young people.

Gatekeeper permission was obtained from three CYCCs from the eThekweni Region, Durban, KwaZulu-Natal. The study adopted a purposive sampling method, which is non-probability sampling and purposively selected sixteen CYCWs from the above-mentioned CYCCs. Semi-structured interviews were used to collect data up to the point of saturation. Semi-structured interviews were believed to be appropriate for the research study as they permitted the researcher as well as the participants to follow up on ideas in detail, embracing relevant subjects that the researcher may not have detected (Ahlin, 2019).

Additionally, the flexibility of semi-structured interviews made it easier for the researcher to generate answers from follow-up questions that were obtained through flexible questions. One-on-one interviews were conducted. A process of thematic analysis was adopted in this study to analyse the data. Throughout the study, ethical considerations were upheld, ethical clearance was obtained from the Institutional Research Ethics Committee (IREC) and the ethics clearance number is IREC 252/22.

1.10 SIGNIFICANCE OF THE STUDY

This research study of behaviour management in CYCCs seeks to explore the strategies applied by CYCWs when managing young people through an investigation of their understanding and experiences. Child and youth care workers encounter difficulties in their line of work, and these challenges hinder their efforts to deliver therapeutic behavioural interventions to young people and their families. A lack of understanding of these challenges hinder the successful implementation of interventions needed for these young people.

A better understanding of behaviour management strategies used by CYCWs will add to the body of knowledge that encourages effective behaviour management strategies and reduces stress for CYCWs in CYCCs. Moreover, CYCW's experiences will provide knowledge about opportunities that support the development of positive behavioural interventions. A skilled force will be valuable for CYCWs and organisations, in particular for young people. The research results will enhance the body of knowledge that highlights both staff welfare and organisational methods to support CYCWs.

1.11 FORMAT OF THE STUDY

The research study is structured as shown below:

Chapter 1: Introduction

This conveys detailed discussions of the context, problem statement, objectives and aim, significance, definition of concepts and structure of the current research study. It was noted that better understanding of challenging behaviours from the viewpoints of CYCWs may help provide more effective support and interventions to improve quality-of-life for young people with challenging behaviours.

Chapter 2: Literature review

Review of related prior research: This chapter focuses on prior research, textbooks, journal articles, and other resources related to the topic of this research study that will be analytically researched during the course of the study. The global historical

contexts of CYCCs, the theoretical framework of social learning theory and literature on behaviour management strategies is studied. The chapter also focused on methods and approaches used to manage young people's behaviours.

Chapter 3: Research methodology

Research methodology: This chapter provides an explanation of the study design and research strategy, the population, sampling method, data collection process method, data analysis, trustworthiness in qualitative research and ethical considerations. The chapter emphasises+ on the sample of CYCWs who work with young people and their families in three child and youth care centres in eThekweni.

Chapter 4: Data analysis and findings

This chapter focuses on the breakdown of data as well as the discussion of the results of exploring the behaviour management strategies that are applied by CYCWs at CYCCs in eThekweni.

Chapter 5: Conclusions and Recommendations

This chapter presents the conclusions, limitations and recommendations of the research study.

1.12 CONCLUSION

Chapter one outlined the background of the research study, presenting the context of the study problem as well as the objectives of the study. The key point of the current study is to comprehend CYCWs' strategies in managing the behaviours of young people in their care and the difficulties they face about behavioural interventions and suggestions. The subsequent chapter focuses on the literature review, covering the following topics: challenging behaviour of young people in CYCCs; methods and approaches used to manage young people's behaviour, difficulties faced by CYCWs in their behavioural interventions in CYCCs; and resources for therapeutic intervention.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The first chapter presented an outline of the research study, context of study, the research problem, the research questions, objectives, format of the study and its significance. An analysis of prior research will be presented in this chapter. The literature review focuses on methods and approaches to manage young people's behaviours in CYCCs as well as difficulties faced by CYCWs in behavioural intervention in CYCCs. Rudestam and Newton (2014) explained literature as some academic writing that demonstrate an understanding and knowledge of the academic literature that is related to a specific topic that is under study.

Child and youth care organisations are known as spaces of safety for vulnerable young people where healing and learning can take place. However, Dimba-Ndalen *et al.* (2022:63) highlighted that difficult behaviour in CYCCs might create a risk to the welfare of the children and hamper effective therapeutic behavioural intervention.

2.2 ETHICAL-LEGAL FRAMEWORK FOR CHILD AND YOUTH CARE WORKERS

The Children's Act of 2005 makes provision for the legal framework for the wellbeing of young people (Republic of South Africa, 2005). The Act, as amended, provides for early holistic interventions, prevention and child protection strategies, which include provisions for protecting young people from all forms of violence (Briggs, 2020). Agere (2014) further contended that the Children's Act of 2005 bans corporal punishment and also encourages CYCWs to make use of positive strategies in the provision of behavioural interventions to young people in CYCCs in particular.

The Bill of Rights under the Constitution of the Republic of South Africa safeguard the rights of all South Africans, that includes young people, and these embrace the dignity and the right to not be exposed to inhumane treatment as well as right to equality (Kilkelly and Liefwaard, 2019:52). Additionally, Font and Gershoff (2020:2) stated that the constitution provides supplementary rights to young people, which comprise the

right to protection from neglect, abuse, and maltreatment. Furthermore, Coertzen (2014:127) stated that the Children's Charter of South Africa (1992) provides for the right of young people to be protected from corporal punishment at home, at schools and in CYCCs. This literature demonstrates the laws that the CYCWs should abide by when dealing with young people in CYCCs.

The Children's Act (38 of 2005) describes a CYCC as an institution that is used for provisioning care to more than six young people outside their family settings according to a residential care programme that is tailored for the young people in the institution (Maseko, 2017). Briggs (2020) further stated that the Children's Act makes provision for the requirements of CYCCs, such as minimum standards, which are crucial guidelines that can be used by management and CYCWs working in CYCCs. Bani *et al.* (2018:4) contended that these policies do support the young people in their learning processes and also provide and sustain a secure environment for empowering them for development.

Van Sluijs *et al.* (2021:432) posited that the adolescence life stage is characterised by significant growth and development, and difficult behaviour is naturally linked to the adolescence life stage. Dimba-Ndalen *et al.* (2022:64) highlighted that when early adolescents residing in CYCCs show difficult behaviour that surpasses what is regarded as part of a healthy growth, these adolescents have a potential of placing themselves or others at risk. This was echoed by Baldwin *et al.* (2019:192), who also revealed that young people in CYCCs have been through numerous rejections and exclusions in their lives, as well as significant levels of child abuse and harm (Vostanis, 2021).

2.3 CHILD AND YOUTH CARE CENTRES: AN OVERVIEW

Child and youth care centres were established to make provision for safe facilities for young people by providing protection and care, safeguarding their development and facilitating their restoration (Wanglar, 2022: 382). According to Smales *et al.* (2020:810), CYCCs are prevalent in many countries globally and have a history of being used as spaces for safety for children who need care. Köngeter and Reutlinger (2022:267) further stated that in several countries, CYCCs remain an important

intervention for young people whose parents are unable to care for them sufficiently due to different challenges. Dozier *et al.* (2012:2) indicated that historically, in search of opportunities, for instance, parents often moved from one place to another due to work or educational commitments, and these movements profoundly affected their young children. Reutlinger (2022:267), who pointed out, supports this that CYCCs were known to have been established in response to social challenges that were caused by processes such as industrialisation and urbanisation, which left young people as being vulnerable to these changes.

Jedwab *et al.* (2019:56) echoed that CYCCs were introduced to save young people from complex and destructive situations. Additionally, Masten and Barnes (2018) highlighted that many of these young people in CYCCs come from abusive and neglected background and the child and youth care play a significant role in the provision of therapeutic interventions as well as assisting them to successfully prepare for their future. The challenging behaviour displayed by young people in CYCCs in Kwa-Zulu Natal may be similar to the one stated in the literature and thus would be a matter of concern.

2.4 CHALLENGING BEHAVIOUR OF YOUNG PEOPLE IN CYCCS

2.4.1 Definition of challenging behaviour

Nasiru *et al.* (2019) defined challenging behaviour as any:

behaviour that interferes with or has the potential to interfere with optimal learning or engagement in pro-social interactions or one that interferes with play or is likely to harm the child and those within the reach of the child.

The behaviours include both verbal and physical aggression, severe tantrums, biting, hitting, property destruction, self-injury and bullying. Tevis and Matson (2022:2) highlighted that everyday behaviours such as distraction, non-compliance, temper tantrums, withdrawal, self-injury, physical or verbal aggression, not settling for tasks, inappropriate vocalisations, and attention seeking happen more frequently, in the context of challenges faced by caregivers. Additionally, Oubrahim and Combalbert

(2021:210) indicated that these behaviours become difficult when they happen more often and they end up interfering with learning process and the welfare of others.

2.4.2 Inappropriate behaviour and contributing factors

Dimba-Ndalen *et al.* (2022:62) posited that some of the young people in CYCCs have behavioural difficulties that are influenced by several factors, for instance, environmental, sociological or psychological factors. This is supported by Glover (2018), who indicated that the experiences of young people with regards to low sense of belonging at the CYCC and a lack of trust are significant factors that contribute to the challenging behaviour. Oosthuizen-Erasmus and Adlem (2022) further stated that experiences, the prevailing environment and the strain related to dealing with emotions during adolescence are critical factors that result in challenging behaviour. Moreover, Malvaso and Delfabbro (2015:3563) stated that being placed in out-of-home care was linked to risks of behavioural outcomes, such as experiencing violence and difficult behaviours. Moodley *et al.* (2020:46), who indicated that the trauma from previous experiences as well as the current environment in some CYCCs has an influence on young people's behaviour, reiterated this.

Malchiodi *et al.* (2020) stated that young people often forcefully express their feelings to adults through different non-verbal methods. Martin *et al.* (2016) further suggested that the relational aspect of trauma related to maltreatment may result in young people being at risk of demonstrating difficult behaviour such as self-harm. Therefore, it becomes imperative for CYCWs to comprehend the relational context of young people's difficult behaviour, such as self-harm, along with the criticality of developing compassionate, trusting relationships (Rouski *et al.* 2021:419).

Furthermore, Modlin (2019:46) indicated that it is difficult for young people to live in a family home due to the challenging nature of their behaviours, hence they are often placed in CYCCs. These destructive and aggressive behaviours would include self-harm, running away, suicide attempts, physical assaults and verbal escalation. The histories of severe trauma underlie the behaviours of young people in residential care, this is often due to emotional, sexual and physical abuse as well as neglect (van Sluijs *et al.* 2021:430).

The young people in CYCC would have experienced some degradation, humiliation, chaos and fear, and the pain and hurt that they experienced is echoed in their behaviour (Modlin, 2019:50). Unfortunately, front-line CYCWs may not be equipped to sufficiently respond to the behavioural revelations of the underlying pain (Carlson et al., 2022). According to Yazdi-Feyzabadi *et al.* (2019:7), some of the young people engaged in challenging behaviours to satisfy their curiosity and feelings of pleasure, self-greatness and power and fulfil their self-esteem.

2.4.3 Contributing factors to behavioural challenges

There are several contributing factors to behavioural challenges and these include the following:

- **Biological factors:** Boyce *et al.* (2021) highlighted that certain biological conditions have been associated with challenging behaviours, as there appear to be genetic associations to schizophrenia and depression, as well as to dietary deficiencies, some neurological conditions and certain physical sicknesses and injuries. Additionally, from early childhood to mid-adolescence, Lewis and Plomin (2015:2171) conducted a study on heritable effects of genetic factors on behavioural problems. The evidence from the study indicated that genetic factors are vital for comprehension of unchanging distinct variances in behavioural problems from childhood to adolescence, though new genetic effects also enable modification of such behaviours. Yazdi-Feyzabadi *et al.* (2019:5) further stated that the masculine gender is a biological factor, which increases the likelihood of challenging behaviours in young people. The male gender may be more influenced by deviant peer pressure and would attempt to link masculinity with toughness and autonomy. Hence, the adolescent males would tend to be more involved in substance use and aggressive behaviour. In addition, McCoy *et al.* (2019:60) suggested that adolescent males have more tendency to take risks when compared to their female counterparts as a result of their social environments, which exposes them to more access to delinquent peers and less supervision from adults.

Furthermore, the adolescence life stage is characterised by considerable growth and development (Van Sluijs et al. 2021:432). According to Erikson,

developmental activities that occur during adolescence include establishing one's identity, constructing attitudes and emotions, exploring values, and achieving independence and autonomy from parents (Rügendo, 2019). The environment in which the adolescent grows often encompasses conflict and rebellion as the young people attempt to gain more freedom. It may thus be regarded as normal for the young people in the adolescent stage to rebel against expectations and rules, push boundaries, test limits and participate in risk-taking behaviour (Al Shehari *et al.* 2021:1435).

- **Family factors:** Shaqiri (2020) stated that young people who witness domestic violence tend to perceive violence as the best approach for conflict resolution and this traumatic childhood experience of violence can thereafter be practised in their relationships with others. The results of a study by Yazdi-Feyzabadi *et al.* (2019:2) indicated that challenging behaviours increase when parents do not build close relationships with their children. Consequently, these young people do not feel protected by the family, endure constant unjust criticism, are subjected to violence and experience autocratic parenting styles, increasing the probability of engaging in such behaviours.

Conversely, families that adopt a negligent parenting style would let their young people to do as they wish. Zakaria *et al.* (2022) highlighted that divorce, family conflict, domestic violence, separation in the family, mental illness within family, alcohol addiction, imprisonment, and prostitution are some of the key factors that contribute to challenging behaviour in young people. Additionally, sexual abuse, physical abuse, emotional maltreatment and neglect have all been associated with challenging behaviours in young people (Brassard *et al.* 2020). Additionally, family income, both low and high, is regarded as a risk factor for young people's difficult behaviour (Legate *et al.* 2019:400).

Donnelly *et al.* (2020) posited that troubled children and adolescents can disguise and conceal their ever-present and deep-seated psycho-emotional pain, and pain-based behaviours may exhibit disrespect, wilfulness, disobedience, excessive anger, moodiness, not being able to sit still.

- **School factors:** Rabiner *et al.* (2016:251) stated that lack of social skills may lead to social rejection by peers, resulting in heightened lack of interest and poor performance in school. According to Encina and Berger (2021:1455), young people's lack of sense of belonging to school has consequences that may involve the participation in deviant behaviour and gang-related difficulties, which escalate when young people lack a sense of belonging to their school. The research results by Johnson *et al.* (2020) indicated that the educational instability, as a result of changes in residential placement, led young people to completely disengage and lack of trust.
- **Community factors:** Within their communities, young people often get exposed to stressors, crime and gang violence which are associated with a tendency to face behavioural challenges (Kerig, 2019). According to Malecki *et al.* (2020:116), young people from lower-income families are at high risk of getting involved in challenging behaviours. Furthermore, the socio-economic environment in which a young person develop has an impact on his or her behaviour. If the young person happens to live within a poor economic environment and has to face a financial crisis to fulfil his or her needs, it will act as a triggering factor to get involved in challenging behaviour (Alderman *et al.* 2019). Additionally, Yazdi-Feyzabadi (2019:8) stated that accessing the internet, social disorder, inappropriate recreation, and access to drugs and alcohol enhance the chances of young people getting behaviourally challenged.

2.5 METHODS AND APPROACHES USED TO MANAGE YOUNG PEOPLE'S BEHAVIOURS

2.5.1 Recreation activities

Recreation is referred to as activities that are undertaken for pleasure when one is not working, CYCCs make use of recreational activities as a strategy in behavioural intervention (Quarmby *et al.* 2019:29). CYCWs undertake sporting activities, play with young people, offer social activities and communicate with them to build rapport, facilitate socialisation and make friends with their peers from the community (Junnarkar *et al.* 2021: 268). Participation in leisure activities is significant for the

development of physical and social well-being for all young people in child care facilities. It is a main goal and outcome for behavioural interventions by the CYCWs (Steinhardt *et al.* 2021:122). The activities comprise educational outings, sports, art, board games, dancing, drama, and singing. Recreational activities are crucial since they give young people a conducive environment to experience positive emotional, physical and social development in one setting (Siskind *et al.* 2022:340). Additionally, educational and sporting excursions are predominantly beneficial in supporting positive behaviour in young people, apart from the physical benefits that are derived from sports (Branquinho *et al.* 2020:2741).

Wilson and Barnett (2020) extended this view and indicated that recreation activities also have psychological advantages, as they can aid to prevent several mental disorders by cultivating a young person's self-esteem and self-confidence. When young people are helped to assert themselves in a desirable way, that environment encourages creativity and self-expression, development of advanced motor skills, which nurtures a child's intellectual capacity and positive behaviour (Quarmby *et al.* 2019:29).

2.5.2 Relationship building

Relationship building with the young people was specified as a way of managing their behaviours (Steinbrenner *et al.* 2020). Orúzar *et al.* (2019:127) stated that building positive relationships with young people lies at the centre of effective behaviour management and this enables the CYCWs to be drawn closer to the young people, thereby developing a sturdy basis from which behavioural change can occur. It has therefore become critical that the CYCWs use their relationships with young people as an instrument to aid them develop good relationships with peers and other supportive adults (Delahooke, 2020). This was supported by Ball *et al.* (2021), who indicated that safe and trusting relationships with CYCWs will enable the youth to advance their skills for forming and maintaining essential relationships with others around them. Additionally, the therapeutic relationship between young people and caregiver can be considered an important tool in CYCCs to achieve behavioural change (Mupaku *et al.* 2021:342).

Furthermore, Dierkhising (2020) highlighted that one of the most important behaviour management interventions is building relationships with the young people. This frequently facilitates openness, honesty and trust. Additionally, Franklin and Harrington (2019) stated that it is vital for a CYCW to nurture genuine, respectful relationships within the CYC settings. To satisfy this need, CYCWs should put more effort in building sturdy and lasting relationships that demonstrate their interest and love for the young persons in their care (Moore *et al.* 2018:69).

In a study by Price *et al.* (2018:395) stated the importance of empathy on the part of CYCWs in behaviour management and highlighted that empathic care can provide the traumatised young person some relief that there is someone who can perceive past their challenging behaviour so as to be in touch with their emotional experience. Hence, it is crucial for CYCWs to place themselves empathetically within the young people own emotional and relational environment while concurrently upholding a reflective, observing distance. In this way, the CYCW will be able to observe behaviour and interpret beyond the emotionally obvious meanings (Price *et al.* 2018:302). Eenshuistra *et al.* (2019:136) suggested that if CYCWs are empathic, comprehend the difficult behaviour, and gain clarity on the drive of intervention to deal with such behaviour, they will also need to be creative in planning and choice of strategies for interventions to achieve behavioural management goals.

Gilbert (2019:110) indicated that through therapeutic relationships, CYCWs are better able to cope with the difficult behaviour of young people and engage in effective treatment. Harder (2018:318) echoed this and stated that, for young people, positive relationships with CYCWs may aid them to address exclusion or feelings of low self-esteem so that they are empowered to be comfortable and confident to enquire on their needs.

2.5.3 Groups, one-on-one sessions and observations

Branquinho *et al.* (2020:2741) believed that young people tend to be more participative if they perceive that their contributions will make a difference and the CYCWs would listen to them. Group sessions encourage young people to engage with other people in a different manner, reflect on previous challenges, lessons learnt and skills that were

gained from these engagements (Bonet, 2020:63). Moreover, with the group sessions, the CYCWs can nurture values and encourage diversity and valuing each other's differences and celebrate their victories (Holmes, 2009:114). Staples *et al.* (2019:210) further stated that well-facilitated group sessions would improve within-group relationships, increase self-awareness and encourage the growth of vital life skills for the young people.

The purpose of the individual sessions is to create a safe space where young people can explore both negative and positive life experiences, reflect on their growth and make tangible advancement towards achieving their goals. It is also an environment where the relationship between the CYCW and young person is nurtured, developed and supported (Cohen *et al.* 2018; Mannarino 2012:530). The relationships that are developed from individual sessions affirm and build on strengths, nurturing the young people's resilience (Kothari *et al.* 2020). Additionally, creating a safe space enables the young people to celebrating victories after navigating through challenges with guidance and support, and learning from their mistakes (Gadzikowski, 2022).

According to Vosz *et al.* (2020), it is critical to demonstrate that the views of young people can influence the decision-making process and outcomes to fulfil their rights in behavioural intervention. This can be accomplished by soliciting feedback on views and experiences of the young people's participation in individual sessions, as well as providing feedback to these young people.

Reports on the observation of young people are given to social workers for the purpose of counselling them (Van Gink *et al.* 2018:355). This is supported by Rap, Verkroost and Bruning (2019:38), contended that if CYCWs can identify and assess the factors that trigger young people's difficult behaviour, they are better equipped to identify solutions to combat the behaviour. Additionally, Bailey *et al.* (2019) highlighted that from one-on-one sessions, CYCWs can utilise the strengths of the young people to change the difficult behaviour into positive behaviour.

Many of the young people in CYCCs come from communities where family violence, substance abuse, poverty and community violence are grossly rampant (Holmes *et al.* 2018). These traumatic events have an adverse impact on young people's

attachments and capability to develop meaningful relationships; hence, it is imperative that these issues are considered when managing their behaviour (Mattson *et al.* 2019). In addition, the experience of being detached from family, staying in a CYCC and coping with traumatic experiences are prominent issues to consider when developing strategies to manage young people's behaviours.

2.5.4 Life and social skills

Life and social skills sessions, which ensure that a young person's developmental stages can be fully comprehended, are acknowledged as some of the most effective behavioural interventions (Bond, 2020:27). These programmes include sessions on assertiveness, emotional care, HIV and AIDS, life skills and communication skills. The educational programmes are significant in promoting positive behaviour in young people (Garcia Yeste, *et al.* 2018:63). Van Assen *et al.* (2021) highlighted that talking to young people about peer pressure, alcohol and other drugs is an effective strategy for managing difficult behaviour in young people. Moreover, seeing beyond the young person's difficult behaviour and understanding where they are coming from will be essential for the young person to feel welcomed and feel good about themselves (Kaunda-Khangamwa *et al.* 2020:3).

Lusambili *et al.* (2021:2) highlighted that these programmes encourage young people to learn to be responsible while allowing them to practise the lessons learnt from life skills programmes in real-life context. Häggman-Laitila *et al.* (2018:136) stated that young people in CYCCs should learn practical life skills, such as washing, cooking, and shopping, and being helpful with household chores. Wanglar (2021) extended this view and highlighted that young people should be taught time management skills, computer skills and good eating habits and get a chance to learn cultural skills and social norms and values.

Brown *et al.* (2018:658) posited that CYCWs offered young people life skills sessions, such as assertiveness recreational programmes and emotional care, and educating them about communication skills, self-esteem, hygiene issues, substance abuse, teenage pregnancy, and Human Immunodeficiency Virus and AIDS. Child and youth care workers encourage young people to speak and communicate their emotions and

feelings in these programmes (Fraser *et al.* 2016). Ellis (2018:158) further highlighted that when engaging young people in conversations, CYCWs are encouraged to facilitate group sessions that focus on specific issues pertaining the needs of young people.

Allen *et al.* (2020:76) stated that social skills are crucial for sustainable interpersonal relationships and interactions, young people might benefit socially as well as scholastically if they learn socially acceptable behaviours. Kutnick and Manson (2021:167) further pointed out that young people who exhibit positive behaviours that are approved by child and youth care workers are more likely to display such behaviours again, thereby encouraging their peers to copy the appropriate behaviours. CYCWs can also accelerate behavioural intervention to facilitate the development of young people under their care by making use of the mood that prevails after certain events happened (Delahooke, 2020).

Demchenko *et al.* (2021:192) stated that giving young people opportunities to practice new skills will enable them to experience their improvement and simultaneously enjoy developing their identities into adulthood. Additionally, by celebrating young people's achievements as well as attending award evenings, competitions and school plays, CYCWs will be supporting young people to experience a sense of development and expertise (Naidoo and Van Schalkwyk, 2021:181).

2.5.5 Impact of negative behaviour management strategies

The effective behaviour management strategies that are proper for a young person's age and development, educate the young person to control their own behaviour, divert them from harm, and foster behavioural patterns that are imparted by CYCWS (Sege *et al.* 2018). However, the use of negative behaviour management strategies generally violates a young person's rights to dignity and physical integrity (Taussig and Culhane, 2019:52). Lum *et al.* (2018:66) posited that young people exposed to mistreatment were repeatedly found to have worse language skills in comparison to those who were not maltreated.

Mendenhall *et al.* (2021:148) stated that negative behaviour management strategies that includes punishment, including spanking, emotional and verbal and harm would foster obedience to authority through fear. In addition, depriving the young person of basic rights and needs such as clothing, food and access to family members will also foster obedience to authority through fear, as opposed to teaching the young people to take responsibility for their behaviour. Abbas *et al.* (2020:1416), highlighted, support this assertion that negative management strategies may lower the self-esteem of young people and may result in lifelong psychological damage such as rigidity, depression, heightened anxiety, and inhibition and even encourage suicidal thoughts, support this assertion.

According to Ngubane *et al.* (2019), negative strategies such as corporal punishment can result in young people resenting their learning experiences and placing less value on their healing processes. Many young people suffer from physical injuries such as broken bones, infections and illnesses due to corporal punishment. These injuries can affect young person's physical development since they can be painful. Burlaka *et al.* (2021) highlighted that negative punishment instils a sense of violence in young people and they will tend to perceive violence as an acceptable way of imposing their views on vulnerable or less powerful individuals.

Gershoff *et al.* (2019:2) also stated that when a young person is forced to tolerate injustice, his or her sense of dignity and self-confidence is damaged. The young person may then tend to distrust CYCWs who repeatedly use negative strategies, such as punishment. These negative experiences can lead a young person to thoughts of suicide, depression, aggression and a desire for revenge towards other people (Goldner, Lev-Wiesel and Simon (2019:886). Briggs (2020) extended this view and indicated that young people might become ashamed of themselves because of frequent humiliation and would thus require more time to learn social skills. On the other hand, young people who are regularly punished through corporal punishment commonly survive with slow cognitive and emotional development (Mushohwe, 2018).

2.5.6 Strengths-based approaches

According to Anderson (2021), strength-based approaches offer provide pathways for assessment, treatment and empowerment of young people so that they can achieve their maximum potential. It is worth noting that strength-based approaches are more preferred for CYC since they do not diagnose problems. Hodgkins and Prowle (2023), contended that strength-based work enhances young people's comprehension and realisation of their strengths, supported this and available resources to assist them overcome personal challenges. Devaney *et al.* (2022) stated that a strengths-based approach in CYC work focuses on recognising the strengths, needs and difficulties of young people and their families and acknowledges that families have a crucial role to play in the care of young people, and this cannot be substituted exclusively by professional interventions. Additionally, listening to young people's views and opinions and accommodating these perceptions when making decision will foster their growth into competent and responsible adults (van Bijleveld *et al.* 2020:287).

Toros and Falch-Eriksen (2021:1588) stated that the strengths-based approach includes an innovative way of viewing young people, accepting that despite having experienced challenges, the core belief that these young people have the skills, strengths, resources and capabilities to effect positive change in their lives. Through strength-based interventions, CYCWs in CYCCs create opportunities for young people to re-experience their sense of self differently. Additionally, the strengths-based approach is based on the development of a therapeutic relationship with young people and their support network (Daniel, 2020:26).

Van Hook (2019) highlighted that CYCWs can utilise the strengths of the young person to divert the difficult behaviour into positive behaviour during one-on-one sessions. Van Gink *et al.* (2018: 355) extended this view, arguing that an emphasis on strengths and positives, as well as concentrating on strength-based behaviour management in interventions with young people, is crucial in fostering positive behaviours in young people.

2.5.7 Modelling as a behaviour management strategy

The strategy of modelling positive behaviour is regarded as observational learning; the young people develop their behavioural habits by observing others (Akers *et al.* 2019:115). Hope and Van Wyk (2018:422) indicated that one of the strategies used by CYCWs to manage young people's difficult behaviour is through modelling good behaviour. For instance, a young person who might be observing a CYCW demonstrating composure and not blaming others or making accusations when angry with a colleague, may be more likely to adopt a similar way of handling angry feelings and learn positive skills for handling anger (Moore *et al.* 2018). Haslip (2019:532) further argued that CYCWs make use of their engagement with young people to model behaviours that contribute to a caring and safe environment by valuing and demonstrating respect for all young people under their care. Briggs (2020) stated that as young people observe the adults treating others with respect, they then see the benefit of behaving in a similar way.

Gharabaghi (2022) further stated that CYCWs model positive behaviour by building a positive relationship and respecting young people, thereby creating conducive learning and healing environment. Hence demonstrating the ability to comprehend and manage behaviour, as well as providing specific, constructive feedback to young people as they develop is vital (Li and Bates, 2019).

2.5.8 Positive reinforcement

According to Little *et al.* (2020:10), positive reinforcement is the act of encouraging positive behaviour in young people. A positive reinforcement strategy is aimed to educate young people to follow social rules, both within and outside the organisation, without using emotional or physical violence (Honsinger and Brown, 2019:130). The positive reinforcement approach is embedded with respect for young people's rights and the belief that they have to be treated with dignity, have the right to a safe environment, respect, and have the right to be free from violence (Birhan *et al.* 2021).

Moreover, a positive reinforcement strategy emphasises building on young people's strengths as opposed to critiquing their weaknesses, and CYCWs use positive

reinforcement such as rewards to foster positive behaviour in young people (Rothenberg *et al.* 2019:722). Morawska, Dittman and Rusby (2019:44) who pointed out that when CYCWs apply positive behavioural strategies in managing the behaviour of young people under their care, the young people's self-regulatory skills are enhanced. Additionally, positive reinforcement involves giving young people clear guidelines on acceptable behaviour and then supporting them to abide by these guidelines. The positive reinforcement approach fosters the young people's problem solving skills and participation while concurrently encouraging CYCWs to be positive role models for the young people under their care (Steinbrenner, 2020).

2.5.9 Redirecting as a behaviour management strategy

Redirection is a strategy that CYCWs make use of to help young people understand what appropriate behaviour is and how to manage their behaviour (Yi and Dixon, 2021:59). Shiota (2021:223) extended this point of view and stated that redirection strategies are used to promote positive behaviour, prevent injury, and promote learning and exploration. Agazzi *et al.* (2020:80), who contended that redirecting behaviour is a preventive strategy for directing a young person from an inappropriate behaviour before it escalates to an alternative appropriate behaviour, supported this. Meyer *et al.* (2021:170) extended this view and pointed out that the strategy of giving the young person alternatives to challenging behaviour helps maximise learning and healing for all the young people in CYCCs.

2.5.10 Planned ignoring

Planned ignoring or attention extinction is an intervention strategy mostly used for mild behavioural challenges that emanate from attention seeking and power struggles (Lieneman and McNeil, 2023). Planned ignoring is characterised by no physical response, no verbal response or a lack of eye contact, thereby depriving the young person of the anticipated attention. Attention extinction occurs without making the young people aware that their actions are not in harmony with the cottage rules or CYCC routines. Vijayan, Chakravarthi and Philips, (2016) extended this view and stated that those behaviours management strategies do not significantly distract other

young people or interfere with their routines, and it is an effective strategy for such behaviours as the reinforcer for the behaviour is removed from the scenario.

According to Briggs (2020), the CYCW is required to determine which behaviours need intervention, such as physical harm to others or self, damage to property, and which behaviours can stop on their own, as well as determining which behaviours are ethically or morally wrong. Delahooke (2020) highlighted that the main factor in using planned ignoring strategy is merging attention extinction with positive reinforcement for acceptable and positive behaviour, and by intentionally ignoring certain behaviours, the young person may eventually stop the behaviour. The goal of the planned ignoring strategy is to teach young people that challenging behaviour is not going to lead to the results that they are looking for (Vinen *et al.* 2022:3).

2.5.11 Natural and logical Consequences

According to Leijten *et al.* (2022:135), logical consequences are actions that CYCWs apply that logically follow from the young person's behaviour but are not arbitrarily punitive. This is supported by Tena Luna (2021) who contended that to be effective, logical consequences must be directly linked to the child's behaviours, respectful of the young person, and reasonable to both the young person and CYCW. A study by Bierman *et al.* (2019) further pointed out that the goal of setting consequences is to assist young people in making progress toward modelling appropriate behaviour and in order to nurture that development, consequences are required to have a clear connection to the behaviour involved.

Additionally, Leijten *et al.* (2019:181) highlighted that young people will most likely comprehend and respect the rules if they are made aware of the consequences in advance and the consequences are constantly applied and are relational. According to Sloan *et al.* (2020), making use of natural consequences, the CYCWs allow the outcomes of a particular behaviour to naturally flow from the act and let the young person make own conclusions from the occurrence of events. The purpose of consequences is to aid the young person to reflect by undergoing the reality of the social order (Sloan *et al.* 2020). Nevertheless, Rose, Gilbert and McGuire-Snieckus (2015:1768) highlighted that when consequences are used, they must be a discussion

with the young person in such a way that they help them gain self-control skills and encourage the young person to make positive behaviour choices.

2.5.12 Setting rules and limits

According to Hlungwani and van Breda (2022:138), setting rules and limits is essential to managing the behaviour of young people in CYCCs. This was further echoed by Burden (2020), who pointed out that establishing and enforcing rules is an effective way to ensure consistency in behaviour management and thereby reduce behavioural challenges in young people in CYCCs. Brown *et al.* (2019:220) further argued that rules and limits help young people learn about responsibilities and significant life skills and help them feel safe. Moreover, Knust (2023) indicated that having rules and limits in CYCCs reduces the risk of young people being involved in difficult behaviours such as drinking alcohol, using drugs and smoking. Additionally, rules and limits teach young people positive behaviour and give them opportunities to improve some of their skills (Kehoe, 2018:190).

In CYCCs, young people should be involved in the process of making rules by the CYCWs, which contributes to nurturing a sense of self-importance, and subsequently, that would develop a sense of responsibility (Rozvadovska, 2020:191). Smales *et al.* (2020:810), who contend that when young people participate in the development of rules, it becomes easier for them to obey and respect these rules. Additionally, rules and limits empower the young people in CYCCs and contribute to their development of a sense of belonging (Chimange and Bond, 2020).

2.5.13 Life Space Interventions

Life space intervention is the therapeutic usage of day-to-day life events in child and youth care settings where CYCWs would share life space with the young people (Brennan, 2022). The life space intervention approach utilises the potential for communicating with young people with difficult behaviour through shared life experiences. The CYCWs make use of the daily life events to aid the young people to gain a better understanding of their life experiences. The understanding of life experiences underpins the intervention, which is aimed to help the young people gain

control of their environment and prepare them for independent living (Cumming et al., 2022).

Life space intervention aims to intervene through emotional first aid on the spot whereby the young person masters the tasks that are vital for progression through the childhood developmental stages and adolescence. In addition, Life space intervention aims to intervene through the use of life events where the CYCWs make of use daily events to gain understanding of the behaviour of the young people's in the context of past and present experiences and to help them learn positive behaviour (Sappok et al., 2022).

2.6 CHALLENGES FACED BY CYCWS IN THE PROVISION OF BEHAVIOURAL INTERVENTION IN CYCCS

CYCWs are faced with several challenges concerning the management of behaviour of young people under their care (Smith *et al.* 2021:1984). Briggs, (2020), pointed out that managing difficult behaviour is a particular source of stress and young and inexperienced CYCWs lack confidence in their behaviour management skills and often struggle to manage the behaviour of young people under their care, further echoes this.

2.6.1 Training of CYCWs

McKibbin and Humphreys (2019:420) indicated that CYCWs play a demanding and complicated role in the care of traumatised young people. In many cases, these workers have the less or no specialised training for childcare work. Briggs (2020) extended this point of view and stated that education, training and support of CYCWs is therefore imperative to ensure and improve the quality of behavioural intervention for young people under their care. This objective can only be directly accomplished through the development of CYCW's skills and knowledge, and indirectly by enriching their perception of their own feelings of self-respect and self-esteem (Schindler, 2019).

Little and Maunder (2021) stated that a workforce that is trained and supported would develop a layer of therapeutic understanding for young people in a world where their perception of positive adult relationships is fragile or non-existent. Schelbe *et al.*

(2017:58) also posited that CYCWs face an additional challenge when it comes to effectively implementing activities and programmes that are relevant to the young people's specific needs. Magnuson further echoes this and Schindler (2019:64), who pointed out that young people who have been abused or neglected, will require additional understanding and support; hence, behaviour management skills are an essential tool for CYCWs.

Moreover, Iversen and Heggen (2016:189) stated that some of the CYCWs in CYCCs who have not been trained to work with young people depend on their life experiences and workplace experiences to comprehend the circumstances that underlie traumatised and emotionally disturbed young people, and this can hinder their efficacy in providing interventions for these young people. Poet, Dykes, and Carelse (2022:85) extended this view and argued that ensuring the skills training of child-care workers by CYCCs is equally important in order to achieve a positive behavioural outcome for young people under their care. Additionally, having a clear understanding of the types of behaviour management approaches that are effective in promoting positive behaviour and healing in young people is vital to caring for children (Briggs, 2020).

Garst *et al.* (2019:2) stated that by facilitating behaviour management skills training, CYCWs will be better equipped to improve positive behavioural intervention and be able to manage the aggressive behaviour of young people therapeutically and effectively. However, in their study, Wanglar (2021) stated that many CYCCs struggle with funding, which makes it difficult for them to train CYCWs in cultural diversity competencies.

2.6.2 The ratio of child and youth care workers

Child and Youth Care Centres characteristically have few CYCWs, which makes it difficult to provide love, care, social and behavioural intervention to young people under their care (Gharabaghi, 2019). Even though CYCWs might have the best intentions and experiences, they might find it difficult to care for ten young people under their care with the same level of support as a family of five or six children (Wanglar, 2021). In a study by Abdullah *et al.* (2018:455), the findings indicated that working in shifts negatively affects CYCWs' behavioural intervention with young

people under their care. These inconsistencies in care are believed to not give the CYCWS the opportunity to pay full attention to the young people's emotional and physical needs. The study further found that most CYCWS were unable to build sustained relationships with children in care because the caregivers were continuously moved to other units. The shortage of staff was stated as negatively impacting the consistency of behavioural intervention as CYCWs will be constantly moving to different cottages at all times and might not have sufficient time to develop continued interactions with the young people, which could hinder positive behavioural outcomes for the young people (Darkwah *et al.* 2017:61). Moreover, insufficient staff resources and pressure on services result in limited time available for CYCWs to spend in contact with young people and, therefore, to form therapeutic relationships. Staff rostering in CYCCs and the use of short-term contracts as well as rotating shift employees and contract employees means a lack of permanent CYCWs who have knowledge of the historical context of the child's difficult behaviour in times of behavioural crisis (Polacsek *et al.* 2020:480).

2.6.3 Peer Pressure

Peer pressure is described as a feeling that one should do something because one wants to feel accepted and valued by peers of one's age and social group (Ryan and Ryan, 2019:100). Zakaria *et al.* (2022) also stated that peer pressure occurs when teenagers make decisions to attempt to be accepted and valued by friends such that one would end up executing aberrant actions against their beliefs or will. Costello and Hope (2016) who pointed out that young people's personalities stated that this view and attitudes are shaped by the desire to belong to a group of peers or friends and that they tend to turn to their peers whenever they feel dissatisfied with their family.

Berndt (2018:59) further stated that adolescents are more vulnerable to peer pressure, as peer's influence their behaviour, acceptance from the peer group is regarded as critical during adolescence. This is supported by Vanden Abeele *et al.* (2014:7), who contended that, for acceptance, young people would have a tendency of acting without thinking critically about the consequences of their behaviour and the anxiety of being accepted by their peers leads young people to display challenging behaviours.

Mukushi *et al.* (2019) stated that when young people comfort one another and discuss their challenges, they would perceive that the advice from the CYCWs is not relevant. The young people would then develop a spirit of rebellion, and drug abuse becomes common, particularly if they had formed gangs or belonged to some cliques. Briggs (2020) highlighted that young people in CYCCs were influenced by peer pressure, and since most of them would have experienced similar traumatic circumstances, they perceive themselves as a distinct group. They develop their own sub-culture by rejecting the standard norms of what society expects of young people, which in most instances is detrimental to their psychological and social development (Waite-Jones and Rodriguez, 2022:146). The study has found that peer pressure and peer groups can be strong forces in sustaining productive, orderly and positive behaviour and rehabilitative environments.

2.6.4 Funding challenges

The study by Darkwah *et al.* (2017:60) revealed that funding is a challenge to several CYCCs, which results in CYCWs being underpaid, demotivated and unable to focus on the provision of their services to young people. Insufficient resources are one of the critical challenges that negatively affect the CYCWs' ability to support effective behaviour change in young people (Dimba-Ndaleneni *et al.* 2022). Hope and Van Wyk (2018:422), specified that the lack of essential resources is one of the main challenges faced by CYCWs in behavioural interventions and this negatively affects the implementation of essential therapeutic activities, supported the assertion.

According to Molepo and Delport (2015:152), the donor base in South Africa has decreased swiftly in recent years and the CYCCs has become underfunded and fail to reach all the young people who need these services. In addition, even if the government and donors' funds are combined, these two sources of funds are insufficient to fund all the necessary services. The subsidies that are provided per child in CYCCs vary according to the ownership of a specific CYCC. Daley *et al.* (2018:934) who contended that insufficient financial resources negatively affect the implementation of behavioural interventions and physical activities in CYCCs supported this viewpoint. According to Mukushi *et al.* (2019), poor funding has led to some of the CYCCs having an inadequate number of CYCWs and with this, the ratio

of young people to a CYCW becomes an issue of concern as this inescapably adversely affects the quality of care and support young people get. The higher ratios of young people to a CYC deprive young people of attention and support, which are crucial in developmental stages such as social, cognitive and language development (Stallworthy *et al.* 2022). Furthermore, the Children's Act of 2005 requires all young people to be provided with adequate clothing and nutrition, and all young persons should be treated the same despite the resource constraints (Malatji and Dube, 2017:112). Additionally, it becomes difficult for CYCWs to provide behavioural interventions to the young people under their care if there is insufficient funding (Beaulieu *et al.* 2019:558).

2.6.5 Workplace support

Smith *et al.* (2021:1984) indicated that insufficient support is one of the challenges faced by CYCWs in CYCCs and is a barrier to meeting the aim of providing behavioural intervention to the young people under their care. Lamothe *et al.* (2018:14) extended this view and argued that lack of structured supervision, insufficient number of employees and insufficient support for motivating staff do remain challenges for CYCWs in their work with young people under their care.

Furthermore, long working hours, working shifts, and being on standby are some of the challenges faced by CYCWs as they take away their family time and that affect them socially (Steinlin *et al.* 2017:162). The expectation of immediate change in young people is a challenge for CYCWs, who sometimes put all their energies into helping the young people. Young and inexperienced CYCWs find it challenging to effectively handle the job expectations (Harker *et al.* 2016).

Frost and Mills (2019) indicated that delayed feedback from management is a challenge for CYCWs, as this results in certain programme initiatives not being provided to young people with behavioural challenges. Briggs (2020) contended that CYCWs may resort to alternatives after requesting resources to use for young people's programmes, yet receive some delayed feedback from management. Mkhwanazi *et al.* (2018) extended this point of view and argued that not receiving a timely response to inquiries may result in CYCWs feeling undermined and not being heard and

acknowledged by CYCCs. According to Lamothe *et al.* 2018:310), lack of immediate tangible results is one of the challenges faced CYCWs in CYCCs.

2.6.6 Challenging behaviour of young people

Most young people who come into care face difficult life challenges, and unfortunately, CYCWs are not always equipped to sufficiently respond to the behavioural displays of their underlying pain (Loomis and Felt, 2021:109). This is in line with Holden and Sellers' (2019:65) assertion that most young people who come into CYCCs face difficult life challenges, and as such, it is crucial for CYCWs to promote an environment that nurtures the socially competent behaviour of the young people. Among other things, this means introducing norms and rules for living together. Furthermore, Hope and Van Wyk (2018: 425) indicated that CYCWs in some CYCCs are threatened, verbally or even physically by the young people and this is even more difficult for CYCWs who are living at their workplace and do not always have opportunities for time out.

Molepo and Delport (2015:152) posited that CYCWs struggle to manage the behaviour of young people who show violence towards other young people under their care. Some young people use their school bags to carry dangerous weapons to school and may resort to substance abuse thereby leading to CYCWs being concerned about their safety and fearing for their lives (Frosch *et al.* 2019:446). McKibbin and Humphreys (2019:420), echoed this and stated that young people who come from abusive upbringings have a tendency of reacting in differing ways in a CYCC. The study revealed that some young people have feelings of guilt, lack trust, and have trouble comprehending the basic concepts, and are therefore devoid of instinctual control. It is therefore likely that these young people will display aggression, whether verbally or physically. Lukšík (2018:715) extended this view and highlighted that some of the young people in CYCCs have been homeless and suffering from developmental delays and behavioural challenges. CYCWs often struggle to manage the young people's behaviour and face challenges when attempting develop interventions for them.

A study by Rouski *et al.* (2021:420) highlighted **the need for an awareness in CYCCs on the social aspect of self-harm and how it will affect the CYCWs' work with young people.** This is vital when negotiating the complex role of CYCWs in providing therapeutic behavioural management. The CYCWs should understand how their own emotional responses to self-harm might affect their capability to make provisions for efficacious therapeutic care. Jacobsen *et al.* (2020) pointed out that CYCWs who work in different shifts could relate differently to young people with difficult behaviour since their approaches and beliefs to the same behaviour would be different, thus young people might notice and then manipulate the situation.

Moreover, CYCWs face challenges of unrealistic expectations set at some organisations when managing the behaviour of young people under their care (Atilas *et al.* 2021:67). As a result, CYCWs may be less tolerant and sensitive towards young people's needs since they would tend to perceive young people's behaviour more negatively and have fewer good interactions with young people, which in turn may exacerbate young people's behavioural difficulties (Loomis and Felt 2021:107).

2.6.7 Placing young people with different problems together

Wanglar (2022:382), stated that young people in CYCCs come from diverse backgrounds with different difficulties, and they work together in one office without any privacy. Hickie and Roe-Sepowitz (2018:20) indicated that CYCWs find it difficult to provide distinct attention to each young person's behavioural and emotional challenges. Dierkhising *et al.* (2020) contended that young people who are victims of abuse face challenges on adjusting to CYCC life when compared to other young people since these young people are often stigmatised. Staines and Selwyn (2020:98) highlighted that when young people are placed under the care of people who are not their parents, their lifestyle does change significantly. Although CYCCs help young people to move away from an unsafe environment, when one leaves their actual home behind, it becomes a traumatic experience. As a result, it is difficult for the young person to focus on specific and vital aspects of life, such as healing process and education.

2.6.8 Young people's sexual development challenges for CYCWs

Adolescents who struggle to find their sexual identity or those who struggle to manage their sexuality appropriately gives challenges to the CYCWs who are providing the care (Häggman-Laitila *et al.* 2019:634). This relates to children who could be displaying deviant sexual behaviour or feel they belong to a sexual minority groups. Alderman *et al.* (2019) contended that even though CYCWs expected young people to show some sexual behaviour, it is important for CYCWs to comprehend the sexual behaviour that is inappropriate for the young people's age when managing such behaviour.

Teenagers are often crowded with developmental concerns where they question their sexual preference (Lovell and White, 2018). Van Steenis (2021) argued that understanding the inappropriate sexual behaviour of young people under their care when managing such behaviour is equally important for CYCWs in CYCCs. Concurrently, the average age at which a young person identifies as bisexual, lesbian, transgender or gay is decreasing and CYCWs are increasingly confronted by challenges related to gender identity and sexual orientation from children who are in primary school (Van Steenis, 2021).

2.6.9 Lack of training for CYCWs to manage children with special needs

Supporting and facilitating the optimal development of young people with both special and normal developmental needs is one of the training needs for CYCWs; hence, there is a need for CYCWs to have the necessary skills and qualities to work with young people (Parry *et al.* 2022:213). CYCWs with little training in conditions such as Oppositional Defiant Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) may have fewer positive attitudes towards young people with such conditions. According to Mitra and Hodes (2019:190), some of the young people placed in CYCCs suffer from a variety of behavioural and psychological disorders, including ODD and ADHD. Lee (2016:120) stated that some of these young people are thought to be a threat to themselves and other people around them.

CYCWs that have less knowledge may also perceive the acceptability and usefulness of various intervention approaches differently from those with more knowledge (Greenway and Rees, 2020:32). Owen *et al.* (2021:947) highlighted that some of the

CYCWs in CYCCs face challenges in helping some young people with special needs, and some of them resort to negative methods such as beating and punishing the young people who do not behave accordingly. Wilson and Barnett (2020) contended that young people with special needs in residential care centres display behaviours that pose a huge challenge to CYCWs and place them and other young people at risk of physical harm.

According to Bayat (2019), challenging behaviour by young people is generally an indicator of distress. However, instead of involving the young people in caring activities, child and youth care workers might interpret such an indication as a challenge in itself. In place of making use of the signal as an opportunity to better understand the young person's needs and formulate relevant programmes to meet the young person's needs, the CYCWs may punish the young person and suppress these symptoms.

2.6.10 Multidisciplinary team challenges for CYCWs

According to Häggman-Laitila *et al.* (2018:135), in order to promote consistent interventions within the multidisciplinary team, it is important that there is regular, accurate and honest communication, so that all the needs of young people in CYCCs are ultimately fulfilled. Johannisen (2018) argued that because CYCWs are the first line of defence in managing the behaviour of young people under their care, it is equally important that they get more support from colleagues, management and social workers.

There is a tendency for managers and social workers to disempower CYCWs employed in CYCCs (Delahooke, 2020). In their study, Westphaln *et al.* (2022) highlighted that administrative and systematic obstacles often hinder behavioural interventions in CYCCs, given the various professions and agencies typically represented within multi-disciplinary team. Griffiths and Royse (2017:82) further stated that besides not being fully involved in decision-making, some organisations make it very difficult for CYCWs with their unrealistic expectations towards them.

2.7 RESOURCES FOR THERAPEUTIC INTERVENTION

In South Africa, children in child and youth care centres are often accessible to developmental, recreational and therapeutic programmes (Children's Act, 2005). The developmental programmes focus on independent living, life skills, victim empowerment, after-care, family preservation, and income generation (Children's Act, 2005). These programmes are aimed at enhancing the wellbeing of the young people so that they will be capable of taking care of themselves once they leave the care centres (Wilson and Barnett, 2020). Additionally, when the young people are reunited with their families, they will have been empowered to be resilient, independent and ambitious regardless of their past living circumstances (Smales *et al.* 2020:810).

2.7.1 Developmental programmes

Developmental activities focus on aiding young people to obtain suitable skills to facilitate the change of their behaviour so that they eventually become integrated into the society (Goldberg *et al.* 2019: 776). The CYCCs offer programmes such as family preservation, independent living and life skills for young people that would have disengaged from the CYCCs, and income-generating programmes (Parmenter, 2021:8).

Independent living skills are described as the skills that young people need to take care of themselves and their daily needs without the CYCWs' supervision. These skills comprise cooking, doing laundry, taking care of personal needs, cleaning, and going shopping (Armstrong-Heimsoth *et al.* 2021:290). Learning to cook a meal can help young people develop a greater sense of autonomy and acquire skills that they will use after exiting the CYCCs (Barnett, 2020:267). Additionally, equipping young people with these skills is essential for them to develop the competencies for coping with life away from the CYCC and also experience a sense of agency and develop confidence as they transition (Rani and Choudhary, 2019:33).

Moreover, CYCWs offer sporting activities, play with young people, accompany them to social activities and communicate with them to build rapport and facilitate socialisation and make friends with their peers in the community (Junnarkar *et al.* 2021: 270).

Moreover, CYCWs teach young people under their care communication skills by allowing them to answer phone calls and public speaking by giving them the opportunity to co-host organisational events; as well as the opportunity to type letters to donors in order to learn typing skills (Holloway and Long, 2019:763). Poquet and De Laat (2021) further stated that engaging young people in the daily operations of a group or organisation would help them to develop a sense of ownership and mastery in relation to their own development and aids in building and practising their skills.

Furthermore, CYCCs make use of outdoor camping activities. Experiencing new things makes life enjoyable for young people, and a break from the routine by doing something fun may help young people take their minds off the treatments or limitations they sometimes feel as well as create memories that last (Harper *et al.* 2019). Additionally, with outdoor activities, young people gain new skills such as problem solving skills, gain new social skills and learn responsibility to increase their self-esteem (Ferreira, 2020:23).

Ball *et al.* (2021) further stated that CYCCs nurture a culture of interdependence, focusing on empowering young people to develop a support system around them as they foster the Interpersonal skills that are required to match the demands of adulthood. Loebach and Cox (2020) further stated that self-care and life skills are some of the outdoor programmes that give young people in CYCCs the chance to try out-of-the ordinary activities, and children develop supportive relationships through bonding activities, not only with other children but also with the CYCWs.

2.7.2 Psychosocial support

Psychosocial support is the continuing support and care that is provided to an individual to meet the right mix of physical, cognitive, emotional, social and spiritual needs through interaction with other individuals and the environment (Hiller and Clair, 2018:108). A psychosocial approach focuses on holistic, broad-based preventative programmes that develop coping strategies and promote resilience in young people, moving away from focusing on individual clinically based diagnoses (Nwankwo and Otaru, 2021:399).

Rouski *et al.* (2021) conducted a study on the experiences of children who self-harm in CYCCs, with a specific emphasis on the influence of the care setting on self-harm. The results of the study highlighted the significance of comprehending self-harm relationally. The approach of focusing on the influence of the care setting is of particular importance for exploring self-harm of young people in CYCCs (Ho and Funk, 2018). The results indicated that young people acknowledged their necessity for support with their self-harm.

Mehlum *et al.* (2019:1113) stated that it is crucial for CYCWs to support the young people in making sense of their difficult behaviour, maintain conversations on how their life stories might have influenced their behaviour, such as self-harm, as opposed to perceiving it as attention-seeking behaviour. Therefore, it is essential that CYCWs gain an understanding of the effect of traumatic childhood experiences, linking these experiences to difficult behaviour and regulating emotions when managing young people's behaviour (Stepleton, 2018:82; Brendtro and Brokenleg, 2009). Brown *et al.* (2019) highlighted that by providing alternatives in terms of the parenting model and experience of a caregiving relationship, these high quality and supportive relationships between young people and CYCWs are foundational to young people's recovery from neglect and abuse.

CYCWs in CYCCs use therapy sessions as one of the behavioural management interventions to assist young people manage their anger (Rosen, 2020). Therapy is an important element in an overall strategy to support young people so that they overcome traumatic experiences from their past that might hinder their progress in life (Metzger *et al.* 2021:18). Furthermore, therapy is vital for young people in child and youth care centres, as many of them inevitably experienced several emotional problems that result from abuse and maltreatment. Therapeutic programmes that are provided in CYCCs comprise psychosocial support, individual and group therapy, play therapy, grief and trauma counselling (Goodyear-Brown, 2019).

Therapy is one of the main programmes offered to young people in CYCCs. Young people with behavioural challenges is often referred to social workers or psychologists where they may be assisted (Wilson and Barnett, 2020). CYCCs are also doing a great job placing young people in relevant programmes that address their emotional

wellbeing and psychological problems in particular, as prescribed in the Children's Act of 2005.

2.7.3 Counselling

The counselling process is a continuous, recurring series of interactions whereby the counsellor and client collaboratively set project outcomes, express and implement action plans, and assess progress towards a goal or a set of goals (Qu *et al.* 2018). Carr (2019:154) stated that the vital aim of counselling in CYCCs is to enable the young people to make their own choices, reach their own decisions and act upon them. Together with the young person, the counsellor identifies things that might currently get in the way of the young person's healing process and collaboratively considers whether those might become treatment goals (Clemens *et al.* 2020:740).

The treatment goals would therefore increase positive peer interactions and the use of coping skills to manage anger. This would help the young person to be able to work with others as a team and interact positively (Supriyanto, 2020:178). According to Wilmots *et al.* (2020:277), good counselling leads to positive changes in attitudes and behaviours of young people. Group counselling and individual counselling are used in CYCCs to help young people on their journey of healing from the traumatic experiences from their past and support positive behaviour.

2.7.4 Spiritual empowerment

Spiritual empowerment is viewed as a crucial element for the modification of young people's behaviour to improve their psychosocial functioning (Kapur *et al.* 2022). A number of CYCCs in eThekweni are run or owned by religious institutions that have a minister of religion who is also spiritual coordinator and assists the young people with religious issues, and enable the organisation to deploy spiritual awareness as a means of amending young people's behaviour (Roche, 2019). The literature reveals that most CYCCs would ultimately ensure that all young people's belief systems are embraced and valued.

Gatwiri *et al.* (2021:833) further stated that the young people have a need and right to maintain ties to their spiritual and religious heritage; hence, the opportunities offered

by the CYCCs are essential and will enable the young people to develop their spiritual needs. Moreover, Yazdi-Feyzabadi *et al.* (2019:5) indicated that strong religious beliefs can be a prevention to challenging behaviours in young people.

2.7.5 Rehabilitation and other therapeutic services

Young people in CYCC programmes generally have diverse needs, however, some of these needs cannot be fulfilled by the CYCCs; hence, the organisations decide to refer them to other institutions that have better capability to provide the necessary services, such as psychological assessments, educational assessments and trauma debriefing (Kosher *et al.* 2018:13). The individual development plan takes the explicit needs of the young person into consideration and plan the times for the young person to be admitted for receiving these particular services. The CYCWs and a social worker (Wanglar, 2021) monitor the recommendations made by the specialists.

2.7.6 Peer support education

Peer education is essential in promoting positive behaviour and in gathering crucial information regarding young people, which might be missed by the CYCWs (Alzahrani *et al.* 2019:142). Child and youth care centres equip young people to be peer educators in an attempt to teach, inspire and monitor their peers in CYCCs (Garst *et al.* 2019:2). The interaction among young people tends to occur during play time at school and when sharing meals, hence sharing many of the experiences of the young people and adopting specific types of behaviour (Roche, 2019). Consequently, peer educators often notice behaviour problems earlier than other adults and refer them to CYCWs if they cannot help the young people themselves (Montserrat *et al.* 2019:198). Allshouse *et al.* (2018) stated that peer support education is beneficial in supporting young people's confidence and teamwork skills. Concurrently, peer support education is vital for role modelling.

2.7.7 Provision of educational material on drug abuse and sexuality

Educational materials on matters that affect young people are usually provided in CYCCs. Subjects that are dealt with comprise stress management, HIV, drug abuse, and STIs (Clemens *et al.* 2018:87). Educational materials keep the young people

knowledgeable of the consequences of the decisions made and may lessen difficult behaviours that result from stress and peer pressure (Briggs, 2020). Mecwan *et al.* (2021:152) further highlighted that leadership courses are also presented at these workshops with the young people's representatives and these workshops motivated these young leaders to consider themselves as part of the leadership of the centre. Additionally, Shaqiri (2020:216) stated that communication between the CYCWs and young people is considered very significant in preventing challenging behaviours of young people by discussing with them the consequences of getting involved in challenging behaviours.

2.7.8 Training of CYCWs

In their study, Kašpárková *et al.* (2018: 46) pointed out that some CYCC organisations facilitate behavioural management skills by providing a learning culture whereby they encourage creative thinking, a 'trial and error' approach to behaviour management, and the sharing of information across work groups, which improves the CYCWs' knowledge about behavioural interventions. This is supported by Russ *et al.* (2019), who contend that some organisations provide continuous training for CYCW to improve their behavioural management skills with the vision of reducing personal risk for staff and young people in care.

Paramita *et al.* (2020) further stated that professional learning programmes may influence CYCWs' knowledge and confidence in employing behaviour management strategies, thus increasing their likelihood of using both strategies in CYCCs. On the other hand, Bani Ismail *et al.* (2018:2) highlighted that the training comprises aspects such as the importance of relationships between the CYCW and the young people, managing challenging behaviours, and the developmental phases of childhood and how these impact young people's behaviours.

Frosch *et al.* (2019) further cited behaviour management skills workshops as one of the strategies facilitated by organisations to equip CYCWs with the relevant skills in their day-to-day activities with the young people under their care. Lacerenza *et al.* (2018) established that some organisations often invite speakers, hold workshops and provide online training on topics such as overcoming challenges, dealing with difficult

behaviour, team building activities and social connectivity through various tools and sessions that help CYCWs psychologically and improve their communication. Furthermore, Ashman and Conway (2017) stated that supporting and facilitating the optimal development of young people with both normal and special developmental needs is one of the training needs for these workers.

Briggs (2020) highlighted that training is of utmost importance to enable CYCWs to grow, develop and care for young people in an effective manner. Brown *et al.* (2019:221) further stated that without the relevant training, CYCWs may only depend on the knowledge gained from living, workplace experiences and available psychology sources for an understanding of the traumatic experience, which can hinder their effectiveness in intervening with the young people under their care. According to McLean (2015:345), training aids the CYCWs on negotiating their expectations and appraisals about what challenging behaviour would mean. Training enlightens on the balance of effort and rewards in the relationship with young people, thereby enhancing the CYCW's self-efficacy. In order to encourage CYCWs to establish a sense of involvement and motivation, Bani Ismail *et al.* (2018:4) further stated that there is need for a strong training strategy and a supportive system that ensures that these employees operate in a conducive environment.

2.7.9 Supervision

According to McLean (2015: 347), supervision is one of the essential tools that can support CYCWs in developing behaviour management strategies to maintain positive relationships with young people while enforcing boundaries. Supervision is likely to be invaluable in the context of emotionally charged circumstances. Moreover, ongoing relationships with a supervisor plays a significant role in the long-term outcomes and the successful of the young person from care into the community (Hickie *et al.* 2019).

Supervisors in CYCCs serve as models of “care” and they demonstrate the meaning of care and effectiveness in the way they interrelate with CYCWs on a regular basis (Shadoan, 2018). CYCWS learn both by listening to their explanation, by observing

how they interrelate with staff and young people, by experiencing how the supervisor cares for them, and by how the supervisor maintains appropriate boundaries in their relationships with young people and colleagues (Han *et al.* 2021:1982). Tu *et al.* (2019: 556) stated that effective supervision comprises showing creativity and providing for the development and physical care of both CYCWs and young people. In addition, Brownlee *et al.* (2009:454), who contended that supportive relationship with supervisors and their guidance, have the potential to provide a secure and buffering effect to protect CYCWs from work-related challenges. Oosthuizen-Erasmus and Adlem (2022:310) indicated that unqualified and inexperienced CYCWS might interpret young people's behaviours as deviant and extreme if, in situational and developmental terms, they are not; therefore, supervision aids CYCWs comprehend how different behaviours would fulfil different needs.

2.8 CONCLUSION

The researcher discussed the literature that guides CYCWs in their interventions with young people in CYCCs in this chapter. The global historical contexts of CYCCs in several countries were outlined in this chapter. In addition, the theoretical framework of social learning theory was considered with reference to behaviour management strategies for the study. The chapter also focused on punishment versus natural and logical consequences to discuss the issue of discipline in CYCCs. The literature highlighted that CYCWs need to have conversations with young people, comprehend their backgrounds and the challenges they face, and thereby understand the rationale behind their behaviour rather than focusing on negative behaviour only. Understanding the circumstances and context that shape young people's behaviour gives direction to solutions and prevents unfair punishments, which often nurture ongoing cycles of anger, resentment and challenging behaviour. If CYCWs in eThekweni are better supported to develop skills and knowledge around more effective behaviour management approaches, then understanding the types of behaviour management strategies CYCWs currently use in CYCCs is justified as a precursor to developing better training for CYCWs. The ensuing chapter focuses on the research methodology and approach that was utilised to accomplish the research objectives.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is described as "a set of research methods for how a research study is to be carried out" (Snyder, 2019:334). A methodology details a researcher's method to the study to ensure trustworthy, valid results that address their aims and objectives (Kumar, 2018).

This chapter provides an explanation of the study design and research strategy, population of the study, study-sampling method, data collection process method, data analysis, trustworthiness in qualitative research and ethical considerations. Additionally, the chapter emphasis is on the sample of CYCWs who work with young people and their families in three child and youth care centres in eThekweni.

3.2 RESEARCH DESIGN AND RESEARCH STRATEGY

A research design is a plan and a set of procedures that are strategically used to carry out research, spanning from decisions on comprehensive assumptions to thorough information collection and analysis (Denscombe, 2017). Yin (2018: 280) defined a research design as a "basic plan that guides the data collection and analysis phases of the research project, ensuring that the researcher will effectively address the research problem". Moreover, Rashid *et al.* (2019) further defined a research design as a "ground-breaking method that indicates the approaches and practices for gathering and exploring the essential data". Moreover, research design has an essential impact on the solid quality of the study results obtained. Hence, it offers a

robust foundation for the complete study since it considers all the stages of the research process (Noor, 2008:1603).

According to Creswell and Creswell (2018), a research strategy is as a “progressive idea of action that guides thoughts and efforts, assisting the researcher to carry out a research study methodically and promptly to achieve quality results and thorough research”. It is the essentials of the author’s presentation, describing the rationale for the study and the trials one will have to perform to achieve the desired aim (Basias and Pollalis, 2018:92). Joseph and Gupta (2021:11) indicated that the choice of a research strategy is the role of the research questions, time and resource availability, extent of current knowledge, and the researcher’s own logical support.

This study employed a qualitative research method. Chivanga and Monyai (2021:12) stated that the qualitative study is a method of scientific investigation that permits researchers to explore social experiences in individual and social contexts and gain better comprehension of the factors influencing these experiences. Guest *et al.* (2020) extended this view and stated that qualitative research allows the researcher to study people in their natural settings and enables the researcher to interpret people’s real-life experiences and perceptions concerning the phenomena under investigation. Allan (2020:186) contended that qualitative research allows the researcher to learn from the participants and discover their experiences and perceptions. Therefore, the qualitative method was most suitable to the current study, as the aim of the study to investigate the behaviour management strategies used by CYCWs in CYCCs and gain a greater understanding of how they manage the difficult behaviour of young people and the challenges they face in managing these behaviour; hence, this study is exploratory in nature.

3.3 STUDY SETTING

The study setting is the place where data is collected (Brinkmann, 2014: 283). In this study, data was collected from three CYCCs in the eThekweni Region, Durban, KwaZulu-Natal. A cottage system implemented at these three centers provides an atmosphere where the young people feel part of a family unit. The primary purpose of the three centers is to ensure that the physical, psychological needs of the young

people are met. The developmental programs provided at these three centers attempt to strengthen and promote the interests of young people. Hence, the participants are the best fit for the study since they are most likely to provide valuable data based on their own experiences working with vulnerable young people and their families. Moreover, these three organisations are located within proximity of the researcher; hence, they were chosen as they were convenient, easily accessible and would minimise transport costs. Additionally, the three CYCCs are non-profit organisations and are described in more detail below.

3.3.1 Child and Youth Care Centre 1

Child and Youth Care Centre 1 is located in Mayville, Durban, KwaZulu-Natal and consists of seven cottages on the premises and provides residential care to 72 boys from the age of four to eighteen of all different races. The centre has ten child and youth care workers, one social worker (SW) and an auxiliary who come twice a week. The organisation's goal is to deliver a loving, caring setting in which the whole child can be nurtured and the development needs of the young people can be met in an appropriate and culturally sensitive manner by qualified and competent staff. The boys at this particular care facility are either orphaned, vulnerable, HIV or AIDS-affected or infected. The ultimate aim of the holistic developmental approach at this facility is to ensure that each boy becomes a socially acceptable member of society despite his trauma. The organisation subscribes to the adage by Fredrick Douglass, which says, "it is easier to build resilient children than to heal broken men".

3.3.2 Child and Youth Care Centre 2

Child and Youth Care Centre 2 is situated in Durban, KwaZulu-Natal. Established in 1897, the centre offers young people a safe, warm and loving home and the kind of support that is required for their holistic. Currently the centre is accommodating over 62 young people, both girls and boys.

The CYCC receives a subsidy from the Department of Social Development to run the facility; however, this only covers around two-thirds of the cost of running this programme. Child and Youth Care Centre 2 depends on additional financial support from various sources to make up for the shortfall. The care facility employs around 25

staff members, from CYCWs to cooks, laundry, maintenance and administration staff, to keep the facility running. A court of law orders the placement of children who have been orphaned, abandoned, abused and neglected for challenging behaviour at Child and Youth Care Centre 2. Child and Youth Care Centre 2 then assumes full responsibility for the child's educational, physical, spiritual and emotional well-being. Additionally, the residential facility is divided into five dormitories, each catering for different ages and genders.

3.3.3 Child and Youth Care Centre 3

Child and Youth Care Centre 3 is situated in Sydenham, Durban, KwaZulu-Natal, was established 1895 and cares for both boys and girls in need. All young people placed in their facility's care were brought in by the courts and are seen as young people in need of care.

At present, the facility has 37 children from various race groups in their care, ranging in age from six to eighteen years. The CYCC caters for girls only, giving preference to siblings, and places emphasis on therapeutic development. The CYCC receives a subsidy from the Department of Social Development to run the facility. The centre offers support for psychological and social healing, promotes safety, imparts essential life skills, and equips individuals with the tools needed to transition into adulthood. The facility aspires to meet the developmental needs of young people under their care through their therapeutic programmes, education (attending school), community participation, outings, sports and camps.

3.4 STUDY POPULATION

According to Pandey and Pandey (2021), a population is defined as a group of individuals that possesses specific traits in a particular area of study. A population can be further defined as a "complete element that entails common characteristics defined by the sampling criteria" (Hennink and Kaiser, 2021). According to Parker *et al.* (2019), a target population is referred to as a comprehensive collection of subjects under study, out of which a sample for a given study is drawn. Child and youth care workers from the three selected CYCCs in eThekweni Region, Durban, KwaZulu-Natal were perceived as the population of the study from 33 CYCCs in KwaZulu-Natal. The

rationale for selecting the three centres was ease of accessibility by the researcher. Additionally, the researcher selected the three CYCCs as they serve a diverse range of young people with varying backgrounds, experiences, and behavioural challenges. This helped in capturing a broader range of strategies used by CYCWs.

3.5 STUDY SAMPLING

The selecting of a research sample is an important stage since it may be inefficient or not possible to study the entire population (Zina, 2021). The purpose of sampling is to pull out a specimen that represent the population so that the study results can then be generalised to the population. Sampling is defined as a “method used to select a small group with a view to determining the characteristics of a large group” (Pandey and Pandey, 2021). There are two primary categories for sampling which are probability and non-probability sampling.

The current study employed a purposive sampling technique, which is a non-probability sampling and purposely selected sixteen CYCWs from three CYCCs in the eThekweni Region, Durban, KwaZulu-Natal. In non-probability sampling, the selection of participants is centered on the researchers’ expectations about the characteristics and number of the target population, some of which may not be known to the researchers (Etikan and Bala, 2017:12).

Purposive sampling technique is also called judgement sampling, as the researcher has to consider the qualities of the participants in the study (Campbell *et al.* 2020:653). In this case, the researcher selected participants working with young people at three CYCCs. The researcher was specific in the information letter about the characteristics required for one to participate in this study. Therefore, the managers of the three centres were requested to recruit CYCWs with a minimum of three years' experience to be the study participants.

In addition, these CYCWs are based at the three centers and spend most of their time providing behavioral intervention to the most vulnerable young people as well as dealing with the complex behaviour exhibited by young people. Hence, the study participants were capable to provide valuable data to the study based on their

experiences. Those participants who did not meet the requirements were excluded from participating in the research study.

3.5.1 Inclusion criteria

Inclusion criteria are defined as those characteristics that will be used to identify participants who will be the sample of the research study (Torres-Carrión, 2018:1365). Child and youth care workers with over three years' experience who were old enough to provide legal consent (typically 23 years old) were included in the study. Both males and females of all racial groups are the respondents who agreed to participate in the research study.

3.5.2 Exclusion criteria

Exclusion criteria are referred characteristics that a participant may have that could unfavourably affect the accurateness of the study findings (Patino and Ferreira, 2018:85). In terms of exclusion criteria, CYCWs with less than three years' experience and below the age of 23 years were excluded from the study. The CYCWs who were volunteers at the facilities and those who did not give their consent were also excluded from the study since it was assumed they would not be able to provide enough information.

3.6 DATA COLLECTION PROCESS

Algozzine and Hancock (2016:51) defined data collection as the procedure of obtaining data on variables of interest through a systematic procedure that guides the researchers to answer research questions and evaluate results. Data was collected through semi-structured interviews that were digitally recorded for analysis of participants' responses. Semi-structured interviews are defined as a way to comprehend people's experiences and to discover their own perceptions and opinions before any scientific explanation (Mahat-Shamir *et al.* 2021:84).

Following the approval of the research study by Durban University of Technology and the Institutional Research Committee (IREC), the researcher sought gatekeeper permission (Appendices 1a, 1b and 1c). Once the researcher had been granted

permission and full approval by IREC, the researcher commenced with the data collection process thereafter commenced. The researcher clarified the research to the qualifying CYCWs before they consented to take part and were given the letter of information (Appendix B). The study participants were informed that their information would be kept in a secure place and their names would be kept anonymous. Also, they would participate on their own free will, such that they could pull out of the research study at any time if they so wanted without any penalty. There were also no stipends for taking part in the study. The study participants were given consent forms to sign (Appendix C). Post-consent, there were standard interview questions that were open-ended, that enabled the participants to elaborate on their answers whenever necessary.

To collect data, the study used face-to-face semi-structured in-depth interviews using an interview guide, which comprised demographic information of participants and open-ended interview questions (Appendix E). With this method, the researcher collected data in text form, learned the participant's thoughts and beliefs about a certain topic and explored into personal and sometimes sensitive issues (Cao *et al.* 2019:104).

The research participants were given the choice of being interviewed upon first approach or having an appointment set for the interview. Participants were encouraged to openly talk about their experiences of working with young people, the strategies that they used to manage the difficult behaviours, and the challenges they faced in managing these behaviours. In addition, the participants were guaranteed that they were not to be judged based on their responses to the questions. The interviews were audio-recorded with consent from the participants. If they refused to be audio-recorded, the researcher took notes. The recorded data was subsequently saved in the computer. The interviews lasted approximately 30–50 minutes and were conducted in English language and thereafter the researcher thanked the participants. Data was collected on 30 November 2022, 13 January 2023 and 23 January 2023 respectively.

3.6.1 Interviews

Semi-structured interviews are defined as a way to comprehend people's experiences and to discover their own perceptions and opinions that can be used to draw some scientific explanations (Algozzine and Hancock, 2016:55). Moreover, semi-structured interviews attempt to comprehend the world from the participant's views, expound the importance of people's experiences and disclose their lived experiences (Magaldi and Berler, 2020:4826). In addition, Algozzine and Hancock (2016:51) explained that this method is a conversation between the participant and the researcher, directed by a flexible interview process and replies from the questions.

Evans and Lewis (2018) further stated that semi-structured interviews enable the researcher to get detailed, useful and significant amounts of information. As a result, of its flexibility, semi-structured interviews makes it easier to generate answers from follow-up questions that can be obtained through open-ended questions. Moreover, even though the researcher sets the summary for the subjects to be deliberated in a semi-structured interview, it is the participant's answers that provide the direction to be taken by the interview (Striepe, 2021).

This study adopted the use of semi-structured interviews (Appendix E), which permitted the researcher to get information from the participants. Essentially, the researcher was able to compile an interview schedule prior to the interviews, which was helpful in gathering relevant data (Allan, 2020:180). The guide enabled the exploration of participants' opinions and understanding regarding their strategies for managing the behaviour of young people under their care.

3.6.2 Interview settings

In qualitative research, an appropriate interview setting is essential for data collection. The participants involved in the research study have to feel a sense of comfort and security (Cypess, 2018:304). Both the researchers and the study participants agreed upon the venue for the interviews. The managers of the three chosen child and youth care centres granted consent to the researcher to conduct interviews in a quiet room that was also free from distractions at the centres. After negotiations with the centre

managers and the participants, it was agreed that the interviews were going to be conducted at the weekends since it was a suitable time for both the participants and the researcher. The study participants and the researcher also mutually agreed on the venue, dates and interview times. The researchers telephonically reminded participants a week before the scheduled date and time of the upcoming interviews.

3.6.3 The interview process

On arrival, each participant was welcomed, made comfortable on a chair, and given some refreshments. The participants were offered moments to ask questions and clear up any concerns. Participants were advised beforehand that they were participating in the research study on their own free will and that they could pull out of the study whenever they wished to. The participants agreed to the recording of the interviews using a tape recorder. In cases where the participant refused the recording, only notes were taken. The participants were assured that confidentiality will be maintained during the research process and furthermore, their names will not be mentioned during the interview, if it is being recorded as the recording is only used for data analysis purposes.

A semi-structured interview schedule (Appendix E), which consisted of open-ended questions was used to collect data. Before the interview, the participants were asked to identify themselves using pseudonyms; this ensured that their identification was kept anonymous, and only their pseudonyms would be used, even in the write-up of the study. Digital recording of the interviews ensured that the information from participants was accurately recorded and easily accessible for data analysis (Cypress, 2018:303). In addition, the notes were used to provide valuable information regarding the perceptions of the participants that was not captured on a recording. All the interviews were transcribed, and were scrutinised for common themes.

3.7 PILOT STUDY

According to Yeong *et al.* (2018), the purpose of the pilot study is on improving the interview guide and to eliminate any potential challenges that can rise during the interview sessions. The term pilot study refers to a minor study conducted prior to full

research study to check whether the methodology, sampling, instruments and analysis are suitable for the study (Doody and Doody, 2015:1075). Moreover, a pilot study is one of the significant phases in a research project and is conducted to detect potential difficulty areas in the research tools and procedure prior to implementation during the full study (Malmqvist, 2019).

This study used a pilot study that was conducted on the three selected CYCCs. The provisional study protocols were rigorously followed to; that is, a small-scale version of the complete interviews was carried out. The interviews were recorded and the researcher observed that data collection proceeded efficiently. An essential factor was making sure that the interview guide items accurately addressed the research questions. The pilot similarly tested whether the interview guide was understandable and suitable and whether the questions were clear, clearly understood and presented in a reliable manner. Furthermore, participants' information, statements, and consent forms were also tested for understanding. The participants from all three CYCCs were satisfied with the interview schedule and revealed that the questions were comprehensible and straightforward, and these participants were not used in the actual study. Hence, it was not necessary to adjust the research instrument.

3.8 DATA ANALYSIS

According to Miles *et al.* (2014), data analysis is the classifying, collation, manipulating, and summarising of the data and relating it in significant terms. Qualitative data analysis is a range of processes for studying, synthesising and understanding data to define and explain the phenomenon or social system that is under study (Gilmore *et al.* 2019). Data analysis can be executed by using software such as NVivo to aid researchers in organising, analysing and finding insights from the qualitative data (Sharma, 2017: 749). Thematic content analysis, which is a process of identifying patterns or themes and categorising these patterns into coherent categories for assigning meaning to the data under analysis, was used to analyse the data for the current study (Vaismoradi and Snelgrove, 2019). Data analysis was done until a full understanding of common themes emerged.

Thematic content analysis includes a progressive procedure of comparing, grouping, classifying, and refining groupings of text sections to generate themes within the data

(Morgan and Nica, 2020). Rather than from a prior theory, thematic logical procedures focus on developing categories derived inductively from the data itself to enable systematic description (Vaismoradi and Snelgrove, 2019). Thematic analysis is further defined as a “form of pattern recognition within the data, where emerging themes become the categories for analysis” (Braun and Clarke, 2019:590). The steps listed in Table 3.1 were used for thematic content analysis:

Table 3.1: Thematic Content Analysis (TCA) steps (Vaismoradi et al. 2019)

Step	Explanation of the steps
Step 1	Read the transcripts more than once and take notes on core points as the participants indicated.
Step 2	Identifying themes, the researcher works methodically through the whole body of information, paying full consideration to each article.
Step 3	The sorting of codes into potential themes and sub-themes.
Step 4	The prospective themes will be analysed to establish if there is adequate information to support them.
Step 5	Analysis of the final themes and writing down the draft of suitable results. The results will provide adequate evidence from the themes.

3.9 TRUSTWORTHINESS IN QUALITATIVE RESEARCH

The trustworthiness of the qualitative research and the transparency of how the study is carried out are essential to the practicality and integrity of the results (Stahl and King, 2020:27). Careful attention to these two aspects can make the difference between a good study and a poor study and can assist in guaranteeing that fellow experts accept results as trustworthy. The trustworthiness of data includes the gathering of data in a manner that is precise, carefully recorded and interpreted by the researcher, which reflects what actually happened during data collection and what one

observed and what the participants said during the interviews (Lemon and Hayes, 2020:407).

Trustworthiness is vital in qualitative research since the data findings should be presented in their own form, which is from the viewpoint of the participants (Stahl and King, 2020:27). According to Rose and Johnson (2020:437), transferability, dependability, confirmability and credibility are four criteria that are used to measure the trustworthiness of data. This study ensured trustworthiness by providing adequate information about inclusion and exclusion criteria, participants characteristics, analysis methods, settings, and data collection.

3.9.1 Credibility

Credibility refers to the extent to which the findings and interpretations of a study accurately represent the reality or phenomenon being studied (Kalu and Bwalya, 2017:45). Korstjens and Moser (2018:122) further stated that credibility is a measure of how well one can establish the accuracy and reliability of their findings. This study ensured credibility and trustworthiness through a member checking process. After compiling the data, the researcher gave it to the study participants to review the data and verify if it was correct. FitzPatrick (2019:213) pointed out that checking is important for establishing credibility in qualitative research.

3.9.2 Transferability

According to Kyngäs, Kääriäinen and Elo (2020:42), transferability of a research finding is referred to the degree to which it can be useful in other contexts and studies. It includes the ability to apply the knowledge gained from a study to similar situations, populations, or settings, thus enhancing the potential for broader understanding and practical usefulness (Amin *et al.* 2020:1474). In this study, transferability was achieved through a description of data and purposive sampling. Furthermore, the researcher promoted transferability by making sure that there was sufficient amount of data collected to provide confirmation of research results in this study.

3.9.3 Dependability

Dependability is extent to which a research study could be repeated by a separate researcher and reveal the same results (Korstjens and Moser, 2018:121). In this study, dependability was achieved through an in-depth description of the data gathering, data analysis and interpretation. In order to improve the consistency, the researcher conducted a pilot study with three participants prior to the study and these three participants did not participate in the main study.

3.9.4 Confirmability

Confirmability refers to the extent to which the results of the research study could be validated by other researchers and is attained when credibility, transferability, and dependability have been attained (Tuval-Mashiach 2021:365). According to (Kekeya, 2021:29), confirmability refers to the accurate reporting of the real data as provided by the participants. Within the context of this study, audio- recordings increased the confirmability of the research. The audio recordings, transcriptions are kept in a safe place for future use.

3.10 LIMITATIONS OF THE STUDY

According to Ross and Zaidi (2019:265), limitations refer to "restrictions or weaknesses in the research study that may influence outcomes and conclusions of the research". This study was limited to three child-care centres. Additionally, there was a possibility that a quantitative study or mixed methods study could have enhanced the results and the sample was small such that the researcher was unable to generalise the findings. Lastly, limitations are self-reported data that could result in biased responses, such as participants not remembering experiences or events that occurred in the past and exaggeration of their actual experiences.

3.11 ELIMINATION OF BIAS

According to Florczak (2022:22), bias is any deviation from the accuracy in data collection, data analysis, interpretation and publication, which can cause incorrect conclusions. Wadams and Park (2018) stated that the researcher needs to avoid the use of unprincipled techniques of interviewing and should guard against manipulating participants. In this study, a thorough and thoughtful effort was made to maintain

ethical considerations all the way through the period of this research study. Furthermore, the study results were analysed in a methodical manner with the aim of avoiding study bias. The researcher also ensured that own involvement with these CYCCs, did not influence the findings as well as participant bias.

3.12 ETHICAL CONSIDERATIONS

Arifin (2018:31) stated that ethics are an acknowledged code of conduct that each researcher needs to adhere to. In this study, there was direct human participation since there was engagement between the researcher and CYCWs. Ethics relate to two groups of people: the researcher, who must be aware of their responsibilities, and the “researched upon”, whose rights are to be secured (Hennessy *et al.* 2022). Hence, the study was done with impartiality and justice by removing all potential risks through the elimination of research bias. This study was ethical approved the Durban University of Technology's Institutional Research and Ethics Committee (IREC).

3.12.1 Ensuring confidentiality and Anonymity.

Confidentiality is the process of protecting a participant' privacy (Burns and Grove (2015:66). The confidentiality and anonymity of the participants were assured by sending an information letter to the potential participants (Appendix B). The information letter indicates that the identity of the research participants was not revealed throughout the voice recording of the interview and that their information was kept private. The information letter also outlined the aims and objectives of the study and the procedure for the research. Pseudonyms were used to hide the real identities of the participants. The recordings of the interviews were saved on a USB. Electronic data, which is the recordings and the notes and transcriptions will be kept in a locked cupboard in the supervisor's office. All data will be permanently deleted and shredded after five years. The principle of non-maleficence (do no harm) was employed, as the researcher guaranteed the safety of the participants who took part in the study.

3.12.2 Request for permission

To conduct this study, a gatekeeper's permission letter was sent to the managers of three selected CYCCs situated in the eThekwin region, Durban, KwaZulu-Natal

(Appendix A), seeking permission to conduct the study at the centres with interested individuals. Once permission was attained, the researcher then proceeded to the organisation to hand out invitation letters (Appendix C) to the possible participants. A verbal agreement was made with the manager of each centre to conduct the interviews at the centre.

3.12.3 Informed consent

Informed consent is the voluntary agreement regarding the study participant's role in a research study after they are fully educated and having a complete understanding of what the study entails, including the duration, risks, and benefits (Klykken, 2021). The idea of informed consent is critical in a study and study participants can sign the agreement if they have a complete contextual of the nature of the study (Roth and Von Unger, 2018:1). In this study, participants were well informed by the researcher about voluntary participation and that they could withdraw from the study whenever they wished to. Once the participants confirmed voluntary participation, they were requested to sign a letter of informed consent to confirm their voluntary participation (Appendix D). Following this, interview dates and times were set up telephonically with the participants and the managers of the three centres.

3.12.4 Respect for participants

The principle of respect for participants, which comprises of the need to treat participants with respect and insure their autonomy, was also employed. In this study, thorough information about the research study was provided to the participants before the interviews commenced. Appropriate time and venue were arranged at participants' accessibility, respecting their rights and requests for confidentiality, and valuing the data given. Times for interviews were negotiated accordingly and participants' decisions were respected.

3.12.5 Beneficence

According to Pieper and Thomson (2016:118), beneficence refers to the researcher's responsibility to contribute to the welfare of the participants, and to act for the benefit of participants. This study encouraged participants to openly express themselves while

reflecting on good practice as well as what needs further attention, hence capitalising on growth. The researcher constantly checked with participants during interviews whether any question was uncomfortable in any way.

3.12.6 Anonymity

Anonymity in this research was guaranteed by eliminating all the participants' identifying information and substituting this information with special identification numbers. Instead of using the participant's real names, the researcher opted to utilise numbers in order to hide the identities of the participants.

3.13 CONCLUSION

This chapter enlightened the method by which this study was conducted as well as the ethical considerations maintained in this research study. It was noted that a good study design would provide a clear guidance for the processes that are to be used for data gathering and analysis so as to answer the stated study questions. The following chapter offers a presentation of the results and a discussion thereof.

CHAPTER 4: RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents demographic information, findings from the interviews and discussion of themes and sub-themes that came out of the study. The presentation of results is based on the interview guide that was formulated to assist in collecting data for this study and meet the overall aim of the study. An analysis of the literature on similar studies was used to seek an understanding of the themes and sub-themes that came out of the study. This provided a basis for discussion on the proposed themes and sub-themes of the current study. The results from the interviews are presented in the order of the research objectives, which are:

- To investigate CYCWs' experiences and understanding of behaviour management;
- To explore behavioural intervention strategies used by CYCWs in CYCCs;
- To identify the challenges faced by CYCWs in the provision of behavioural interventions in CYCCs; and
- To inquire about what resources for therapeutic behavioural interventions are offered by the CYCCs.

4.2 DEMOGRAPHIC INFORMATION

It was vital to gain insight into the demographic profiles of the Participants who participated in the research study on behaviour management strategies used by CYCWs in CYCCs. Table 4.1 shows the demographic information of the sample of employees who were interviewed. It was noted that demographics would provide more insight on the nature of the participants and credibility of results. The table indicates that of the sixteen employees interviewed, 13 were female and three were male.

Table 4.1: Demographic profiles of Participants

Pseudonym	Gender	Age	Work experience in CYC	Qualifications
Participant 1	Female	40 years	7 years	Level 4
Participant 2	Female	40 years	4 years	Level 4 FET
Participant 3	Female	31 years	3 years	Level 4 FET
Participant 4	Female	58 years	23 years	Youth Development
Participant 5	Female	31 years	4 years	Level 4 FET
Participant 6	Male	29 years	3 years	Level 4 FET
Participant 7	Female	34 years	3 years	NQF Level 5
Participant 8	Female	50 years	11 years	Bachelor's Degree
Participant 9	Female	34 years	8 years	Auxiliary CYC
Participant 10	Female	45 years	6 years	NQF Level 4
Participant 11	Female	54 years	15 years	NQF Level 4
Participant 12	Male	50 years	11 years	FET
Participant 13	Male	34 years	7 years	Basic Qualifications in Child Care
Participant 14	Female	34 years	8 years	CYC FET Certificate
Participant 15	Female	23 years	3 years	Matric certificate
Participant 16	Female	51 years	7 years	Diploma

The vast difference in gender visible in this study is an indication that the CYC profession is still dominated by females. Out of the sixteen participants, the highest qualifications were a degree and a diploma, respectively. The majority, namely seven participants, had one to six years of experience; five participants had seven to ten years of experience; and only four of the participants had more than 10 years of experience as CYCWs. The study by Li, Huang and Chen (2020) indicated that skills training has an effect on the confidence and attitude of CYCWs. In-depth experiences of most of the participants was an indication that they could provide valuable insight to this study. The results reinforced the effort of researchers within CYC research, who contended that experienced CYCWs can significantly provide effective behavioural intervention to young people (Briggs, 2020).

The participants for this research study were collectively full-time CYCWs and they were all registered with the South African Council of Social Service Professions. In accordance with the research ethics specifically, confidentiality, anonymity and numbers were used in Table 4.1 to safeguard the names of the participants and to uphold privacy.

Amongst the participants in this research study, fourteen were Black Africans and only two were Indians and their ages ranges from 23–58 years with only two participants being aged 50 years. The sixteen participants were working at three different CYCCs. Eight of the participants were working at Child and Youth Care Centre 1, five were from Child and Youth Care Centre 2 and three were from Child and Youth Care Centre 3. All three institutions are non-governmental organisations.

4.3 THE PROCESS OF DATA ANALYSIS

Thematic content analysis encompasses a progressive process of comparing, grouping, classifying and refining groupings of text sections to generate themes within the data (Morgan and Nica, 2020). This study used thematic analysis to systematically analyse, interpret the data, and develop themes. After each interview, the recordings were carefully transcribed and checked several times (Belotto, 2018:2624). While reading the transcripts a few times, the researcher wrote notes on the data, including the researcher's reflections (Castleberry and Nolen, 2018:810). The interview

questions and objectives of the research were used as the initial themes, and upon further analysis of the data, other emerging themes and patterns were discovered (Neuendorf, 2018:213). As themes were identified and developed, connections and overlaps were discovered that needed to be evaluated, analysed and interpreted according to the research questions.

4.4 DATA ANALYSIS AND FINDINGS

The following section focuses on the presentation and discussion of key themes and results that emerged from the study. The data has been grouped into six main themes and 20 sub-themes that were identified from the responses of the participants. These are presented in Table 4.2 below:

Table 4.2: Themes and sub-themes derived from the data

Theme	Sub-themes
CYCWs' understanding of young people's behaviour	<ol style="list-style-type: none"> 1. Experiences with working with young people 2. Understanding behaviour management
Challenging behaviour displayed by young people in CYCCs	<ol style="list-style-type: none"> 1. Bullying 2. Temper tantrums, swearing, stealing and absconding 3. Disrespect towards CYCWs 4. Violent and aggressive behaviour displayed by young people 5. Young people who disobey cottage rules
Behaviour management strategies used by CYCWs to manage challenging behaviours	<ol style="list-style-type: none"> 1. One-one, group and individual session with children 2. Making use of relationships and observation 3. Use of logical consequences 4. Using cottage rules and routines

Theme	Sub-themes
	5. Educational programmes, life and social skills sessions
Child and youth care workers face challenges in their behavioural interventions	<ol style="list-style-type: none"> 1. Insufficient supervision and support 2. Lack of resources
Behavioural intervention resources available in CYCCs	<ol style="list-style-type: none"> 1. Training and skills development 2. Organisational support for CYCWs 3. Making use of recreational and play activities
Suggestions for improving the behavioural interventions.	<ol style="list-style-type: none"> 1. More professional training and support 2. CYCWs salaries 3. Teamwork to improve consistency in managing behaviour

4.4.1 Theme 1: CYCWs' understanding of young people's behaviour

Theme 1 relates to CYCWs' understanding of young people's behaviour as well as their experiences working with young people in CYCCs. The thematic analysis of the experiences of CYCWs and their understanding of behaviour management revealed two sub-themes, as indicated below:

4. 4.1.1 Sub-theme 1: Experiences with working with young people

This section focuses on the subjective experiences of the participants, and not work experience or levels of experience. The majority of the research participants highlighted the challenges they face in their work with the young people, as revealed in the following excerpts:

Participant 1: *Working with young people in CYCCs is quite challenging because sometimes they behave differently. So, this work is challenging also because it is hard to work with young people from different backgrounds.*

Participant 14: *Working with young people is quite difficult. Sometimes they do not want to listen; sometimes they refuse to follow the routines. Sometimes they have anger issues from home. In the community, we can discipline the children the way we see fit. However, here in CYCCs. We are not allowed to beat up children as a way of disciplining them.*

However, despite the challenging work environment, some responses indicated that some CYCWs were coping well, as revealed in the following excerpts:

Participant 2: *Working with young people, it's not easy, but the support from colleagues makes it easier for us. Some behaviours are beyond us, but because we are trained, they become manageable.*

Participant 10: *My experience has made me understand the young people better, and I can say my passion for this job has enabled me to do my job better. I have worked with young people of different age groups... I can say now I can manage the challenges that come with working with young people at risk.*

It was evident that an individual's background had an impact on developing a passion to work with young people. A majority of the participants chose to become CYCWs for selfless reasons, and they were most importantly likely to be more resilient. The desire to cause a change in vulnerable young people's lives was found to be the key driver for career choice by the CYCWs. The research findings agree with Thurman *et al.* (2018), where the participants highlighted that the passion to help young people was the main motivator for CYCWs.

Additionally, one of the participants indicated the need for commitment and perceived CYCW as a calling, as revealed in the following excerpt:

Participant 7: *Well, being a CYCW, one needs to put their heart [in] it because it's not easy working with young people from different background. However, I think*

this is some sort of a calling job because we can deal with them through their behaviour and through whatever they might be going through.

Participants experienced CYC work as stressful, emotionally exhausting, and overwhelming. Child and youth care workers are constantly encountered with challenging circumstances, particularly when working with younger children who are still learning to speak, communicate, think and interact with others. Passion and commitment are important factors in facilitating the learning and healing process in all areas of a young person's development. As indicated by the research participants, one needs to go out of their way to create a conducive environment that will support young people's healing and development processes. In addition, it means that one takes pride in the development of children under their care through physical and social activities.

The study participants' views concur with Molepo and Delport (2015), who asserted that in South Africa CYCWs encounter a range of professional difficulties that comprise young people's difficult behaviours, a lack of recognition and lack of relevant skills. Moreover, Frosch *et al.* (2019) highlighted that CYCWs experience a range of difficulties in their line of work, which hamper the efforts and goals of the CYCWs to deliver quality services to the young people and their families.

4.4.1.2 Sub-theme 2: Understanding behaviour management

The general sentiment is that behaviour management deals with understanding the difficult behaviours that are displayed by young people and how one can manage the behaviours, as revealed in the following excerpts:

Participant 1: *I understand it is the way you deal with challenging behaviour displayed by the young person as a CYCW. It depends on how you deal with the child behaving or not behaving.*

Participant 5: *Behaviour management, it's when you control the behaviour of the child because there is something that pushes the behaviour. So, when managing the behaviour, one must not shout but try and talk to the child. If not*

responding, you must leave and when the child comes, then you can try and talk to the child.

Participant 8: *I would say that its being able to manage the different behaviours of young people under our care and young people need to learn from that and move forward from their behaviour. It's not easy and it's not always happening, but that's what we need to do to help them move away from those behaviours.*

Participant 16: *For me, behaviour management is when the young person demonstrates what they feel through actions and words, and management is how you manage the actions and words that have been demonstrated by the young person. For instance, if the young person is fighting, is he demonstrating his anger, and how do I manage that fighting?*

It is noticeable that the participants shared different understandings of behaviour management. Some participants spoke of controlling behaviour as the meaning of behaviour management. Other participants understand behaviour management as how one deals with the behaviour of young people. However, the majority of the study participants highlighted that behaviour management relates to when young people display difficult behaviour and how one deals with it or being able to manage the different behaviours of young people under their care. In their study, Johnson *et al.* (2014:582) referred to behavioural management as a direct service intended to help develop or maintain positive behaviours in CYCCs. Furthermore, Bambara and Kern (2021) highlighted that behaviour management in CYC profession is about guiding a young person's behaviour towards appropriate ways of behaving. Some of the participants expressed the importance of seeing beyond the behaviour of the young people when managing behaviour. This is indicated by the following excerpts:

Participant 2: *When I hear the word behaviour management, I think of young people and the difficult behaviour they display and how they deal with it. One thing I understand though in every behaviour there is a story behind it, that is how I understand behaviour management.*

Participant 4: *Most of the children that we work with have challenging behaviour. For me, what worked for me [was] I didn't focus on the bad behaviour, and I bore in my mind that with each behaviour there is a reason behind it.*

Hughes (2020) stated that effective behaviour management is based on the CYCWs capability to create a well-managed, conducive environment so that healing as well as learning can occur.

4.4.2 Theme 2: Challenging behaviour displayed by young people in CYCCs

Child and youth care workers are at the heart of the work with young people in CYCCs; however, they face many difficulties in their line of work. The thematic analysis of the challenging behaviour displayed by young people revealed four sub-themes.

4.4.2.1 Sub-theme 1: Bullying

Bullying is defined as a deliberate aggressive act, which is carried out by a group of people or someone repeatedly and from on occasions against a victim who cannot be easily defended (Iraklis, 2020:776). The participants expressed bullying as one of the challenging behaviours that was displayed by young people in CYCCs, as evidenced from the excerpts below:

Participant 3: *Mostly in my cottage the behaviour that I am facing is bullying. You find that before they came into CYCC some of the children have been bullied and now they start bullying other children at the centre.*

Participant 6: *This year the challenging behaviour I am facing in my cottage is bullying. Some of the bullying behaviour happens and boys choose to not report it. They are very scared to report it even at school.*

Participant 8: *Some of the challenging behaviours that are displayed by young people here in the centre is bullying.*

Many of the participants identified bullying to be as one of the most challenging behaviours displayed by young people under their care and indicated that this is sometimes due to the fact that some young people have been bullied before coming

to the centre. This is in line with a study by Oosthuizen-Erasmus and Adlem (2022:310) which stated that the present environment and the role of experiences are important factors in the display of challenging behaviour.

Furthermore, Mazzone *et al.* (2019:4520) attributed bullying to young people's traumatic background as well as the need for adult care. Additionally, some young people bully other young people to feel some sense of power over them. Moodley *et al.* (2020:46) indicated that the effect of trauma as well as the environment in some CYCCs has an influence on young people's behaviour. Additionally, background elements contributing to bullying are linked to a lack of significant activities and social relationships between young people and staff that lead to frustration and to an acceleration of bullying (Sekol, 2016:410). Moreover, insufficient staff training has also been stated as one of them contributing factors to bullying (Mazzone *et al.* 2018:102).

4.4.2.2 Sub-theme 2: Temper tantrums, swearing, stealing and absconding

The general sentiment was that swearing, tantrums, stealing and absconding were some of the other examples of challenging behaviour that were displayed by young people in CYCCs as indicated by the excerpts below:

Participant 2: *Some of the difficult behaviours are that when a child is drawing tantrums. It's difficult to manage that because actually it [takes] some time because you have to allow the child to cool down and then be there for them. Therefore, I find it difficult.*

Participant 5: *The difficult behaviours we are facing are temper tantrums and inappropriate language with the bad attitude [and] back chatting.*

Participant 4: *The other challenging behaviour is swearing, because it took time for a child to change or to learn. As I mentioned earlier, we work with children from different background[s] so for some people swearing is just a normal language so when the child came here it took some time for them to realise that this is wrong. Because they might be used to it and not see anything wrong. So, it's challenging and needs a lot of patience.*

Participant 6: *It is about absconding, swearing, stealing.*

Participant 8: *...swearing, absconding and sometimes don't want to follow routines; for instance, sometimes want watch television shows during homework time.*

Participant 10: *Sometimes the young people just run away from the centre and go back to their families or their friends.*

Participant 11: *It's the swearing and stealing, the child would swear at you they do not want to be told what to do. So, if you are trying to correct the child they will swear at you saying things, banging things and they are angry.*

Participant 13: *It's difficult to deal with the behaviour of the young people. They just sometimes sneak out of the centre and run away.*

Participant 14: *You see when young people come to the centre, they come [in] nice clothes. For me, I must check all their clothes so that I must know which ones belong to whom. Because sometimes some young people steal others' clothes.*

Participant 15: *Swearing, absconding and sometimes don't want to follow routines for instance sometimes want watch TV during homework time.*

Participant 16: *Some don't want to do the chores they just want to be up and down. Therefore, they need more supervision.*

The study results indicated that swearing, the use of bad language and stealing each other's items are common with the young people as evidenced in the excerpts above. They specified that this would be due to the young people's backgrounds. This is in line with Boyle *et al.* (2019), who indicated that poverty, a poor social environment, and perhaps violence often shaped the young people's early environment, from which they have learned much of their behaviour and language, which we may consider negative but which are, for them, normal. For such young people, swearing may be common and stealing may be perceived as a method of survival.

The participants mentioned that some of the young people they work with come from different backgrounds; therefore, for some of them, swearing is just normal language and when they come into the CYCC, it takes some time for them to realise what they are doing is wrong. Simó-Pinatella *et al.* (2022:98) stated that some young people with severe learning disabilities characteristically have inadequate oral communication skills. This incapability to verbally express their needs might result in young people making use of other methods to meet their needs, such as challenging behaviour if they experience discomfort.

Moreover, Jephcott (2023) indicated that it is common for a very young child to take something that enthruses them and hence not regard it as stealing. Additionally, Tinney and Smith (2019:265) highlighted that a young person may steal as a demonstration of bravery to friends, to be more accepted by peers, or steal goods on a dare. Absconding emerged as one of the behavioural challenges displayed by young people in CYCCs. Some of the participants highlighted that young people in CYCCs would escape and devise false stories about where they had been. Child and youth care workers work with broken young people who sometimes continue to experience multiple placements. This is not how their lives should have been, but this is the reality for many young people in CYCCs. These young people distance themselves from their relatives, and the barriers that are created in this environment result in their absconding from the CYCCs. Bowden *et al.* (2018: 536) conducted a study on '*Why youth abscond from out-of-home care in New Zealand*'. The study findings specified that absconding in young people was encouraged mainly by relationships, and sometimes they do run away to avoid difficult relationships with CYCWs or peers within the CYCCs. Moreover, care system factors, particularly insufficient information about their care and placements resulted in young people being frustrated and encourage absconding. Whitbeck (2017) highlighted that some young people abscond regularly from CYCCs to their families or friends, where they experiment with alcohol and drugs. Additionally, Hoikkala and Kemppainen (2015:467) stated that absconding might be motivated by the environment and the living conditions.

4.4.2.3 Sub-theme 3: Disrespect towards CYCWs

The study findings showed that CYCWs often experienced being disrespected by young people under their care. Many of the young people back chatted. For instance, Participant 3 highlighted *“The main thing is being disrespectful and rude to the staff and that is a major issue when children feel they have a right to stand up to the staff, you know”*. Some of the participants also spoke about young people disrespecting CYCWs, as stated by Participant 7, *“They have been swearing at us; back chatting at us”*. The same sentiment was echoed by McKibbin and Humphreys (2019:420), who stated that some young people have trouble understanding basic concepts, lack trust, have feelings of guilt and therefore lack instinctual control. It is therefore likely that these young people will display aggression, whether physically or verbally, as expressed by the participant below:

Participant 6: *I would say some children do not want to be told and when they are told that they have wronged here and there, [they] tend to answer back chat and show that they want to win the argument, so that is the challenge. Even if you let the child calm down and come back to approach so that you can explain, you find the same behaviour.*

Participant 7: *Here there [is] back chatting and sometimes you feel like hitting the child, but you can't do that because it's not allowed. So, we face challenges, like when tell a child to do something, they back chat at us saying, 'what's wrong with you why do you keep on following me' because you are doing your job. But now it seems like you [are] doing something wrong. But we keep on nagging until she does it because we want them to do better.*

Participant 10: *Sometimes the young people would back chat and say "You are not my mother", I would tell them straight that if I am not a mother, I am a child and youth care worker and I am here to help you.*

Participant 11: *I think sometimes when you are trying to help them, they keep on provoking you and pressing those buttons. So maybe you use this strategy, and they backchat you, pushing you to see what more can you do, so that really*

becomes a challenge because you really do not know what the child would want you to do. Because sometimes they push you to an extent where you feel like raising your hand to them as a solution and that's where you get into trouble.

Participant 12: *They talk anyhow to us, especially the older ones; they don't even notice that you are there to guide them. If you try to tell them something, they just backchat you.*

Participant 14: *They are rude towards the CYCWs, and they are using vulgar language.*

Participant 15: *The main thing is being disrespectful and rude to the staff and that is a major issue when children feel they have a right to stand up to the staff, you know.*

Traumatic experiences have resulted in some of the young people missing out on relationships that demonstrate how to seek and receive support (Hickle and Lefevre, 2022:160). As a result, some of the young people frequently engage in challenging behaviours in an effort to gain attention of the CYCWs. It is critical that CYCWs understand both the distress and fears that may underpin the young people's methods of meeting their needs and their difficulties in expressing themselves. Therefore, they should find ways to connect with the young person with acceptance rather than judgement. Phaswana and Erlank (2023:44) extended this point of view and highlighted that some of the young people in CYCCs have been living on the streets and may have developmental delays and behavioural challenges, CYCWs are then confronted by these young people and often struggle to manage their behaviour. In addition to disrespectful behaviour, child and youth care workers are also confronted by violent and aggressive behaviour displayed by these young people, as discussed in the subsequent sub-theme.

4.4.2.4 Sub-theme 4: Violent and aggressive behaviour displayed by young people

The study participants expressed some of the challenges they face in their line of work that includes the violent and aggressive behaviour displayed by the young people. This is reflected in the responses below:

Participant 1: *They will become violent and aggressive towards everyone. They will start acting out. They do things so that you may start to give them attention.*

Participant 2: *Some of the young people, when they are angry, start banging the doors, crying grabbing other children violently, even us, and destroying things.*

Participant 3: *I once worked with a child, who was very dangerous when you are working with him. When he became angry he would start throwing stones at the windows.*

Participant 4: *So, if you are trying to correct the child, they will swear at you saying things, banging things and angrily grabbing other children.*

Participant: 6: *Some of the children fight in the hall and in the cottages.*

The study results highlighted that CYCWs face aggressive and violent behaviour in the form of fighting, intentional destruction of property, physical and verbal aggression and vandalism. The study results align with prior research findings, which indicated that CYCWs work in settings in which young people may exhibit several types of challenging behaviour (Moyer and Goldberg, 2020:124; Desmond *et al.* 2020:372; Jozefiak *et al.* 2016:35). According to Papadima (2019:293), a young person may resort to self-destructive behaviours including substance misuse and self-harm as a means of coping with inner pain such as low self-esteem and shame. Hence, it is critical for CYCWs to create a conducive environment that will enable young people to feel both safe and calm and attend to developmental tasks.

Young people who engage in aggressive and violent behaviour compromise not only the CYCWs' capability to do their work but also have repercussions for other young people in the CYCC environment as a whole. Violent behaviour may trigger other young people who come from a background of a violence as well as prevent the CYCWs from committing enough time to educative programmes and activities. This might negatively affect the development and healing process and compromise the safety of the young people and that of the CYCWs. Moreover, a violence-free setting is a favourable working setting for child and youth care workers, which is one of the main goals of child and youth care (Ssenyonga *et al.* 2022). Furthermore, Van den Tillaart *et al.* (2018:3992) anticipated that the CYC environment can have an effect on challenging behaviour in young people living in CYCCs increasing the risk of aggressive incidents (Goodwin *et al.* 2019:1287).

Furthermore, participants in the current study identified that young people's behaviour was an increasing challenge for intervention services in CYCCs. Additionally, participants discussed the difficulties of implementing behavioural interventions for young people under their care, particularly around engaging them. The participants explained that each young person's behaviour and challenges vary and for that reason, it is a constant struggle to think of activities to engage them effectively. Staines and Selwyn (2020:98) stated that despite being assisted by CYCCs to live in a safe place, being away from their loved ones and community is a disturbing experience and might render it challenging for young people to focus on essential activities that are meant for their healing processes.

In their study, Frosch *et al.* (2019:446) highlighted that CYCWs face difficulties when a young person displays aggressive behaviour and sometimes disregards the house rules and duty rosters. Moreover, prior to being placed in CYCCs, some of the children were likely to have experienced life-threatening events, such as neglect and abuse (Lukšík, 2018:715). According to Malvaso and Delfabbro (2015:3563), their challenging backgrounds are likely to then impact the modulation of emotion, attention and aggression, which can result in difficulties in managing behaviours. This was supported by Mumford *et al.* (2019:17) who indicated that young people who come

from abusive circumstances are likely to display aggressive behaviour in the CYCC as they find it difficult to trust the CYCWs.

4.4.2.5 Sub-theme 5: Young people who disobey cottage rules

Child and youth care workers in CYCCs work with young people from the early stages of their development to their teenage years, supporting their optimal growth in all domains Briggs (2020). Hence, it is expected that as the children grow, the CYCW may be challenged by those who will challenge rules and boundaries. Participants in the current study specified their difficulties as follows:

Participant 2: *You have to force the child to arrange their bedroom lockers. Sometimes, you ended up arguing with the child refusing what they supposed to do—something that is expected from them.*

Participant 4: *It is a rule that when the children arrived from school, they must wash their socks and uniform shirt before they go out to and some are not willing to do that.*

Participant 5: *The children do not want to follow the rules, not admitting their fault and ignore you when you are trying to talk to them.*

Participant 6: *Sometimes they misbehave during mealtime and some of them would go eat in their rooms and not in the dining rooms as the rules of the cottage.*

Participant 8: *Some of them refuse to do their duties in the morning but as soon as they come back from school, I make sure that before they do any activity, they first do their duties.*

The study's findings revealed that young people sometimes refuse to obey the rules. Child and youth care workers need to make use of such opportunities to teach young people positive behaviour rather than engage in arguments with them. In some cases, CYCWs often expect that when young people are placed in a CYCC, they will automatically follow the rules of that setting. When a young person fails to conform to

the cottage rules, it is presumed that the disobedience is by choice, and consequences and restrictions will teach them to be accountable for their actions as well as gain self-control (Aussems *et al.* 2020). Traumatic experiences have caused some of the young people in CYCCs to miss out on relationships that teach them how to look for support or a sense of belonging. As a result of these difficult experiences, some of these young people often engage in negative behaviours as a way of getting attention from the CYCWs and also connecting with their peers.

According to Briggs (2020), CYCWS need to see beyond the negative behaviour being displayed by the young person to be able to see what needs are being communicated. Fergeus *et al.* (2019:157) further indicated that difficult behaviour, is often an indication of the existing needs, hence CYCWs need to understand it in this context so that they can address the source and apply the relevant strategies. Additionally, Frieze (2015:29) stated that when young people have experienced disturbing life events, it negatively affects their behaviour; hence, it is vital to reflect on ecological factors and their influence.

4.4.3 Theme 3: Behaviour management strategies used by CYCWs to manage challenging behaviours

Theme 3 relates to the strategies applied by CYCWs in managing the behaviour of young people under their care. The thematic analysis of the behaviour management strategies used by CYCWs to manage challenging behaviours revealed four sub-themes, as indicated below.

4.4.3.1 Sub-theme 1: One-on-one, group and individual sessions with children

The use of one-on-one, individual and group sessions was discussed by the participants. The participants stated the following:

Participant 1: *Some of the children are doing these bad behaviours just to trigger CYCWs. Also, sometimes they misbehave during mealtimes. So, what I normally do when a child misbehaves [is] I would take the child outside and try to help the child understand that the behaviour is wrong.*

Participant 3: *You just need to open your heart to them because all they need is love. Once you open your heart and just give them what they want. You get connected with them you bond with them. Just go the extra mile and become more than a CYCW like becoming more of a mother. Because young people depend on you most of the time they know you are there for them. Whatever they want they will come to you, and you give them. And they feel they are appreciated. So, you just need to open your heart to them and tell yourself that even though you have your own children, they also need a mother figure in their lives.*

Participant 4: *So, I do group programmes and also individual consultation. I also intervene in the moment. Whenever I see someone doing something that another child doesn't like some form of bullying. I inform that particular person at that time so that they can understand this is a form of bullying. And also has some individual sessions. So, that the child can be able to interact with others without triggering them.*

Participant 6: *We involve young people in group discussions which encourage them to open up about and speak about their challenges and needs.*

Participant 7: *What I normal do is to sit the young person and have conversation about their behaviours.*

Participant 8: *When the young person is displaying challenging behaviour, I remove the child from other children and try to talk with the child alone, because they like to be watched and create a scene. If the child is hurting themselves, I will try and call other CYCWs.*

The study findings revealed that CYCWs provided learning opportunities for young people through group discussions as well as individual guidance. The learning environment enables young people to develop life skills, social-emotional skills, pro-social skills and self-responsibility. These life skills improved the young person's capability to participate and function adequately in a diverse community. Moreover, in CYCCs, CYCWs make use of the regular opportunities that happen in the moment to

teach young people appropriate behaviours. This principle applies equally to life space intervention, which offers a natural setting to observe the young person and have a deeper understanding of the behaviour.

According to Shahriari *et al.* (2019:237), a child-centred strategy can be applied in individual as well as group sessions, which gives the young person a platform to participate and discuss their situations as opposed to having all situations imposed on them. As such, CYCWs highlighted that they engage with the young people and encourage discussions, enable young people to open up and talk about their needs. In addition, the discussions empower young people to open up about ill-treatment to a CYCW while protecting the young person's personal information.

Furthermore, the strategy of group sessions assists young people in building relationships with their peers as well as practising important life skills. CYCWs create a welcoming environment and provide positive encouragement and feedback using the group session strategy. This kind of environment enables young people to feel safe, heal and learn. Bonet (2020:63) pointed out that the group sessions motivate young people to interrelate differently, to reflect on difficulties that they are facing and to gain life skills through these engagements. Moreover, with the group sessions, the CYCWs encourage diversity as well as encouraging children to appreciate their differences and celebrate each other's victories (Holmes, 2009:114). Staples *et al.* (2019:210) further indicated that the results of well-facilitated group sessions will improve self-awareness and relationships within the group.

According to Haslip *et al.* (2019:549), talking and listening to young people is believed to enhance young people's contentment. The group discussion enables CYCWs to observe different behaviours and make use of that moment to actually listen to young people and hear their side of the story (Collins *et al.* 2021:269). Bond (2020:27) further stated that life skills and social skills programmes ensure that a young person's stages of development can be fully understood and are acknowledged as effective behavioural interventions. The programmes comprise life skills and communication skills' sessions, assertiveness and emotional care. The social programmes are significant in promoting positive behaviour in young people (Garcia Yeste *et al.* 2018:63). Van Assen *et al.* (2021) highlighted that talking to young people about peer

pressure, alcohol and other drugs is an effective strategy in managing difficult behaviour in young people. Moreover, seeing beyond the young person's difficult behaviour and understanding where they are coming from will be essential for the young person to feel welcomed and good about themselves (Kaunda-Khangamwa *et al.* 2020:3).

4.4.3.2 Sub-theme 2 – Making use of relationships and observation

Relationships and observations were also highlighted by the participants, who stated as follows:

Participant 2: *Relationship-building with the child is the best way to manage behaviour.*

Participant 1: *So, to manage physical behaviour we need to observe, after we observe, we need to write it down and do the IDP (Individual development Programme) so we can understand and know what activities we need to do with the child who has physical behaviour like the child is hitting others and the child that needs to play more.*

Participant 3: *I try and find time to speak to young people if I see that they are down because sometimes the young people do not want to talk. I will assure them that if they want to talk, they can talk to me, and their confidentiality will be safe with me. And some of them will come to tell me, 'Please, Miss, keep this between us'. But if it's beyond me or it's escalating, I will not be going to keep it.*

Participant 5: *On a weekly basis we have got meetings in my cottage. So, in those meetings we talk about different topics such as sexual or physical abuse, bullying and do educational activities. So, when we are in these meetings I can pick up that this one is lacking something or this one is touched emotionally. So, maybe on the following day I will sit down with the particular young person and have some talk with them but not on the serious chat that will make the child feel uncomfortable but while we are playing cards or drawing then I use that moment to talk with the young person. So, I feel that as the child talks about the issues the child gets to heal.*

Participant 6: *We do group activities. Like, yesterday, together with the children we made some memory boxes which help the young people to reconnect with their loved ones.*

Participant 7: *We do make an effort to spend time with young people trying to know them better. For instance, we have ongoing programmes, so every shift there are two programmes, and we try to involve the young people in planning those programmes and activities.*

Participant 8: *In my cottage we just play talk and draw, and these are the times I would use to observe the young people checking their feelings and building relationships with them.*

Participant 10: *We have a good relationship with the children and know they can come to me and freely discuss their concerns and they do come forward. And also, in all of this as much as the child might have done something, I try to reassure the child that we are there for them to support and help them.*

Participant 13: *When we are allocated eats and snacks, I keep some aside. I know that so and so like this or that then when I am having one on one with them I will take some to make them happy and help them to open up.*

As the above excerpts propose, CYCWs use relationship building as part of their strategies to manage the behaviour of young people and use the moment to teach young people the social skills that will help them to uphold their own relationships. Being in a CYCC is a traumatic experience for young people. Child and youth care workers are presented with an important opportunity to build a relationship as well as create a safe setting for them. However, due to previous experiences in relationships, young people in care centres might be reluctant to form relationships with CYCWs. Hence, CYCWs need to view the young people's behaviour as an expectation rather than a challenge. Furthermore, young people from a challenged background interpret even helpful, genuine relationships and welcoming CYCWs with suspicion and use defensive behaviour to protect themselves from possible relationships (Sandu, 2021:1473). Pinheiro *et al.* (2022:2) highlighted that entering the CYCCs is an

impactful event for the young people because it involves separation from their families and communities and the need to adjust to a new environment. This adjustment might be enabled by the type of relationships between the CYCWs and the young people, which may positively influence their emotional adjustment. Children find a sense of belonging in relationships (Johnson *et al.* 2020).

Similarly, the World Health Organization (2020) indicated that developing strong relationships with young people will ensure behaviour strategies that can be implemented effectively. Additionally, Srivastav *et al.* (2020:526) asserted that setting the foundations of positive and trusting relationships with young people, before expecting successful implementation of strategies is substantial in managing the behaviour of young people. According to Harrison (2019:66), experiences of positive, safe and stable relationships enable young people to develop self-confidence, independence, safe attachments, as well as contribute to a strong sense of identity and belonging. Masten (2021:2) indicated that caring, supportive and positive relationships can support the resilience of young people.

According to Deakin *et al.* (2022:102), relationships between the CYCWs and the young people can offer structures for young people that create routines and boundaries. This will position CYCWs as sources of care rather than restrictions. Warin (2011:807) specified that it is important for CYCWs to show the young people that they want to build a relationship with them and that they look forward to working with them. The author stated that when the young people realise that someone is dedicated to working with them and assisting them, they may be more respectful and accountable for their behaviour. Additionally, it is also crucial that the CYCWs model the behaviours that are expected of the young people. For instance, if they make a mistake, they need to admit it to the young people. This may help them earn the young people's respect.

4.4.3.3 Sub-theme 3: Use of logical consequences

Use of logical consequences were mentioned by participants as a strategy to manage behaviour. They stated the following:

Participant 1: *So, if the child is misbehaving you apply the consequences. For instance, you tell the child, 'You will not be able to watch television until you do this' or 'if you are going to sit in front of the television you are going to face the wall' and also if that is not helping you can send the child to sit in their room for a little while.*

Participant 3: *Basically, the most important or the main strategy is consequences, where the children are given consequences for what they have done. So, we just give them consequences. 'Okay, you got to do this chore extra to your duty because you were misbehaving'.*

Participant 4: *Sometimes, I use consequences to manage the children's behaviour.*

The participants' responses demonstrated that they see behavioural challenges as an opportunity to teach young people self-discipline through the consequences strategy. Through being accountable for their actions and decisions, the young people achieve a sense of ownership and accountability. When mistakes are made, the young person is allowed to learn from these setbacks.

The consequences are ideally supposed to match the behaviour, make the young person know the reason why it happened and help him or her handle situations differently. However, it doesn't always happen that way. Moreover, negative behaviour is expected from young people with difficult backgrounds (Malvaso and Delfabbro, 2015:3562), and the CYCWs need to be alert to any potential behaviour that may be exhibited and take advantage of the incidents to teach young people positive behaviour as well as coping skills. The goal of behaviour management is to build competence in young people to assist them adapt as they grow and experience different challenges (Dennis and Stockall, 2015).

Leijten *et al.* (2019:181) stated that logical consequences are actions that CYCWs apply that logically follow from a child's behaviours but are not arbitrarily punitive. This is supported by Wilkins *et al.* (2023:584) who contended that to be effective, logical consequences must be linked to the child's behaviours, respectful of the young person, and rational to both the child and CYCW. Bierman *et al.* (2019) further pointed out that

the aim of setting consequences is to help young people in making progress towards modelling the appropriate behaviour, and in order to nurture that development, consequences are required to have a clear connection to the behaviour involved. Sloan *et al.* (2020), stated that by making use of natural consequences, the CYCWs allow the consequences of a particular behaviour to flow naturally from the act and let the young person draw his own conclusions from the arrangement of events. Additionally, the purpose of consequences is to assist the young person learn through experiencing the actuality of the social order (Sloan *et al.* 2020).

4.4.3.4 Sub-theme 4: Using cottage rules and routines

Concerning the challenges of behavioural interventions, it emerged that CYCWs used cottage rules and routines to manage behaviour as demonstrated by the excerpts below:

Participant 1: First things we put in place are boundaries and cottage rules. We let the young people know that the boundaries and rules are there to guide them.

Participant 2: Young people contributed to the establishment of the cottage rules which gives them a sense of honour ship as they enthusiastically get involved in decisions making of the things which affect their wellbeing.

Participant 5: We establish boundaries and rules together with the young people so, they become proud of their cottage.

Participant 6: We have a talking session about the house rules and try to make them understand why we put rules in place.

From the research findings, one of the behaviour management tools that CYCWs make use of to manage the behaviour of young people under their care is cottage rules. The presence of rules and structure in cottages provided the young people with an outline that helped them understand what is expected of them. Pedler, Hudson and Yeigh (2020:50) pointed out that establishing and enforcing rules is an effective way to ensure consistency in behaviour management and thereby reduce behavioural challenges in young people. Naturally, decision-making will depend on the young

person's age, nevertheless, permitting the child's input, builds trust and common respect. Similarly, Smales *et al.* (2020) contended that young people might respect and honour rules if they take part in creating those rules and they succeed on structure and boundaries in the environment of a compassionate as well as harmonious relationship with the CYCW.

According to Gil (2012), structures and rules offer communication for appropriate and inappropriate behaviour that improves the person's sense of security. Chimange and Bond (2020) further highlighted that consistent rules and firm boundaries provide a comforting sense of containment as well as improve confidence and a sense of self-esteem in young people. Brown *et al.* (2019:220) explained that rules and limits help young people learn about responsibilities and significant life skills and help them feel safe. Additionally, rules and limits teach young people positive behaviour and give them opportunities to improve some of their skills (Kehoe, 2018:190).

4.4.3.5 Sub-theme 5: Using spiritual programmes

The fifth sub-theme that emerged was CYCWs making use of spiritual programmes to manage the behaviour of young people. The participants reported that prayer and devotions were helpful in managing the behaviour of young people under their care. The following excerpts reflect the participants' responses:

Participant 4: *We are doing devotions, which is helpful when young people know about God; they now learn about loving one another and respecting one another. The devotions help in managing behaviour.*

Participant 5. *The young people attend Bible study.*

Participant 4: *Every Sunday we attend church service with the young people. Before going to church service, we sit in the lounge as a group and read the Bible and pray together and discuss what the Bible says and what it means to us.*

The research findings revealed that young people attend church services and some of them conduct Bible studies in their cottages. The study participants highlighted that

prayer was very helpful to the young people, as with the knowledge of God, they now learn about loving one and respecting one another.

Al-Husseini *et al.* (2020:132) showed that trust in God is a significant part of the procedure for dealing with difficulties and builds a level of acceptance and trust when confronted with challenges. Moreover, belief in supernatural powers is regarded as a crucial factor in changing children's behaviour and enhancing their psychosocial functioning (Kapur *et al.* 2022). Additionally, Yazdi-Feyzabadi *et al.* (2019:5) specified that solid religious beliefs can be a buffer against challenging behaviours in young people.

4.4.3.6 Sub-theme 6: Educational programmes, life and social skills sessions

Educational programmes as well as life skills sessions also emerged as strategies used by CYCWs in managing the behaviour of young people in CYCCs. In addition, the participants expressed that these programmes also enhance the holistic development of young people. The programmes comprise offerings related to HIV and AIDS, assertiveness training, emotional care, recreational skills, life skills therapy programmes, sports activities and COVID-19 initiatives. It was explained by participants as follows:

Participant 6: *We have therapy programmes. They come and teach the children and also the yoga, drama, music and guitar programmes.*

Participant 7: *We have a talking session about sexuality, HIV and AIDS and drugs. Just to educate them about the impact of such things on their lives. We also do activities with children and read about it and talk in supervision.*

Participant 8: *The programmes that we have are bullying, low self-esteem, peer pressure, and bad touch because they are girls, and you know now these days a girl can also be in a relationship with a girl and the same applies to boys.*

Participant 9: *Yes, there are programmes. And what is important is for the children to learn. So now in this organisation every week we have two programmes per week.*

Participant 11: *The only thing we do is we do the life skills with them. The life skills programmes such as for the specific developmental area that they have maybe there is bullying or there is hygiene problem.*

Participant 11: *In each and every cottage we do have educational programmes every Saturday of the week.*

Participant 13: *Some of the programmes that we have here at the facility are HIV programmes, Sports and also COVID 19 programmes where young people are taught about these topics.*

Participant 14: *Firstly, I am doing different programmes. For instance, programmes on substance abuse, teenage pregnancy and peer pressure. Sometimes I refer them to the manager and to the social worker.*

Participant 15: *We have got groups, art and culture, health environment, peer mentorship and different life skills programmes for the weekend, we also have some programmes where we go out.*

Participant 16: *I make them do house chores, such as washing walls, sofas, chairs in the dining room where we eat and keep them doing something than sitting. If they are doing nothing, they will misbehave.*

The research findings indicated that many CYCWs used their own strategies to manage the behaviour of young people. Some consulted with the social worker and the child-care manager for guidance. There are no consistent strategies that are taught to the CYCWs regarding management of young people's behaviour. It seems that each cottage is managed differently in terms of intervention in young people's behaviour in CYCCs. Moreover, the research results suggested that life skills and therapeutic services are a significant part of behavioural interventions in CYCCs. Young people in CYCCs who have gone through traumatic experiences require an intervention that heals them and prevents further deterioration in their lives.

Liverpool *et al.* (2020) corresponded with the research findings and proposed that early relevant intervention strategies are essential to evade the intensification of

acting-out behaviour into aggressive behaviour. Moreover, participants mentioned in their responses above that actively engaging with the young people and exploring alternative approaches to address their problem is vital in handling their behaviour. This is in line with Shiota (2021:223), who highlighted that the redirection strategy promotes positive behaviour, prevents injury, and promotes learning and exploration. Additionally, Lusambili *et al.* (2021:2) emphasised that these programmes encourage young people to attain a sense of accountability and enable them to apply what they have learned in realistic circumstances. The research findings further revealed that CYCWs involve young people in taking care of their respective cottages through household tasks such as cleaning sofas and walls. Instead of having everything done for them, in this inclusive approach, young people would be provided with an experiential learning opportunity to take responsibility for their own lives and to learn about the consequences of good and bad choices. Child and youth care work is emotionally and physically demanding, having young people helping with the house chores could ease CYCW's workload.

Given the disruption from their community of origin, planned tasks need to be provided to assist young people with the essential skills that they need when they go back to their communities. The young people in CYCCs are not fully exposed to some of these realities of life during their stay in CYCCs which makes their return to the community more difficult. Educational programmes need to purposely expose young people to other realities through group activities outside of the CYCCs. However, the sad reality is that many CYCCs are struggling financially, which hampers the CYCWs' efforts to give young people experiential opportunities to learn independent living skills in preparation of their return to the community.

Furthermore, the life skills programmes provide young people with the tools they need to manage their emotions, set goals, take responsibility for their behaviours and make responsible decisions. Zhu and Shek (2020) stated that the programmes aim to cultivate and enhance young people's qualities they needed to cope when confronted with age-related challenges.

The above excerpts also concurred with Häggman-Laitila *et al.* (2018;136), who indicated that life skills such as computer skills, time management skills, healthy eating

habits, emotional care programmes, assertiveness programmes, cooking, washing, and shopping are offered to young people in CYCCs. Additionally, in some of these skills' training sessions, CYCWs support young people to express and name their emotions, which enhances their language development (Fraser *et al.* 2016). The sessions and supervision further assisted young people to learn how to live with others, acknowledge and recognise other people's feelings and show empathy (Häggman-Laitila *et al.* 2018:136).

4.4.4 Theme 4: Child and youth care workers face challenges in their behavioural interventions

The thematic analysis of CYCWs facing challenges in their behavioural interventions revealed four sub-themes, as indicated below:

4.4.4.1 Sub-theme 1: Insufficient supervision and support

The participants spoke of inadequate emotional support and care for CYCWs. In addition, the participants felt they are not given the opportunity to voice problems that affect their work negatively, as indicated below:

Participant 1: *Honestly, sometimes they don't, but there are certain people who help us.*

Participant 5: *I think most of the time they are on the children's side even when you go and report the behaviour of the young person, they don't ask the other side of the story. And the children, they know that. They will be like I am going to the office, but I understand because of their background.*

Participant 7: *We do get support from the organisation; however, I feel it's not enough. I think if we can have people in the management as well as supervisors who have knowledge about CYCW they will understand what is going on. I think that will be helpful for us CYCW.*

Participant 8: *I feel like we do not really receive sufficient supervision if I could say it that way. So I think having a supervisor that is not a child and youth care worker*

by profession poses a challenge as sometimes they do not know the guidelines and the standards that we work with as CYCWs.

The participants expressed that without proper support and guidance from their supervisors, it becomes difficult for them to provide behavioural interventions. The perspectives of the participants above revealed a lack of adequate support and supervision experienced by CYCWs in CYCCs. Although CYCWs might have been skilled, their education remains knowledge until that is practically applied. Hence, supervision in CYCCs is essential as it assists CYCWs with this critical transition. Supervision and support are crucial in child and youth care work in order to assure and enhance the quality of behavioural intervention for young people.

Moreover, supervision in child and youth care centres should provide a caring and supportive environment that will motivate the child and youth care workers so they can efficiently do their job of caring for the young people (Salloum *et al.* 2015:55). Lamothe *et al.* (2018:14) reported that the lack of structured supervision and insufficient support for motivating staff remain limitations for CYCWs' efforts to provide effective behavioural interventions to young people under their care. Although many participants indicated that they get support from the management, they feel it is not enough. It seemed as though the crucial task of supervision, specifically emotional support, was not sufficient in some of the CYCC organisations. In many instances, the supervisors for child and youth care work come from dissimilar professions and some might not fully understand the child and youth care practices or feel that the CYCWs are is not competent for therapeutic interventions (Miller *et al.* 2019:242).

Child and youth care workers need support, guidance and learning, which are characteristics of effective supervision. Staff morale might be greatly affected by the ineffective supervision. Moreover, as a result of the supervisor not being easily accessible there might be feelings of frustration among the staff. According to Anglin (2014), effective supervision comprises showing creativity, and providing for the development and physical care of both the CYCWs and the young people. It is characterised by providing a caring atmosphere and environment. Moreover, a satisfying relationship between a supervisor and child and youth care workers leads to job satisfaction. The relationships build the CYCW's morale; this makes them feel

effective about their job, especially when the efforts are acknowledged and compensated (Park and Pierce, 2020).

According to McLean (2015: 347), supervision is one of the essential tools that can empower CYCW in their behavioural interventions in CYCCs. Additionally, supervisors in CYCCs serve as models of care, and they showcase the meaning of care and its effectiveness through the approach they use to connect with CYCWs on a regular basis (Shadoan, 2018).

Furthermore, participants in this study felt that they were not getting enough supervision. Hlungwani and van Breda (2022:138) cemented the above perspectives and stated that CYCWs spend most time in the life spaces of young people; however, they are not rewarded and supported as they should be by either the government or by the organisations they work for. According to Grant et al. (2019), CYCWs frequently work in challenging contexts. Hence, support and even the sensitive containment that comes with effective supervision are critical in empowering them to be effective in their work. Several participants in this study acknowledged the effort by the organisations in supporting them; however, according to the research findings, some of them felt that it was not enough. They felt that the organisations only cared about the young people's wellbeing.

4.4.4.2 Sub-theme 2: Lack of resources

The excerpts from the participants in this study specified that inadequate resources negatively impacted their capability to support behavioural change in young people. Inadequate staff resources made it difficult for CYCWs to engage with young people and build helpful relationships.

Participant 2: *We need more resources, for instance for sports. Also, we like some sports, we don't understand like cricket, volleyball, rugby. We need people who can voluntarily train them, because now we only have to do soccer. We need more space in our library, and we also need a study room because when children need to research they have to come to the front office to do research.*

Participant 3: *I think lack of resources affects the young people because if I see that this child needs a programme, I can't just do it there and there I have to write it down and wait for the response and sometimes the intervention needs to be done in the moment.*

Participant 4: *Lack of resources are affecting the implementation of programmes and activities. For instance, if the centre can afford to buy ingredients for baking, this will be beneficial for young people to learn life skills. Or maybe the outing money if we want to go to the mall.*

Most of the study participants stated the unfavourable effect of a lack of essential resources as a huge challenge for implementing essential therapeutic activities. Even though the child and youth care centre organisations are partly subsidised by the Department of Social Development and other sources, participants in this study mentioned insufficient resources as one of the factors hindering behavioural interventions for young people under their care.

Lamothe *et al.* (2018:308-321) highlighted CYCWs' experiences with young people with difficult and sometimes violent behaviour. The results pointed out the lack of resources as one of the obstacles that hinders behavioural interventions in CYCCs.

The shortage of resources impacts the ability of the young people to learn essential skills; for instance, it might be a cost-effective option to hire someone to make meals for all the children in the centre than to have a small group of older children buying their own groceries and make their own meals. Even though a centralised arrangement is cheaper and is less time consuming which is preferred by CYC organisations that are under-resourced, the outcomes for older children are not good as they are not given the opportunity to learn these independent living skills. Moreover, insufficient resources also limit the number of CYCWs available to facilitate these types of programmes. Supervised spaces for life skills learning are vital to moving young people from dependence to independence.

The availability of resources would obviously make a huge difference in the provision of behavioural intervention. However, given the current economic challenges, this

seems unlikely to happen in the short and medium term. Other possibilities to introduce change into CYC organisations might need to be explored through much additional economical ways of operating. The lack of resources in CYCCs negatively impact on young people's ability to overcome trauma that they encounter and accumulate during their stay in the CYCCs.

Similarly, Hope and Van Wyk (2018:422) stated that inadequate essential resources are a major challenge faced by CYCWs in behavioural interventions, and this negatively impacts the implementation of essential therapeutic activities. Frimpong-Manso (2014:403) asserted that the CYC organisations responsible for providing interventions to children and their families are poorly funded and the CYCWs are underpaid. Additionally, insufficient resources can result in a limited number of staff members, which can seriously increase the pressure of high workloads, leading to stress and high staff turnover.

4.4.5 Theme 5: Behavioural intervention resources available in CYCCs

The thematic analysis of the behavioural intervention programmes available in CYCCs revealed seven sub-themes, as indicated below:

4.4.5.1 Sub-theme 1: Training and skills development

The participants shared that the most helpful job-related training that they have received has comprised observation training, teamwork, behaviour management training, communication skills training, assessment training, and attending regional meetings, as highlighted in the excerpts below:

Participant 1: *Isibindi offered us training in dealing with young people of all ages and different stage groups.*

Participant 2: *We received training in filing here at the centre and now I am proud of myself because even if the Department comes my files will have been updated because I now know how to do it.*

Participant 3: *So far we have received training on PREP (Pre-exposure prophylaxis), STI (Sexual Transmitted Infection) that was helpful to us, and the young people received the same training.*

Participant 4: *We got behaviour management training and how to observe because observation is one of our chores to work with the children we need to observe the child.*

Participant 5: *I went to NACCW [National Association of Child Care Workers] so, we were trained about grief and loss. It was very helpful. With the grief and loss training I learnt that there is no timeframe for grieving. Now, I understand when the young person is crying or down they might be missing their late parents or relatives I must not be harsh to them.*

Participant 6: *Twice a month we get in-service training that will help us to learn about managing behaviour. Where they choose topics that are relevant to our work. They try and come up with solutions. Try and implement those techniques to see if it works.*

Participant 7: *To be honest, at first it was very hard. I was like am I going to be able to do this work, you do not have any idea, no clue. But now through the in-service training and all the studies, it happens that now I am comfortable with my job.*

Participants cited training on topics such as behaviour management and grief and loss training. Some of the participants also elaborated on the workshops and seminars that they attended, namely the CYC conference, workshops and the NACCW conference. Participants' sentiments coincide with those of Zastrow and Hessenauer (2022) that there is a need for teamwork. In their study, Lizano and Barak (2015:20) indicated that, for CYCWs, being a qualified child and youth care worker is associated with higher job contentment as well as lower turnover. According to Seim and Slettebø (2017:884) training and skills development are crucial for the professional development of staff and even more so for the CYCWs.

In their study, Kašpárková *et al.* (2018:46) pointed out that some CYC organisations facilitate behavioural management skills by providing a learning culture whereby they encourage creative thinking, a 'trial and error' approach to behaviour management, and the sharing of information across work groups, which improves CYCWs' knowledge about behavioural interventions. This is supported by Russ *et al.* (2019), who contended that some organisations provide continuous training for CYCWs to improve their behavioural management skills with the vision of reducing personal risk for staff and children in care.

4.4.5.2 Sub-theme 2: Organisational support for CYCWs

Organisational support for CYCWs emerged as a sub-theme for behavioural intervention programmes available in CYCCs, as revealed in the excerpt below:

Participant 1: *We get support from our seniors and our supervisors. They really support us; the supervisors know each one of us like the way we know the children we work with. Even if I am not okay she will call to check on me.*

Participant 2: *They do support us because whatever you are dealing with during work time if you report that you are having difficulties with the children they do listen and help.*

Participant 3: *They do support us. ... for instance, if a child does not listen to you. Because some children sometimes do take advantage. They see that this child does not listen to you, they intervene and engage the child to see their fault and the child ends up apologising to me as a CYCW.*

Participant 4: *They allow us to attend NACCW meetings and those who are still studying, they [are] given that opportunity, especially in the absence of the children. And the manager and the supervisor's doors [are] always open.*

Participant 10: *The organisation helps us by providing supervision. The management door is always open for us to reach out whenever we face challenges doing our work.*

Participant 11: *Honestly, sometimes they don't, but there are certain people who help us.*

On the one hand, the study results found that insufficient supervision was a challenge, and on the other hand, participants spoke about good supervision. The findings hinted that the managers were more likely to hear about family problems, marriage problems, relationship difficulties, and previous traumas. The managers would then need to be empathetic to the specific needs of the employees while upholding the organisation's core values and trying to provide high levels of support and care. It was also noted that the supervisor's positive criticism about both positive and negative aspects of CYCWs' work helped the individuals learn from setbacks. This point of view is aligned with the research findings of Santos *et al.* (2023) who revealed that CYCCs offered emotional and practical support to CYCWs.

Similarly, the study conducted by McFadden *et al.* (2015) investigated "*individual and organisational factors associated with resilience and burnout among CYCWs*". The findings revealed that supervision support provided a protecting effect on burnout in CYCWs. Providing support, as indicated in the study, represents an action or activity that takes so less to achieve but yet makes a significant effect when received.

In their study, Park and Pierce (2020) stated that organisational support is essential in child and youth care work, as it can be difficult and possibly traumatising to the CYCWs. Bowman (2019:5) further asserted that supervisors who are available, present and knowledgeable are essential to guide the CYCWs in challenging elements of work with young people and to nurture skills that will support self-care and work-life balance. In addition, CYCWs need guidance, support and knowledge, which are characteristics of active supervision (Olszowy *et al.* 2020). Moreover, supervision in child and youth care work serves as a representation of care because, through observing the supervisor connect with young people and listening attentively to the supervisor's explanation, CYCWs gain more knowledge of their work (Miller *et al.* 2019:242).

According to Graham and Killick (2019), supervision provides an opportunity for workers to reflect on both the challenging and hopeful aspects of their work in a

stressful environment. It was noted in the study that the workers used supervision to discuss personal concerns and how they had an impact on their work. Supportive supervision was expressed as critical to helping CYCWs develop competence in their practice, especially in very difficult situations. Biggart *et al.* (2017: 124) echoed this by stating that it is vital to have some consistency in supervision for emotion regulation as well as resilience maintenance for CYCWs.

4.4.5.3 Sub-theme 3: Making use of recreational and play activities

Participants indicated making use of sporting programmes, recreational arts and activities as strategies to managing the behaviour of young people, as evidenced by the following excerpts.

Participant:2 *Sports and recreation, going on camp*

Participant 3: *One day, I organised a talent show, I said to them, guys you are going sing and dance.*

Participant 5: *Getting them into activities such as sports, exercising making sure that they have something that they are busy with and that interests them and that tends to limit the time of thinking negatively.*

Participant 10: *While we are playing cards or drawing then I use that moment to talk with the young person. So, I feel that as the child talks about the issues the child gets to heal as compared to us.*

Participant 12: *I normally do therapeutic programmes for young people who are depressed maybe because [of] the loss of loved ones. Who do things like group activities whereby we make memory boxes which help the young people to reconnect with their loved ones.*

Participants 13: *netball and soccer are some of the sporting activities we do with the young people.*

Participant 14: *We take them out and make them feel special and loved.*

It emerged from the research results that CYCWs make use of sporting programmes such as soccer and netball, arts recreational activities and outings as strategies to manage the behaviour of young people. Participants highlighted how such activities encourage communication among the young people and make them feel loved and relieved of stress. During the play activities, young people and CYCWs can also see and experience each other in different ways while being involved in the activities and working together. Additionally, CYCWs watching the game will be able to observe the young people's behaviour as they are playing and taking the lead in the activities, and they will be able to observe the young people's strengths and areas for improvement. Moreover, through recreational activities, the children will learn how to manage their behaviour and express their emotions in a way that does not offend other people. The young people will learn how to manage their anger and develop their social skills.

According to Bernstein (2022:57), activities such as drawing provide a significant stage and channel for young people to open up about the emotional challenges they might be facing in their daily lives. Sahlberg and Doyle (2019) asserted that play encourages the mental health of young people and that play activities are essential in enabling young people to develop essential skills. These skills assist with making decisions, problem solving, exercising self-control, following rules and learning to get along with others (Taylor and Boyer, 2020:129). Moreover, the recreational activities help young people better communicate their emotions and encourage them to release their anger in a more assertive manner (Uljaevna and Shavkatovna, 2021:328).

4.4.6 Theme 6: Suggestions for improving behavioural interventions

The thematic analysis of the suggestions for improving the behavioural interventions revealed four sub-themes as stated below:

4.4.6.1 Sub-theme 1 More professional training and support

Based on the research findings, participants expressed the necessity for continuous training, which they believe will enhance their skills and knowledge of managing the difficult behaviour displayed by young people, as can be seen in their responses below:

Participant 1: *I think we need training on how we can manage the behaviour displayed by young people under our care. Training will also help us to gain more knowledge and also to open our eyes to better ways of managing behaviour.*

Participant 4: *I think if the management can facilitate behaviour management training it will be helpful because I think it's a challenge in most CYCCs.*

Participant 5: *I think we need professional help because working with young people with different backgrounds and different behaviours it's a lot. We need like team building as CYCWs to go and de-stress and have things like massage. Because our job is very stressful; so, we need something like that.*

Participant 6: *If they can provide additional training and support.*

Participant 7: *I think if the organisation can help us to meet with different CYCCs to share ideas that will be helpful in our work because I think if we meet together and discuss I think they will be an improvement in how we manage these behaviours.*

Participant 16: *More training on how we can work and help young people is important to us.*

It was evident from the study that continuous in-service training is crucial as part of skills development. Even though participants acknowledged the training they are being offered in CYCCs, they still felt that continuous training is focused on behaviour management strategies is a necessity. The study excerpts showed that participants need to be trained on how to effectively manage the behaviour of young people and implement and evaluate programmes that will assist young people in learning how to express their feelings in a positive environment. These findings revealed that CYCWs lack the essential skills needed for developing activities in their behavioural interventions. As such, most CYCWs need theoretical and practical training in behaviour management.

Eenshuistra *et al.* (2019:140) emphasised that skills training enhances the professional competence of CYCWs. However, due to limited opportunities for skills

training, the quality of interventions is likely to be compromised. The participants are of the view that skills training contributes to the formulation of effective behavioural intervention strategies and can be accelerated for the development of an effective team that will be able to deliver quality behavioural interventions to young people. Through the participants' responses, it appears that the above-mentioned suggestions can help CYCWs to overcome work challenges.

Furthermore, Kim *et al.* (2020:893) highlighted that building CYCWs' capabilities could be a beneficial to the organisation through having more content staff, positive behavioural outcomes and reducing high staff turnover. Moreover, providing training to CYCWs provides the opportunity to use almost everything that happens in the training room as an opportunity for learning. In their study, Kašpárková *et al.* (2018:46) pointed out that some CYC organisations facilitate behavioural management skills by providing a learning culture whereby they encourage creative thinking, a 'trial and error' approach to behaviour management and the sharing of information across work groups, which improves CYCWs' knowledge about behavioural interventions. Russ *et al.* (2019) contended that some CYCCs provide continuous training for CYCWs to improve their behavioural management skills with the vision of reducing personal risk for staff and young people in care.

Paramita *et al.* (2020) further stated that professional learning programmes may influence CYCWs' knowledge and confidence in employing behaviour management strategies, thus increasing their likelihood of using both strategies in CYCCs. On the other hand, Bani Ismail *et al.* (2018:2) highlighted that the training comprises aspects such as the importance of the relationship between the CYCW and the young people, and how it influences young people's behaviours. In addition, Fonsén and Ukkonen-Mikkola (2019:182) indicated that skills training and support enhance confidence in CYCWs and improve the quality of services to young people. Indicating the vital role played by CYCWs in shaping the environment of the children in CYCCs (Anglin,2004:176).

4.4.6.2 Sub-theme 2: CYCWs salaries

As indicated in the excerpts below, participants were of the view that CYCWs should earn more.

Participant 2: *If they can work on CYCWS salaries that will be helpful and that can enable us to have money to study further.*

Participant 6: *If they can provide additional training and support and also increase our salaries. If they can also build staff professional. And also helping our young people with camps and workshops. I think our young people are also tired of being in the centre they also need to go out.*

Participant 7: *As CYCWs, we need financial support because even at home we find it difficult to support our families.*

It emerged from the research findings that the participants were not equally rewarded for their hard work as they expressed the need for a review of these salaries. The participants expressed a similar observation on the challenges of a low salary and the impact that it has on their well-being. The above findings correspond with those of Phillips *et al.* (2019), who they showed that CYCWs face challenges that include among other things low salaries.

The participants specified that the salaries must be reviewed to enable them to fund their post graduate education. The participants perceived that they sacrificed a lot but were not equally rewarded for working long hours. Schiff and Lane (2019: 456) stated that CYCWs face challenges that include work-related stress and burnout, a lack of organised supervision, insufficient resources, low salaries, a lack of recognition and unrealistic demands from management. Similarly, Phillips *et al.* (2019) highlighted that low salaries and a lack of supervision, as well as challenging work conditions have resulted in a great number of skilled CYCWs leaving the child and youth care profession.

Respectable salaries motivate as well as encourage the feelings of self-value that are essential to worker competence (Lian *et al.* 2021). Grant *et al.* (2019:296) highlighted

that working with children who exhibit difficult behaviour is extremely challenging; hence, there is a need for CYCWs to be rewarded with better incentives. However, participants in this study felt that while they are recognised as champions in providing essential services to young people in CYCCs, the reality of being underpaid compromised their quality of life.

Darkwah *et al.* (2017:60), funding is a challenge to several CYCCs, which results in CYCWs being underpaid, demotivated and unable to focus on the provision of services to children in their care. Moreover, it was also obvious in previous responses that the salaries of CYCWs are low and they are struggling to support their families. This is perhaps due to the notion that the organisations are financially constrained. Additionally, insufficient resources are one of the critical challenges that negatively impact CYCWs' ability to support effective behaviour change in young people (Dimba-Ndaleneni *et al.* 2022).

Skhosana *et al.* (2014:216) highlighted that CYC organisations lose experienced staff and senior leadership to other organisations, where work conditions and salaries are better. Furthermore, despite discouraging skilled CYCWs from joining the field of CYC, low salaries also make it difficult for CYC organisations to maintain skilled staff (McLean *et al.* 2019).

4.4.6.3 Sub-theme 3: Teamwork to improve consistency in managing behaviour

The participants spoke about working as a team to solve problems related to managing the behaviours of young people under their care, as highlighted in the excerpts below:

Participant 1: *I think working as a team can help. Because if we work as a team the child will know that okay this is how things are done I can't do this to anyone. But if we are not working together as a team the child will know that okay I can do this to that particular CYCW because that one won't mind.*

Participant 2: *I think what needs improvement is consistency as a team. You see when a child comes to me and report and knows that if I tell uncle my problem uncle will protect me and also take the matter up to management. A child will be comfortable to open up and build trust.*

Participants 3: *I think what needs to be improved is being consistent with how we all manage the behaviour of the children as a team. For instance, if one sets the consequences and make [the] children aware that if you misbehave this is what is going to happen. That consequence must apply to all the children all the time.*

Participant 5: *I think if we work together as CYCWs and also the multidisciplinary team we will together find effective solutions to difficulties.*

Participant 6: *I think working together and forming a strong team and if we work as a team, we will reach the goal of helping young people through their journey of healing.*

Participant 7: *As CYCWs, we work with the multidisciplinary team to effectively manage some of the challenging behaviours displayed by young people under our care. If there is a solution we come up with, we do it together so it can be easier to manage the behaviours if we work as a team.*

Participant 8: *You know here we work on shift and at some point there happens to be a consequence that I have given to young people as a result of a certain behaviour. At the end of my shift If I will tell my partner to please continue with this consequence that I have given to the young person. And if it happens that my partner does not follow up on the consequence that I have given to the young person. It will become very difficult because the young people will hate me and see me as a bad person who only gives those consequences and the other CYCW does not do that. So, it becomes a conflict on how we both manage the behaviour of young people under our care, and it becomes so confusing to the young people to know which one to listen to between the two CYCWs in the cottage.*

Participant 14: *Sometimes they base their decisions based on what the child has said, not looking at both sides of the story. So, maybe if we work together, the behaviour will change here and there.*

The research findings highlighted the significance of teamwork. The participants suggested team structure trainings to resolve conflicts between CYCWs working in different shifts. According to Gast *et al.* (2017:738), team members can provide

improved and focused services if they support their individual goals and claim joint ownership of their team idea. However, the research findings indicated a lack of teamwork as one of the challenges in providing behavioural interventions. In the above excerpts, the participants acknowledged the difficulties caused by differences in behaviour management strategies. Hence, they expressed the need for an effective team. Inconsistent interventions in behaviour management may create confusion and challenge the experience of safety that one is trying to create (Nelsen *et al.* 2019).

The participants also mentioned teamwork as affording the opportunity to effectively provide behavioural interventions. Conflicts among the CYCWs with regards to approaches to managing behaviour may cause young people to pick sides with those they perceive as acting in their best interest. This is in line with Kelly *et al.* (2021) suggested that when this happens, it is important that CYCWs work on gaining an understanding of each other's different approaches to managing the behaviour of young people.

The views of the participants' concurred with those of Häggman-Laitila *et al.* (2019:634), who indicated that there is a need for teamwork. These excerpts have indicated to the researcher that frequent, accurate and honest communication is important in supporting the building of trust among the CYCWs to enable the effective provision of behavioural interventions. Through the participants' responses, it appears that many of the above-mentioned suggestions, if implemented, might help in the formulation of effective behaviour management strategies in CYCCs. According to Ferguson *et al.* (2022:7), the unique feature of CYC teams is their constant engagement in providing care to the children, in one way or another.

In their study, Truter and Fouché (2021) recognised a number of important elements within the teams that added to growth and change in addition to a skill to manage conflicts within the environment. These included the team positivity that results from team development days. Team development and team building were found to support the unity of the team as well as encourage respect, trust, and ultimately enjoyment (Graham and Killick, 2019). Additionally, Eenshuistra, Harder and Knorth (2019.:138). highlighted that there is need for CYC work teams to be helpful to one another in

building routines for dealing with the behaviour of the young people. One of the study participants articulated his or her observations as follows:

Participants 15: *I think if [the] organisation can help us to meet with different CYCCs to share ideas that will be helpful in our work because I think if we meet together and discuss I think they will be improvement I how we manage these behaviours.*

According to Walker and Loman (2022:80), maintaining consistency is crucial when working with young people. Additionally, the need for frequent work meetings among CYCWs, and actively engaging with the young people is equally important. Twum-Antwi *et al.* (2020:79) further stated that in order to achieve positive outcomes, CYCWs as a team need to have an agreement on the objectives of managing the behaviour of young people.

4.5 Conclusion

This chapter focused on the behaviour management strategies applied by CYCWs and the challenges related to behavioural interventions provided to young people in CYCCs. The biographical profile of the CYCWs who participated in the research study was analysed and interpreted. From the data analysis, five main theme and several sub-themes emerged. In Theme 1, challenging behaviour displayed by young people in CYCCs was discussed. Theme 2 emerged as behaviour management strategies used by CYCWs to manage challenging behaviours. Theme 3 emerged as child and youth care workers faces challenges in their behavioural interventions. Theme 4 was on behavioural intervention programs available in CYCCs. The final theme referred to the suggestions from CYCWs on how CYCWs can improve the way they work as a team to manage the behaviour of young people and the organisational support needed by CYCWs to effectively provide behavioural services to young people under their care.

This chapter presented analysed data from individual interviews conducted face-to-face with the participants. The study results revealed the strategies that were used by CYCWs to manage young people's behaviours, the challenges they face, as well as

the resources available in the organisations. The study results were confirmed and linked with applicable prior research on the behaviour management strategies that are applied by CYCWs. The subsequent chapter will include the conclusions derived from the research study and recommendations for future research.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this research study was to gain an in-depth understanding of the behaviour management strategies applied by CYCWs in CYCCs, the challenges that they face in their behavioural interventions and suggestions on positive behaviour management strategies that can be applied in managing the behaviour of young people residing in CYCCs.

The CYCWs who took part in this research study were all from non-governmental facilities. The study population consisted of sixteen CYCWs working with young people in three CYCCs in the eThekweni region of KwaZulu-Natal, South Africa. A summary of the study results as well as the conclusions are presented in this final chapter.

The research study interview questions were carefully designed to enable the researcher to extract rich data from the research participants to achieve the goal of the study and break down the objectives of the research study.

Six themes emerged from the research data and they were as follows:

- CYCWs' experience and understanding of young people's behaviour;
- Challenging behaviour displayed by young people in CYCCs;
- Behaviour management strategies used by CYCWs to manage challenging behaviours;
- Child and youth care workers face challenges in their behavioural interventions;
- Behavioural intervention resources available in CYCCs; and
- Suggestions for improving behavioural interventions.

The above-mentioned themes emerged from the experiences and perceptions of CYCWs.

5.2 ACHIEVEMENT OF THE AIM AND OBJECTIVES

A summary of the study results will be presented within the context of the objectives of the study.

5.2.1 CYCWs' experience and understanding of behaviour management

The first objective of the study was to examine CYCWs' experience and understanding of young people's behaviour. In line with this objective, it was concluded that the CYCWs' were experiencing some difficult behaviours exhibited by the young people, such as physical aggression, bullying, temper tantrums, swearing, and disrespect. These young people often backchat when being corrected for any wrongdoing. Additionally, study participants experienced CYC work as emotionally exhausting, overwhelming and stressful. The research findings concur with those of Molepo and Delport (2015), who asserted that CYCWs in South Africa are facing a range of difficulties that include young people's aggressive behaviours and a lack of recognition as well as a lack of relevant skills.

Moreover, Frosch *et al.* (2019) highlighted that CYCWs experience a range of difficulties in their line of work, which hamper their efforts and goals to provide quality services to young people and their families. Despite all the challenges, it was evident that an individual's grassroots had an impact on developing a passion to work with children. A majority of the participants chose the CYC profession for altruistic reasons, and more importantly, they are likely to be more resilient. The desire to make a difference in vulnerable young people's lives was found to be a key driver for career choice by the CYCWs. They regard their commitment as essential and significant. Furthermore, participants expressed that working with young people is a learning experience, as they managed to gain knowledge on behaviour management. The research findings highlighted that the CYCWs' experience working with children had enabled them to better understand the young people whom they work with and enabled them to do their job better.

Moreover, the findings established that the participants viewed difficult backgrounds, circumstances and needs as some of risk factors for the difficult behaviour displayed by young people (Hope and Van Wyk, 2018:425). The findings pointed out that young people need to be engaged in a trusting relationship that will enable them to open up

about the problems they face and then talk about them. An honest relationship flourishes when the CYCWs take their time to listen and engage with young people (Dierkhising, 2020). Participants expressed different understandings of behaviour management. Some of the participants spoke of controlling behaviour as the meaning of behaviour management. However, the majority of the study participants highlighted that behaviour management relates to when young people display difficult behaviour and how one deals with it or being able to manage the different behaviours of young people under their care. In their study, Johnson *et al.* (2014:582) referred to behavioural management as a direct service intended to help develop or maintain appropriate behaviours in the home, school and CYCCs. Furthermore, Bambara and Kern (2021) highlighted that behaviour management in child and youth care work is about guiding a young person's behaviour towards appropriate ways of behaving. The general sentiment is that behaviour management deals with understanding the difficult behaviours that are displayed by young people and how one can manage the behaviours.

5.2.2 Behavioural intervention strategies used by CYCWs in CYCCs

A further finding from the views of several participants' achieved the second objective of this study, which was to explore behavioural intervention strategies used by CYCWs in CYCCs. It was concluded that the CYCWs were using one-on-one individual sessions with young people, relationships and observation to manage behaviour, as well as logical consequences and cottage rule routines as behavioural intervention strategies. The CYCWs also explained that they offered life skills and social skills sessions, programmes comprising hygiene issues, teenage pregnancy, self-esteem, HIV and AIDS, assertiveness, emotional care programmes, substance abuse and communication skills, as well as recreational programmes. These programmes empower young people to express and talk about their emotions as well as the difficulties they experienced (Saarijärvi *et al.* 2021).

In one-on-one sessions, CYCWs make use of the young people's strengths to redirect the negative behaviour into something positive. Consequently, participants stated that their capability to assess young people's circumstances in their environment occurs through one-on-one interaction to select the appropriate behavioural interventions. In

their study, Devaney *et al.* (2022) highlighted that a child-oriented method that focuses on the strength young people have to cope with challenging circumstances can be used in individual as well as group meetings. Similarly, CYCWs observe young people during play and activities to match their approaches and intervention strategies to young people's needs and best support their learning and development. It is through this kind of interaction that they are able to pick up on a young person's strengths and weaknesses and develop individual plans for each child.

Furthermore, CYCWs provide sports activities and play to young people; they join young people in playing soccer and dancing and do creative art to engage them and build relationships, as well as manage their behaviour. Engaging in games and activities enables young people to form friendships with their peers. According to prior studies, art, sports and play activities encourage emotion regulation as well as opening up about challenges they might be facing (Quarmby *et al.* 2019:29; Junnarkar *et al.* 2021:268). Even though the aforementioned programmes encourage positive behaviour in young people, some CYCWs are of the view that their efforts to provide specific programmes to young people are negatively impacted by a lack of resources. However, on the other hand, CYCWs consequently have to be flexible and work with obtainable resources (Masten and Motti-Stefanidi, 2020:96).

It was also noted that providing outings and activities for young people may make them feel exceptional. CYCWs believe that listening and talking to young people bring out their needs. General group and individual discussions were some of the strategies used by CYCWs to manage behaviour. Moreover, CYCWS believe that building relationships with the young people is crucial to managing their behaviour (Steinbrenner *et al.* 2020). In addition, child and youth care workers chose to remain calm while considering the relevant interventions when young people display difficult behaviour.

5.2.3 Challenges faced by CYCWs in the provision of behavioural interventions in CYCCs

The third objective of this study was to identify the challenges faced by CYCWs in the provision of behavioural interventions in CYCCs. It was concluded that the CYCWs

experienced some lack of adequate supervision and support, lacked resources, and were facing challenges concerning young people who did not comply with the rules. CYCWs acknowledged that the lack of resources for behavioural interventions might negatively affect the provision of some programmes to young people. The research findings pointed out that in some instances, CYCWs would apply for resources to use for young people's activities and receive feedback late from management, which forced CYCWs to postpone the initial planned programmes.

It emerged from the research findings that insufficient resources also result in CYCCs being unable to employ the required number of staff to facilitate behavioural intervention programmes. Even though the CYCCs are partly subsidised by the Department of Social Development and other sources, participants in this study mentioned insufficient resources as one of the factors hindering behavioural interventions for young people under their care. Similarly, Hope and Van Wyk (2018:422) stated that inadequate essential resources are a major challenge faced by CYCWs in behavioural interventions, which negatively impacts the implementation of essential therapeutic activities.

Moreover, participants in this research study regarded themselves as having very basic training. Nonetheless, it remains their responsibility as CYCWs to offer developmental and supportive care to the young people for whom they are responsible. It emerged that professional skills would enable CYCWs to better understand the behaviour of young people and handle it in a more positive way. Eenshuistra *et al.* (2019:140) reported that skills training for CYCWs is critical to managing difficult behaviours in young people.

Briggs (2020) suggested that skills training is of utmost importance in CYCCs and can be accelerated for the development of an effective team that will be able to deliver quality behavioural interventions to the young people. CYCWs are also expected to implement programmes that aid young people in their growth, learning and development. Hence, it is crucial for CYCWs to have the relevant skills. Additionally, the study results revealed that CYCWS need to be trained on how to effectively implement and assess activities enable the young people to express their emotions in

a positive way. Inadequate skills training can influence the quality of care received by young people.

Furthermore, the research findings acknowledged the difficulties caused by different approaches to managing behaviour, and at the same time, expressed the need to form an effective team. Conflict typically arises when CYCWs have different opinions about behavioural intervention strategies. Varying interventions to manage behaviour may cause confusion and undermine the experience of safety that one is trying to create (McLean, 2015:347). The study findings pointed out the significance of working as a team and suggested team-building trainings to address conflicts amongst CYCW teams. Great teams work together to create shared goals and develop a clear idea of better behavioural intervention approaches. In their study, Truter and Fouché (2021) recognised a number of important elements within the teams that contributed to growth and change, in addition to skills to manage conflicts within the environment. It was concluded from this study that there is a need for CYC work teams to be helpful to one another in building routines for dealing with the behaviour of the young people.

It was noted through the research findings that supervision promotes CYCWs' personal and professional development by teaching, mentoring, collaborating, and consulting. Moreover, supervisors in child and youth care work serve as models of care. They demonstrate what is meant by both care and effectiveness in the way they interrelate with staff on a regular basis. Child and youth care workers learn both by listening to their explanation, by watching how they interrelate with staff and young people, by experiencing how the supervisor cares for them, and by how the supervisor maintains appropriate boundaries in their relationships with CYCWs (Park and Pierce, 2020).

Having noted the significance of supervision in child and youth care work, the study findings indicated limited organised supervision and support as one of the difficulties faced by CYCWs in behavioural intervention. According to McLean (2015: 347), being reinforced and recognised by supervisors and managers is of utmost importance in child and youth care work. Even though the participants acknowledged the availability of supervision and support, they also felt that it was insufficient. In their study, Waegemakers Schiff and Lane (2019:459) specified that CYCWs face challenges that

include a lack of organised supervision, insufficient resources, low salaries and a lack of recognition. Moreover, supervision and support are crucial in child and youth care as they enhance the quality of services for young people (Brands-Saliva, 2020). Essentially, the availability of organised supervision and support helped to improve skills and knowledge of behavioural intervention for CYCWs and better manage the behaviour of young people under their care. According to Steinlin *et al.* (2017:161), supportive supervision also works as an essential protective factor against child and youth care workers' burnout. Additionally, low salaries are one of the challenges that emerged from the findings, and the participants perceived that they sacrificed a lot but were not equally rewarded for their hard work.

5.2.4 Resources offered by CYCCs for therapeutic behavioural interventions

The fourth objective of this study focused on inquiring about the available resources for therapeutic behavioural interventions offered by the CYCCs. The research findings revealed that CYCCs offered emotional and practical support to CYCWs. It was evident from the study that the support system in the organisation, through management, motivated the CYCWs. This, according to McFadden *et al.* (2015), provided the CYCWs with a protective effect on stress and turnover. The participants also shared the job-related training that they had received, which comprised observation, teamwork, behaviour management, communication skills, developmental assessment and attending regional meetings. Additionally, some participants cited the provision of training on topics such as grief and loss.

Findings from a study by Russ *et al.* (2019) revealed that some child and youth care organisations provided a wide variety of training opportunities, which participants expressed as pivotal in equipping them for their most demanding work. The organisation also had an open-door policy, whereby the CYCWs would come in and discuss any challenges that they would be facing.

Some of the participants also elaborated on the workshops, seminars and conferences that they attended, for example NACCW Conference. This coincides with Kašpárková *et al.* (2018:46), who pointed out that some CYC organisations facilitate a learning culture whereby they encourage creative thinking, a 'trial and error' approach to

behaviour management, and the sharing of information across work groups, which enhances CYCWs' knowledge on behavioural interventions. However, there were also concerns that the skills training opportunities were limited.

5.3 RECOMMENDATIONS

5.3.1 Recommendations for practice

One of the subthemes that came out from challenging behaviour displayed by young people in CYCCs was bullying. It is therefore recommended that more training workshops be undertaken by the CYCWs to tackle bullying among the young people. Furthermore, it is imperative that the young people be taught about social skills such as friendship, empathy, and anger management in one-on-one settings, not in a group setting.

From the study findings, temper tantrums, swearing and stealing similarly were some of the common behaviour displayed by young people. It is recommended that prevention could one of the best strategy to manage these behaviours, hence attempting to alleviate common triggers of temper tantrums, swearing and stealing, such as, hunger, illness, or injury can be helpful. Consistency in behaviour management strategies may assist in preventing and minimize behaviours such as temper tantrums but can minimize their stress by practicing consistent management strategies. Additionally, as stated in the findings by the participants staying calm in all instances, collaboration among members of the CYCWs team and of the multidisciplinary team, will optimizes outcomes.

It is also recommended that the management at the CYCCs focus on ensuring that CYCWs are trained on skills that are specific to the challenges that the CYCWs are currently facing. For instance, training should focus on behavioural management skills and skills on working with young people with special needs and those with traumatic background. Further studies to examine the impact of the use of the suggested behaviour management strategies on young people's aggressive behaviour, would allow evaluation of the effectiveness of the strategies and best training practices is also recommended.

As participants stated during the interviews captured in the above chapter, most child and youth care workers are facing challenges with regards to managing the behaviour of young people under their care. Some of them lack the necessary skills and work experience needed to engage with young people who have untreated trauma and display challenging behaviour. Therefore, further research on the development of creative, strategies techniques of managing behaviour of young people is needed.

5.3.2 Recommendations for policy

It is recommended for the policy makers to create new as well as expand existing child care resources and facilities, especially in marginalised communities. It is also recommended for the policy makers to establish salary standards for child and youth care workers based on qualifications and experience. Focus should also be directed towards capacitating the child and youth care workers with the relevant educational knowledge and skills. That strategy ensures that child and youth care workers are supported through continuous professional development initiatives. Specialised external and internal training should be made more available and accessible for all child and youth care workers working with vulnerable young people to capacitate themselves with the most recent knowledge and expertise to render suitable services. It is also recommendable to hire more staff to help reduce the number of young people in care of each child and youth care worker and assist in reducing the number of hours per shift.

The participants proposed for more professional training specifically related to behavioural management skills for CYCWs, a review on CYCWs' salaries and Teamwork to improve consistency in managing behaviour of young people. Those were the interventions mostly suggested by the participants to address the challenges faced by CYCWs in behavioural interventions. These approaches are supported by several authors (Graham and Killick, 2019; Assouline and Attar-Schwartz, 2020; Kašpárková *et al.* 2018: 46; Paramita *et al.* 2020) who stated that professional learning programmes may influence CYCWs' knowledge and confidence in employing effective managing the behaviour of young people under their care. Moreover, through the participants' responses, it appears that the above-mentioned suggestions if

implemented might help in the formulation of effective behavioural management strategies in CYCCs.

The participants believed that care and support for CYCWs would enable them to provide quality services to young people with challenging behaviour. Additionally, the participants suggested that CYCWs' views and opinions need to be taken into consideration to improve outcomes. Child and youth care workers felt that they are still, like in the past, not really taken seriously and they see themselves as being less valuable than many other professionals (*Ellem et al. 2019:100*).

5.4 AREAS FOR FURTHER STUDY

This research focused on understanding CYCWs' experiences and the strategies they apply in managing the behaviour of young people. However, future research should focus on gaining insight from the management team. This would provide significant input to effectively formulate positive and effective behavioural interventions.

It was evident from the findings that some of the CYCWs were resilient and some revealed that they were struggling. Hence, it is vital for forthcoming investigations to make the resilience of CYCWs the focal point. Another area of future study would be to identify what is needed to support the efforts of organisations that are willing to foster the resiliency of both the employee and the organisation by paying adequate attention to culture and leadership development.

5.5 CONCLUSION

The aim of this research study was to explore the behaviour management strategies used by CYCWS in CYCCs. It was set out to examine the strategies applied by CYCWs when managing the behaviour of young people, investigate the challenges that they face in the provision of behavioural interventions and determine what resources for therapeutic behavioural interventions are offered by the CYCCs.

The study extracted valuable information from participants on the behaviour management strategies that are being applied in CYCCs. Together with a substantial review of the literature, the data collection methods assisted the researcher in

identifying an intervention strategy that addresses the challenging behaviours displayed by young people in CYCCs. The difficulties encountered by CYCWs in managing the behaviour of young people under their supervision were also outlined. Based on the findings, participants shared a common understanding of the challenging behaviours they encounter in their work and of the resources offered by CYCCs for therapeutic behavioural interventions.

It was evident that the nature of young people's backgrounds, their transitions into CYCCs and their inability to verbalise their needs were some of the risk factors for challenging behaviours in young people. The study results also revealed that the support system in the organisation through management motivated the CYCWs. The research results demonstrated that there were several strategies applied by CYCWs in their behavioural interventions. It was also noted that the organisation supported the CYCWs through meetings, supervision, training workshops and counselling. It is recommended that the management at the CYCC improve salaries and the working conditions of the CYCWs.

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APPENDICES

APPENDIX A: GATEKEEPERS PERMISSION LETTER



Durban Child and Youth Care Centre

222 Lena Ahrens, Bulwer, Durban, 4001

25 April 2022

Dear Sir/ Madam

Re: Permission to access participants for research study

Greetings, my name is Sindisiwe Dewa (21829271), I am a registered Master's degree student at Durban University of Technology, in the Child and Youth Care Program. As part of my research study, I am expected to conduct a research study. My study is titled "*An exploration of behaviour management strategies used by child and youth care workers at centres in Ethekewini*". I am hereby seeking your permission to access 8 CYCWs from your centre to conduct this research study. In addition, I would also like to humbly request that you allow me to use a quiet space in the centre to conduct the interviews. Please note that the participation of the child and youth care workers is voluntary. Kindly find more information on the aims and objectives of the research study in the information letter attached.

I sincerely hope that my request meets your most favorable considerations.

Kind regards

Sindisiwe Dewa

Dr Shanaz Ghuman

Researcher student (0768413110)

APPENDIX B: LETTER OF INFORMATION



Greetings

Good day and greetings to you.

Title of the Research Study: An exploration of behaviour management strategies used by child and youth care workers at centres in eThekweni.

Principal Investigator/s/researcher: Sindisiwe Dewa, I am a registered student at Durban University of Technology, doing research for my Master's degree in Child and Youth Care.

Co-Investigator/s/supervisor/s: Shanaz Ghuman, (PhD, MPH, PGDip Tertiary Education)

I am a student at Durban University of Technology doing research for a Master's degree in Child and Youth Care. I would like to invite you to participate in a research study. Research is defined as "creation of new knowledge and the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings" (Creswell and Creswell, 2018).

Your voluntary participation in this study will add value to current research on behaviour management strategies used by child and youth care workers.

The study aim is to contribute to one's understanding of the dynamics of behaviour management in the CYCCs by exploring CYCWs' understanding of young people's behaviour and the strategies applied in managing the challenging and disruptive behaviour of young people. It also seeks to investigate the challenges faced by

CYCWs in the provision of behavioural interventions in CYCCs and how it affects the quality of service to the young people and their families. The study further seeks to ascertain if there are resources and programmes offered by the CYCCs to enhance CYCWs' behaviour management skills and foster health behaviours in young people. Interviews will be conducted to collect the required information. Each interview will be between 15 - 20 minutes. You are expected to share your experiences and thoughts on the research topic. Questions will also be asked to assist you in sharing the required information. Participants who qualify for the study are child and youth care workers from two child and youth care centres in Ethekwini, Durban. The interviews will be conducted at the identified Child and Youth Care Centres. If necessary, a follow up session will be conducted. The sessions will be recorded on the tape recorder, if you agree, to gather all information that is being shared, and these recordings will be handled with utmost confidentiality. Your only responsibility is to be present on time for the interview and to share as much information as possible on the questions and topic that will be discussed.

Risks or Discomforts to the Participant: No risks to health or any discomfort are anticipated during data collection.

Explain to the participant the reasons he/she may withdraw from the study: Please note your participation is voluntary. You are entitled to withdraw from the study anytime should you wish to do so.

Benefits: It is hoped that a presentation of a paper at a relevant conference will follow this study. The participants will be able to reflect on their practices and learn new techniques for behaviour management.

Remuneration: There will be no remuneration as participation is voluntary

Costs of the Study: You will not be asked to cover any costs of this study.

Confidentiality: Your anonymity will be maintained throughout the research study. Your names will not be mentioned during the voice recording of the interview. Furthermore, your names will not be included in the final write-up of the research study. All information collected in the research study will be kept strictly confidential and used

for analysing data. Your information will not be available to anyone else except the researcher and the supervisor.

Results: The results of the research will be converted into a research report or accredited publication.

Research-related Injury: No predicted injury will occur due to the study. Should you feel uncomfortable at any point during the interview you may inform the researcher to discontinue with that specific question.

Storage of all electronic and hard copies including tape recordings: Data transcripts and recordings will be stored in a lock-up cabinet in the research supervisor's office and only the researcher and supervisor will have access to. After 5 years the transcripts will be shredded and electronic recordings will be deleted permanently, the device (USB) will be destroyed.

Persons to contact in the Event of Any Problems or Queries:

Please contact the researcher Sindisiwe Dewa (0768413110) Dr Shanaz Ghuman (Supervisor); (0313732807 or shanazg@dut.ac.za) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support Dr L Linganiso on 031 373 2577 or researchdirector@dut.ac.za.

APPENDIX C: LETTER OF CONSENT



Statement of Agreement to Participate in the Research Study:

- ☐ I hereby confirm that I have been informed by the researcher, Sindisiwe Dewa, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- ☐ I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- ☐ I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- ☐ In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- ☐ I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- ☐ I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- ☐ I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant
Thumbprint

Date

Time

Signature/Right

I Sindisiwe Dewa of researcher herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Sindisiwe Dewa

30/05/22



Full Name of Researcher

Date

Signature

APPENDIX D: INVITATION LETTER



Faculty of Health Sciences, Department of Community Health Studies

Child and Youth Care program

Dear Participant

Re: Invitation to participate in the research study

Greetings

The purpose of this letter is to request your support and voluntary participation in a research study. The title of the study is: *“An exploration of behaviour management strategies used by child and youth care workers at centres in Ethekweni”*. The main aim of the study and the objectives are stated below:

Aim: To explore behaviour management strategies used by child and youth care workers in child and youth care centres.

Objectives

- To explore CYCWs' understanding of young people's behaviour.
- To explore behavioural intervention strategies used by CYCWs in CYCCs.
- To investigate challenges faced by CYCWs in the provision of behavioural interventions in CYCCs.
- To inquire about what resources for behavioural interventions are offered by the CYCCs.

Should you wish to participate in this study, an interview process will take place. Please note that the information that you will provide will be kept confidential and your

name will not be used in the write-up of the final research project. You may withdraw from the study at any time that you wish to.

Your time and cooperation are greatly appreciated.

Sincerely

Sindisiwe Dewa, Researcher student, Cell: 0768423110 email:
ngwenya.sindisiwe@gmail.com

Dr Shanaz Ghuman

Research Supervisor, Phone: 0313732807, email: shanazg@dut.ac.za

[Dr Fathima Dewan,](#)

[Co-Supervisor, Phone: 031 373 2238, email: fathimad@dut.ac.za](#)

APPENDIX E: INTERVIEW SCHEDULE



The objective of this interview is to explore the strategies used by child and youth care workers in managing the behaviours of young people placed in two CYCCs in eThekweni.

Greetings. My name is Sindisiwe Thank you for agreeing to participate in my research.

Tell me a bit about yourself?

Section A: Demographic Information

- 1.1 Please kindly state your gender
- 1.2 Please kindly state your age
- 1.3 For how many years have you worked in the CYCCs?

Section B: To investigate CYCWs' experiences and understanding of behaviour management

- 2.1 Please tell us about your experience working with young people
- 2.2 What do you understand by the word behaviour management?

Section C: To explore strategies used by CYCWs to manage young people's behaviours in CYCCs

- 3.1 Describe examples of challenging behaviour displayed by young people in CYCC?

- 3.2 Please explain to me some of the strategies that you use to manage the behaviours of young people.
- 3.3 Describe what needs improvement with regard to the strategies you are applying
- 3.4 What other therapeutic intervention strategies do you use?

Section D: To identify the challenges faced by CYCWs in the provision of behavioural interventions in CYCCs

- 4.1 Describe some of the challenges you experience in the provision of behavioural intervention, If any?
- 4.2 How are these challenges affecting the young people under your care?
- 4.3 What do you think can be done to help and solve these challenges?

Section E: To inquire about what resources for behavioural intervention are offered by the CYCCs.

- 5.1 Please tell me about some of the behavioural intervention programmes available in your organisation.
- 5.2 In your opinion, how do CYCC organisations support CYCWs.
- 5.3 Share with us the most helpful job -related training that you have received.
- 5.4 Tell us a little bit more about the workshops and seminars that you have attended at your organisation. How can management of CYCC support CYCW?
- 5.5 Is there anything you want to suggest or say, before we close the interview?

The interview is finished, thank you for your input and time

APPENDIX F: PERMISSIONS TO CONDUCT STUDY



Institutional Research Ethics Committee
Research and Postgraduate Support Directorate
2nd Floor, Baragwanath Court
Gate 1, Steve Biko Campus
Durban University of Technology
P.O. Box 1334, Durban, South Africa, 4001
Tel: 031 373 1075
Email: ethics@dut.ac.za
http://www.dut.ac.za/research/institutional_research_ethics
www.dut.ac.za

29 November 2022

Mrs S Dewa
12 Ravelston
154 Lena Ahrens Road
Glenwood
Durban

Dear Mrs Dewa

An exploration of behaviour management strategies used by Child and Youth Care workers at centres in Ethekwini.

Ethics Clearance Number: IREC 252/22

The DUT-Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the DUT-IREC acknowledges receipt of your gatekeeper permission letters.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the DUT-IREC according to the DUT-IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the DUT-IREC as outlined in the DUT-IREC SOP's.

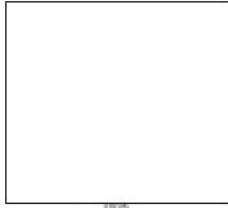
Yours Sincerely

Professor J.K. Adam
Chairperson: DUT-IREC

ENVISION2030

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fairness • professionalism • commitment • compassion • excellence





1825
Bloom in God's Love



23 June 2022

Dear Madam

I would like to place on record Ms Sindisiwe Dewa has been granted permission to conduct her research study.

Kind Regards

S 

(CYC Manager)



[redacted] *Child & Youth Centre*

[redacted] *Children's Home*

[redacted], *Durban*

P.O. Box 19194, Dormerton, 4015, Durban, South Africa

NPO 002~307

12 October 2022

I would like to place on record that Ms Sindisiwe Dewa has been granted permission to conduct her research at our facility. Face to face interviews will be conducted with child and youth care workers.

Kind regards

N [redacted]

Childcare Manager

To whom it may concern

This letter serves to confirm that Mrs Sindisiwe Dewa, a masters student from the Durban University of technology has been granted permission to conduct interviews at our organisation for her study on, "An exploration of behaviour management strategies used by child and youth care workers at centres in EThekwinini". Face to face interviews will be conducted with the child and youth care workers.

Kind regards



Home for Children

[Redacted] Road

GLENWOOD, 4001



APPENDIX G: CERTIFICATE FROM THE PROFESSIONAL EDITOR

Sury Bisetty Academic Editing Services



The pen is mightier than the sword

To whom it may concern

I edited the thesis titled: An exploration of behaviour management strategies used by child and youth care workers at centres in eThekweni by Sindisiwe Dewa: Student Number 21829271, submitted in fulfilment of the requirements for a Master's Degree to the Department of Community Health Studies in the Faculty of Health Sciences at the Durban University of Technology.

S. Bisetty

Professional Language and Technical Editor

20 September 2023

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APPENDIX H: TURNITIN REPORT

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An exploration of behaviour management strategies used by child and youth care workers at centres in eThekweni

Department of Community Health Studies

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