

**THE EXPERIENCES OF ADOLESCENTS LIVING WITH ALCOHOL-ABUSING
PARENTS IN APPELSBOSCH: EXPLORATIVE STUDY**

KWANELE VINCENT THUSI

Submitted in partial fulfillment of the requirements for the degree of:

Masters of Arts (Counselling Psychology)

Department of Psychology

University of Zululand, KwaDlangezwa

2012

(i)

Declaration

I hereby declare that this is my own work and all the sources I have used or quoted have been acknowledged by means of complete references.

K.V. Thusi

Date

(ii)

Abstract

Living with alcohol-abusing parents during the adolescence stage is often an emotional draining experience to some adolescents. This study was purposed at exploring the experiences that adolescents living with parents who abuse alcohol go through and the coping mechanisms that they employ to deal with such experiences. The convenient sample of six participants was selected from the Appelsbosch population and they participated voluntarily. The research findings indicated that the experiences of adolescents living with alcohol abusing in Appelsbosch are comprised by parent's lack of proper parental supervision, lack of parent's involvement in their school work, poverty, being sent out at night, witnessing parent's conflicts, and assuming a role of a caregiver at an early age. Other family members, neighbors, friends, social groups as well as sport groups were found to be effective in helping adolescents cope with the parent's alcohol abuse.

(iii)

DEDICATION

This is dedicated to my mother Mandumo Thusi and family.

Acknowledgements

On the completion of this document I wish to express my gratefulness to my mother Mandumo Thusi. Ndumo, thank you for sacrificing so much to make me a better a person. All the hardship and hustling that you went through to bring the best out of me is highly appreciated.

In a loving memory of my late father Mbuso Thusi who is responsible for bringing such a lovely mother in my life and the beginning of my true purposeful life journey. Your teachings will always shine through in my life and will always reflect in my conduct.

For their bigheartedness, inspiration and support I would like to thank my siblings Ntando-Valentine, Mpume and Sbongeleni Thusi. Thank you bafethu for loving and believing in me, in my heart you are dearly loved. To the most supportive and lovely family “Dube kwa Mamkhulu Ntombi” thank you for everything, your support was felt and made me strong in every step of the way.

For their generosity and will to help, a big thank you to the **Medical Research council** for funding this project, more especially Magriet for being a great buffer between the two of us. This research could not have been successful without your financial assistance, Ngibonga angiqedi.

My most earnest and unassuming gratitude to Professor J.D. Thwala, thank you solwazi for your inspirational teachings, support and patience. I will always remember you when you say “You must be sharp”

My friends, colleagues and participants of this study, your help and support are chiefly appreciated.

Table of Contents

CHAPTER ONE: INTRODUCTION

1.1 INTRODUCTION	1
1.2 MOTIVATION OF THE STUDY	2
1.3 STATEMENT OF THE PROBLEM	3
1.4 AIMS OF THE RESEARCH	4
1.5 SIGNIFICANCE OF THE STUDY	4
1.6 RESEARCH METHODS	5
1.6.1 SAMPLING METHODS	5
1.6.2 DATA COLLECTION	6
1.6.3 DATA ANALYSIS	6
1.7 ETHICAL CONSIDERATION	7
1.8 RESUMÉ	8

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION	9
2.2 ADOLESCENCE	9
2.3 OVERVIEW OF DEVELOPMENT IN ADOLESCENCE	9
2.4 SOCIAL LEARNING THEORY IN RELATION TO PARENTAL ALCOHOL-ABUSE	

2.5 FRIENDSHIP IN ADOLESCENCE	12
2.6 HOME ENVIRONMENT	14
2.7 RELIGIOUS INFLUENCE	16
2.8 FAMILY BOUNDARIES	16
2.9 SUPPORT IN ADOLSECENCE STAGE	17
2.10 PARENTAL ALCOHOL-ABUSE AS FOUNDATION OF CHILD ABUSE	18
2.11 EXPERIENCES OF ABUSE IN ADOLESCENT AS A RISK FOR LATER ALCOHOL ABUSE	18
2.12 ALCOHOL-SPECIFIC PARENTING	19
2.13 THE IMPACT OF PARENTAL DRINKING	21
2.14 THE IMPACT OF SOCIO-ECONOMIC STATUS ON ADOLESCENTS	23
2.15 THE IMPACT OF PARENTAL ALCOHOLISM ON ADOLESCENTS	24
2.16 RESUMÉ	25
CHAPTER THREE: RESEARCH METHODOLOGY	
3.1 INTRODUCTION	26
3.2 SAMPLING METHOD	26
3.3 BIOLOGICAL DETAILS	27
3.4 DATA COLLECTION PROCEDURE	29
3.5 DATA PROCESSING	30
3.6 DATA ANALYSIS	30
3.6.1 CONTENT ANALYSIS	31

3.6.2 CODING	32
3.6 ETHICAL CONSIDERATIONS	32
3.7 RESEARCHER’S REFLECTION ON PROCESS	33
3.8 RESUMÉ	34
 CHAPTER 4: DATA ANALYSIS AND DISCUSSION OF RESULTS	
4.1 INTRODUCTION	35
4.2 INTEPRETATIVE ANALYSIS	35
4.3 EXPERIENCES OF ADOLESCENTS LIVING WITH ALCOHOL ABUSING PARENTS	39
4.4 FEELINGS OF ADOLESCENTS LIVING WITH ALCOHOL-ABUSING PARENTS	41
4.5 EXPOSURE TO ALCOHOL-ABUSE	43
4. 6 FRIENDSHIP	45
4.7 THE HOME EMVIRONMENT	46
4.8 COPING MECHANISMS OR SUPPORT STRUCTURES	48
4.9 ECONOMIC LIMITATIONS	53
4.10 ROLES PLAYED BY THE ADOLESCENTS LIVING WITH ALCOHOL-ABUSING PARENTS	54
4.11XPRESSION OF EMOTIONS	56
4.12 OPTIMISM	58
4.13 RESUME’	59

CHAPTER FIVE: RECOMMENDATIONS, LIMITATIONS, AND AVENUE S FOR FURTHER RESEARCH

5.1 INTRODUCTION	60
5.2 CONCLUSIONS	60
5.3 LIMITATIONS	61
5.4 RECOMMENDATIONS	62
5.5 AVENUES FOR FURTHER RESEARCH	63
5.6 RESUMÉ	64
REFERENCES	65-71
APPENDIX A	72
APPENDIX B	73
APPENDIX C	75
APPENDIX D	77-80

CHAPTER 1: INTRODUCTION OF THE STUDY

1.1 INTRODUCTION

The abuse of drugs and alcohol by parents seem to create considerable problems for most young people. This derives from the fact that adolescents are unable to provide consistent practical or emotional care for themselves, while the effects of the abuse of alcohol by parents brings more anxiety, social stigma, violence and the absence of parents from home. As a consequence, adolescents living with alcohol-abusing parents may have to assume early responsibility not only for their own wellbeing but also for the wellbeing of their siblings. This study was aimed at exploring the experiences of adolescents living with parents who abuse alcohol. This was done to understand their experiences adequately, to discover their coping mechanisms, and to come up with means to assist them.

Children and adolescent whose parents abuse alcohol and drugs are at a higher risk of being prone to substance abuse, psychological and behavioral problems later in life (Kumpfer, 1998). This inclines with the view of Smith-McKeever, Falconnier, and Gao (2011) that children growing up in a home environment with parents who abuse substances are likely to display behavioural, adjustment, and conduct problems and are less likely to do well on measures of behavioral and emotional functioning. This, therefore, confirms that the abuse of alcohol by parents does affect adolescents living with them and such adolescents find it hard to deal with the resultant effects deriving from their parents' abuse of alcohol.

Barnett (2003: 467-472) avers in no uncertain terms that effects of alcohol abuse by one family member, who might be a parent of an adolescents in this case negatively affect the rest of the family. The implication thereof is that if a parent is abusing alcohol, adolescents and other family members are more likely to be affected. It is noted from statistics that between 7.5% and 31, 5 % of South Africans have

alcohol problems and some are likely to develop them. These statistics of alcohol dependence derive from males with ages ranging from 35-44 and 45-54 year age group of females. Thus it is inferred from the ages of these statistics that there is a high possibility that those males and females could be parents of adolescents living with them. It was also noted that approximately 11 million of family members go through the commotion of living with an alcohol-abuser (*National Drug MasterPlan*, 2006-2011).

According to the American Psychiatric Association (1994: 214), educational and occupational performance may suffer due to the repercussion of drinking alcohol or from real intoxication on the job or at school. Childcare or family responsibilities may be deserted, and absences may occur from school or at work due to parental alcohol-abuse. The person may engage in unsafe activities while under the influence of alcohol and consequentially be injured. Complications or trouble with the law may occur as a result of alcohol abuse, for example arrests for inebriated behavior or driving while drunk. As a final point, parents who abuse alcohol may carry on to drink despite being aware that sustained drinking creates social or interpersonal troubles for them like violence in the home and child maltreatment.

1.2 MOTIVATION OF THE STUDY

Literature abounds with evidence that the effects of alcohol extend beyond just the presenting alcohol-abuser. Alcohol abuse rapidly affects other family members, leading to familial dysfunction (National Drug Master Plan, 2006-2011; American Psychiatric Association, 1994: 214). The parent who abuses alcohol often abandons his or her responsibilities to other family members, including the children (Barnett, 2003). As a consequence, this may create problems of control and lack of guidance for the adolescents resulting to social, psychological, and many other problems. According to Reddy (2009) the adolescent stage is considered as a critical stage

which makes adolescents more vulnerable to behavioral and emotional problems and very little research has been done on the experiences of adolescents living with alcohol-abusing parents. This has motivated the researcher to pursue the study in this area.

1.3 STATEMENT OF THE PROBLEM

Reddy (2009) asserted that teachers and church leaders are not particularly trained on how to identify and find assistance for adolescents who experience difficulties due to the abuse of alcohol by parents. This seems to limit the chances of such adolescents to be referred to appropriate professionals like psychologists and counsellors for help should they struggle to cope with the situation back at home.

The researcher of this study spent more time in Appelsbosch area and has through observations and informal conversations with the adolescents living with alcohol-abusing parents become conscious that adolescents living with alcohol-abusing parents are compelled to cope with tense home situations without or with little support. Under such circumstances these adolescents are to all intents left in the lurch. Hence it is ironic that these adolescents are expected to be conscientious learners whilst at the same time being involved in matters of the community and the church without having any regard for their destitution. To put it bluntly, without the requisite professional assistance being proffered on them, these adolescents effectively become ostracized from meaningful human interaction that bestow upon individuals human dignity. It is against this background therefore that this study explored their experiences with the view of establishing possible ways in which their situation could be remedied. The researcher's resolve in this regard was informed by the view that adolescents growing up in families with parents who abuse alcohol are prone to psychological, emotional and behavioral problems (Reddy, 2009).

The main research questions:

- What are the experiences that adolescents living with alcohol-abusing parents go through?
- How does parental alcohol-abuse influence the feelings and behaviour of these adolescents?
- What kinds of coping mechanisms do adolescents employ to cope with the challenges arising from parental alcohol-abuse?

1.4 AIMS OF THE RESEARCH

The study had the following aims:

- To explore and understand experiences of adolescents living with alcohol abusing parents.
- To identify the challenges and risks that adolescents living with alcohol-abusing parents go through.
- Another aim of the study was to identify coping mechanisms these adolescents use to cope with parental alcohol-abuse and other challenges arising as a result of parental alcohol-abuse.

1.5 SIGNIFICANCE OF THE STUDY

This study provides recommendations to health practitioners, school counsellors, teachers, church leaders, adolescents living with parents who abuse alcohol, and alcohol-abusing parents. These recommendations will help increase the support available for the adolescents living with

such parents who abuse alcohol and they will also enlighten the public as well as the parents on available help.

This study does not only provide insight on the experiences of adolescents living with parents who abuse alcohol but it is also informative in respect of the impact that alcohol abuse by parents has on adolescents living with such parents. The study indicates how essential the support for adolescents living with parents who abuse alcohol is. The researcher envisages that after the dissemination of all information based on this study, adolescents living with alcohol-abusing parents as well as their parents will avail themselves for the services and support available to them. It is hoped that health professionals, especially those in the mental health field will recognise this group and cater for its needs by using the recommendations that will emanate from the findings of this study.

1.6 RESEARCH METHODS

The research methodology of this study was descriptive in nature. It used words as data in order to describe the process, convey the meaning and develop an in-depth understanding of the experiences and observed worlds of both participants and the researcher.

1.6.1 SAMPLING METHOD

The convenience sampling method was employed to obtain six participants who were adolescents living with alcohol-abusing parents in Appelsbosch. Initially ten participants were needed and were expected to be both males and females. However, due to the nature of the research only six participants met the criteria to participate in the study. The purpose to have a small number of participants was to reach out to informants with valuable information and to preserve individuality of each participant's accounts during the analysis.

1.6.2 DATA COLLECTION

Semi-structured interviews were employed to unfold and understand the meaning of adolescent's experiences living with alcohol-abusing parents. The researcher was able to obtain multiple realities that were presented by each participant in the interview.

At first less threatening questions were asked and these included open-ended questions to access the experiences of adolescents and their understanding of their home environment. This was due to the awareness of the researcher that interviews can be intimidating to the participants sometimes. Follow up questions were asked where the researcher needed more clarity. Each interview lasted between 15-30 minutes, depending on the time that was taken by the participant to answer.

Interviews were recorded using the audiotape, and they were transcribed verbatim and this was done to ensure that the whole discussion was captured accurately. Then to ensure objectivity and eliminate the researcher's bias, the recorded interviews and verbatim were then evaluated by another researcher who is a qualified psychologist. To ensure confidentiality and anonymity alphabets from A to F were used. The researcher went through the transcriptions thoroughly and repetitively to ensure accuracy and thereafter the recordings were destroyed.

1.6.3 DATA ANALYSIS

The goal in this study was to gain a phenomenological and detailed account of the experiences of adolescents living with alcohol-abusing parents. This phenomenological research method focuses on the participants' lived experiences and describes how these experiences interact within the everyday environment (Murray, 1998). This description was obtained through the identification of focal meanings and themes through analyzing, describing and validating subjects' words. By

doing this, the researcher was able to develop rich narratives relating to subjects' lived experiences and the meanings that accompanied those experiences.

After the recorded interviews were transcribed verbatim, the transcripts were analyzed line by line to identify persistent feelings and experiences and these were done to identify common themes. However, where there was a theme that was not yet identified that had arisen, a new thematic category was created to accommodate that new theme. The interviews were not only analyzed by one person but by two people. This was done to ensure that there is an inter-rater agreement and reliability.

1.7 ETHICAL CONSIDERATIONS

Since participants were adolescents aged 13-15 who are not always able to evaluate for themselves what participation in research meant, the researcher arranged to meet with participants and their parents to explain in detail the ethical measures, and all the concerns that they had were addressed. The content of the discussion included informing participants about the following:

- They were entitled to the right to privacy and dignity of treatment
- Participation was voluntary
- They were allowed to withdraw at any point where they felt uncomfortable with no consequences for withdrawing.

1.8 RESUME'

This chapter was an introduction of the study. The essential foundations of the study were explored (i.e., aims, motivation, and value of the study). The next chapter explores the literature relevant on the experiences of adolescents living with parents who abuse alcohol.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, literature relevant to the experiences of adolescents living with alcohol-abusing parents is discussed to form the foundation for the present study.

2.2 ADOLESCENCE

According to Sadock and Sadock (2007) adolescence is a stage of life in which people from the ages of 12 to 19 work towards an integrated self-concept. This is a provisional stage of life in which peer relations develop, self-sufficiency in decision-making improves and intellectual searches and social belonging are required.

This stage is also regarded as a stage comprised of an increasing capacity for mastery over multifaceted encounters of academic, interactive, and emotional responsibilities while searching for new interests, capacities, and social identities (Sadock & Sadock, 2007). This explication mirrors how society perceives this stage. Thus, in the society adolescents are perceived as a group of individuals at a given stage of emotional, intellectual and physical advancement who are not expected to behave like adults nor strictly children (Reddy, 2009; Strickland, 2001).

2.3 OVERVIEW OF DEVELOPMENT IN ADOLESCENCE

Adolescence is an emotionally strenuous stage. Hence the development of an adolescent has been explained vigorously in various theories (Ericson, 1968; Carolyn, 2009; Piaget, 1968). Such theories are informative and help us understand the stress attendant to being an adolescent and how adolescents in general cope with it. Notably, the adolescent stage is characterized by growth

in different aspects, holistically, physically, psychologically, socially, and spiritually (Rew, 2005).

The speed at which adolescents develop in these areas differs as growth in one area does not imply a corresponding growth on another area. This means that adolescents have a distinctive development pattern that can be grouped into knowable patterns of change. For instance, boys' and girls' pubic hair development does not occur at the same age but there is a prediction that very few would not have developed it at a particular age (Carolyn, 2009).

According to Piaget and Inhelder (1969), psychologically the adolescent stage is a phase of life where cognitive and moral developments are achieved. Piaget (1969) in his theory of development identifies four stages of cognitive development, namely, sensorimotor stage, preoperational stage, concrete operational and formal operational stage. Piaget further delineates three phases that adolescents go through to reach another stage of development, namely, assimilation, accommodation, and equilibration. At an early stage of adolescence an adolescent is able to function at a formal operational level (Piaget, 1969). This means that a large number of adolescents reach adult like reasoning during the adolescent stage. Significant thinking and processing of information develop during adolescence in which adolescents show greater capacity to remember using short and long-term memory. Moreover, adolescents are also able to reason deductively and inductively (Carolyn, 2009).

Socially, Ericson (1968) describes the adolescent stage as a developmental phase where "identity" is the most important psychosocial crisis. Adolescents move towards making relationships with peers and detach from parents. Their perspectives become wider to structure or form their own identity. The formation of identity is significant to the self-image of an

adolescent, social interaction and the future whether conferred or constructed (Marcia, 2005; Carolyn, 2009). A stable identity is acquired by an adolescent, since he has the autonomy to decide who he spends time with and what to believe.

Spiritually, the adolescent stage has been explored in theory although there is still a lack of persistence in the definition of what comprises the “spiritual”. Spirituality is integral to a holistic development of an individual and should not be undermined (Rew, 2005). The models that were formed to describe spiritual development include the Fowler’s Stages of faith consciousness theory and Cole’s Model of spiritual Development. As observed by Fowler (1991) there are seven stages of faith consciousness, two of these stages take place during the adolescence stage because it is where formal thinking and identity formation occur. The seven stages include synthetic-conventional faith and individuative-reflective faith; the latter taking place after one has articulated self-identity (Rew, 2005). During these stages adolescents create certain beliefs which they then evaluate with the view of understanding the ones they would like to adhere to (Carolyn, 2009).

2.4 SOCIAL LEARNING THEORY IN RELATION TO PARENTAL ALCOHOL-ABUSE

The social learning theory holds the view that parents may model the behaviour for adolescents regarding alcohol-use. Adolescents mimic the behaviour exhibited by their parents whether self-discipline, social or heavy drinking. Parents are the sources that teach adolescents proper or improper norms and values related to alcohol use (Barnes, Farrel, & Cairns, 1986; Herd, 1994).

This theory advances the view that a parent serves as the first model of alcohol use behaviour. Typically the adolescents’ first use of alcohol takes place in the family environment, giving parents an opportunity to correct the adolescent’s perception of drinking alcohol. Excessive use

of alcohol by parents influence adolescents seriously in earlier adolescence even before the influence of peers and friends grow. Social learning and observation of parental alcohol-use provides adolescents with the first experience with alcohol and the initiation of its use (Anderson & Henry, 1994; Tyler, Kimberly, Rosalie, Stone & Bersani, 2006).

The results of social learning and modeling can be changed by means of communication between adolescents and parents. For example, a typical belief in the African culture is that talking about the dangers of drugs within families might lessen the possibility that an adolescent will become a habitual alcohol or drug user. For instance, whilst Cleveland, Gibbons, Gerrards, Pomery and Brody (2005) discovered that communication between adolescents and parents minimizes the risk of adolescent alcohol or substance use, on the contrary Ennett, Bauman, Foshee, Pemberton, and Hicks (2001) found mixed impacts of communication in adolescent substance use. The difference between these findings may be influenced by how the parent behaves and the content of his communication with an adolescent. For example adolescents are most likely to listen to certain aspects of their parents' communication depending of course on whether the parents are exemplary in practicing what they preach. The way parents behave is a main influential factor on adolescents compared to what they say (Ennett et al., 2001).

2.5 FRIENDSHIP IN ADOLESCENCE

It is important for any living being to have a person or people that they befriend, because friends give us a sense of comfort and a sense of belonging. Moreover, it may be easy to talk to friends about a thing that is bothering us than to bottle it up as that is harmful to our psychological well-being.

In adolescence close friendships with other peers become the primary thing in their social interactions as they spend most of their time talking to peers than doing any other activities since they derive happiness from talking to their peers (Csikszentmihalyi, Larson & Prescott, 1997; Helseth & Misvær, 2010; Corsano, Majorano & Champretavy, 2006). Friendship may have a significant influence on the development of an adolescent due to their structural features compared to the hierarchical relationship between parents and their adolescents. Friendship is an egalitarian relationship with neighbors, peers, and spouses in adulthood (Piaget, 1932). In the developmental psychology literature, having excellent friendship is linked to positive self-esteem, school adjustment and other positive behaviours (Berndt, 2002; Helseth & Misvær, 2010).

According to Helseth and Misvær (2010) adolescents' relations with peers are important to the experience of the quality of life without which it is impossible to be happy. The friendships forged by adolescents are diverse, ranging from friends from school, best-friends and ones to hang out with. Best friends are the ones that can be trusted, be secure with, tell and share experiences with and who are largely non-judgmental. Notably, it is essential for these adolescents to have best friends. Belonging to a sport team also counts as a group that they can have fun and solidarity with since this provides mutual focus.

Cognitive abilities are mostly acquired in adolescence as they become more conscious of themselves and of their identity. When this happens they develop a more sophisticated understanding of other people and events and intensive skills in the logical analysis of ideological positions and social institutions (Kohlberg & Gilligan, 1972). The growth in their cognitive abilities is likely to impact on their friendships as they are expected to be able to

understand their friend's feelings and thoughts and be more aware of the importance of mutuality and reciprocity in friendships.

The impact of friendships on the adolescents living with alcohol-abusing parents has been rarely examined directly, if it has been, due to lack of literature in this area. New research has yielded a large amount of descriptive information about features of early adolescent friendships; but there is limited information on how these features impact on the life of an adolescent living with alcohol abusing parents. As a matter of fact, healthy friendships give adolescents social support for conquering some of the challenges that occur during adolescence. Positive peer influences are likely to empower the adolescents' resilience to negative encounters during the stage of adolescence (Berk, 2007; Santrock, 2005).

2.6 HOME ENVIRONMENT

Families with alcohol abusers report higher levels of conflicts as compared to the families who have no alcohol abusers. This makes the abuse of alcohol a crucial factor in family distraction. Lack of parenting, poor home management and lack of communication skills characterize the adolescent's home environment when living with an alcohol abusing parent (National Association for Children of Alcoholics, 1998).

Adolescents and children who have alcohol abusing parents or who have access to alcohol are at risk of developing alcohol-abuse problems, even though other factors such as peer pressure play are determinant as to whether adolescents will abuse alcohol or not. For instance, the availability of alcohol in the family environment is linked to teenage-drinking. Furthermore, the abuse of alcohol by parents is likely to result to family experiences that are constitutive of violence and poor parental supervision (National Institute on alcohol-abuse and alcoholism, 2005).

In Helseth and Misvær (2010) the importance of having good parents that they can have a discussion and feel confident with is talked about. Parents who manage to sustain a balance between freedom and control are characterized as good parents. Although parents may create an important safe base in life, it seems as if adolescents do not often comment on it when it is working properly. However, having parents who do not provide certain amounts of freedom seem to have a negative impact on the quality of life of adolescents. When children are exposed to unpleasant family experiences similar to childhood stress, it is possible for them to have children early (Rathus, 2006). This puts them in a bad position to assume adulthood responsibilities before they are ready and mature enough to do so (Reddy, 2009).

According to Santrock (2005) it is possible that adolescents seek nurturance outside home when their parents do not provide them this need. They may even go to an extent of identifying role models outside their home environment, when parents are not functional at fulfilling their roles (Santrock, 2005). Adolescents living with alcohol-abusing parents may chiefly rely on other adults for acceptance. If these adults outside their families are caring, their involvement in the life of this involvement may decrease the risks that the adolescent is faced with due to parental alcohol-abuse (Blum, McNeely & Nonnemaker, 2002).

Parents who adopt inadequate parenting patterns in the presence of adversity magnify children's problems, which eventually translate to poor adjustment for them in adulthood. Effective parenting represents a strong buffer against risks such as depression, poor school performance, conduct problems, all of which may be the consequences of negative life events, especially if occurring during adolescent (Reddy, 2009). Parenting that is positive improves parent-child relationships and fosters children's mental and emotional development promoting greater intrapersonal and interpersonal satisfaction (Beck, 2006). In addition, healthy communication

between parents and adolescence in the home environment are important as adolescents go through various physical and emotional changes. Adolescents who have difficulties in communicating together with parents are likely to drink alcohol fluently, smoke, and feel despondent (Aufseeser, Jekiek & Brown, 2006).

2.7 RELIGIOUS INFLUENCE

Life social skills and educational competence, which save adolescents from harm, the belief in a higher power further than oneself seem to play an important role in the development of adolescent (Blum, McNeely & Nonnmaker, 2002). Adolescents who experience connection with a higher power are likely to develop inner strengths. Such inner strengths may include moral self-relevance and pro-social behaviors that protect against pessimistic life events. Religion and youth programmes teach adolescents to care for others and encourage engagement in moral dialogues and civic activities (Beck, 2006). Adolescents living with alcohol abusing parents may join deviant peer groups or participate in dangerous behaviors such as substance or alcohol-abuse to cope with stress linked to their home environment. For that reason they may refrain from participating in pro-social activities such as youth groups or religious organizations, which will perpetuate their proneness (Reddy, 2009).

2.8 FAMILY BOUNDARIES

In families where there are alcohol abusing parents, mostly children are denied the right to express their feelings and they thus become more isolated within their closed system. Boundaries are rigid and closed, and intimacy among family members is eventually destroyed as the alcohol abuse goes forward. Discussing parent's alcohol-abuse outside the home environment is linked to disloyalty and betrayal. As a result adolescents are cut off from friends and other adults who

support them as they become familiar with the idea of not talking about what is happening in their own family (Barnett, 2003; Reddy, 2009).

Adolescents living with alcohol-abusing parents or children of alcoholics can be taught not to trust people outside their family and to view help and questions asked by these people with feelings of mistrust (Kroll, 2004). Such norms, rules and teachings eventually become habits and keep out other structures such as schools, other families, health care provisions that may influence the family positively. This also interferes with the adolescents' ability to form relationships outside the family (Kroll, 2004; Lambie & Sias, 2005; Reddy 2009).

2.9 SUPPORT IN ADOLESCENCE STAGE

In the adolescence stage, adolescents develop a strong sense of independency. However, they still need a stable atmosphere and a secure emotional base from which they can discover and experience the world. This sort of an environment gives them a place to come back for reassurance, support and unconditional love in difficult times. Adolescents gain from expectations of respect, consideration, and reciprocity in family relationships (Strong Bonds Fact Sheet, 2012).

People share and learn from one another in the society while they are also taking care of one another in many occasions. It is also likely for adolescents to look for help outside their families when their nurturing needs are not met by parents in their own families. They can even get role models outside of their families if their own parents are not performing their parenting duties adequately. Adolescents from alcohol abusing families may rely heavily on other adults for acceptance. If these non-familial adults are caring, their involvement in the adolescents' life may

reduce risk that parental alcohol-abuse poses to the development of the adolescent (Blum, McNeely & Nonnemaker, 2002; Santrock, 2005).

2.10 PARENTAL ALCOHOL-ABUSE AS A FOUNDATION OF CHILD ABUSE

Alcohol abuse by parents place adolescents or children at a greater risk for child-abuse. Child-abuse is one of the many risk factors associated with parental alcohol- abuse. Child-abuse manifests in various forms that include physical abuse, sexual abuse, and emotional or psychological abuse (Widom & Hiller-Sturmohofel, 2001; Harter & Taylor, 2000).

Nicholas and Rasmussen (2006) in their study discovered that undergoing abuse and witnessing parental violence were linked to parental alcohol-abuse. This finding is congruent with the previous studies that have conclusions like this one, for example (Sheridan, 1995; Tajima, 2002).

Furthermore, the National Association for Children of Alcoholics (1998) reported that three of four child welfare professionals refer to substance abuse as the highest cause for the huge rise in child maltreatment since 1986. They further mentioned that most welfare professional (79.6 %) brought into attention that substance abuse causes at least half of child maltreatment; 39.7 % say it is a factor in over 75% of the cases.

2.11 EXPERIENCE OF ABUSE IN ADOLESCENT AS A RISK FOR LATER ALCOHOL ABUSE

Parental alcohol-abuse results to different forms of abuse in childhood including physical abuse and it is also important to look at the impact of child abuse in adulthood especially in relation to the possibility of alcohol abuse. A smaller number of studies discussed below have been done to study whether children who were abused in childhood later developed alcohol-related problems.

All these studies seem to have not detected any connection between childhood abuse and later alcohol-abuse (Widom & Hiller-Sturmohofel, 2001).

Langeland and Hartgers (1998) recognized that males who were physically abused as children had no alcohol abuse problems. In another study Ireland and Widom (1994), did a study that was done to 908 children with court-recognized abuse and a controlled group of 667 children without a history of abuse. They examined whether childhood abuse was associated with a greater risk of abuse of alcohol and other drugs (AOD) related arrests as adolescents or adults and their findings indicated that for males, a history of childhood abuse did not forecast AOD detentions or arrests. In contrast, such an abuse history significantly predicted adult (but not juvenile) AOD arrests among female subjects. Widom, Ireland, & Glynn (1995) did a follow up study of the same sample, and they concluded that no link existed between childhood abuse and succeeding alcohol abuse in men, but found a significant increase at risk for women.

2.12 ALCOHOL- SPECIFIC PARENTING

There is a link between parenting and adolescent alcohol-use, presumably parents can encourage or discourage their offspring from using or abusing alcohol, this is substantiated by Wood, Read, Mitchell and Brand (2004), who discovered that late adolescents drank less alcohol when their parents disapproved of drinking. This is in line with Yu (2003), who carried out that firm rules made by parents prevented youngsters from heavy drinking. However there seems to be no declaration as to whether parental alcohol-abuse affects alcohol- specific parenting. Van der Zwaluw, Scholte, Vermulst, Buitelaar, Verkes, and Engels (2008) suggest that parents who abuse alcohol may be less involved in alcohol-specific socialization, consequently that arranges for

fewer alcohol-specific rules. These are tolerant towards the use of alcohol and they employ less alcohol control. This may influence adolescent use of alcohol in a way.

It is significant to consider that parents have an influence on their adolescents and adolescents also have an influence on their parents. Recent studies have revealed that there is a bidirectional relation between parental and adolescent alcohol use (Stice & Barrera, 1995; Van der Zwaluw et al, 2008). Meaning, if the adolescent's effects are not considered, there might be an over-expectation of parental power. This will lessen the focus on the part of an adolescent and cause problems in a parent-adolescent relationship.

Parent's alcohol problems do not basically affect their parenting and permissiveness, lack of support and lack of behavioral control are not the consequences of parental alcohol-use or problems (King & Chassin, 2004). However, van Aken and Asendorpf (1997) stated that lack of support from one parent may be covered by another. Those who have two parents and only one abuses alcohol may receive support, given rules and behavior control by another parent. These two researchers may have found different findings because of the differences in their sampling used when conducting their studies.

Parents who have more alcohol related problems are not more tolerant compared to parents who do not have alcohol problems. Sustaining rules by means of alcohol-specific behavioral control appears to be a problem. However, support, rules, and alcohol-specific behavioral control are the explanation for less alcohol consumption in younger adolescents (Kerr & Stattin, 2000; Van der Vorst, Engels, Meeus, Dekovic & Van Leeuwe, 2005).

2.13 THE IMPACT OF PARENTAL DRINKING

Van der Zwaluw et al. (2008) stated that parent's alcohol-abuse has no effect on their thinking and functioning. Parents manage to control their problematic behaviors with respect to their children and parenting practices. However, problematic use of alcohol may have an impact on the way they manage the use of alcohol in the family. In contrast, Seilhamer and Jacob (1990), in their study elaborated on the three major effects of parental alcohol-abuse upon their children. Firstly, there is the effect of ethanol (chemical name for alcohol found in beer, liquor and wine), which affects the way in which an individual thinks, behaves and feels. In contrast, Children of the fathers who take ethanol made the following statements about their fathers when they are under influence.

- He acts strange.
- He is out of it.
- He gets mad and hits the walls.
- He fights with the family.
- If I move I get yelled at.

Mood changes, memory blank outs and aggressive behaviors such as these often occur during drunkenness and impair the parent's ability to provide a consistent, dependable relationship (Daley & Raskin, 1991). This automatically results to tension in the family at large. Furthermore, the withdrawal and self-centeredness of an alcoholic during the drinking bouts makes him or her unavailable and unable to provide emotional support to children (Daley & Raskin 1991:181). This seems problematic because when a father gets back to the sober state, the mood swings

alters and the child has to adjust to that, he forgets what he did the day before to the adolescent and may not apologize if he happened to wrong the adolescent. This might lead to the development of stress and feelings of anger to the adolescent. It is also hostile for an adolescent who is assumed to be in the process of transmission to adulthood and is more likely to influence him or her to assume an adult role or independency in this wrong phase of life.

The second major effect of abusive drinking is the stress upon the family caused by financial hardship, marital conflict and social isolation (Seilhamer & Jacob, 1990). This family stress may be as a result of abusing alcohol and adolescents can break down because of family conflicts and resort to misbehavior, school failure, and may blame themselves for such conflicts which will result to distress. According to Daley and Raskin (1991), when the home fails to provide safety and security in the form of rules, discipline, and regular family schedules, children do not develop adequate confidence and an internal control. Having a sense of no control over their environment, children of alcoholics are more likely to effective action or success to external factors rather than to personal competency than children of nonalcoholic to attribute (Raskin, 1991).

The third main effect of abusive drinking is that it provides a poor example of how to cope with one's problems. To the extent that parents use alcohol to relieve tension, regulate the expression of emotions, or avoid issues, drinking becomes a model for problem solving (Seilhamer & Jacob, 1990: 177). This is a bad way of resolving problems and some adolescents may internalize it and drink alcohol when faced with problems as it may be observationally learned from the fathers.

Alcohol-abusing parents may make use of harsh discipline, authoritarian or permissive parenting styles and have unrealistic expectations of adolescents' abilities (Keller, Cummings & Davies,

2005:943-951). This may result to feelings of inadequacy, which may affect the self esteem of the adolescent. These unconsciously reinforce unacceptable behavior such as aggression and antisocial behavior and substance abuse in adolescents as a way of coping with the situation. In contrast, adolescents exposed to parenting styles characterized by warmth and involvement instead of hostility, tend to display lower levels of externalizing behavior problems (Berk 2007:413; Parker & Benson 2004: 520-530). This means that adolescents living with alcohol-abusing parents get exposed to different negative experiences which also affect them negatively.

Reddy (2009), Berk (2007) and National Association for Children of alcoholics (1998), discovered that parental alcohol-abuse affects the socialization of their adolescents and results to deserted trust in their parent-adolescent relationship.

2.14 THE IMPACT OF SOCIO-ECONOMIC STATUS ON ADOLESCENTS

It seems like there is a link between low income and poor health. Limitations to use health care services and poor quality of health represent the effects of socio-economic status on the life chances of adolescents. Settings that have an impact on the development of adolescents are but not limited to families, schools, and neighborhoods. The quality of these settings has a profound influence on adolescents living a successful life in adulthood whether nurturing or supportive, dangerous or destructive. The socio-economic status of the family is the most important factor on the quality of these settings (National Research Council, 1995).

Changes that take place in the family hierarchy as a result of socio-economic status of the family have negatively affected the support of adolescents. Families with single parents, particularly the ones parented by single mothers are more likely to have a low income. Single parent families

increased the child poverty and it is higher to adolescents who belong to racial or ethnic minorities (Proctor & Dalaker, 2001).

The low socio-economic status of the family has a major impact on the adolescent's access to education and chances to succeed in education. Due to residential location and isolation, adolescents from low socio-economic families usually attend in schools with low financial support. As an outcome, this limits the availability of books, other educational resources, library books and less qualified teachers and administrators. The effects of rigorous poverty in educational settings may be manifested through disciplinary problems and chaotic learning environments (Kazol, 1991; Oakes, 1990).

2.15 THE IMPACT OF PARENTAL ALCOHOLISM ON ADOLESCENTS

It is most likely that the distress that results from growing in a stressful environment, similar to the one where there is parental alcohol-abuse, make adolescents to become temperamentally intricate (Kroll, 2004). Poor parenting patterns adopted by parents inhibit adolescents to adjust to the demands of adulthood.

Adolescents living with alcohol abusing parents may be exposed to different experiences compared to their peers. Alcohol-abusing parents may employ harsh discipline, authoritarian or permissive styles and have inadequate expectations of adolescents' capabilities (Keller, Cummings & Davies, 2005). This may affect the self-esteem of an adolescent as they may feel inadequate. This may enforce aggressive and misconduct behaviors such as abuse of substance in adolescent. Moreover, adolescents may experience shame and embarrassment as a result of their parent's behavior after drinking. This will further affect their self-esteem, and impair their ability to make friends and develop social –circles. Tensions in the family during adolescence

resulting from parental alcoholism may lead to adjustment problems (Collings, 2006; Reddy, 2009).

2.16 RESUME'

This chapter dealt with relevant literature on the phenomenon of alcohol-abusing parents and the experiences of adolescents living with them. From the literature presented, one may conclude that adolescents living with alcohol-abusing parents are vulnerable and more prone to negative experiences like physical abuse, conduct behavior, low self esteem, multiple sexual partners, psychological and emotional problems, alcohol and other drugs abuse. In some families, alcohol abuse results into unhappiness. Lastly, adolescents living with alcohol-abusing parents are more likely to get emotional support and guidance from external adults, peers, sports, pastors, neighbors and teachers. These literature findings will be used to examine the experiences of the participants living with alcohol-abusing parents to determine their vulnerability, strengths, and the coping mechanisms they employ to deal with this parental alcohol-abuse situation.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter gives information on the methodological component of this study. Research methodology involves thinking about the adequacy of the piece of research. The main task is to specify and combine the key elements in a way that will maximize validity (Terre Blanche, Durrheim & Painter, 2006). This chapter begins with a reminder of the aims of this research, which are highlighted in chapter one. Thereafter the sampling method, data collection, and data analysis are described. Towards the end the ethical considerations of the study are described, and then the researcher's reflection on the process is elucidated.

3.2 SAMPLING METHOD

The criteria used to select the participants for this qualitative study was that participants should be adolescents between the ages of 13-18, who are currently living with an alcohol-abusing parent or parents in the Appelsbosch area. Appelsbosch is a place with a very small population in the Province of KwaZulu-Natal, South Africa which is located in New Hanover on the region of Africa. Cities near Appelsbosch include Pietermaritzburg and Durban.

Getting participants for this research was a great challenge. The researcher contacted many school principals in the Appelsbosch area and went to three different schools to obtain possible participants for this study, but all these attempts were not successful. In this regard, it must be acknowledged that the topic of adolescents living with alcohol-abusing parents is very sensitive and participants may have not identified themselves easily because of the sensitivity of this topic, and also because they did not know the researcher and they did not know how their parents were going to react to this.

The researcher then approached other organizations (churches, hospitals, traditional groups) that are based in the Appelsbosch area, in that attempt a number of 10 participants was obtained. This was made of six boys and four girls. However, three of the participants (girls) were disqualified because their parents did not give consent to their participation. And one girl withdrew before the interviews probably because of the influence by the other participants who had already withdrawn.

3.3 BIOLOGICAL DETAILS

The following paragraphs illustrate the biological details of each of the six participants. To maintain anonymity and confidentiality of the participants, the researcher has labeled them using alphabets.

Participant A

This participant is a male aged 14 years and is currently doing grade 6. His biological parents passed away and he is living with his grandmother who is an alcoholic and he regards her as a parent. He also stays with his grandfather and he has two uncles that he described as the bread winners of the family. He started school late because his mother was sick. He then moved in with his grandmother and grandfather after the death of his mother. His two uncles do not stay with him but they come home often and he communicates with them over the cell phone.

Participant B

Participant B is in grade seven and he is aged 14 years. He stays with a single mother who is alcoholic and his father passed away a long time ago. He has one young brother who is more or less ten years old and nine years old. His mother is unemployed. He has changed many schools,

because her paternal and maternal families were in conflict over him and in that way he is behind with one grade compared to learners of his age.

Participant C

Participant C is a 14 years old male and he is in grade 6. He stays with his unemployed aunt and grandmother who use alcohol. He has one older sister who does not stay with them. He also stays with his unemployed uncle whom he did not talk about in the interview. He reported that his mother passed away and he does not know who his father is or where he is.

Participant D

Participant D is 14 years old and is in grade 9. He stays with his mother and father (use alcohol) and he has three siblings, one is younger than him and one is married and the last one is working far away from home. His mother is a house wife selling snacks and sweets to earn herself an income. His father was retrenched and is now unemployed and the family is financially supported by the older sibling.

Participant E

Participant E is a 14 years old male and he is doing grade 9 and he stays with his mother who is unemployed and father who abuses alcohol. His father is the bread winner in the family. He has two old siblings and one left to stay with the grandmother and the other one is married.

Participant F

This participant is a 15 years old male and he is currently doing grade 10. He stays with his grandmother who uses alcohol and his aunt. His parents passed away and he moved to his

maternal side because his parents were not married. His aunt is unemployed and they both dependent on the grandmother's governmental social grant.

3.4 DATA COLLECTION PROCEDURE

Data was collected in a therapeutic environment (church counseling room). This counseling room positively influenced the success of the interviews because it ensured confidentiality and there was no distraction from outside. Semi structured interviews were employed as a method for data collection. According to Whitley (2002) this method follows an interview guide that specifies the topic to be covered and may include some specific questions. However, there is no specified order in which the topics must be covered. This format makes the interviews more flexible and conversational. This method enabled the researcher to obtain profound information from the participants, since the participants spoke freely and without influence and intimidation from other participants.

In the beginning the researcher met with the participants for their selection and he explained what this study entails and the aims of the study and answered the questions that they asked. This allowed the researcher to develop a relationship with the participants. Furthermore, this relationship was improved by the phone-call communication with the participants during the arrangement of the interview dates and during the direct communication when the selection of participants was made.

A meeting was held with the 10 participants and their parents two days before the interviews at the church. In this meeting, the researcher gave information on what was expected of the participants and how the interviews would be conducted and also the issues of informed consent were addressed and discussed. This was just a continuation of what had been briefly discussed

during the selection of the participants. This took about 30 to 45 minutes and two participants withdrew, while other two got disqualified.

Then a focus group session was held on the same day with the six participants, who qualified to participate after having been given permission by their parents. This session actually aimed at informing the participants about the interview procedures, expectations, slots and to clarify questions if they had any. Reflecting from the notes made during the focus group both participants and the researcher seemed comfortable, possibly it is because the exciting ice-breaker was made initially, some of the participants knew each other from school and some from sports, and also because their first language (isiZulu) was used in the group. The participants spoke freely and teased one another jokingly. It was noticed that the participants did not share personal experiences per se and some told relevant stories, this is perhaps of the fear of being judged and lack of trust between the group members.

3.5 DATA PROCESSING

A small recording device was used to provide a comfortable atmosphere for the participants, and also because tape recorded interviews can be intimidating to the participants (McMillan & Schumacher, 2001). Each interview was recorded on audiotape and transcribed to make certain that the whole interview session was captured accurately and to provide accurate data for analysis. To ensure anonymity and confidentiality alphabets were used for the identification of the participants' names.

3.6 DATA ANALYSIS

Verbal and non verbal responses of the participants were analyzed in order to reveal how much impact alcohol abuse has had on the emotions of each participant. This was done by following

the following techniques of analyzing data content analysis and coding of the raw data as it is applied in data obtained from interviews and observational notes. Since the interviews were conducted in isiZulu language, they were translated to English before their transcription to verbatim. The translation was done by the researcher by listening line by line of the interview, and to ensure accuracy in the translation, another qualified psychologist and who is a researcher was given an opportunity to ensure and confirm the researcher's translation and eliminate biasness. Detailed information pertaining to data analysis is described below under the subtitles content analysis and coding.

3.6.1 CONTENT ANALYSIS

Following are the steps of content analysis that were stated by Maxwell (2005: 96) employed in this study.

- Listening to interview tapes prior to transcription.
- Reading the interview transcripts and observational notes.
- During the interview listening and reading, writing notes of what was observed and heard in the data, and developing tentative ideas about the themes and relationships.
- Data was translated from isiZulu to English during transcription. The researcher listened and referred to the transcripts repeatedly to ensure accuracy in translation and transcription.
- Parts of the data were then coded according to labels or participants as they answered or related to the question

3.6.2 CODING

The researcher coded the data after transcription using the axial coding system that was counted by De Vos, Strydom, Fouche and Delport (2005), as one of the major types of coding. The axial coding is used by the researcher to group or link open codes, then the coded segments of the data are connected in this manner and this is guided by the literature that is reviewed in the study. In this study repeated themes were grouped together into categories and each category was given a name consequently. The codes were not pre-arranged but emerged from the data itself. The knowledge of the researcher about the literature was used to guide the presentation of themes (De Vos et al, 200; Reddy, 2009), to ensure objectivity and eliminate the biasness of the researcher about the phenomenon under investigation. The researcher revisited the original texts to reconsider the omitted data.

3.6 ETHICAL CONSIDERATIONS

The participants were informed that confidentiality would be highly maintained in treating the data obtained during the interviews. They were also informed that they had a right to withdraw their participation at any stage of the interview should they feel uncomfortable. Participants were given a consent form stating that their information would be used for the study and there would be anonymity. Permission to conduct the study was obtained from the University of Zululand (UZ) Research committee and from the UZ Psychology Department. A letter was written and submitted to three schools in the area, one hospital, and two churches to ask for the participants. Another letter was sent to the church requesting to conduct the study in their office.

Due to the fact that the participants were under eighteen, informed consent was obtained from their parents. The parents were informed about the nature of the research and that their children

were not forced to participate and also that brief therapy would be provided should the participants require it. The transcripts have been treated with anonymity and confidentiality as they are placed in a safe site. The alphabets were used during the interpretation of data and transcription to maintain anonymity. The audio recordings were kept with confidentiality and destroyed after the transcription was finished.

Consent forms were explained and given to the participants before the interviews started and it must be noted that all the participants were educated and understood the content of the consent form, on top of that they were in isiZulu and they were allowed to ask questions.

3.7 RESEARCHERS'S REFLECTION ON THE PROCESS

According to McKay (2009), reflexivity entails the recognition of the researcher's contribution to the construction of meanings during the research process. This concept accepts that it is impossible to maintain a neutral position when conducting research. This section provides the researcher's viewpoint of his individual influence on the research.

Completing this dissertation was not an easy task as there were many obstacles in executing it. The researcher experienced the following challenges, as an inexperienced researcher getting a research proposal for this study approved took a long time, but with the assistance of my co-supervisor and main supervisor I was able to make it suit the Research committee's approval. Securing research participants was also a big challenge because the parents were reluctant to let adolescents participate in the study.

The interviews went well although some of them drained the researcher emotionally. The participants were adolescents and their experiences were sometimes felt as too much for them by the researcher, which might have caused biasness. For example, participant A who said

“sometimes I go and work in my neighbor’s house so that I can get money for my uniform and school lunch” made the researcher feel uncomfortable.

Most of the research participants were genuine, appeared motivated, and positive about the future regardless of the current unpleasant home situations. They appeared willing to accept any kind of help available for them, as they usually have someone to share their profound personal information with. Unconditional positive regard, rephrasing, and motivating them, helped the participants to share sensitive personal information during the interviews.

3.8 RESUME'

This chapter described the methodology used in the study. The following chapter concentrates on data analysis.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

Data analysis, interpretation and the results are discussed in this chapter. The study explored the experiences of adolescents living with alcohol-abusing parents. The sample consisted of 6 participants from Appelsbosch. Data was collected through the use of convenience sampling, using semi-structured interviews, and the interviews were tape recorded.

4.2 INTERPRETATIVE ANALYSIS

The table below presents the themes that were found during the interviews in the stories reported by the adolescents living with parents who abuse alcohol. The main themes are bolded and considered to be those found in four or more of the stories.

No	Themes	Illustration
1.	Experiences of the adolescents living with parents who abuse alcohol	All the participants made comments on the negative experiences that they encounter due to parental alcohol-abuse and this includes exposure to physical abuse, emotional abuse, witnessing violence, deprivation in seeking help, being insulted, playing the responsibilities of caretakers, not doing school work and missing school trips.

2	Feelings of these adolescents living with alcohol-abusing parents	In this theme the participants stated stories in which feelings of unhappiness, anger, embarrassment, guilt and confusion about their parents' abuse of alcohol were expressed.
3	Exposure to parental alcohol-abuse	The comments made by the adolescents under this theme led to the conclusion that their exposure to alcohol and parental behavior under the influence of alcohol makes them unwilling to use alcohol. The conversation that they have with their parents and their observation of parents' behavior shapes their view of alcohol negatively. One of the adolescents had drunk alcohol at home and it was followed by an interaction with the parent regarding alcohol.
4	Friendship	All the participants commented that they value their friendship and this is regarded as one factor that provides them with strength and happiness. They seem to gain confidence from friends who allow them to make mistakes, and it also appears to be helping them to adjust properly at school and is also compensating for the lack of food which is incidentally provided to them by friends.

5	The Home Environment	The participants indicated that their home environment is fraught with feelings of unhappiness, violence, constant conflicts, poor home supervision, lack of trust in this ,fear and poor communication in this study
6	Coping Mechanisms or Support structures	Four subthemes emerged under this theme, these sub-themes explain that adolescents living with alcohol-abusing parents cope with the challenges and stresses at home by talking to other family members, talking to adults people outside their family and also through participating in social programs at church and sport groups, all participants have their individual coping mechanisms like singing, writing down and positive self talk to cope with the situation at home.
7	Economic limitations	This theme derived from the comments made by the participants indicating that financial limitations results to a lack of trust between adolescents and the alcohol-abusing parents living with them as they make them prone to poverty, limit their socialization, restrict them

		from doing things that they love and interfere with their school work
8	Roles played by the adolescents living with Alcohol-abusing parents	This theme emerged as a new theme and almost all of these participants are playing the role of a hero or caregiver in their homes and even outside their families, particularly to friends and their young siblings.
9	Expression of Emotions	All the participants demonstrated behavioral problems of externalizing and internalizing in the way they express their emotions and this resulted to two themes being formed under this theme, namely, externalizing and internalizing.
10	Optimism	All the six adolescents living with parents who abuse alcohol shared their view of the future positively as they envisage becoming graduates and bread winners and some of them are more interested in helping professions like social work and policing.

4.3 EXPERIENCES OF ADOLESCENTS LIVING WITH ALCOHOL-ABUSING PARENTS

The responses given by the adolescents living with alcohol-abusing parents on their experiences are reflective of the views emanating from the reviewed literature related to this area of research. Following are the examples of experiences given by the participants. These experiences are presented in their original version without having been edited.

Participant A: *“Eish sleeping without watching television because she does not want, being yelled at for nothing.. Going to school and sleeping without food because she drank the money that my uncles sent, there was a time when I did not go to Durban with a school trip while she was given money to pay for my trip... I was forced to cook and almost burned the room and she heated me with a huge stick saying I am stupid”*

Participant B: *“Being sent out at night to buy airtime and being beaten for no good reason which is always companied by names and negative statements about me and my brother...and sleeping in the toilet or with neighbors because she does not want to let us in.. going to school without a needed material that was agreed upon a parent’s meeting that she did not attend”*

Participant C: *“fetching her from the shebeens with a wheelbarrow while she is insulting us and calling my aunt with names. Looking after her when she was hit by a car because of alcohol and going to school without food*

Participant D: *“witnessing my mother being beaten and crying and getting beaten too if I try to stop him, have. Sometimes we sleep at the neighbor’s house because he chases us out and I go to school without homework and sometimes I do not go because he left with the keys after chasing us”*

Participant E: *“he makes me do things that he never taught me and hit me if I fail, he beats my mother always when he is drunk..he burned my school shoes and threatened to gun me if I tell my pastor.. Sometimes I am forced to lie to people when I talk about him because he almost killed me and my mother when I told my pastor about his behavior at home”*

Participant F ; *“ she calls me with names and tell me she will send me to an orphanage, It really hard being told that your parents died of AIDS and it happens every day, she does not buy my school material sometimes and I sometimes do not do my home works because she switches off the electricity saying I am wasting it.*

These comments indicate that adolescents living with parents who abuse alcohol are exposed to incidents that negatively impact on them. This results in them being emotionally and physical abused. They encounter circumstances which are inherently dangerous as regards school work since they are forced to assume the responsibility of assisting their parents when they are drunk. Thus they have to endure the attendant emotional hurt deriving from insults hurled at them by their parents. It needs to be reiterated therefore that these adolescents become care takers when parents are injured because of alcohol. In addition, they are victims of poverty which results in them missing school trips and consequently get forced to do things that they are unable to do. As a consequence they end up failing to do their homework because of the parents and thus endure enormous grieving when they stay with their grandparents after the death of parents. These findings concur with the view that adolescents living with parents who abuse alcohol are emotionally hurt and talking about their parent’s abuse of alcohol is linked to disloyalty and betrayal (Barnett, 2003; Reddy, 2009). This finding is corroborated by Widom and Hiller-Stumohofel (2001) in their argument that adolescents living with alcohol-abusing parents are at a greater risk of being physically, sexually and psychologically abused. Notably, however,

adolescents in this study did not indicate any exposure to sexual abuse. Nicholas and Rasmussen's (2006) view that undergoing and witnessing abuse and witnessing parental violence are related to alcohol-abuse is also affirmed by this study. Parents who abuse alcohol resort to the use of harsh discipline, authoritarian or permissive parenting styles and have unrealistic expectations of adolescents' abilities (Keller, Cummings & Davies, 2005).

4.4 FEELINGS OF THE ADOLESCENTS LIVING WITH ALCOHOL-ABUSING PARENTS

Feelings concern themselves with the individual's emotional attachment to the situation under consideration. All the participants displayed feelings of unhappiness, anger, embarrassment, guilt and confusion about their parents' abuse of alcohol. The following comments reproduced unedited are illustrative of their feelings.

Participant A: *Eish it's really an embarrassment to tell teachers at school when they want my parents, she is known in the whole area for making insults when drunk. I really don't know what I should do and maybe I am the one giving her the drinking stress"*

Participant B: "I just feel embarrassed when I have to talk about her to my friends and sometimes I feel like I am the one who makes her drink so much"

Participant C ; " *I feel like I am the cause of her drinking and the situation at home is heartbreaking because she gets sick now and then and my aunt always say maybe things will be better if she gets a job. Sometimes I get angry to my parents for leaving me at an early age"*

Participant D: *“It drives me crazy that he hits us because he knows we cannot defend ourselves when he beats us, I just feel confused why we still in that house because he can kill us when he is drunk the way he gets violent”*

Participant E: *“I feel like bursting when he calls my name, I once thought of boiling him with water when he beated me...the home just get horrible when he is around , we can’t even laugh, everybody just goes to sleep and I cry alone in my room sometimes”*

Participant F: *I wonder if I would go through all this if my parents were still alive, I really blame them for leaving me. I love my grandmother but what she does is just sad”*

The sentiments expressed by the respective participants above attest to the view that distress resulting from growing in a stressful environment characterized by the presence of a parent who abuses alcohol induces adolescents to become temperamentally intricate (Kroll, 2004: 129-140). Adolescents may experience shame and embarrassment as a result of their parent’s behavior after drinking. This has the potential of further affecting their self-esteem, impairing their ability to make friends and developing social circles. Moreover, tensions in the family during adolescence resulting from parental alcoholism may lead to adjustment problems (Collings, 2006: 8-11; Reddy, 2009; 38). . The effects of abusive drinking are numerous, ranging from the causing of stress upon the family which may include financial hardship, marital conflict and social isolation, to mention but a few. Notably, family stress may cause adolescents to break down because of family conflicts resulting in them not performing well in their school work. As a consequence they would thus be naturally inclined to blame themselves for such conflicts and parental alcohol use which will result to more distress (Seilhamer & Jacob, 1990).Moreover, parents’ behavior after drinking has the potential of bringing shame and embarrassment on the adolescents. As a

logical consequence, their self-esteem will be affected resulting in the impairment of their ability to make friends and develop social-circles (Collings, 2008; Reddy, 2009). These consequential outcomes as enumerated above are as a matter of fact rebuttable since adolescents in this study have friends and are motivated. It is thus conceded that their embarrassment and shame do not impact negatively on the way they view themselves.

4.5 EXPOSURE TO ALCOHOL-ABUSE

Exposure to alcohol as the common theme was found in all the adolescents and their comments in this regard are outlined unedited below.

Participant D : *“ Alcohol is not for children and the bottles are all written not to be sold to the people under the age of 18, and my father always tell me that he wish he never started drinking it and warns us not to. I really would not like to taste it if it will really make me do what my father does”*

Participant E: *“Seeing the things that he does when he has been drinking, I hate alcohol “*

Participant C: *“My grandmother’s health made me realize how badly alcohol can impact on one’s health and I don’t want to go through the same experience that she is in”*

“It makes her sick, it makes her seem unreliable in her children and I wouldn’t like to see this repeating in my family because of me, I just hate alcohol”

Participant B: *“I once drank alcohol during a ceremony at home and she got so mad, she wanted to beat me and she told me how alcohol has affected her and her family and since that lecture I will never use or steal alcohol again”*

Participant F : “ well seeing her drinking does not stop me from drinking but I am just afraid because alcohol is addictive and she tells me that and I would not like to see my self stuck into drinking like her”

It can be inferred from the above statements that the exposure of adolescents to alcohol and the parent's behavior ensuing from the influence of alcohol induce them to resort to the consumption of alcohol. The conversation that they have with their parents and their observation of parents' behavior impacts negatively on their view of alcohol. One of the adolescents had drunk alcohol at home as a result of having had deliberations on alcohol with the parent. These findings corroborate the view that parents teach adolescents proper or improper norms and values related to alcohol use. This, however, is contrary to the view that adolescents mimic the behavior patterns of their parents whether self discipline, social drinking or heavy drinking (Herd, 1994; Barnes et al., 1986). Similarly, Cleveland et al. (2005) established that communication between parents and adolescents minimizes the risk of the abuse of alcohol and substances by adolescents. The findings in this study also attest to the social learning theory that the first experience with alcohol occurs in the family setting and thus gives parents the opportunity to correct the meaning of alcohol to adolescents (Anderson et al., 1994).

It is worth noting though that the findings established under this theme differ from Van der Zwaluw et al. (2008)'s view that parents who abuse alcohol may be less involved in alcohol-specific socialization, which consequently arranges for fewer alcohol specific rules, and that such parents are tolerant towards the use of alcohol and that they have less alcohol control which may influence adolescent use of alcohol.

4.6 FRIENDSHIP

The relationship with peers apparently significant to these adolescents and as such it is poised as one of the pillars sustaining their continuity. This was evident in comments of some of the participants such as the ones enumerated below.

Participant B: *“My friends sometimes talk about my mother that she steals, when they joke about it, its helps me deal with it and be able to feel accepted with all the negatives she puts on me through drinking and other odd behaviors. My friends make me feel good even about the things that sadden me and when I am sad I just go to them”*

Participant F; *“Knowing there is someone who treats you as a person regardless of the negatives they know about you and your family is a nice thing and my friends are just a good example of that”*

Participant E: Another participant used a metaphor to express the importance of friendship, he went *“you know belonging is the most important thing, it’s like when a goalkeeper has conceded too many goals in one match. The moment the game ends, his team mates shake his hands so that he can have courage to continue playing for the team and feel a strong sense of belonging to the team. It’s like they allow you to make mistakes without making criticisms that will destroy you”*.

Other comments that indicated the importance of friendship were

Participant A: *“Even when I do not have money to eat at school, my friends always gather something for me to eat”*

Participant B: *“I have many friends and they all have different qualities and I talk to them for specific and different reasons “*

Participant C: *“Man sometimes I see myself through my friends, like in situations when I feel weak, they are able to point out the good in me and life continues”*

From the comments above, it is apparent that adolescents living with parents who abuse alcohol value their friendships and they construe this as one of the factors that provides them with strength and happiness. Seemingly, they gain confidence from these friends who allow them to make mistakes thereby helping them to adjust properly at school and acquire the things that they need. These findings attest to the view that friendship in adolescence becomes the most important thing in their social interaction among themselves as adolescents and they spend more time together and thus derive happiness from each other's company (Csikszentmihalyi, Larson & Prescott, 1997; Helseth & Misvær, 2010; Corsano, Majorano & Champretavy, 2006). Furthermore, these findings validate Berndt's (2002) and Helseth&Misvær's (2010) assertion that having high excellence friendship has a link with positive self-esteem, school adjustment and other positive behaviors. Additionally, these findings also corroborate the view that healthy friendships give adolescents social support for conquering some challenges that occur during the stage and that peer relations are more likely to empower the adolescents' resilience to negative encounters (Berk, 2007).

4.7 THE HOME ENVIRONMENT

The home environment of the adolescents living with parents who abuse alcohol was found to be permeated by feelings of unhappiness, violence, constant conflicts, poor home supervision and lack of trust, fear and poor communication in this study. These feelings were evident in statements such as those expressed by the following participants:

Participant A: *“It is difficult to discuss things with her because she sometimes discuss it with her friends in shebeens”*

Participant B: *“She asks us to go buy airtime at night and beats us if we say we are scared, it’s like she does mind us going out at night and if we try to tell her we scared she just become violent”*

Participant C: *it’s just worries me to see her drunk and it makes me sad because I know how its affect her health, sometimes I have to tell her how much damage this is doing and I feel like I am doing what she is supposed to be doing to me”*

Participant D: *“Sometimes he steals my mother’s merchant-money; we sometimes assume it’s him even when the money is just missing because we can’t trust him”*

Participant E: *“I just hate having to listen to him fighting us over unnecessary things. Home is better when he is gone, we laugh and have fun”*

Participant F: *Sometimes you cannot control every situation, but yeah at home there are constant conflicts, and you end up not knowing what to do ‘just confused’ and sometimes you think its fine and all of a sudden there is a conflict”*

These findings concur with the findings of *National Association for Children of Alcoholics* (1998) that families with alcohol-abusing parents have poor home management, lack of communication. They also concur with the findings of the *National Institute on Alcohol-abuse and Alcoholism of the National Institutes for Health* (2005) that such homes are characterized by violence and poor parental supervision. These findings do not, however, attest to the view that problems of parents in respect of alcohol do not basically affect their parenting and

permissiveness, lack of support and lack of behavioral control and that these problems are not the consequences of the abuse of alcohol (King & Chassin, 2004).

4.8 COPING MECHANISMS OR SUPPORT STRUCTURES

Every individual needs to be given support when he or she needs it in a difficult situation. Six of the participants were apparently unhappy about their parent's use of alcohol. This fact notwithstanding, they appeared to have strong support structures besides their parents and this support is inclusive of the other members of the family, friends, and social structures like the church. Following is a discussion of the support system sub-themes that transpired during the interview sessions with the participants.

- ***Internal Family Support***

It transpired that adolescents living with parents who abuse alcohol are able to receive support and acceptance from other members of the family if they are not getting adequate support from their parents. It was also noted that in some occasions the internal support from other family members also serves as a modeling way for these adolescents to learn moral attitudes. This became evident when one of the participants expressed the wish to emulate the behavior of his uncles of being helpful to the family and other people in his adulthood. This expressed wish he made in this regard was:

Participant A; *"I always talk to my uncles about things that bother me, my uncles got bad jobs but they bring food to the family and they ensure they are there when I need them emotionally and financially. I wish one day to be old and do what my uncles have taught me to the family and other people"..."My grandfather also does not drink. He talks to me about things and life in general"*

These findings concur with the findings of Saatcioglu, Erim and Cakmak (2006) who established that the home paves the way for healthy socialization outside the family unit. It is noted that young people need a stable home and a secure emotional base from which they can discover and experience the world. This gives them a place to fall back on for reassurance, support and unconditional love in difficult times. Adolescents gain from expectations of respect, consideration and reciprocity in family relationships (Strong Bonds Fact Sheet, 2012). These facts notwithstanding, it needs to be conceded, these findings as enumerated above differ from the analysis of Reddy (2009) and Barnett (2003) that rigid and closed home boundaries destroy the intimacy among family members.

External Support

The failure by parents who abuse alcohol to render support to their adolescents induces these adolescents seek such support outside their families and from people who are able to accept them and provide them with the support that they need. This is attested to by three of the six participants in statements reproduced hereunder:

Participant B: *“My friend’s mother helps me when I need help. She gives me money to buy things that are needed at school; I can say she gives me what I do not get from my mother”.*

Participant E: *“Mr. (Neighbor’s name)... Is like a father to me, he regards me as one of his children and he supports me even with things that he shouldn’t”*

Participant F: *“I go to my auntie or to (Name of the neighbor) when I need assistance about my school work and other things”*

It is evident from the participants' statements above that other parents, mothers, in particular, assume roles which have been left unattended to by the parents who are under an obligation to execute these roles. These findings coincide with the views of Richmond and Stocker (2008) in their assertion that children seek social support and acceptance outside the family when it is lacking in their own family. It is also likely for adolescents to look for help outside their families when their nurturing needs are not met by parents in their own families. They can even get role models outside of their families if their own parents are not performing their parenting duties adequately. Adolescents from families where alcohol is abused may rely heavily on other adults for acceptance. If these non-familial adults are caring, their involvement in the adolescents' life may reduce the risks which parents who abuse alcohol pose to the development of the adolescent (Blum, McNeely & Nonnemaker, 2002; Santrock, 2005). It is notable, however, that these findings deviate from Reddy (2009) and Barnett' (2003) view that adolescents living with parents who abuse alcohol are restricted from discussing their difficulties outside the family and are thus cut off from adults who support them. Furthermore, the findings also differ from Kroll's (2004) view that adolescents living with parents who abuse alcohol do not trust people from outside their family rank and they view such peoples' help with suspicion. The difference in the findings can best be accounted for by the difference of the environments in which the respective studies were conducted since in the African culture togetherness is valued and a child is viewed as belonging to the community as is the case in this study. It is also notable that family rules in the context of African culture contrast with the family rules in Western culture in significant ways.

- ***Group support***

Belonging to a particular social institution such as the church and the schools was found in this study to be an important support system and helpful to the adolescents living parents who abuse alcohol. This sense of belonging is apparently enriching these adolescents with social values and this empowers them to take responsibility for their conduct. The support with which these adolescents are provided instills a sense of hope in them. This was evident in the following comments made by two of the participants:

Participant D: *“my friends and teachers are supporting me, my class teacher is always behind me and she makes sure I get everything that I need for school. But she is so strict and does not want nonsense, she always say education is the key and my hard work will pay me when I am complaining”*

Participant F; *“I go to church to attend lessons about life, and being there makes me feel welcomed and important. I can say that the church group gives me support through prayers, I remember they brought a prayer at home when my mother passed away and that was just amazing...and...being in that groups tells you about the values of a responsible human being and also that you need to be there for those who need you ”.*

These findings attest to Blum et al. (2002) who asserted that life social skills and educational competence save adolescents from harm and play an important role in their development. Similarly, it is argued that religion and youth programs teach adolescents to be compassionate and encourage them to engage in moral dialogues and civic activities (Beck, 2006). These findings differ from Reddy’s (2009) view that adolescents living with parents who abuse alcohol

may join deviant groups to cope with stress related to home stress and refrain from participating in pro-social activities.

- ***Individual Based Coping Mechanisms***

Individual based coping mechanisms refer to the things that adolescents do on their own when they have encountered a stressor at home; most of the participants seem to have healthy individual based coping mechanism which is listening to music, writing, punching a punch bag, positive self talk, playing sports and even sleeping. This was shown in the following comments.

Participant A: *“I swear alone and read a lot”*

Participant B: *“I talk to myself that things will be okay and go out to play soccer with my friends”*

Participant C: *“I just write down most of the times, something like a poem or a song and it feels better”*

Participant D : *talking to myself that things will turn out better and ignoring my pain feeling with thinking about school always make me better and I got a punch back now that I made by putting soil in a sack, I just punch it too much”*

Participant E: *“I go out to play chess and when I play it after a situation no one can mate me, sometimes I listen to hip hop music and watch movies or just sleep”*

Participant F : *“I love singing man and when I am not okay , I usually listen to RNB and Gospel music and u know. It helps me forget and soul brothers also do it for me to feel better.....I write poems too and if I can recite one for you, you will just tell where I was emotionally when I wrote it”*

4.9 ECONOMIC LIMITATIONS

In this study, it was established that financial limitations result to a lack of trust between adolescents and the alcohol-abusing parents living with them. It was further noted that financial limitations make these adolescents prone to poverty, limit their socialization, restrict them from doing things that they love and this affect or interfere with their school work. This was deduced identified from the comments made by these adolescents such as the ones reproduced hereunder.

Participant A: *“I sometimes go ask for food from the neighbors, when she drank the money for grocery”*

Participant B: *“Sometimes I get beaten at school because I do not have the things they need, mom drank the money”*

Participant C: *“I dodge school when she did not buy what is required by teachers and its hurts me a lot that my friends always take trips with my school and I have never attended not even a single trip”*

Participant D : *“He sometimes take from the money that we get from selling at home, sometimes when the money is missing we suspects it’s him even when he did not steal it”*

Participant E: *“I would love to have soccer boots but I cannot, so I always come up with excuses when I am supposed to go to play soccer with my friends”*

Participant F; *“I would love to wear label and expensive clothes but I cannot and you know I can’t get a woman of my choice since they also look at what you wearing and what you have”*

These findings outlined above corroborate Reddy’s (2009), Berk’s (2007), and National Association for Children of alcoholics (1998) findings that parental alcohol-abuse affects the

socialization of their adolescents and results to deserted trust in their parent-adolescent relationship. The abuse of alcohol by impacts negatively in the school progress of these adolescents, as some of the participants in this study remarked that the abuse of alcohol by their parents affects them at school. It was also noted that changes in the family hierarchy and the results status of the family, less viable economic status impacts negatively on the support needed by these adolescents. Families with single parents, particularly the ones parented by single mothers are more likely to have a low income, increased child poverty in the context of racial or ethnic minorities (Proctor & Dalaker, 2002).

It cannot be gainsaid that therefore that the socioeconomic status of the family has a major impact on the educational opportunities accessible to adolescents and their chances to succeed in education. Due to residential location and isolation, adolescents from low income families usually attend schools with lower financial support levels, which as an outcome limit the availability of books, other educational resources, library books and less qualified teachers and administrators. The effects of rigorous poverty in educational settings may be manifested through disciplinary problems and chaotic learning environments (Kazol, 1991; Oakes, 1990).

4.10 ROLES PLAYED BY THE ADOLESCENTS LIVING WITH PARENTS WHO ABUSE ALCOHOL

This theme emerged as a new theme and it was established that almost all the participants are playing a role of a hero or caregiver in their respective homes and even outside their families, particularly to friends and their young siblings. This was inferred from comments such as the ones enumerated below:

Participant A: *“on top of that entire she does, I have to take care of her because I cannot just watch a movie when she is lying down like that”*

Participant B: *“I have to be strong for my little brother, and I avoid doing unacceptable things because I will be teaching my little brother unacceptable behaviors”*

Participant C: *“I talk to her about the dangers of alcohol, so that she could take care of her life. I try to stop my friends from drinking alcohol”*

Participant D : *“You know when I feel like breaking down I have to hold myself and comfort my mother and also be strong for my siblings”*

Participant E ; *“I help my friends and seems like they are all comfortable to share their problems with me”*

Participant F ; *“I am a class rap and that means I must be strong and support my classmates, even when I am in a bad mood I have to appear as good to them just to keep them encouraged to work and accomplish what the day has in store for them”.*

Notably, all these adolescents showed a sense of care, unselfishness and responsiveness to the plight of other people who are suffering. They have commendable skills that earn them respect and this instills confidence in them given the representative role they assume as role models to others. These adolescents are considerate to the feelings of other people and elevate these above their own. These findings notwithstanding, in previous studies, views contrary to these have been propounded. In these studies it has been suggested adolescents living with alcohol abusing parents may be exposed to different experiences compared to their peers. This may affect the self-esteem of an adolescent as they may feel inadequate, may enforce aggressive and

misconduct behaviors such as abuse of substance in adolescent (Keller, Cummings and Davies, 2005). Moreover adolescents may experience shame and embarrassment as a result of their parent's behavior after drinking. This will further affect their self-esteem, and impair their ability to make friends and develop social –circles. Tensions in the family during adolescence resulting from parental alcoholism may lead to adjustment problems (Collings, 2008; Reddy, 2009). According to Daley and Raskin (1991), when the home fails to provide safety and security in the form of rules, discipline, and regular family schedules, children do not develop adequate confidence and an internal control. Having a sense of no control over their environment, children of alcoholics are more likely to effective action or success to external factors rather than to personal competency than children of nonalcoholic to attribute (Raskin, 1991) .

4.11 EXPRESSION OF EMOTIONS

All the participants demonstrated behavioral problems of externalizing and internalizing in the way they express their emotions. This part expands on the behaviors as experienced by the participants.

- **Externalizing**

Participants have exhibited behavioral problems of externalizing. This part gives information on these behaviors as expressed by the participants in the following statements:

Participant B: *“I don't do things she asks me to do and I do them when they are asked by someone else”*

Participant C: *“Words could not come out from my mouth, I was out of words”*

Participant D: *“I don’t laugh when he cracks a joke and I ignore him when he trying to act as a good father”*

Participant E: Three of the participants fume and act angrily towards other people, this was noted in statements as *“I was fuming and.....eish I don’t know how to explain it “*

Participant F: *“Sometimes my hands shake when I am really angry”*

Another participant seemed to be externalizing his feelings by stealing from other people, he said *“I stole my teacher’s cell phone, just to play games...and I sometimes find myself stealing unnecessary things”*

These participants apparently express their emotions by becoming passively aggressive, fuming, stealing, and being defiant to their parents. Furthermore, these adolescents seemingly exhibit such behaviors to vent out their emotional dissatisfaction and sometimes for retaliation purposes. These findings attest to Ritter’s, Stewart, Bernet and Brown (2002) and Reddy’s (2009) assertion that children of alcoholics are likely to exhibit behavioral problems like aggression, disobedience and conduct problems.

- ***Internalizing***

Two of the participants displayed emotional problems of internalizing feelings that include depression, denial of feelings and emotional withdrawal and these feelings were expressed in the statements such as:

Participant A: *“She asks me what is wrong when I am quiet and I say nothing wrong even when there is something bothering me.....I do that so that she can go”*

Participant B: *“When I am sad, I cannot cry because I have to be strong for my younger brother”*

Participant D: *“I just become quiet, and scared not knowing what to do ...And I cry when I think by the whole drama that take place at home”*

Participant F: *“I feel overwhelmed and it’s like I become numb and can’t process anything in my mind when”* this participant became tearful when he was talking about these feelings in the interview and his tone of voice manifested sadness.

These findings corroborate Reddy’s (2009:74) view that adolescents living with parents who abuse alcohol experience internalizing problems such as becoming tearful, sad and frustrated. These findings also confirm the views of Parsons (2003: 1-3), that children of alcoholics go through emotional difficulties such as depression.

4.12 OPTIMISM

All the six adolescents living with parents who abuse alcohol shared their view of the future positively as they see themselves as graduates and bread winners in the foreseeable future and this creates in them interest to pursue their professions. The following sentiments as expressed in the participants’ statements bear testimony in this regard.

Participant A: *“I want to grow up and be a man like my uncle, but I would love to go to university and make them proud of me”*

Participant B: *“I want to grow up and get a job to support my family”*

Participant C: *“I want to be in a profession where I will be able to help other people; I can be a policeman or a social worker”*

Participant D: *“I want to be a successful business man and my parents say I am business minded as it was my idea to vendor as they doing at home, I think I must get a qualification in the field of business”*

Participant E: *“I want to pursue a career in teaching language and life orientation; I would love to help children build their future”*

Participant F: *“My background does not determine my future; I will be one of the most educated and richest engineers”.*

It can thus be inferred from the above statements that all the participants aspire to succeed in their future band this is made manifest in the optimist dreams they cherish with the view of assuming tertiary education when they finish high school. Even the one participant who did not indicate whether he wants to go to varsity or not, he indicated that he has a positive view about his future.

4.13 RESUME'

This chapter contained a comprehensive discussion of the results of the research study. The main themes were identified and discussed. The following chapter presents the conclusions that were drawn from the findings of the study and this is followed by the recommendations for possible further study.

CHAPTER FIVE: RECOMMENDATIONS, LIMITATIONS AND AVENUES FOR FURTHER RESEARCH

5.1 INTRODUCTION

This study sought to explore the meaning of the experiences of adolescents living with parents who abuse alcohol in Appelsbosch. The aims of the study are firstly flagged. The discussion that follows entails the findings of this study as they open avenues for further investigations, limitations and recommendations.

5.2 CONCLUSIONS

The following conclusions were drawn from the study.

- The experiences of adolescents living with parents who abuse alcohol in Appelsbosch are comprised of lack of proper parental supervision, lack of parent's involvement in the adolescents' school work, poverty, being sent out at night, witnessing parent's conflicts, and assuming a role of a caregiver at an early age.
- These adolescents have got challenges which prevent them from doing well in their school work and this situation is exacerbated by lack of school material that is needed due unpaid school fees and they continue to study without knowing their results since previous reports would have been withheld as some of the alcohol-abusing parents do not fetch the reports.
- Adolescents cope by belonging to certain soccer teams and also individual based coping mechanisms like positive self-talk.

- The communication between parents and their adolescents as well as observing parental alcohol-abuse shape adolescents not to use alcohol
- The home environment of the adolescents living with alcohol abusing parents is permeated by feelings of fear, unhappiness, confusion, constant lack of trust and poor home supervision.
- These adolescents sometimes compromise their socialization and funny activities as well as their love for reading material due to economic limitations deriving from parental alcohol abuse.
- These adolescents are positive about their future and they are keen to be successful.
- To cope with the alcohol abuse of parents the adolescents living with them in Appelsbosch find recourse to the support that they receive from other family members, from caring people outside their families, from the social structure such as churches and also.

5.3 LIMITATIONS

- The sample of a small number of male participants was used to explore their experiences.
- Only interviews were used to collect data for analysis.
- Since only interviews were used, the participants who were not capable to express themselves verbally might not have been able to express their experiences as they would have loved to.
- The sample included only participants from families of low socioeconomic status.

- This study did not examine what precedes the parent's alcohol abuse and how long the parents have had drinking problem.

5.4 RECOMMENDATIONS

The results of this study signify that adolescents living with alcohol-abusing parents in Appelsbosch come across negative experiences due to the abuse of alcohol by their parents. For this reason, all the parties involved in the life of such adolescents should work together in helping these adolescents cope and escape the negative encounters. Below are the recommendations directed to all the parties involved in the life of adolescents living with alcohol abusing parents.

- Stakeholders involved in drugs and alcohol abuse will have to be subjected to counselling workshops and public notifications that will help alcohol abusing-parents realize that alcohol abuse has a negative impact on their adolescents and other family members and that it can be managed or treated.
- Psychologists, social workers, registered counsellors and professionals relevant to alcohol abuse will have to arrange workshops and seminars that will bring insight to alcohol abusing parents that alcohol abuse is a problem in their lives and families and that they shall seek professional help.
- Educational psychologists, school based counsellors shall arrange seminars and workshops and help parents recognize the importance of their involvement in the school work of their children and make alcohol abusing parents aware of the negative impact that the parental alcohol abuse has on children .

- Parents shall allow their children to participate in community based support structures and encourage them not to be afraid to seek help and inform them that it is not their adolescent's fault that they are drinking.
- Adolescents shall be informed in radios of the available help and encouraged to seek help from their school counsellors and teachers.
- Individual, group therapy and talk shows must be organized by educational psychologists and school based counsellors, to assist adolescents living with alcohol-abusing parents realize that they need not blame themselves for their parents' use of alcohol and also encourage them seek help from religious leaders and other responsible members of the community.
- Adolescents must involve themselves in sports activities and pursue healthy supportive relationships with other responsible peers.
- Peers of these adolescents must show unconditional acceptance and love to these peers.

5.5 AVENUES FOR FURTHER RESEARCH

- Future research needs to explore a larger and more diverse sample in order to increase generalizability and credibility.
- Future research must also include females.
- Quantitative study in this area is necessary.

5.6 RESUME'

The present study made important advances in exploring the experiences of adolescents living with alcohol abusing parents. It also enlightens us about different coping mechanisms the adolescents can use to deal with these challenges.

REFERENCES

- American Psychiatric Association.(1994). *Diagnostic and Statistical Manual of Mental Disorders*. (4th ed.). Washington, DC: APA.
- Anderson, A.R., & Henry C.S. (1994). Family System Characteristics and Parental Behaviours as Predictors of Adolescent Substance Use.*Adolescent*, 29, 405-421.
- Aufseeser, D., Jekielek, S., & Brown, B. (2006).*The family environment and adolescent well-being: exposure to positive and negative family influences*. Washington, D.C: Child Trends; and San Francisco, CA: National Adolescent Health Information Center, University of California, San Francisco.
- Barnes, G. M., Farrel, M., P., & Cairns, A. L. (1986). Parental socialization factors and adolescent drinking behaviors. *Journal of Marriage and the Family*, 48, 27-36.
- Barnett, M.A. (2003). All in the family: Resources and Referrals for Alcoholism. *Journal of the American Academy of Nurse Practitioners*, 15(10), 467-472.
- Berk, L.E. (2007). *Development through life span*. Boston: Allyn and Bacon.
- Berndt, T.J. (2002). Friendship quality and Social Development. *Current Directions in Psychological Science*, 11, 7-10.
- Blum, R.B., McNeely, C., & Nonnemaker, J. J. (2002). Vulnerability, risk and protection. *Journal of Adolescent Health*, 31(5), 28-39.
- Cleveland, M.J., Gibbons, F. X., Gerrard, M., Pometry E.A., & Brody, G.H. (2005). The impact of Parenting on Risk Cognitions and Risk Behaviour: A study of Moderation in a panel of African American Adolescents. *Child Development*, 76, 900-916.
- Cohen, S., & Wills, T. A. (1985). Stress, social support and the buffering hypothesis. *Psychological Bulletin*, 98, 310-357.

- Collings, S.J. (2006). Familial Substance abuse and Child Maltreatment: the need for contextually Relevant and Systematic Exploration of the Problem in the South African Context. *Child Abuse research in South Africa*, 7(2), 8-11.
- Corsano, P., Majorano, M., & Champretavy, L. (2006). Psychological well-being in adolescence: The contribution of interpersonal relations and experience of being alone. *Adolescence*, 41(162), 341-353.
- Criss, M. M., Pettit, G. S., Bates, J. E., Dodge, K. A. & Lapp, A. L. (2002). Family adversity, positive peer relationships, and children's externalizing behavior: A longitudinal perspective on risk and resilience. *Child Development*, 73, 1220–1237.
- Csikszentmihalyi, M., Larson, R. & Prescott, S. (1977). Ecology of Adolescent Activity and Experience. *Journal of Youth and Adolescence*, 6, 281-294.
- Daley, D.C., & Raskin, M.S. (1990). *Treating the chemically dependent and their families*. California: Sage Publications.
- Daley, D.C., & Raskin, M.S. (1991). *Treating the chemically dependent and their families*. Newbury Park: Sage Publications.
- De Vos, A. S., Strydom, H., Fouche, C.B., & Delport, C.S.L. (2005). *Research at grass roots for the Social Sciences and human service Professional*. Pretoria: Van Schaik.
- Ellenwood, D.T., & Turner, M.A. (2002). *The Spread of Single-Parent Families in the United States Since 1960*. Cambridge, Mass: Harvard University.
- Ennett, S.T., Bauman, K.E., Foshee, V.A., Pemberton, M., & Hicks, K.A. (2001). Parent-Child Communication about Adolescent Tobacco and Alcohol use: What do parents say and does it affect the Youth Behaviour? *Journal of Marriage and Family*, 63, 48-62.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.
- Farrell, M. P., Barnes, G. M., & Banerjee, S. (1995). Family cohesion as a buffer against the effects of problem-drinking fathers on psychological distress, deviant behavior, and heavy drinking in adolescents. *Journal of Health and Social Behavior*, 36, 377–385.

- Fowler, A. (1991). *How early phonological development might set the stage for phoneme awareness. Haskins Laboratories Status Reports on Speech Research*, 1991, SR-1051106, 53-64.
- Helseth, S., & Misvær, N. (2010). Adolescents' perceptions of quality of life: what it is and what matters. *Journal of Clinical Nursing*, 19, 1464 – 1471.
- Herd, D. (1994). The Influence of Parental Drinking Attitudes and Behavior on the Drinking Patterns of Black and White Adults. *Journal of Comparative Family Studies*, 25(3), 353-370.
- Ireland, T. O., & Widom, C. S. (1994). Childhood victimization and risk for alcohol and drug arrests. *International Journal of the Addictions*, 29, 235–274.
- Johnson, J., & Leff, M. (1997). “Overview of Research on Children of Substance abusers.” Paper Commissioned for the National Association for Children of Alcoholics Pediatric Initiative, Alexandria, VA.
- Keller, P. S., Cummings, E. M., & Davies, P.T. (2005). The role of marital discord and parenting in relations between parental problem drinking and child adjustment. *Journal of Child Psychology and Psychiatry*, 46(9), 943-951.
- Kerr, M., & Stattin, H. (2000). What parents know, how they know it, and several forms of adolescent adjustment: Further support for an interpretation of monitoring. *Developmental Psychology*, 36, 366–380.
- King, K. M., & Chassin, L. (2004). Mediating and moderating effects of adolescent behavioral undercontrol and parenting in the prediction of drug use disorders in emerging adulthood. *Psychology of Addictive Behaviors*, 18, 239–249.
- Kingery, J.N., Erdley, C.A., & Marshall, K.C. (2011). Peer Acceptance and Friendship as Predictors of Early Adolescents' Adjustment across the Middle School Transition. *Merrill-Palmer Quarterly-Journal of Developmental Psychology*, 57, 215-243.

- Kohlberg, L., & Gilligan, C. (1972). *The adolescent as a philosopher: The discovery of the self in a post-conventional world*. In 12 to 16: Early Adolescence, ed. Jerome Kagan and Robert Coles. New York: Norton.
- Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York. Crown.
- Kroll, B. (2004). Living with an elephant: Growing up with parental substance misuse. *Child and Family Social Work*, 9, 120-140.
- Kumpfer, K. L. (1997). What Works in the Prevention of Drug Abuse: Individual, School and Family Approaches. DHHS, Center for Substance Abuse Prevention. Secretary's Youth Substance Abuse Prevention Initiative: Resource Paper: 69-105. March, 1997.
- Kumpfer, K.L. (1998). Links between prevention and treatment of drug-abusing women and their children. In C.L. Wetherington & A.B. Roman (Eds.). *Drug Addiction Research and the Health of Women* (NIH Publication No. 98-4289). Washington, DC: National Institute on Drug Abuse.
- Lambie, G.W., & Sias, S.M. (2005). Children of Alcoholics: implications for professional school counseling. *Professional School Counseling*, 8(30), 266-273.
- Maxwell, J.A. (2005). *Qualitative research design: An interview approach (2nd ed.)*. Newbury Park, CA: Sage.
- Mckay, L. (2009). *An Exploratory Qualitative Study of Young Black Men's Involvement in "Train-surfing"*. UKZN: PMB.
- McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction* (5th Ed.). New York: Longman.
- Murray, J. S. 1998. The Live experience of childhood Cancer: One Sibling's perspective: *Issues in Comprehensive Paediatric Nursing*, 21(41), 217-227.
- National Association for Children of Alcoholics, 1998: available online <http://www.nacoa.net/pdfs/addicted.pdf> (Accessed on 16 April 2012)

- National Drug Master Plan 2006-2007. Available online <http://www.westerncape.gov.za> (Accessed on 20 May 2012).
- National Institute of Alcohol-abuse and Alcoholism. 2005. available online <http://pubs.niaaa.nih.gov/publications/aa65/aa65.htm> (Accessed on 25 May 2012).
- Nicholas, K.B., & Rasmussen, H.E. (2006). Childhood Abusive and Supportive Experiences, Inter-Parental Violence, and Parental Alcohol Use: Prediction of Young Adult Depressive Symptoms and Aggression. *Journal of Family Violence*, 21(1), 43-61.
- Oaks, J. (1990). *Multiplying Inequalities: The effects of Race, Social Class and Tracking on Opportunities to Learn Math and Science*. Santa Monica, A: RAND Corporation.
- Piaget, J. (1969). *The Mechanisms of Perception*. London: Rutledge & Kegan Paul.
- Piaget, J., & Inhelder, B. (1968). Social Constructivism: Coming to terms. *English Journal*, 85, 91-92
- Pletsch, P.K., Johnson, M.K., Tosi, C.B., Thurston, C.A., & Riesch, S.K. (1991). *Self-image among early adolescents: Revisited*. *Journal of Community Health Nursing*, 8(4), 215-231.
- Proctor, B.D., & Dalaker, J. (2001). *Poverty in the United States*. Washington DC: U.S. Government Printing Office. Current Population Reports: 60-219.
- Reddy, K. (2009). *Adolescents' experience of the impact of alcoholism in their families: an educational psychological perspective*. Durban: University of South Africa.
- Rew, L. (2005). *Adolescent Health: a multidisciplinary approach to theory, Research, and Intervention*. Thousand Oaks: SAGE Publications.
- Richmond, M.K., & Stocker, C.M. (2008). Longitudinal associations between parents' hostility and siblings externalizing behavior in the context of marital discord. *Journal of Family Psychology*, 22(2), 231-240.

- Saatcioglu, O., Erim, R., & Cakmak, D. (2006). Role of family in alcohol and substance abuse. *Psychiatry and Clinical Neurosciences*, 60, 125-132.
- Sadock, B.J., & Sadock, D.M. (2007). *Synopsis of Psychiatry*. New York: Lippincott Williams & Wilkins.
- Seilhamer, R. A., & Jacob, T. (1990). *Family factors and adjustment of children of alcoholics*. In M. Windle & J. Searles (Eds.), *Children of alcoholics* (168-186).
- Sheridan, M.J. (1995). A proposed intergenerational model of Substance abuse, family functioning, and abuse/neglect. *Child Abuse Neglect*, 19(5), 519-530.
- Smith-McKeever, T. C., Falconnier, L., & Gao, W. (2011). African American and white mothers' substance abuse, depression and criminality as risk factors for child behavior problems. *Families in Society. The Journal of Contemporary Social Services*, 92(1), 62-68.
- Stice, E., & Barrera, M., Jr. (1995). A longitudinal examination of the reciprocal relations between perceived parenting and adolescents' substance use and externalizing behaviors. *Developmental Psychology*, 31, 322-334.
- Strickland, B.R. (Ed). (2001). *Gale Encyclopedia of Psychology*. USA: Gale.
- Strickland, J.W. (2005). *A Tropical Approach to Life Span Development*. New York: McGraw Hill Companies.
- Strong Bonds Fact Sheet, Talking to families of young people with complex needs: available online <http://www.strongbonds.jss.org.au/workers/working/talkingtofypcn.pdf> (Accessed on January 4, 2012).
- Tajima, E. (2002). Risk Factors for violence against children: Comparing homes with and without wife abuse. *Journal of Interpers Violence*, 17(2), 122-149.
- Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice: Applied methods for the social sciences*, (2nd ed.). Cape Town: UCT Press.

- Tyler, K. A., Rosalie, T.S., & Bersani, B. (2006). Examining the Changing Influence of Predictors of Adolescent Alcohol Misuse. *Journal of Childhood & Adolescent Substance Abuse*, 16, 95-114.
- Van der Zwaluw, C.S., Scholte, R.H.J., Vermulst, A.A., Buitelaar, J.K., Jan Verkes, R., Van Aken, A. G., & Asendorpf, J. B. (1997). Support by parents, classmates, friends and siblings in preadolescence: Co variation and compensation across relationships. *Journal of Social and Personal Relationships*, 14, 79–93.
- Van Aken, M.A.G., & Asendorpf, J.B. (1997). Support by parents, classmates, friends and siblings in preadolescence: Covariation and compensation across relationships. *Journal of Social and Personal Relationships*, 14, 79-93.
- Van der Vorst, H., Engels, R. C. M. E., Meeus, W., Dekovic, M., & Van Leeuwe, J. (2005). The role of alcohol-specific socialization in adolescents' drinking behavior. *Addiction*, 100, 1464–1476.
- van der Zwaluw, C. S., Scholte, R. J., Vermulst, A. A., Buitelaar, J. K., Verkes, R., & Engels, R. E. (2008). Parental problem drinking, parenting, and adolescent alcohol use. *Journal of Behavioral Medicine*, 31(3), 189-200.
- Whitley, B.E. (2002). *Principles of Research in Behavioural Science*. New York: McGraw-Hill
- Widom, C.S., & Hiller-Sturmohofel, S. (2001). Alcohol Abuse as a Risk Factor for and Consequence of Child Abuse: *Alcohol Research and Health* 25(1), 52-57.
- Widom, C.S., Ireland, T., & Glynn, P.J. (1995). Alcohol abuse in abuse and neglected children followed-up: Are they at increased risk? *Journal of Studies on Alcohol*, 56(2), 207-217.
- Wood, M. D., Read, J. P., Mitchell, R. E., & Brand, N. H. (2004). Do parents still matter? Parent and peer influences on alcohol involvement among recent high school graduates. *Psychology of Addictive Behaviors*, 18, 19–30.
- Yu, J. (2003). The association between parental alcohol-related behaviors and children's drinking. *Drug and Alcohol Dependence*, 69, 253–262.

APPENDIX A: THE INTERVIEWS' MAIN QUESTIONS

The following questions were asked during an interview were asked, it must be remembered that the interview was in isiZulu:

- **Njengobauhlalanomzaliosebenzisauphuzooludakayongokweqile, bengicelaungixoxelengezimoosukewabhhekananazo.**

Understanding that you live with a parent who uses alcohol, would you please share with me the experiences that you have gone through?

- **Kungabelokusetshenziwakophuzooludakayongumzaliwakhokukuphathakanjani, kwenzaniempilweniyakho?**

How does the abuse of alcohol by your parent make you feel and how does it impact on your wellbeing?

- **Kungabewenzenjaniukukwaziukumelananezimoobhekananazongenxayokuphuzangok weqilekomzaliwakho?**

What kinds of coping mechanisms do you employ to cope with challenges arising as result of your parent's abuse of alcohol?

The basic interviewing skills (listening attentively, reflecting, paraphrasing, and probing) were used during the interviews.

APPENDIX B: IFOMU LOKUZIBANDAKANYA NOCWANINGO ELIGCWALISWA ILOWO OZOBA YINGXENYE YOCWANINGO

Loluncwaningo lihlose ukwazi izimo ezibhekana nabantwana asebethanda ukukhula abahlala nabazali abasebenzisa uphuzo oludakayo ngokweqile. Lwenziwe njengengxenywe yezimfuneko zokuba ungqondo ngqondo kwezengqondo, eNyuvesi yasoNgoye.

Kuyithemba lomucwaningi ukuthi ukubayingxenywe kwakho kulolucwaningo kuzosiza abaningi abaseminyakeni ye-ADO abahlala nabazali abaphuza ngokweqile. Ukuzibandakanya kwakho nalolucwaningo, kuyabonga futhi kuyahlonishwa kakhulu.

Ukuze umcwaningi akwazi ukuthatha ulwazi ozomnika lona njengoba lunjalo inkulumo yakho naye izoqoshwa. Noma kunjalo igama lakho angeke livezwe, futhi nolwazi ozolukhipha lizohlonishwa kakhulu kangangokuba lizophelela phakathi kwakho nomucwaningi. Emva kokuba konke sekuphothuliwe inkulumo eqoshiwe izobulawaiphele nya.

Uma uvuma ukuzibandakanya uvumelekile ukuyeka nanoma ingasiphi isikhathi, ukuphumela obala umangabe ungazokwazi ukuphendula umbuzo ozobe ubuziwe, ukubuzwa uma ungaqondisisi kahle nokuba uveze imizwa yakho nanomangayiphi indlela njengokukhala nokuthetha.

Uyacelwa ukuba ukhombise ebhokisini ukuthi uyavuma noma uyanqaba ukuba yingxenywe yalolucwaningo.

Yebo	
------	--

Cha	
-----	--

Uma udinga ukululweka ngokwengqondo emva kokuxoxa nomucwaningi, uyacelwa ukuba ukhombise ebhokisini elihambisanayo nalokho ngenzansi. Lokhu kumahhala.

Yebo	
Cha	

Siyabonga asiqedi ngokuzimbandakanya kwakho nalolucwaningi

Mnuz KV Thusi

Igaba lalowo ozobe yingenye sayina ngasenhla

Umcwaningi

yocwaningo

APPENDIX C: IFOMU LOMZALI OGUNYAZYO UKUBA UMNTWANA WAKHE ABE YINGXENYE YPCWANINGO

Sawubona Mzali

Ngingumfundi owenza izifundo ze-Counselling Psychology enyuvesi yasoNgoye.

Njengengxenywe yezimfuno zokuphuthula izifundo zami ngenza ucwaningo oluhlose ukuhlola izimo ezibhekana nabantwana abasasetejini sokukhula esibizwa nge-Ado abahlala nabazali abaphuza uphuzo oludakwayo ngokweqile. Umntwana wakho ukhethiwe ukuba abe yingxenywe yalolucwaningo ngokuvuma kwakho. Indlela azozibandakanya ngayo kuzoba ukuxoxa nomucwaningi kabanzi, enkulumweni ezoqoshwa ngesizathu sokuthatha ulwazi oluzothulwa yilomntwana Njengoba lunjalo. Ulwazi oluzotholakala luzovikelwa,luhlonihwe, luphelele phakathi komntwana nomucwaningi, oluzokhishwa angeke lufake ulwazi oluchaza umntwana wakho,wena noma isikole kwazise akuzosetshenziswa amagama angempela. Ukuvuma kwakho ukuba lomntwana abe yingxenywe yocwaningo siyokushayela ihlombe.

Ozithobayo

Mnuz KV Thusi (Umucwaningi)

Gcwalisa Lapha

Mina.....Ngiyakugunyaza ukuba umntwana wami abe yingxeny
yalolucwaningo olwenziwa uMnuzane u KV Thusi. Ngiyavuma ukuba nginikiwe lonke ulwazi
ebengiludinga ngaphambi kokuthatha isinqumo.

Sayina lapha..... Usuku.....

APPENDIX D : PERMISSION TO CONDUCT A STUDY

University of Zululand

Psychology Department

Private Bag X1001

KwaDlangezwa

3886

The head of the Church

Appelsbosch Lutheran Church Parish

For Attention:

Dear Pastor

Permission to Conduct a Study on your Church

I am a master's student in the field of Counseling Psychology: Department of Psychology at the University of Zululand.

As part of my masters' requirement I am doing a study which is "The experiences of Adolescents living with Alcohol-abusing Parents: explorative study". It is my hope that this study will benefit pastors, educators and all the stakeholders involved in making a healthy community, in understanding that the alcohol-abuse of parents has n impact on their children and that such

children need the support and consideration by these parties to be able to cope with the challenges at home.

I hereby appeal consent to interview adolescents living with alcohol-abusing parents in your church.

Should you need more information please contact me or my supervisor, Professor JD Thwala of UNIZULU Psychology Department.

Yours sincerely

Mr KwaneleThusi

University of Zululand

Psychology Department

Private Bag X1001

KwaDlangezwa

3886

The Teacher/ Principal

Mthuli Secondary

Ozwatini

Dear Sir

Permission to Conduct a Study

Thank you for assisting me to conduct a study at your school. As per our telephonically conversation, I would like to give you the background of the study.

Adolescents living alcohol-abusing parent (s) are more likely to exhibit behavioral, adjustment, and conduct problems. This area has not been given much attention in South Africa, and has not been done in rural areas or in communities with low socio-economic status, yet adolescents in such areas are affected by the parental use of alcohol.

By interviewing adolescents and exploring their experiences, I hope to devise recommendations to educators, school counsellors, educational psychologists and all relevant stake-holders in understanding the needs of these adolescents. It is also hoped that this study will assist adolescents, parents and family members to disintegrate the cycle of parental alcohol-abuse as it has negative consequences.

I hereby request permission to interview learners with ages from 13 to 18 in your school who are living with alcohol-abusing parents. All interviews will be treated with the strictest of confidentiality and no personal or identifying information will be disclosed.

Yours sincerely

Kwanele V. Thusi (Mr)