ARTICLE FOUR

EVALUATION OF A SOCIAL WORK EMPOWERMENT PROGRAMME FOR FOSTER PARENTS OF SEXUALLY ABUSED CHILDREN

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Abstract

The aim of this article was to evaluate the social work empowerment programme and the effect of the programme on the psycho-social functioning of the foster parents of sexually abused children. A single system design was followed to collect data. Three standardised instruments were utilised as pre- and post-test to gather quantitative data. A self-developed questionnaire was used to gather qualitative data. Findings and recommendations are provided.

KEYWORDS: Child sexual abuse; empowerment needs; evaluation, focus group discussion; foster care; foster child; foster parents; psychosocial functioning; social work empowerment programme.
1. INTRODUCTION

Regulation 66 of the Children’s Act as amended, 38 of 2005 (SA, 2008) makes provision for foster parents to participate in training programmes. The aim of training is to equip potential foster parents with the necessary skills and knowledge required to undertake the foster parenting role (Department of Social Development, 2011:24). The training programme should consist of three levels: orientation, intermediary and advanced (Department of Social Development, 2011:25). A social work empowerment programme for foster parents of sexually abused children will fall into the third level of training, namely advanced training. “Advanced training of foster parents should be flexible and based on the foster parents’ specific learning needs” (Department of Social Development, 2011:26).

Sexual abuse is a very private, embarrassing and shameful experience to discuss and children are understandably reluctant to disclose information about the abuse (Cronch et al., 2006:196). Having sexually abused children in foster care requires specific and special skills from the foster parent due to the complex nature and the effect of sexual abuse on the foster child. Foster parents need to have insight into the impact of sexual abuse and the behaviour of sexually abused foster children. For this reason an empowerment programme was developed for foster parents of sexually abused children.

2. PROBLEM STATEMENT

“Parents are responsible for creating the environment that helps children achieve their maximum potential in terms of physical, intellectual and psychological development” (Fahlberg, 1994:21). Sometimes the parents are unable to provide this environment for children to achieve their maximum potential. Some children are removed from their parents’ care and are placed into foster care. Thus the responsibility to help children achieve their maximum potential, are placed in the hands of foster parents. According to section 181 of the Children’s Amendment Act, 41 of 2007 (SA, 2008b) the purpose of foster care is “to:

- Protect and nurture children by providing a safe, healthy environment with positive support.
• Promote the goals of permanency planning, first towards family reunification, or by connecting children to other safe and nurturing family relationships intended to last a lifetime, and
• Respect the individual and family by demonstrating a respect for cultural, ethnic and community diversity”.

Apart from the challenges that the abovementioned poses to the foster parents, the placement of sexually abused children has specific challenges for all the parties involved. Caring for sexually abused children can be an extremely demanding task for foster parents (Pollock & Farmer, 2005:18). Foster parents can also experience a great deal of stress because they are “responsible for other people’s children” who have been subjected to trauma (Burnette, 2003:1). For this reason specialised training will be required to equip them to deal with these challenges in fostering the sexually abused foster child. Specialised and advanced training beyond the generic training for foster parents would include specific knowledge on the impact of sexual abuse on the child and the resulting challenging behaviour and also focussing on specific needs of the foster parents.

Based on a literature study and consultation with experts (Delport, 2010; Erasmus, 2010; Grobler, 2008; Petzer, 2010; Sihlali, 2009) it became clear that there is not a scientifically researched programme available in South Africa for the training of foster parents of sexually abused children. In order to provide in this gap, and to base it on the needs of foster parents of sexually abused children, a needs assessment was done (as described in article 2 of this research). From this needs assessment it was apparent that foster parents of sexually abused children have special needs. Based on these needs of the foster parents it could also be derived that there is a need for an empowerment programme to assist the foster parents in the undertaking of the demanding task of creating an environment that helps traumatised children reach their maximum potential.

A social work empowerment programme for foster parents of sexually abused children was developed and implemented (article three). It was implemented within the framework of nine psycho-educational group sessions with seven (N=7) foster parents of sexually abused children. This evaluation was done by using
standardised questionnaires (ADDENDUM C2-C5) as well as a self-developed instrument (ADDENDUM D6) to complete on a daily basis after sessions. ADDENDUM D7 to evaluate the programme after termination. The topics of this empowerment programme are based on the needs assessment, interviews with experts (Delport, 2010; Erasmus, 2010; Grobler, 2008; Petzer, 2010; Sihlali, 2009) and an in-depth literature review. The topics were as follows (see article three):

- What is sexual abuse? Definition and symptomatology.
- Basic emotional needs of children.
- Psychosocial development of the child.
- Challenging behaviour of sexually abused foster children and how to cope with it.
- Contact and visitation by the biological parents.
- Relationship between foster parent and foster child with specific reference to attachment.
- Self-awareness and self-care for foster parents.

To deliver effective services to foster parents in the form of a social work empowerment programme, it is necessary to evaluate the effectiveness of such a programme scientifically.

3. RESEARCH QUESTION

This article will aim at answering the following research question: What effect would a social work empowerment programme have on the psychosocial functioning of foster parents in understanding the dynamics of sexual abuse and the impact of sexual abuse on the child?

4. CENTRAL THEORETICAL STATEMENT

A theoretical statement or a proposition is described by De Vos and Strydom (2011:34) “as a relationship expressed in a theory. Propositions need to be tested against reality before they can be accepted as a valid theory or part of a valid theory”. The central theoretical statement for this part of the study can be formulated as follows:
The psychosocial functioning of foster parents of sexually abused children and their knowledge of the sexually abused foster child, will improve if they took part in a social work empowerment programme.

5. **AIM AND OBJECTIVE**

5.1 **AIM**

The aim of this research is:

To develop, implement and evaluate a social work empowerment programme for foster parents of sexually abused children to improve their psychosocial functioning and their knowledge and skills regarding the dynamics of sexual abuse.

5.2 **OBJECTIVE**

The objective for this article can be formulated as follows:

To determine the effect that a social work empowerment programme will have on the psychosocial functioning, of foster parents with sexually abused children and their knowledge of the sexually abused foster child.

6. **RESEARCH METHODOLOGY**

Methodology refers to the techniques a particular discipline uses to manipulate data and acquire knowledge. The methodology of this study is according to intervention research (De Vos & Strydom, 2011:473-490). The intervention model as part of development research provided the overall framework for this part of the study (De Vos & Strydom, 2011:473-490). This model enables the researcher to combine qualitative and quantitative approaches in intervention research.

Taking this description into consideration, intervention research seems to be the most appropriate method to develop, implement and evaluate a social work empowerment programme for foster parents of sexually abused children. The intervention research model of Rothman and Thomas (De Vos & Strydom, 2011:476) with clearly specified phases and steps was followed in this research study. The six major phases of intervention research that were followed are:
1. Problem analysis and project planning
2. Information gathering and synthesis
3. Design
4. Early development and pilot testing
5. Evaluation and advanced development
6. Dissemination

This article forms part of phase five of the process intervention model namely evaluation and advanced development (De Vos & Strydom, 2011:485) and specifically the second step in the phase. It is called collecting and analysing data. In order to contextualise the research and delineate the aim of this article, phase five will be discussed in more detail next.

PHASE FIVE: EVALUATION AND ADVANCED DEVELOPMENT

This article forms part of phase five of the intervention research process (De Vos & Strydom, 2011:485). This phase consists of four steps namely: selecting an experimental design, collecting and analysing data, replicating the intervention under field conditions, and refining the intervention. It will be discussed in detail in the next paragraphs.

The main purpose of this phase and sub-theme is to evaluate central theoretical statement to determine whether the aims and objectives of the research were achieved successfully.

The **central theoretical statement** developed for this study and to be considered true or not is:

**The psychosocial functioning of foster parents of sexually abused children and their knowledge of the sexually abused foster child, will improve if they took part in a social work empowerment programme.**

- **Selecting an experimental design**
  A single-system design was selected for this study. The reason is that the social work empowerment programme which will be the independent variable would be
used in practice for foster parents of sexually abused children. It would thus be a good design to link research with practice as it is a direct form of research, and results are immediately available. The specific design would be a basic experimental design and the A-B-A design (Strydom, 2011:166). Here, two comparisons are possible, between the first baseline and a second baseline, with the intervention in the middle.

In this study the standardised Comprehensive Multi-Sifting Inventory (CMSI) (Perspective Training College, 2009) General Contentment Scale (GCS) and Index of Parental Attitude (IPA) were completed as a pre-test (A) and post-test (A) to obtain quantitative data (ADDENDUMS C2-C7). A self-developed instrument (ADDENDUM C6,C7) was utilised to collect qualitative data during the pre- and post-test. The intervention (B) was applied by means of the developed social work empowerment programme for foster parents of sexually abused children. The abovementioned standardised measuring instruments were again completed after the termination of the social work empowerment programme. The scores of the pre-test (A) were compared with the scores of the post-test (A) (A-B-A), where (B) is the intervention programme. This process was only followed once, due to the lack of availability of suitable participants in the Nelspruit, White River area.

- **Collecting and analysing data**
The collection and analysing of data as obtained in this research will be described in detail under paragraph 8. Both quantitative data as qualitative data was collected and analysed.

- **Replicating the intervention under field conditions**
According to De Vos and Strydom (2011:486) “additional testing under actual field conditions is necessary if initial evaluations are conducted with analogue participants, under simulated situations, or implemented by individuals other than the eventual users”. The empowerment programme intervention was done under actual field conditions and described in detail under phase four in article three. It was thus not necessary to repeat the intervention under field conditions again.
Refining the intervention

After the evaluation was done and the recommendations of the participants processed, the social work empowerment programme for foster parents of sexually abused children was refined according to the recommendations from the participants and that is the final product available in this research. Examples of refinements made, are the additions of how to deal with disclosure of sexual abuse, as added to the hand out (ADDENDUM D4).

7. DEFINITIONS

7.1 SOCIAL WORK EMPOWERMENT PROGRAMME

To conceptualise the term social work empowerment programme it is necessary to break it down into three basic concepts: social work, programme and empowerment. These components will be discussed separately.

7.1.1 SOCIAL WORK

The primary focus of social work practice is on the relationship networks between individuals, their natural support resources and the formal structures in their communities (Direnfeld, 2006:2). A more comprehensive definition is provided by the International Association of Schools for Social Work/International Federation of Social Workers (2006:1):

“The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.”

Social work can be seen as a professional service rendered by a social worker, aimed at the improvement of the social functioning of people. This can include social work programmes developed to assist people to dissolve social problems in order to enhance their social functioning. This is possible on individual levels, group levels as well as community levels.

7.1.2 EMPOWERMENT:
The term empowerment is a complex and multi-dimensional concept used in different disciplines. Empowerment is a process of helping people to assert control over the factors which affect their lives (Barr, 1995:123; Gibson, 2006:354).

7.1.3 PROGRAMME:
A programme is a theoretical framework which consists of guidelines or steps for intervention (Odendal & Gouws, 2000:874). In the context of this study a social work empowerment programme could be defined as a structured framework developed and implemented to enhance the social functioning of people.

7.2. PSYCHOSOCIAL FUNCTIONING
The word 'psychosocial' is Erikson's term, effectively from the words psychological (mind) and social (relationships). Erikson believed that his psychosocial principle is genetically inevitable in shaping human development. It occurs in all people (Chapman, 2012:1).

“Psychosocial development is not clear-cut and is not irreversible: any previous crisis can effectively revisit anyone, albeit in a different guise, with successful or unsuccessful results. This perhaps helps explain how 'high achievers' can fall from grace, and how 'hopeless failures' can ultimately achieve great things. No-one should become complacent, and there is hope for us all” (Chapman, 2012:2).
SUMMARY OF EMPOWERMENT PROGRAMME FOR FOSTER PARENTS OF SEXUALLY ABUSED CHILDREN

A summary of the developed and implemented empowerment programme for foster parents of sexually abused children is given below. It consists of nine sessions and the goals, objectives and media needed are mentioned.

Table 4.1: Summary of empowerment programme

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>GOAL &amp; OBJECTIVES</th>
<th>MEDIA</th>
</tr>
</thead>
</table>
| 1       | Welcome, introduction, completion of pre-test. | **GOAL:** To provide the opportunity for participants to get acquainted with each other and with the programme.  
**OBJECTIVES:**  
- To orientate the participants in terms of the programme.  
- To set ground rules to ensure smooth running of the sessions.  
- To complete the standardised measuring instruments for the pre-test. | - White board  
- Consent form  
(ADDENDUM B2)  
- Pre-test measuring instruments ADDENDUMS C2, C3, C4, C5, C6, C7. |
| 2       | What is sexual abuse? Definition and symptomatology. | **GOAL:** To provide information to participants on what child sexual abuse is, and the symptomatology.  
**OBJECTIVES:**  
- To discuss definitions of child sexual abuse.  
- To discuss symptoms of child sexual abuse. | - White board  
- Relevant hand out  
(ADDENDUM D1).  
- QUALITATIVE EVALUATION ADDENDUM C6 |
| 3       | Basic emotional needs of children | **GOAL:** To provide opportunity for participants to gain deeper insight into the basic emotional needs of children and the possible consequences if it is not fulfilled.  
**OBJECTIVES:** | - White board  
- Relevant hand out  
(ADDENDUM D2).  
- QUALITATIVE EVALUATION |
| 4 | Psychosocial development of the child | **GOAL:** To educate foster parents on normal psychosocial development of the child.  
**OBJECTIVES:**  
- To identify normal psychosocial development of the child.  
- To discuss the impact of sexual abuse on the psychosocial development of the child. | ADDENDUM C6 |  
- White board  
- Relevant hand-outs (ADDENDUM D3, D4)  
- QUALITATIVE EVALUATION ADDENDUM C6 |
| 5 | Challenging behaviour of sexually abused foster children and how to cope with it. | **GOAL:** To provide opportunity to identify and discuss specific challenging behaviour problems of sexually abused foster children and possible ways of coping with it.  
**OBJECTIVES:**  
- To discuss the traumagenic and internalising models as the theoretical framework for understanding the behaviour of the sexually abused.  
- To provide opportunity to discuss the challenging behaviour of a sexually abused child in foster care.  
- To discuss ways of dealing with challenging behaviour of a sexually abused child in foster care as part of the healing process of the sexually abused child. | ADDENDUM C6 |  
- White board  
- Relevant handouts (ADDENDUM D3,D4)  
- QUALITATIVE EVALUATION ADDENDUM C6 |
| 6 | Contact and visitation by the biological parents. | **GOAL:** To discuss the need of the sexually abused foster child to have contact and/or visitation with the biological parents.  
**OBJECTIVES:**  
- To provide information regarding the needs of the sexually abused foster child to have contact and/or visitation with the biological parents. | ADDENDUM C6 |  
- White board  
- Relevant handouts. (ADDENDUM D5)  
- QUALITATIVE EVALUATION ADDENDUM C6 |
| 7 | Relationship between foster parent and child with specific reference to attachment. | **GOAL:** To discuss ways of improving the relationship between foster parents and the sexually abused child.  
**OBJECTIVES:**  
- To discuss the concepts of bonding and attachment in relation to normal child development.  
- To discuss the role of the foster parent in the healing process. | • White board  
• Relevant hand out. (ADDENDUM D6)  
• QUALITATIVE EVALUATION ADDENDUM C6 |
| 8 | Self-awareness and self-care for foster parents. | **GOAL:** To emphasise the necessity of self-awareness regarding own needs and feelings for support and how to provide self-care and support.  
**OBJECTIVES:**  
- To provide opportunity for discussions on concepts of self-awareness and self-care of the foster parent.  
- To allow opportunities to explore different ways of self-care and support. | • Relevant hand out (ADDENDUM D7)  
• Media player  
• Music disc  
• Props to enhance relaxation.  
• QUALITATIVE EVALUATION ADDENDUM C6 |
| 9 | Recap, recommendations, evaluation, post-test and way forward. | **GOAL:** To terminate sessions, evaluate programme and complete measuring instruments for post-test.  
**OBJECTIVES:**  
- To summarise sessions.  
- To complete post-test measuring instruments (standardised as well as self-developed).  
- To discuss the way forward | • White board  
• Post-test instruments  
ADDENDUMS C2,C3,C4,C5,C6,C7 |
8. EVALUATION OF THE SOCIAL WORK EMPOWERMENT PROGRAMME

The single system design (Strydom, 2011:166) was used as methodology to evaluate the social work empowerment programme for foster parents of sexually abused children. Quantitative data as well as qualitative data was gathered and analysed. Researcher analysed the data herself. Data was analysed by using the PASWIN programme provided by Perspective Training College (2009). Data obtained from the self-developed instruments was hand analysed.

8.1 QUANTITATIVE DATA

The following standardised measuring instruments from Perspective Training College (2009) were used as quantitative measuring instruments: General Contentment scale (GCS), Index of Parental Attitudes (IPA) and the comprehensive Multi Sifting Inventory (CMSI) (ADDENDUMS C2-C5). All these instruments have been standardised and reliability and validity has been established by the distributor. All these instruments were completed by the participants (N=7) as a pre-test (A1), the social work empowerment programme was then implemented (B) and it was again completed by the participants as a post-test (A2) to complete the single system design.

The General Contentment scale measures the degree and extent of the individual’s feeling about life and surroundings. It can thus be seen as a negative measurement of the construct of contentment. This scale was chosen to measure contentment of the foster parents as part of psychosocial functioning to verify scores of the parental attitude, the comprehensive personal functioning index and the self-developed instrument, as part of triangulation. “It generally involves the concurrent, but separate, collection and analysis of quantitative and qualitative data in order to compare and contrast the different findings to see the extent to which they do or do not agree with each other. This will enable the researcher to produce more complete and well-validated conclusions”. (Delport & Fouché; 2011: 442-443).
The interpretation of the scale of general contentment is as follows: a score of higher than 35% shows need for improvement, a score between 25% and 35% indicates a warning area that needs attention and a score less than 25% is in the recommended range.

8.1.1 THE COMPREHENSIVE MULTI SIFTING INVENTORY (CMSI)

The standardised instrument, Comprehensive Multi Sifting Inventory of Perspective Training College (2009) (ADDENDUM C2,C3) was utilised for this research. The following constructs were measured and utilised for this study: negative functioning areas, positive functioning areas, self-perception, interpersonal functioning and the relationship with the foster child (the term child in the measuring instrument was replaced with foster child – due to the lack of measuring instruments for foster children). In total this instrument measures psychosocial functioning of the individual. This instrument was chosen as it has already been standardised and would be reliable and valid (compare Delport & Roestenburg, 2011:219) in measuring psychosocial development of the foster parents.

The psychosocial functioning will be measured according to the following constructs (Perspective Training College, 2009)

**NEGATIVE PSYCHOSOCIAL FUNCTIONING**

(This could also be classified as disfunctional)

**Negative Psychosocial Functioning:**
0% - 5% : Under activated, out of touch with reality.
6% - 21% : Optimally activated.
22% - 28% : Warning area.
29% - 70% : Over activated, needs attention.
71% - 100% : Over activated, unable to rationalize.
• **Frustration - Inner interaction scale and General behaviour scale**
Frustration is the reaction of the individual towards problems in him/herself and his/her environment that prevents him from reaching his goals. Frustration can be caused by procrastination and/or conflict and can result in aggression, regression and/or fixation. Individual responses to frustration differ in that it is driven from an ego focussed or task focussed perspective. It also depends on if the individual has internal or external locus of control.

• **Stress - Inner interaction scale and General behaviour scale**
Stress is the condition that an individual reaches when he/she experiences that he/she cannot react positively to the demands from the environment. This phase is reached when all internal and external resources have been exhausted and is the result of a combination of stressful events that require adaptation from the individual, the individuals' perception and his ability to cope with the demands.

• **Helplessness - Inner interaction scale and General behaviour scale**
Helplessness is the condition that the individual reaches when whatever he does, is not important anymore and there is no way that he can control the environment factors in his life in any way. It relates to the disintegration of meaningful activities and a place where no meaning is experienced in life. The individuals’ ability to cope has been diminished and he has been under stress for an extended period.

**POSITIVE PSYCHOSOCIAL FUNCTIONING**

**Positive Psychosocial Functioning:**
0% - 30% : Under activated, unable to rationalize.
31% - 72% : Under activated, needs attention.
73% - 79% : Warning area.
80% - 95% : Optimally activated.
95% - 100% : Over activated, out of touch with reality.
• **Achievement - Inner interaction scale and General behaviour scale**
Achievement refers to the tendency of the individual to set goals and objectives to promote his experience of competency. It refers to the awareness of the individual of his needs and potential to reach the goals he has created for him/herself.

• **Satisfaction - Inner interaction scale and General behaviour scale**
Satisfaction is the unique expression of the individual feelings of well-being. These feelings are characterised by the interaction of the individual and the environment. It represents the overall measuring of a person’s contentment that has to do with his/her cognitions and affect.

• **Expectation - Inner interaction scale and General behaviour scale**
Expectation is the positive orientation of the individual towards his future. It includes the emotional experience of hope and the cognitive evaluation of his/her life from an optimistic perspective. It is the belief that an individual can plan his/her own future and what he/she does has meaning.

**EMOTIONAL FUNCTIONING**

**Emotional Functioning:**
0% - 16% : Optimally activated.
17% - 21% : Warning area.
22% - 70% : Over activated, needs attention.
71% - 100% : Over activated, unable to rationalize.

- Memory loss
- Disturbing thoughts
- Paranoia
- Senselessness of existence
- Dependency
- Suicidal thoughts
- Anxiety
SELF-PERCEPTION

Self-Perception:
0% - 20% : Optimally activated.
21% - 25% : Warning area.
26% - 70% : Over activated, needs attention.
71% - 100% : Over activated, unable to rationalize.

Self-perception is a complex and dynamic system of beliefs that a person has of him/herself. These systems form a holistic perspective on the self. The self is composed of how the individual wants to be, how he should be, and how he is. From this flows self-worth that manifests mainly as an emotion.

- Inner insecurity
- Guilt feelings
- Lack of self-worth

INTERPERSONAL FUNCTIONING

Interpersonal Functioning:
0% - 30% : Under activated, unable to rationalize
31% - 63% : Under activated, needs attention.
64% - 68% : Warning area.
69% - 100% : Optimally activated.

- Relationship with mother (step)
- Relationship with partner
- Relationship with colleagues
- Social support
- Relationship with father (step)
- Relationship with family
- Relationship with child
- Relationship with friends

This instrument was completed before the application of the empowerment programme as a pre-test, and again after termination of the empowerment programme, as a post-test. The results for the constructs as mentioned above, are discussed for each
individual participant in figure format and a table with the combined scores are provided at the end. The interpretation scale of the various constructs are as follows:

**Table 4.2: Interpretation of scale scores of Comprehensive Multi Sifting Inventory (CMSI)**

<table>
<thead>
<tr>
<th>NEGATIVE PSYCHOSOCIAL FUNCTIONING</th>
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<tbody>
<tr>
<td>0-5%</td>
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<td>6-21%</td>
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<td>71-100%</td>
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<tr>
<th>POSITIVE PSYCHOSOCIAL FUNCTIONING</th>
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<tbody>
<tr>
<td>0-5%</td>
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<tr>
<td>31-72%</td>
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<tr>
<td>73-79%</td>
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<td>80-95%</td>
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<td>95-100%</td>
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<th>SELF-PERCEPTION</th>
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<td>71-100%</td>
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<tr>
<th>INTER PERSONAL FUNCTIONING</th>
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<tr>
<td>0-30%</td>
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<tr>
<td>31-63%</td>
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PARTICIPANT A1

FIGURE 4.1: CMSI RESULTS FOR PARTICIPANT A1

Participant A1: Interpersonal relationships (+) – According to figure 15 participant A1’s interpersonal relationships decreased from 77% during the pre-test to 76% during the post-test. This is an insignificant increase. It might be that the participant wanted to make a good impression during the pre-test and reported higher scores and that it became more realistic during the post-test.

Participant A1: Self-perception (-) – According to figure 15 participant A1’s self-perception has decreased from 23% during the pre-test to 19% during the post-test. A decrease of 4% was thus evident in the self-perception. This might be ascribed to the application of the empowerment programme that might have contributed to self-awareness and maybe feelings of guilt or incompetence regarding issues around the foster child.

Participant A1: Negative functioning areas (-) – According to figure 15 participant A1’s negative functioning areas changed from 19% during the pre-test to 20% during the
post-test. The increase can be seen as insignificant and might be due to the short time span between the pre-test and post-test.

Participant A1: Positive functioning areas (+) – According to figure 15 participant A1’s positive functioning areas from 82% during the pre-test to 89% during the post-test. The total increase is 7% in the positive functioning areas. This could be indicative of the application of the empowerment programme, as it could enable the participant to improve own positive functioning due to awareness raised by the empowerment programme.

The only increase or improvement that can be derived from the above table is that participant A1 showed an improvement of 7% in positive functioning areas, which might be due to attendance of the empowerment programme that contributed towards her feeling of self-empowerment.

PARTICIPANT C2

Figure 4.2: PMSI RESULTS FOR PARTICIPANT C2

Participant C2: Interpersonal relationships (+) – According to figure 16 participant C2’s interpersonal relationships decreased from 85% during the pre-test to 67% during the post-test. This is a significant decrease of 13%. It might be that the participant wanted to
make a good impression during the pre-test and reported higher scores and that it became more realistic during the post-test.

Participant C2: Self-perception (-) – According to figure 16 participant C2’s self-perception has stayed the same: 27% during the pre-test and the post-test. It shows that the attendance of the programme has not made an impact on self-perception of this participant.

Participant C2: Negative functioning areas (-) – According to figure 16 participant C2’s negative functioning areas improved from 26% during the pre-test and 23% during the post-test. It is positive that the negative functioning areas improved, even if insignificant at first, this might be the beginning of a more consistent growth due to awareness due to the empowerment programme.

Participant C2: Positive functioning areas (+) – According to figure 16 participant C2’s positive functioning areas decreased from 71% during the pre-test to 69% during the post-test. This shows an insignificant decrease of 2%.

The assumption can be made that due to the application of the empowerment programme there was an improvement in negative functioning as part of psychosocial functioning areas of participant C2. There was a decrease in interpersonal relationships and positive functioning areas.

PARTICIPANT LW3

FIGURE 4.3: RESULTS OF CPFI FOR PARTICIPANT LW3
Participant LW3. Interpersonal functioning (+) – According to figure 17 the participant has a score of 100% during the pre-test and 93% during the post-test. A difference of 7% is evident. A possible explanation could be that the participant over reported during the pre-test as the child relationship also scored at 100%. It might also be that this participant does not show insight in possible gaps in interpersonal relationships.

Participant LW3. Self-perception (-) – According to figure 17 participant LW3 scored 10% during the pre-test and 6% during the post-test. It shows an improvement of 4% in self-perception which could be as a result of the application of the implementation programme due self-awareness an recognition of own capabilities.

Participant LW3. Negative functioning areas (-) – According to figure 17 participant LW3 has a score of 21% during the pre-test and a score of 15% during the post-test. This indicates a positive difference of 6% in the negative functioning areas. The assumption can be made that it was due to the application of the empowerment programme.

Participant LW3. Positive functioning areas (+) – According to figure 17 participant LW3 has a score of 89% during the pre-test and 87% during the post-test. This indicates that the positive functioning areas of participant LW3 decreased by 2%. As it a small difference and the assumption can be made that the empowerment programme had no significant influence on this functioning area.
The assumption can be made that due to the application of the empowerment programme there was an increase in the self-perception and the negative functioning areas of participant LW3, while there was a decrease in interpersonal functioning and in the positive functioning areas of the participant.

**PARTICIPANT CW4**

**FIGURE 4.4: CMSI RESULTS FOR PARTICIPANT CW4**

Participant CW4. Interpersonal functioning (+) – According to figure 18 the interpersonal functioning of this participant shows a decline from 80% during the pre-test to 77% during the post-test. A decline in interpersonal functioning of 3% between the pre-test and the post-test is shown. Over reporting during the pre-test in this case could also be a possible explanation for the decline.

Participant CW4. Self-perception (-) – According to figure 18 the participant has a score of 20% during the pre-test and 18% during the post-test. An increase of 2% in the self-perception of the participant took place between the pre-test and the post-test. This
might be ascribed to the application of the empowerment programme, although it is a small increase and can be seen as insignificant.

Participant CW4: Negative functioning areas (-) According to figure 18 the negative functioning areas of this participant declined from 22% during the pre-test to 24% which indicates a decline of 2% in the negative functioning areas. A possible assumption could be that the participant became more aware of gaps in certain areas resorting under negative functioning areas.

Participant CW4: Positive functioning areas (+) This functioning area decreased from 69% in the pre-test to 64% in the post-test. Thus a decrease of 5% in the positive functioning areas.

Participant CW4 showed an increase in self-perception, but a decrease in all the other functioning areas. Because it is such small changes, maybe due to the short span between pre-test and post-test, the assumption can be made that the empowerment programme did not have a significant influence on the various psychosocial functioning areas of this participant.

PARTICIPANT LW5

FIGURE 4.5: CMSI RESULTS FOR PARTICIPANT LW5
Participant LW5. Interpersonal functioning (+) – According to figure 19 the pre-test score was 86% and the post-test was 72%. There was thus a decline of 14% in the interpersonal functioning from the pre-test to the post-test. Over reporting during the pre-test might be an explanation for the difference in scores.

Participant LW5: Self-perception (-) - According to figure 19 the pre-test for this participant was 15% as well as the post-test. Self-perception stayed the same for this participant.

Participant LW5: Negative functioning areas (-) – According to figure 19 there was an increase of 1% from the pre-test of 22% to the post-test of 21%. This is an insignificant increase.

Participant LW5: Positive functioning areas (+) – This participant had a score of 76% during the pre-test and 69% during the post-test. This indicates a decrease of 7%. An assumption can be made that the participant became aware of gaps in his/or functioning area during the application of the empowerment programme.

Apart from a non-significant increase of 1% in negative functioning areas, these were no increase in scores from the pre-test to the post-test in any of the other functioning areas of this participant. Self-perception stayed the same and positive functioning areas as well as interpersonal functioning showed a decrease. The assumption can be made that the empowerment programme did not have a significant positive influence on psychosocial functioning of this participant.

PARTICIPANT M6

FIGURE 4.6: RESULTS FOR CMSI PARTICIPANT M6
Participant M6: Interpersonal functioning (+) - According to figure 20 there was a decrease of 9% between the pre-test of 91% and the post-test of 82%. An assumption can be made that due to the application of the empowerment programme the participant became more aware of gaps in interpersonal functioning and reported that during the post-test as part of interpersonal functioning.

Participant M6: Self-perception (-) – According to figure 20 the self-perception area of this participant showed no change. The score during the pre-test was 10% and during the post-test also 10%.

Participant M6: Negative functioning areas (-) – According to figure 20 there was an increase of 4% in the negative functioning of this participant. The score during the pre-test was 13% and during the post-test it was 9%. Although it was a small increase, the assumption can be made that it might be because of the application of the empowerment programme.

Participant M6: Positive functioning areas (+) – According to figure 20 this participant showed an increase of 4% from the pre-test of 77% to the post-test of 81%. The assumption can be made that it was due to the application of the empowerment programme.
Participant M6 showed an increase from the pre-test to the post-test in all the functioning areas, except for the interpersonal functioning areas. The assumption can be made that the decline in this area may be ascribed to reasons not within the scope of this research or due to awareness regarding some dysfunctional aspects during the empowerment programme.

PARTICIPANT J7

FIGURE 4.7: CMSI RESULTS FOR PARTICIPANT J7

Participant J7: Interpersonal functioning areas (+) – According to figure 21 there was a decline of 13% in the interpersonal functioning areas from the pre-test of 82% to the post-test of 69%. The assumption of over reporting during the pre-test can be made or awareness that took place during the attendance of the empowerment programme regarding interpersonal functioning areas.

Participant J7: Self-perception (-) – According to figure 21 there is a decline of 6% in self-perception from 47% during the pre-test to 53% during the post-test. The assumption can be made that the participant became aware of certain areas regarding self-perception during the application of the empowerment programme or that it can be ascribed to circumstances not within the scope of this research.
Participant J7: Negative functioning areas (-) – According to figure 21 there was a decrease of 1% in the negative functioning areas from the pre-test of 34% to the post-test of 35%. A small difference is shown towards the negative in this functioning area.

Participant J7: Positive functioning areas (+) - According to figure 21 there was a decrease of 2% in the scores from 45% during the pre-test to 42% during the post-test in this functioning area. This is an insignificant change but the assumption can be made that the participant became more aware of aspects within this functioning area that needs further development.

Participant J7 showed a slight decrease in scores of negative functioning areas as well as positive functioning areas. The other functioning areas indicated bigger percentage decrease, and this participant might need further intervention by a case worker outside the scope of this research.
Table 4.3: Group scores for Comprehensive Multi Sifting Inventory (CMSI)

<table>
<thead>
<tr>
<th></th>
<th>A1</th>
<th>C2</th>
<th>LW3</th>
<th>CW4</th>
<th>LW5</th>
<th>M6</th>
<th>J7</th>
<th>GROUP AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERPERSONAL FUNCTIONING</td>
<td>PRE-TEST</td>
<td>POST-TEST</td>
<td>VARIANCE</td>
<td>PRE-TEST</td>
<td>POST-TEST</td>
<td>VARIANCE</td>
<td>PRE-TEST</td>
<td>POST-TEST</td>
</tr>
<tr>
<td>SELF-PERCEPTION</td>
<td>23</td>
<td>19</td>
<td>4</td>
<td>27</td>
<td>27</td>
<td>0</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>NEGATIVE FUNCTIONING AREA</td>
<td>20</td>
<td>19</td>
<td>1</td>
<td>26</td>
<td>23</td>
<td>3</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>POSITIVE FUNCTIONING AREA</td>
<td>82</td>
<td>89</td>
<td>7</td>
<td>71</td>
<td>69</td>
<td>2</td>
<td>89</td>
<td>87</td>
</tr>
</tbody>
</table>

Table 4.3 shows that the interpersonal functioning of all the participants has a total variance of 9%. The total variance on self-perception is 0% which shows no change in self-perception. The total variance on the negative functioning areas is 2%. The positive functioning area shows a total variance of 1%.
RESULTS OF THE GENERALISED CONTENTMENT SCALE (ADDENDUM C4)

The results of each individual, comparing pre-test and post-test will be presented in diagram format and then discussed. A summary of all the participants’ results will be given in table 1. Due to confidentiality reasons, no identification details will be made available, but participants will be discussed by allocating a code to each individual.

PARTICIPANT A1

FIGURE 4.8: GCS RESULTS FOR PARTICIPANT A1

Participant A1 had a score of 14% during the pre-test and 16% during the post-test. There was thus an increase of two present in the general contentment experienced by the participant. The assumption that can be made is that the participant’s general contentment decreased by 2% due to the implementation of the intervention. The score is in the desired zone under 25%. It can be derived that the intervention made the participant aware of certain aspects influencing the contentment to drop. This might not necessarily be negative, as the participant might have gained insight regarding certain issues that need some attention. This can be addressed in a session outside the scope of this research.
PARTICIPANT C2

FIGURE 4.9: GCS RESULTS FOR PARTICIPANT C2

Participant C2 had a pre-test score of 26% and a post-test score of 28%. This indicated an increase of 2% on the score, but according to the standardised scale it is indicative of a decrease in general contentment. The assumption that can be drawn from this is that the empowerment programme may have caused awareness regarding some issues in the life of the participant. This can be followed up during sessions with the foster parent by the case worker, but falls outside the scope of this research.

PARTICIPANT LW3

FIGURE 4.10: GSC RESULTS FOR PARTICIPANT LW3

Participant LW3 had a score of 14% during the pre-test and 0% during the pre-test. This shows a drop of 14%. However this is indicative of an increase in general
contentment of this participant. The assumption that can be made is that the empowerment programme caused an increase in the general contentment of the participant or it might be over reporting during the post-test.

PARTICIPANT CW4

FIGURE 4.11: GCS RESULTS FOR PARTICIPANT CW4

Participant CW4 had a score of 23% during the pre-test and a score of 24% during the post-test this shows an increase of 1% in the score, but is indicative of a slight decrease in general contentment in participant CW4 that might have been caused by the empowerment programme. The assumption could be made that participant CW4 experienced a slight drop in general contentment because of the attendance of the empowerment programme. Some aspects presented by the programme might have caused the participant to experience a drop in general contentment. This could be followed up by the caseworker during sessions outside of the scope of this research.
PARTICIPANT LW5

FIGURE 4.12: GCS RESULTS FOR PARTICIPANT LW5

Participant LW5 scored 24% during the pre-test and 20% during the post-test. It shows a drop of 4% in general contentment in this participant. Although it is a lower score it is indicative of an increase in the general contentment of participant LW5. The assumption could be made that it could have been caused by the attendance of the empowerment programme.

PARTICIPANT M6

FIGURE 4.13: GCS RESULTS FOR PARTICIPANT M6

This participant had a score of 18% during the pre-test and a score of 14% during the post-test. A drop of 4% is shown. This is indicative of an increase in general contentment of this participant. The assumption could be made that the increase in general contentment was as a result of the attendance of the empowerment programme.
PARTICIPANT J7

FIGURE 4.14: GCS RESULTS FOR PARTICIPANT J7

Participant J7 had score of 46% during the pre-test and 46% during the post-test. The assumption can be made that the participant’s general contentment stayed the same and was not influenced by the attendance of the empowerment programme. Both scores are however in the warning area. Attention should be given to this participant by the case worker outside of the scope of this research.

GROUP RESULTS FOR GENERAL CONTENTMENT SCALE (ADDENDUM C5)

Table 4.4: Group results for General Contentment Scale

<table>
<thead>
<tr>
<th>GCS PARTICIPANTS</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>VARIANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>14</td>
<td>16</td>
<td>-2</td>
</tr>
<tr>
<td>C2</td>
<td>26</td>
<td>28</td>
<td>-2</td>
</tr>
<tr>
<td>LW3</td>
<td>14</td>
<td>0</td>
<td>+14</td>
</tr>
<tr>
<td>CW4</td>
<td>23</td>
<td>24</td>
<td>-1</td>
</tr>
<tr>
<td>LW5</td>
<td>24</td>
<td>20</td>
<td>+4</td>
</tr>
<tr>
<td>M6</td>
<td>18</td>
<td>14</td>
<td>+4</td>
</tr>
<tr>
<td>J7</td>
<td>46</td>
<td>46</td>
<td>0</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>23</td>
<td>21</td>
<td>-2</td>
</tr>
</tbody>
</table>
According to table two it seems that the general contentment of the group decreased by 2%.

**RESULTS FOR THE INDEX OF PARENTAL ATTITUDE**

This scale was selected to measure parental attitude of the foster parents towards the child as part of parent-child relationship and as triangulation of psychosocial functioning of the foster parent (Delport & Fouché; 2011:442). As there is no scale available specifically for foster children and parents, the term child was replaced by foster child. The interpretation of the scale of Index of Parental Attitude is as follows: a score of higher than 35% shows need for improvement, a score between 25% and 35% indicates a warning area that needs attention and a score less than 25% is in the recommended range. The individual results are given in figure format which is followed by a table of the scores of the group.

**PARTICIPANT A1**

**FIGURE 4.15: IPA RESULTS FOR PARTICIPANT A1**

This participant had a score of 11% during the pre-test and 13% during the post-test. The assumption could be made that the actual negative drop by 2% could be ascribed to the application of the implementation programme. The same tendency can be observed in this participant’s general contentment (table 1). It could be derived that scores of both scales dropped due to awareness by the participant.
regarding aspects in the foster care situation that is not satisfactory and needs to be improved. This can be addressed by the case worker outside the scope of this research.

PARTICIPANT C2

FIGURE 4.16: IPA RESULTS FOR PARTICIPANT C2

This participant scored 4% during both the pre-test and post-test. The scores thus showed no change due to the application of the empowerment programme. The assumption could be made that attendance of the intervention did not bring any change in the parental attitude of this participant. When this score is compared with the score on general contentment (FIGURE 4.9) it can be observed that there was a slight decrease in general contentment and no change in parental attitude. The attendance of the empowerment programme did not seem to bring about much change in the general contentment and parental attitude of this participant.
PARTICIPANT LW3

FIGURE 4.17: IPA RESULTS FOR PARTICIPANT LW3

Participant LW3 has a score of 1% during the pre-test and 5% during the post-test. It seems that there has been a decrease in positive attitude towards the foster child, although not significant. When compared to table 3 it became evident that there has been an increase in general contentment of 14% from the pre-test to the post-test. The assumption can be made that although there was a decrease in parental attitude, there was an increase in general contentment which indicates a positive correlation with the implementation of the empowerment programme. A conclusion can be made that the participant wanted to portray a positive attitude during the pre-test because of fear of consequences regarding possible removal of the foster child. He might thus have over-reported during the pre-test. Another possible interpretation could be that due to increased knowledge could have brought about a lowering of parental attitude as he might be unsure of what to expect from the foster child in future.
PARTICIPANT CW4

FIGURE 4.18: IPA RESULTS FOR PARTICIPANT CW4

Participant CW4 has a score of 16% during both the pre-test and post-test. There was thus no change in the parental attitude of this participant due to the empowerment programme. A slight drop of 1% can be observed in general contentment (table 4). The assumption that can be made is that the application of the empowerment programme did not have a significant change in general contentment or parental attitude of this participant.

PARTICIPANT LW5

FIGURE 4.19: IPA RESULTS FOR PARTICIPANT LW5

This participant has a score of 11% during the pre-test and 16% during the post-test. An increase of 5% in score, but a drop of 5% in parental attitude can be observed.
The opposite can be observed in the scores of the general contentment (table 5) which show that the latter increased by 4%. An assumption can be made that because parental attitude dropped by 5%, but general contentment increased by 4%, attendance of the empowerment programme had a slight influence on the participant.

**PARTICIPANT M6**

**FIGURE 4.20: IPA RESULTS FOR PARTICIPANT M6**

Participant M6 scored 23% during the pre-test and 32% during the post-test which causes a decrease of 9% in the score, but an increase in parental attitude. When the general contentment score is observed, an increase of 4% is observed. The assumption can then be made that the implementation of the empowerment programme increased the parental attitude as well as the general contentment of this participant.
PARTICIPANT J7

FIGURE 4.21: IPA RESULTS FOR RESPONDENT J7

This participant scored 23% during the pre-test and 14% during the post-test. The decrease in the score of 9% indicates an increase in the parental attitude of the participant. The general contentment score (table 7) remained the same, (although in the caution area) and the parental attitude increased. The assumption can be made that the application of the empowerment programme caused an increase in the parental attitude of this participant.

GROUP RESULTS FOR INDEX OF PARENTAL ATTITUDE

Table 4.5: Group results for Index of Parental Attitude

<table>
<thead>
<tr>
<th>IPA PARTICIPANTS</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
<th>VARIANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>11</td>
<td>13</td>
<td>-2</td>
</tr>
<tr>
<td>C2</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>LW3</td>
<td>1</td>
<td>5</td>
<td>-4</td>
</tr>
<tr>
<td>CW4</td>
<td>16</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>LW5</td>
<td>11</td>
<td>16</td>
<td>-5</td>
</tr>
<tr>
<td>M6</td>
<td>32</td>
<td>23</td>
<td>+9</td>
</tr>
<tr>
<td>J7</td>
<td>23</td>
<td>14</td>
<td>+9</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>14</td>
<td>13</td>
<td>1</td>
</tr>
</tbody>
</table>
According to table 4.5 the parental attitude of the group increased by 1%.

8.2 QUALITATIVE DATA

8.2.1 EVALUATION OF THE PROGRAMME BY SELF-DEVELOPED QUESTIONNAIRE AND A THIRD MEASUREMENT DONE QUALITATIVELY

The self-developed questionnaire which consists out of eight questions, to determine the effectiveness of the content of the programme, was used to gather information regarding the content and effectiveness of the programme. Addendum ? According to Sands and Solomon (2003:17) it is important to assess whether the educational group met its intended objectives. Taking the objectives a series of questions needs to be developed which assess these objectives. To assess knowledge gained and to obtain feedback on other aspects of the programme, a questionnaire should be developed (Sands & Solomon, 2003:17). A questionnaire for this study was developed according to guidelines provided for questionnaire construction provided by Babbie (2007:251-257). The questionnaire contained scaled questions as well as open-ended questions to determine whether their needs were met, whether they found the information helpful and about the content and presentation (Babbie, 2007:257; Delport & Roestenburg, 2011:200; Sands and Solomon, 2003:18). The scales questions consisted of four values and according to the Likert scale: much value (4), valuable (3), of lesser value (2) or of no value (1). The participants (N=7) completed the self-developed questionnaire after the termination of the empowerment programme on the third day. Because the self-developed questionnaire was completed referring to the whole empowerment programme, an evaluation only regarding the third day was not completed.

A third qualitative measurement was done according to a semi-structured interview according to the following questions:

- What information or knowledge that you acquired during the programme did you find the most valuable in applying in the foster care situation? Tell me more about it.
Did the information that you acquired during the programme make a difference in your own life (psychosocial functioning)?

8.2.2 TRUSTWORTHINESS OF QUALITATIVE RESEARCH

An important aspect of qualitative research is the overall trustworthiness. According to McMillan (2011:277) credibility is the primary criterion for evaluating qualitative research. Guba’s model of trustworthiness of qualitative research was utilised as a guideline to ensure validity of this qualitative part of the study (Schurink, et al., 2011:419). Four strategies to ensure trustworthiness namely credibility, transferability, dependability and conformability (Schurink, et al, 2011:419-421) are discussed next.

Credibility
Credibility is defined as the extent to which the data, data analysis, and conclusions are believable and trustworthy (McMillan, 2011:277). The goal is to demonstrate that research was conducted in such a manner as to ensure that the phenomena were accurately identified and described. (Schurink, et al., 2011:419). Themes and the patterns that emerge from the data are plausible, accurate, consistent, and meaningful (McMillan, 2011:277). Foster parents involved as participants were selected with the help of social workers. They all have sexually abused children in their care and had to fulfil certain criteria. These were representative of foster parents of sexually abused children. The self-developed questionnaire was also developed according to criteria in order to ensure accurate and meaningful data.

Transferability
It is the transferability of one set of findings to another context and is the alternative to external validity or generalisability. (Schurink, et al., 2011:420). According to Lincoln and Guba (as quoted by Schurink, et al., 2011:419) triangulation is a strategy to ensure transferability. The implementation of the social work empowerment programme was discussed in detail in article three to make it possible to replicate it in other environments. Triangulation was applied by confirming quantitative data with qualitative data. This also ensured transferability of this study.
**Dependability (Reliability)**

“Reliability is the extent to which what is recorded as data is what actually occurred in the setting that was studied” (McMillan, 2011:278). This criteria suggests the consistency of data, it implies that the findings would be consistent if the research was replicated with the same subjects or in a similar context (Schurink, et al., 2011:420-421). According to Lincoln and Guba (Schurink, et al., 2011:419) this viewpoint is problematic as it implies that the social environment stays unchanged, which is impossible. In this study the procedure is described in detail in order to ensure replicability, although researcher agrees with Lincoln and Guba that the social environment does not stay the same, and each situation is unique, even individuals do not perceives or act the same way every day. This implies that even if the research data is reliable or replicable, that it still needs to be adapted to individual needs within the social context.

**Conformability**

Conformability refers to the fact that it is necessary to ask if the results of a research study are confirmed by another study (Schurink, et al., 2011:419-421). In this study the results could be confirmed by literature and, although not aimed at sexually abused foster children, also by the study of Delport (2007). It is also ensured through triangulation by means of quantitative data collection through standardised scales.

The self-developed questionnaire is considered reliable and valid on the grounds of face value (Strydom, 2002:215-216).

The first question required the participants to grade the topics discussed during the empowerment programme (ADDENDUM C7). The results are shown in the next table:
Table 4.6: Value of topics included in empowerment programme.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>OF MUCH VALUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OF VALUABLE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OF LESSER VALUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OF NO VALUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Sexual abuse</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Symptomatology of abuse</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Basic emotional needs of children</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Psychosocial development of children</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Impact of sexual abuse on the child</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Parental contact</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7 Challenging behaviour of sexually abused children</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Discipline</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9 Healing process and foster parents’ contributions/ bonding &amp; attachment</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Self-awareness and self-care for foster parents</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table it is clear that no participants regarded any topics of no value. All seven the participants regarded emotional needs of children and psychosocial needs of children of much value. Six of the participants regarded the impact of sexual abuse on the child as well as the foster parent's contribution towards the healing process as of much value. Five participants regarded challenging behaviour of sexually abused children as of much value. Four participants regarded sexual abuse, symptomatology and discipline as of much value. Three participants regarded parental contact as of much value.

On a question to rate the value of the empowerment programme, four participants rated it as of much value. Three participants rated it as of value.
On the question to rate the empowerment programme towards improving their parenting skills as a foster parent, six participants rated it as of much value. One participant rates it as of value.

Six participants rated the contribution of the empowerment programme towards the improvement of attitude towards the foster child, and improvement of relationship as of much value. One participant rated both questions as of value.

Four participants regarded self-awareness and self-care for foster parents as of value. Three participants regarded sexual abuse, symptomatology of abuse and disciple as of value. Two participants regarded challenging behaviour of sexually abused children and discipline as of value. One participant regarded impact of sexual abuse on the child and healing process and foster parents’ contribution as of value. One participant regarded discipline as of lesser value. One participant regarded contact with parents as of lesser value.

On the question regarding any comments or suggestions the following responses were received:

- “Very informative. Interesting.”
- “Everything was of much value and interesting.”
- “I considered all information as important and meaningful.”
- “I enjoyed it very much. Thank you.”
- “I enjoyed the informal conversations with the other foster parents.”

From the abovementioned qualitative comments it becomes evident that the participants found the information obtained by attending the empowerment programme valuable, important, meaningful and interesting. It also indirectly resulted in psycho-social improvement by providing an environment for informal socialisation with other participants, and to share common interests and challenges. The conclusion can thus be made that qualitative information gathered via the self-developed questionnaire confirms the theoretical statement that the psychosocial functioning of foster parents of sexually abused children and their knowledge of the
sexually abused child will improve should they participate in a social work empowerment programme.

8.2.3 DAILY EVALUATIONS OF THE EMPOWERMENT PROGRAMME (ADDENDUM C6)

After the completion of each day’s sessions participants were asked to evaluate the content of the programme and the impact thereof on them as foster parents of sexually abused children. This is in accordance with Toseland and Rivas (2005:220) when they state that an effective way of assessment is to reserve a few minutes at the end of each group meeting for assessment. Participants were asked to do content assessment according to four questions:

- How did you find the content and the presentation of the day’s programme in general?
- What did you find the most interesting/valuable?
- What did you find less valuable?
- Any comments or recommendations?

EVALUATION DAY ONE

Question 1: How did you find the content and the presentation of the day’s programme in general?

- “Very informative. Received information that will help a lot. Group interaction and facilitation was good.”
- “The information let me think about my child and the way she behaves and how I should react towards her. It also let me realise that I should love her unconditionally.”
- “I learned a lot on how to handle specific situations and to handle the sexually abused child with much love and support.”
- “It was helpful regarding the child’s life, but also in my own life.”
- “Very informative and interesting, learnt a lot regarding foster care and also regarding my own biological child.”
Question 2: Which aspects did you find the most interesting/valuable?

- “Erikson’s theory and the effect of sexual molestation on the normal development of the child.”
- “The emotional needs of my child and the detail that goes with it.”
- “Besef net weer belangrikheid van soveel dinge wat ‘n invloed het op ‘n kind se ontwikkeling. Is goed om bewus gemaak te word van alles. Gedrag as gevolg van trauma belewing van kind wat ‘nie-sigbaar is’:” (Realising again the importance of many things having an influence on a child’s development. Is good to be reminded of everything again. Behaviour due to trauma that is invisible.)
- “The normal development of the child in foster care.”
- “Guidance that will influence the child’s life. Stages of the development of people.”
- “The different phases of the child’s development. Also that one can go back and try and rectify what went wrong (also through attachment). Also the different aspects of sexual abuse.”

Question 3: Which aspects were the least interesting?

- “Nothing. Everything was interesting and valuable.”
- “Don’t know. Everything was really interesting and the information was important.”
- “Everything was interesting and increased my knowledge.”

Question 4: Any suggestions.

- “Maybe more information to read.”
- “I enjoyed it – thank you.”
- “More examples of situations with children and how it should be handled.”
- “Nothing.”
- “What you as a parent or foster parent can do when you find out that the child has been molested and how to handle it.”
EVALUATION DAY TWO

Question 1: How did you find the content and the presentation of the day’s programme in general?

- “Very informative and interesting.”
- “Very interesting facts on how to handle sexually abused children and the role of the foster parent.”
- “Again very informative and interesting. I enjoyed it very much.”
- “I liked the information and it was very informative and enjoyed specific aspects.”
- “Very important and insightful.”

Question 2: Which aspects did you find the most interesting/valuable?

- “All the aspects of sexual molestation.”
- “Why children behave the way they do.”
- “The contact with biological parents and the effect of abuse on the child”
- “The long-term effects of sexual abuse.”
- “Examples and case studies of children of participants and what was handled by social worker.”
- “Contact with biological parents and the traumagenic model.”

Question 3: Which aspects were the least interesting?

- “Contact with biological parents.”
- “Everything was valuable.”
- “Everything was valuable and interesting.”
- “Everything was valuable and important.”

Question 4: Any suggestions.

- “Nothing.”
- “Rather have sessions on a Friday than during the week.”
As with the evaluation of the self-developed questionnaire, the daily evaluation provides valuable qualitative data that confirms that the empowerment programme provided growth opportunities for participants on psychosocial level as well as enabling them as foster parents of sexually abused children, to gain more knowledge and to understand the children better.

At the closure of the social work empowerment programme the need was verbalised for a support group for foster parents of sexually abused children. The participants decided to view this group as their support group and planned to meet every second month to socialise and discussed issues of mutual concern.

8.2.4. THIRD MEASUREMENT – QUALITATIVE THREE MONTHS AFTER IMPLEMENTATION OF EMPOWERMENT PROGRAMME (ADDENDUM C8)

A third qualitative measurement was done three months after implementation of the empowerment programme to ascertain the on-going efficacy of influence of the empowerment programme on a qualitative basis. Respondents were contacted and a semi-structured informal interview was conducted with each participant individually. An interview was decided upon in order for the participants to be able to verbalise rather than writing down their opinions and feelings regarding the programme.

A third qualitative measurement was done utilising a semi-structured interview schedule according to the following questions in order to establish how the knowledge assisted them in dealing with challenging situations in the foster care situation and how it influenced their psychosocial functioning:

- What information or knowledge that you acquired during the attendance of the programme, did you find the most valuable in applying in the foster care situation? Tell me more about it.
- Did the information that you acquired during the programme make a difference in your own life (psychosocial functioning)? Explain.

The following responses were given by the participants:
“Everything in the programme and training was extremely valuable. I do not think anyone should be a foster parent without attending this training first. It helped me so much, not only with my foster child, but also with my own child.”

“The information regarding the biological parents was very relevant. I often heard in my mind what you said about honouring the biological parents and not critising them because it is still the foster child’s parents and is connected to his own self-worth.”

“The developmental phases and the expected behaviour to be expected from a child in a certain phase was knowledge that I consistently remembered and applied in my interaction with the foster child and my own child. If I did not attend the programme I do not know what I would have done.”

“All the information conveyed to us was applicable at one stage or another, sometimes more, sometimes less, but it formed the foundation to make me feel more comfortable as a foster parent.”

It is thus clear that the empowerment programme was instrumental in increasing the foster parents’ self-confidence and as a result reduces stress. This consequently serves to prevent possible placement disruption. Research consistently demonstrates that the behaviour of the foster child, particularly externalising behaviours, is the strongest predictor of placement disruption and is cited as one of the most common reasons for foster carers to request the removal of a child. The second most common predictor is the foster carer’s lack of confidence in managing externalising behaviours. This is likely to play a key role in preventing placement disruption; such disruption is often related to carer stress and the necessity of dealing with challenging behaviours (McDaniël, 2011:58). The following statements also indicate that the empowerment programme contributed to the enhancement of placement stability of foster children.

“My foster child went through a difficult time last month. She was very irritable for about three weeks. She did not allow me to come near her or touch her. She had contact with the biological parents. I then remembered what we discussed about certain issues, and especially about the being in control issue due to experiencing
trauma. That helped me to understand her better and to handle the situation more effectively. It would have been very difficult for me to cope with it, if I did not have the information and knowledge that I gained through attending the programme. I knew I had to back off and give her more space, if I did not have the information from the programme, I would have been more forceful and demanding, but I did succeed in staying calm and understood her better.”

“We are so happy with our foster child. Our relationship is so good. The information that we got from the group sessions assisted us in various ways to cope with difficult behaviour. We are now able to answer questions that she asks regarding contact with biological parents with confidence.”

It could be derived from above information that the change and benefit that the respondents gained from attending the empowerment programme was internalised and formed part of their working skills as foster parents. It was also sustainable as even after three months the respondents still recall information conveyed and find it useful to implement.

It seems that this research shows similar results as the study that Rutter (in Barth et al., 1994:422) did. Rutter’s research consisted of ten psychoeducational group sessions. Quantitatively there was not a significant measured benefit due to the programme implementation, but qualitatively the participants benefitted significantly. “Although they did not indicate significant changes on the Child Behavior Checklist, foster parents did unanimously indicate that the classes "taught me ways to manage my child" and that they are "better able to care for my child." Such a perception of self-efficacy should reduce stress and serve as a protective factor against replacement of the child’. In this study the contribution would be towards the positive psychosocial functioning of the foster parents.

9. CONCLUSIONS

The following conclusions can be derived regarding the research procedures and design:
The intervention model as a phase model, provided precise procedures to be followed as guidelines. This enabled researcher to work systematically in executing this research project within scientifically proven guidelines. It proved to be an effective way of developing and implementing the social work empowerment programme for foster parents of sexually abused children.

The single-system design seems to be an effective way of collecting data to evaluate the effect of the empowerment programme implemented. The participant group was small (N=7) and the empowerment programme was applied once only, but the necessary data was gathered in order to evaluate the effectiveness and the content of the programme.

Needs identified during the focus group discussion with foster parents, seems to correlates well with the needs of the foster parents who were participants in the application of the empowerment programme. From qualitative data obtained through the self-developed questionnaire it seems that the empowerment needs of the participants in the empowerment programme were addressed effectively.

With regards to the quantitative data gathered from the General contentment scale, Index of parental attitudes and Comprehensive Personal Functioning Inventory, the following conclusions can be drawn:

According to the data gathered by the general contentment scale, three participants’ general contentment increased, three participants’ general contentment decreased and one participant’s remained the same. The group’s average contentment has increased by 3%. The assumption can thus be made that the general contentment of the group was increased by the empowerment programme.

According to data gathered through the parental attitude index, two participants’ attitude improved, two participants’ decreased and three participants’ remained the same. The group’s average parental attitude increased by 2%. The assumption can be made that the application of the empowerment programme caused an increase in the parental attitude of the foster parents.
According to the data gathered from the Comprehensive Personal Functioning Inventory that measures the psychosocial functioning of the foster parents. The following categories of constructs were measured: interpersonal functioning, self-perception, negative psychosocial functioning areas and positive psychosocial functioning areas.

Regarding the qualitative data gathered the following conclusions can be drawn:

Participants experienced the empowerment programme as positively contributing towards their psychosocial functioning. They were of the opinion that it contributed towards the improvement of their relationships with the foster children who has been sexually abused. It also contributed towards improving their knowledge and skills of how to cope with the behaviour of the sexually abused foster child. The quantitative information indicates insignificant changes in psychosocial functioning, while the qualitative information reveals that participants are of the opinion that they benefited greatly from the empowerment programme. During the follow up interviews with the participants, all of them verbalised that the attendance of the empowerment programme impacted significantly on their own functioning as they felt more equipped to handle difficult situations in the foster care situation. This also contributed towards their own self confidence as foster parents. Without the knowledge they acquired, they would not have been able to approach certain difficult situations with the same confidence that they did.

The assumption can thus be made that although the quantitative data shows minimal improvement in the psychosocial functioning of the foster parents the latter confirmed the improvement of their psychosocial functioning and their relationship with their foster children in qualitative terms. The conclusion can thus be made that the completion of the quantitative measuring instruments were not very accurate. In this case, the triangulation of data paid off in the sense that the qualitative data can be considered to be true and in slight contrast with the quantitative data drawn from the standardised measuring instruments. The assumption can be made that while the qualitative data are more ‘immediate’ in nature, the quantitative measurements might not be able to pick up these slight changes, due to the short time span
between the pre-test and post-test, which was a timeframe of less than a week. Follow up interviews were done three months after the implementation of the programme and it became clear that there was sustainable qualitative improvement in the lives of the participants, their psychosocial functioning and the foster care situation, due to the attendance of the empowerment programme.

While a control group could have added to the scientific value of the evaluation of this programme, it was not possible given the lack of suitable participants. In addition, the lack of a control group and therefore the lack of any randomisation meant that selection bias was a possibility. The foster parents who chose to attend the empowerment programme may represent a highly motivated group of individuals who were actively seeking support and therefore arguably more likely to experience positive change. A further methodological shortcoming is the small sample size. While a larger sample would have been useful, this was a pilot study according to the intervention phase model, with the primary aim of determining efficacy of the empowerment programme. The results of this study will enable future groups to be implemented, thus enhancing the overall sample size. In addition, it may prove useful for future groups to incorporate additional outcome measures.

While the results should be interpreted with the methodological shortcomings in mind, they provide a sound base from which to deliver future psycho-educational groups, and therefore contribute to the evidence base about effective empowerment of foster parents of sexually abused children.

10. RECOMMENDATIONS

The empowerment programme should be presented as an ongoing training programme for foster parents of sexually abused children. It may be implemented one session once a month. Qualitative evaluation should be done after each session in order to establish additional sessions to be included.

The empowerment programme should be implemented with the foster parents of sexually abused children, running a programme for the foster children consecutively. Quantitative data as well as qualitative data should be gathered regarding the
relationship between the foster parent and the foster child, from the foster child as well.

Information should be included in the empowerment programme on how to react when a child discloses sexual abuse to the foster parent and what to do following a disclosure. The correct protocol regarding reporting and linking with relevant resources should form part of this information.

Data gathered during the pre-test and post-test of the implementation of the empowerment programme should be made available (with the permission of the participants) to case workers to inform individual therapy sessions after completion of the empowerment programme.

The study’s methodology be adapted to quasi-experimental by adding a control group to add an extra measure to ensure more accurate scientific results.
11. REFERENCES


Department of Social Development see South Africa. Department of Social Development.


SA see South Africa.


