



Adolescent offenders' experiences of father involvement in a South African context

LJ Labuschagne

 orcid.org/0000-0002-9983-1335

Dissertation accepted in fulfilment of the requirements for the
degree *Master of Health Sciences in Psychology* at the North-
West University

Supervisor: Prof V Koen

Graduation: May 2023

Student number: 24129313

TABLE OF CONTENTS

Acknowledgements	iii
Summary	iv
Declaration by researcher	v
Declaration by language editor	vi
Preface	vii
List of figures	viii
List of tables	ix
CHAPTER ONE: ORIENTATION OF THE STUDY	1
CHAPTER TWO: LITERATURE REVIEW	8
CHAPTER THREE: RESEARCH METHODOLOGY	20
Paradigm and Research Design	20
Population	20
Sampling	23
Procedure	25
Data Collection	27
Trustworthiness	32
Data Analysis	34
CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS	36
CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS	54
References	61
ADDENDUMS	73
A: Health Research Ethics Committee approval	73
B: Department of Correctional Services approval	75

C: Goodwill permission	76
D: Confidentiality agreement template	77
E: Informed consent/assent forms	80
F: Demographic information form	101
G: Letter to co-coder	102
H: Advertisement	103
I: Turnitin summary report	104

ACKNOWLEDGEMENTS

I would first like to thank my family for their unconditional support throughout my master's studies. My parents and my siblings played a crucial part in supporting and motivating me to endure, especially during challenging times throughout my research. I would also like to thank my supervisor, Prof. Vicki Koen, for her timeous and constructive feedback. I honestly could not have asked for a better supervisor. Furthermore, I would like to thank the Department of Correctional Services, the correctional centre, and the participants for their involvement in this study. Lastly, I would like to thank the other people who assisted me with the data collection, data analysis, and technical aspects of my research. I have grown and developed throughout this process, and I will always be grateful for the research skills I have gained.

SUMMARY

The literature reviewed for the purpose of this study suggests the potential role of father absence in adolescent offender behaviour and incarceration. Nevertheless, the research focus on this subject matter has predominantly been on international populations and adult offenders' experiences of father involvement and does not seem to place much emphasis on either adolescents' experiences regarding father involvement or adolescent offenders. The proposed study, therefore, aimed to explore and describe adolescent offenders' experiences of father involvement in a South African context. The research employed a qualitative explorative-descriptive research design. A non-probability, purposive sampling technique was used, and the sample size was determined through data saturation. The sample included nine male adolescents between the ages of 17 – 19 years from a correctional centre in Pretoria, Gauteng. A demographic information form, semi-structured individual interviews, and drawings were utilised as the data collection methods and were analysed through thematic analysis. The findings identify four main themes with sub-themes: Experiences of father involvement before incarceration; experiences of father involvement while incarcerated; needs regarding father involvement; and suggestions to improve father involvement. The findings are primarily indicative of the general lack of father involvement, lack of fatherly support, and father absence experienced by the participants and highlight the need for further research focused on interventions in this regard.

Key words: Adolescence, adolescent offenders, fatherlessness, father involvement, South Africa

DECLARATION BY RESEARCHER

I, L.J. Labuschagne, declare that this study, “Adolescent offenders’ experiences of father involvement in a South African context,” is a product of my own work. Furthermore, I declare that all sources have been referenced and acknowledged and that a qualified and experienced language editor completed the language editing of this dissertation.



L.J. Labuschagne

DECLARATION BY THE LANGUAGE EDITOR

DECLARATION OF LANGUAGE EDITING

18.11.2022

The Writer's Fix
Independently contracted editing



I, Natasha Ravyse, hereby declare that I have completed a language, in-text reference, reference list edit (APA 7th edition) for the dissertation with the title:

"Adolescent offenders' experiences of father involvement in a South African context"

for **LJ Labuschagne (2412931)** in order to meet the requirements for the degree *Master of Health Sciences in Psychology* at the North-West University.

This edit did not include a technical, layout, or formatting edit. Changes that were made were suggested in the form of electronic track changes and comments. The implementation thereof was left to the discretion of the author.

NB Ravyse

Dr Natasha Ravyse

Independently contracted editor (Private and C-Trans SATI Accredited)

Full member of Professional Editors' Guild

PREFACE

The submission of this dissertation is in fulfilment of the requirements for the degree Master of Health Sciences in Psychology. The curriculum for this degree (programme code: 8DM N01; curriculum code: G801M) consists of a total of 180 credits.

This is a full dissertation, presented in the traditional format in line with the General Academic Rules of the North-West University. The outline of the dissertation is as follows: Chapter one: Orientation of the study; Chapter two: Literature review; Chapter three: Research methodology; Chapter four: Presentation and discussion of findings; Chapter five: Conclusions, recommendations, and limitations.

LIST OF FIGURES

Figure 1.1	3
Figure 2.1	9
Figure 4.1	38
Figure 4.2	39
Figure 4.3	40
Figure 4.4	41
Figure 4.5	43
Figure 4.6	44
Figure 4.7	46

LIST OF TABLES

Table 2.1	15
Table 3.1	23
Table 3.2	33
Table 4.1	36

CHAPTER ONE: ORIENTATION OF THE STUDY

Chapter one provides an orientation of this study. Definitions of relevant terms and a brief discussion of contextual information pertaining to father involvement in the South African setting is provided, followed by the problem statement, contribution of the study, research question, aim, and the outline of the study.

Definition of Terms

The following section provides detailed definitions of the terms relevant to the study. Fatherlessness or father absence, father involvement, adolescence, and adolescent offender are defined below.

Fatherlessness or Father Absence

Fatherlessness can be defined as the absence of a father figure in an individual's life (Wibiharto et al., 2021). Fatherlessness can also refer to a father's emotional, spiritual, and physical absence from a child's life during their formative years (Wibiharto et al., 2021). Reasons for father absence include death, divorce, work commitments, incarceration or being physically present but emotionally absent due to neglect or disinterest (East et al., 2006). In this study, *fatherlessness* is defined as the circumstance of growing up without a biological father's emotional and physical presence during the developmental years of a child's life. The terms fatherlessness and father absence are used interchangeably throughout the study.

Father Involvement

Father involvement refers to active participation in a child's caregiving (Offer & Kaplan, 2021). According to Doucet (2020), father involvement consists of three main practices that fulfil children's needs: interaction, accessibility, and responsibility. Interaction can be described as the direct contact between father and child through shared activities and caretaking behaviour (Garcia et al., 2022). Doucet (2020) describes accessibility as the physical presence of a father. Responsibility means that the father is making an effort to make

resources available for the child and ensure that proper care is provided (Grau et al., 2021). Interaction can be described as the direct contact between father and child through shared activities and caretaking behaviour (Garcia et al., 2022). Doucet (2020) describes accessibility as the physical presence of a father. Responsibility means that the father is making an effort to make resources available for the child and ensure that proper care is provided (Grau et al., 2021).

Adolescence

According to the World Health Organisation (WHO, 2021) and Ferro et al. (2021), adolescence is the phase between childhood and adulthood and typically ranges between 10 to 19 years. Adolescents experience fast physical, intellectual, and psychological growth, which affects their emotions and behaviour (Park et al., 2022). Adolescence is considered a challenging stage in the life cycle of an individual (Lerner & Foch, 2021; Park et al., 2022).

Adolescent Offender

An *adolescent offender* is a minor under the age of 18 years who has been charged with a crime and is held to lower culpability in contrast to adult offenders (Hoge, 2012). Offences include, among others: theft, robbery, assault, public violence, culpable homicide, rape, murder, and kidnapping (Lykhova et al., 2021). The terms, juvenile offender/s and adolescent offender/s are used interchangeably in this study.

Contextualisation

Fatherlessness is a global phenomenon and a devastating reality in many communities worldwide (Freeks, 2017). Research conducted in 21 countries confirmed that fatherlessness is one of modern-day society's most significant socio-economic problems (Freeks, 2017). South Africa has one of the highest rates of fatherlessness worldwide, with nearly two-thirds of South African children growing up without a father figure at home (Bertelsmann, 2016). According to the Human Sciences Research Council (HSRC, 2016), more than 60% of South

African children have absent fathers (Bertelsmann, 2016; Mokoena, 2019). While 10.1% of fathers are absent due to death, 51.7% of fathers are alive but not present in their children's lives (Statistics South Africa (Stats SA), 2017). Stats SA (2017) states that around 61.8% of South African children live without a biological father. Over 40% of mothers in South Africa are single parents, compared to 25% in America and a 15% world average for developed countries (Bertelsmann, 2016). Recent findings suggest that father absence has increased after apartheid (Mavungu, 2013). The increase of children with absent living fathers from 1996 to 2009 includes an increase from 45% to 52% for African children, 34% to 41% for Coloured children, and 13% to 15% for White children (Mavungu, 2013). The general household survey from 2019 indicates that only 32.7% of children in South Africa aged 17 and younger were living with both parents as indicated in Figure 1.1 (Stats SA, 2019).

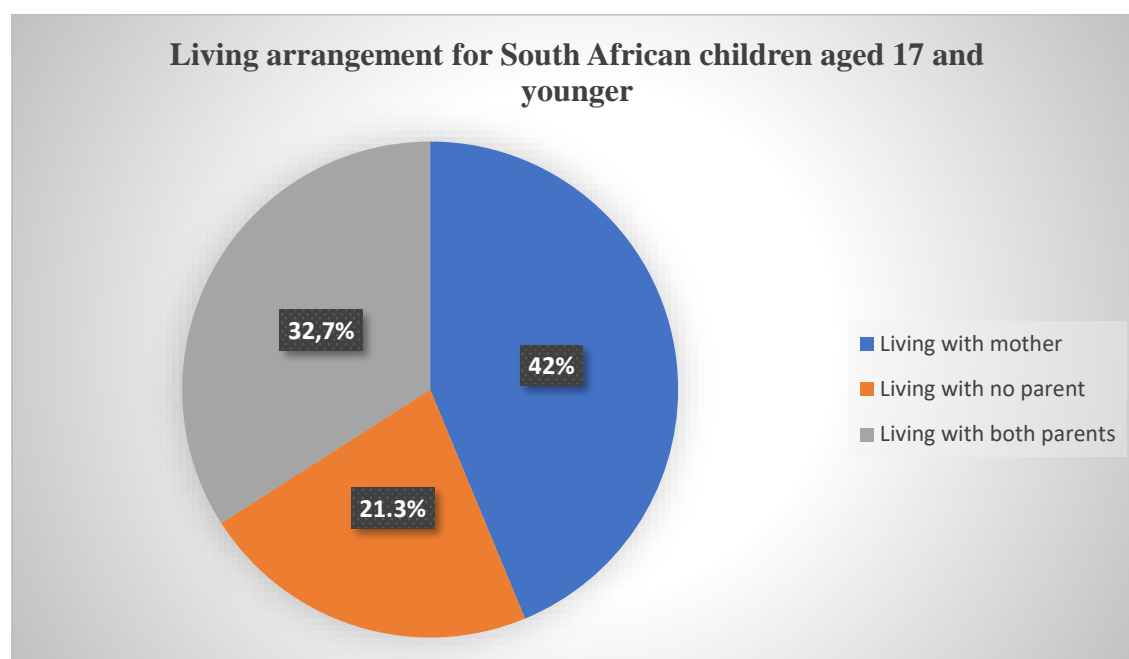


Figure 1.1 Percentage of children aged 17 and younger by living arrangements (adapted from Stats SA, 2019)

The increase in father absence among adolescents has many possible consequences that are discussed in depth in Chapter two. The current study's potential consequence of adolescent delinquent behaviour is of particular interest (Svensson & Johnson, 2022). Research suggests that children who grew up without a father show significantly higher rates of delinquency than children who grew up with both parents (Svensson & Johnson, 2022). Seemingly, 42% of children in South Africa are more prone to delinquency due to their living arrangements (Stats SA, 2021).

Problem Statement

The discussion above, as well as the literature discussed in Chapter two, allude to the extent of the incidence of fatherlessness internationally and in South Africa and the possible effects thereof. While research has mainly focused on the experiences of fatherlessness in adult offenders, the severity of the impact of fatherlessness in South Africa indicates a strong need for further research regarding the experiences of father involvement from adolescent offenders' perspectives (Rutter, 2006; Pretorius et al., 2016). While the evidence in existing studies suggests the potential role that father absence plays in adolescent offender behaviour and incarceration, the focus is predominantly on adult offenders' experiences of father involvement. Moreover, research does not seem to place much emphasis on adolescents' (including adolescent offenders') experiences regarding father involvement. Furthermore, no studies have been conducted in the South African context. The information above highlights the need for qualitative research to provide insight into adolescent offenders' experiences of father involvement in a South African context.

Contribution of the Study

This study provides insight and contributes to understanding adolescent offenders' experiences of father involvement in a South African context. The findings inform recommendations that can contribute to developing South African interventions focused on

father involvement, especially within a juvenile correctional setting. This study also makes recommendations for future research regarding the phenomenon.

Research Question and Aim

Guided by the problem statement, the research question is: *What are adolescent offenders' experiences of father involvement in a South African context?* Informed by the research question, this study aims to explore and describe adolescent offenders' experiences of father involvement in a South African context.

Outline of the Study

This study consists of five chapters, as outlined below.

Chapter One: Orientation of the Study

The purpose of the first chapter is to provide an orientation of the study consisting of definitions of relevant terms, the contextualisation, problem statement, contribution of the study, research question, aim, an outline of the study, and a conclusion.

Chapter Two: Literature Review

Chapter two covers the current knowledge of father involvement under the following themes: The prevalence of father involvement in international and South African contexts; the role of the father in a westernised and traditional South African setting; possible contributing factors to father absence in South Africa; existing initiatives to mitigate father absence; and possible consequences of father absence.

Chapter Three: Research Methodology

Chapter three explains the study's research methodology and provides information regarding the research paradigm, design, population, sampling, data collection, and data analysis methods. A qualitative explorative-descriptive research design will be applied. The population includes adolescent offenders, between the ages of 10 to 19 years, from a correctional centre in Pretoria, Gauteng. A non-probability, purposive sampling technique

was used, nine participants were sampled utilising data saturation. Semi-structured individual interviews and drawings were employed as the data collection methods. Thematic analysis was used for identifying, organising, analysing, and describing themes discovered from the data.

Chapter Four: Presentation and Discussion of Findings

Chapter four pertains to the findings of adolescent offenders' experiences of father involvement in a juvenile correctional centre in South Africa. Semi-structured individual interviews and drawings were used to understand the adolescent offenders' experiences of father involvement. Four themes with sub-themes were identified, including: 1) Experiences of father involvement before incarceration (lack of fatherly support, father absence, emotional challenges, and substance abuse by fathers); 2) Experiences of father involvement while incarcerated (lack of fatherly support, father absence, and experience of negative emotions); 3) Needs regarding father involvement (experiencing father involvement, fatherly support, father as a role model, and being better fathers themselves); and 4) Suggestions to improve father involvement (improved father involvement, fatherly support, fathers should be better role models, and father programmes). The findings, coupled with examples elicited by this study, will be embedded in the existing literature to draw conclusions and make recommendations.

Chapter Five: Conclusion, Recommendations and Limitations

Chapter five concludes the study by providing a summary of the findings, recommendations for practice, recommendations for future research, a discussion of the study's limitations, and a personal reflection by the student.

Conclusion

Chapter one provided an orientation of the study by defining terms relevant to the study, discussing contextual information on father involvement in South Africa, the problem

statement, the contribution of the study, the research question, the aim of the study, and an outline of the study. Chapter two provides a literature review informed by the focus of the study.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Chapter two provides an in-depth overview of relevant literature on father involvement. The literature review will discuss the prevalence of father involvement internationally and in South Africa; the role of the father; the possible contributing factors to father absence in South Africa; the possible consequences of father absence; and existing initiatives to mitigate father absence.

Prevalence of Father Involvement Internationally and in South Africa

In the United States of America (USA), 18.3 million children, one in four, grow up without a father figure at home (Seidel, 2022). Around 20% of children who live in America grow up with only a mother (Kramer, 2019). According to Collins (2018), a quarter of children in the United Kingdom (UK) do not reside with their fathers. Three million British children live in fatherless homes (El-Bar, 2020). Asia and the Middle East have the highest percentages of children who grow up with both parents, supposedly due to their strong marriage culture (Bradford & DeRose, 2019). Sub-Saharan Africa, Central Africa, and South America have the lowest proportion of children raised by both parents (Bradford & DeRose, 2019).

Father involvement was compared to the different population groups in South Africa in several studies. These studies found that only 31.7% of Black children grow up with their biological father, compared to 51.3% of Coloured children, 80% of White children, and 86.1% of Indian or Asian children (Mndende, 2021). Compared to other racial groups, Black children are the most unlikely to live with their biological fathers (Mndende, 2021). As indicated in Figure 2.1, living with both parents hugely depends on income and race.

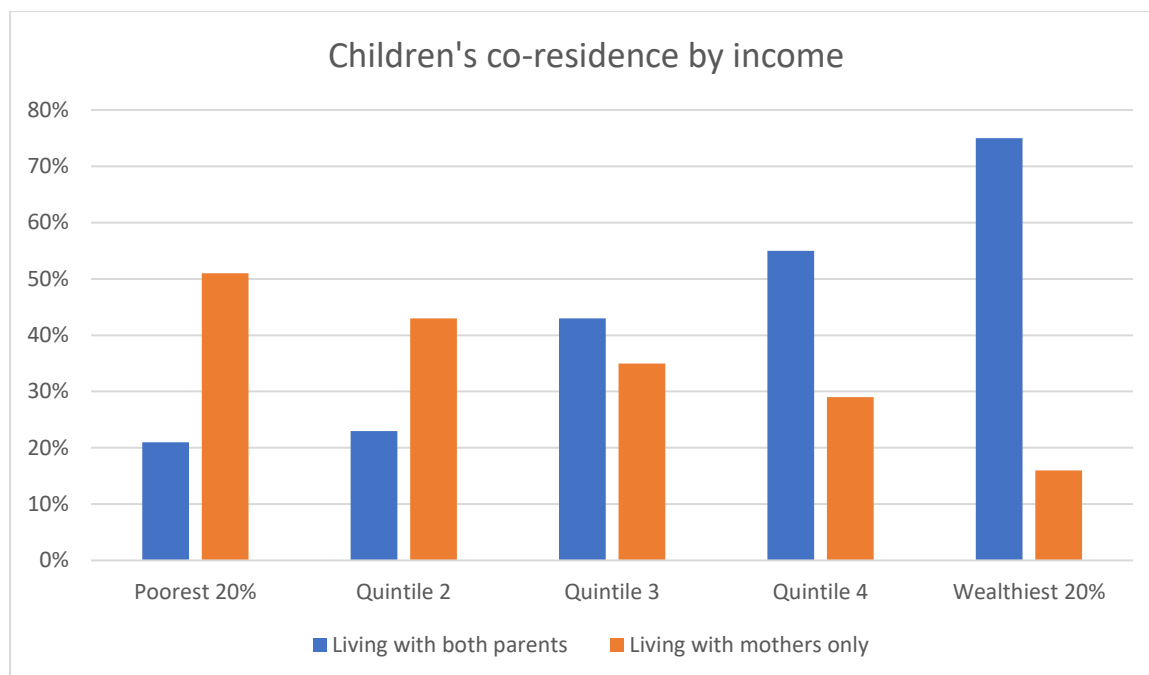


Figure 2.1. Children living with both parents by income and by province (adapted from Williams, 2018).

White children have an almost double chance of growing up with both parents compared to Black children (Williams, 2018). Only 21% of children from the poorest communities in South Africa grow up with both parents (Williams, 2018). Gauteng, Limpopo, Mpumalanga, and the Northern Cape have slightly more children who reside with their biological father, while the Western Cape has the highest percentage of father involvement (Mndende, 2021). The Eastern Cape Province has the lowest proportion of children residing with their biological father, at only 24.9% (Mndende, 2021). These statistics are concerning in light of the critical role that fathers play in their children's lives.

The Role of the Father

Fatherhood is considered a social role (L. M. Richter et al., 2006). In Westernised civilisation, fatherhood is ascribed to a man impregnating a woman and becoming a father (L. M. Richter et al., 2006). The father's traditional role is to protect and provide for his family and offspring (Roberts et al., 2014). The father's role further includes financial, physical, and

emotional support for his children (Coakley, 2013). A father's role can have different meanings in different contexts, and it is, therefore, essential to explore fatherhood from a South African perspective.

A well-known South African proverb states that it takes a village to raise a child. The same principle applies to our 'fatherless nation' (Freeks, 2022), and according to Richter et al. (2006), in many African cultures, the father role is associated with kinship ties rather than purely genetic paternity. He further explains that in African polygamist marriages, the father's identity is often assigned to the man who is married to the biological mother or to the man who agrees to fatherhood (L. M. Richter et al., 2006). One does not have to be the genetic pater to take on the father's role (Engle, 1997). Engle (1997) explains that in an African context, fatherhood can consist of different categories of father roles, such as an economic and/or a social father. The father is predominantly believed to be an economic provider and a moral guide to his offspring (Phasha et al., 2022). Economic fathers provide financing to support their children, while social fathers are not biological fathers who reside with or care for the children, such as an older brother or a stepfather (Engle, 1997). In a study by Enderstein and Boonzaier (2015), young fathers between the ages of 16 and 20 who live in South Africa perceive fatherhood as a provider role. Many fathers in the last-mentioned study believe that fatherhood entails more than biological reproduction and that the father's role consists of a set of behaviours (Valiquette-Tessier et al., 2019). Mavungu (2013) points to the lack of research for reasons behind father absence in South Africa, and that understanding of this phenomenon is mainly speculative. However, some studies are indicative of contributing factors to fatherlessness in South Africa that are discussed next.

Possible Contributing Factors to Fatherlessness in South Africa

Historical, economic, and cultural factors in the past millennium have contributed to a fatherless society in South Africa (Mavungu, 2013). Historical evidence suggests that forced

removal and migrant labour significantly affected the African family structure (Clowes et al., 2013). According to Mavungu (2013), many fathers are seen as financial and material providers. Unemployment and poverty are socio-economic factors that contribute to father absence (Salami & Okeke, 2018). Changes in father-mother relationships, such as separation, divorce or conflict, are critical factors contributing to father involvement (Makusha & Richter, 2016). Cultural aspects also play a role in father absence (Makusha & Richter, 2016).

In several South African ethnic groups, a man who impregnates an unmarried woman must pay damages (*inhlawulo*) to be considered the child's legitimate father (Makusha & Richter, 2016). Many fathers are teenagers who are too young to take up the father role (Walper et al., 2020). Another hindrance to father involvement is that many fathers grow up without a father figure and do not understand the role and responsibilities of being a father (Walper et al., 2020). Furthermore, some women hold a "gatekeeper" role where they exclude fathers from being involved with their children because of anger and maliciousness after the termination of a relationship (Walper et al., 2020).

In addition to the above-mentioned hindrances to father involvement, many men continue to hold traditional views of paternal roles that prevent change and adoption of a new, more involved father model (Mavungu, 2013). Some of these views include, for example, only acting as a provider and not as a caregiver and being physically present but emotionally absent (Mavungu, 2013). Research shows that father absence can adversely affect children, which persists throughout adulthood (Freeks, 2017).

Possible Consequences of Father Absence

Possible consequences of father absence are considered under the headings of educational consequences, economic consequences, mental health consequences, emotional consequences, father absence and adolescent delinquency, and seeking other father figures or male role models.

Educational Consequences

Studies worldwide have shown a direct correlation between father involvement and higher educational achievement in children, including in South Africa (Jeynes, 2016; Mlachila & Moeletsi, 2019). Different studies discussed by Lynch (2019) point to possible reasons for this: Through a variety of different social and community experiences with their fathers, children can learn from their fathers; since fathers form part of children's socio-cultural contexts, fathers can guide their children's literacy knowledge and the related cultural context; father interactions can provide experiences that help children understand how people apply reading and writing in real-world contexts and the reasons behind this. Evidence, inclusive of the South African context, indicates that boys without fathers tend to have lower grade-point averages and are more likely to be diagnosed with attention deficit hyperactivity disorder (ADHD) (Krumholz, 2020; Langa, 2020). A study of low-income Americans found that toddler's cognitive development was highest when fathers were also involved (Collins, 2018). According to a comparative study involving 33 developed countries with more than a quarter of a million subjects, the absence of a father seemingly has a significant disadvantage on the cognitive functioning of 15- and 16-year-olds (Radl et al., 2017). Biological and neurodevelopment of the brain can also be negatively influenced by father deprivation (Bambico et al., 2015).

Economic Consequences

Fatherlessness can also influence a child's economic future (Krumholz, 2020). According to Krumholz (2020), children from single-parent American households are five times more likely to be poor compared to children from married-couple homes. Children from female-headed households are more likely to be poor compared to male-headed and married-couple families in South Africa (Nwosu & Ndinda, 2018). In a study on low-income Americans, fathers who had a low interest in their son's education reduced their boy's

chances of overcoming poverty by almost 34% (Collins, 2018). Fatherless children are more prone to experience homelessness, unemployment, and a low income and remain on social assistance as adults (Kruk, 2018). As stated by Miller et al. (2020), growing up with fathers in the community significantly impacts financial success later in life. In a Limpopo study, Phasha et al. (2022) found that participants experience material deprivation due to the lack of finances caused by their father's absence.

Mental Health Consequences

Another effect reported in South Africa, is that children from fatherless homes are more likely to suffer from mental illnesses, such as depression, as adults (Krumholz, 2020; Salami & Okeke, 2018). Different theorists' models of healthy child development, including mental health, also highlight the importance of father involvement. Sigmund Freud believed that a boy must identify with his father for healthy male development (Pleck, 2018). The psychoanalyst James Herzog described the absence of a father as a void that leads to narcissism, pathology, and uncontrollable aggression (Levinson, 2020). Krumholz (2020) emphasises that being able to observe both parents interacting and overcoming difficulties, also during challenging times, seemingly conveys soft skills, such as socialisation and communication, that children will need later in their lives. Having an absent father can, therefore, have several unfavourable outcomes. According to Ager (2020), 71% of pregnant teenagers come from fatherless homes and 92% divorce later in life. Statistics show that 63% of teenage suicides are committed by children who grow up in fatherless households (Mokoena, 2019). Fatherless girls are seemingly more promiscuous and twice as likely to be pregnant before marriage (Castetter, 2020; Krumholz, 2020). A study by cognitive psychologist Roy Baumeister indicates that fatherless children are generally more impulsive than children who grow up with a father (Baumeister & Tierney, 2011). International and South African studies report that father-absent children are more prone to mental health

disorders such as anxiety, depression, and suicide (Kruk, 2018; Tau, 2020), and the psychological effects of father absence during childhood persist later in life (McLanahan et al., 2013).

Emotional Consequences

Recto and Lesser (2021) conducted a qualitative study to understand the factors and experiences that influence the behaviours of Hispanic adolescents. According to Recto and Lesser (2021), adolescents who grew up fatherless endured feelings of grief. The participants in this study experienced father absence mainly due to divorce, incarceration, and death (Recto & Lesser, 2021). One participant indicated that his parent's divorce contributed to his resentment toward his father (Recto & Lesser, 2021). He further described hate towards his father due to his lack of involvement (Recto & Lesser, 2021). A study by Cartwright and Henriksen (2012) conducted in two Southeast Texas universities explored the experiences of males in college who were raised in absent father homes. The study found that having a father role model to discuss uncomfortable topics with their mothers was important for the research participants (Cartwright & Henriksen, 2012). In Limpopo, Phasha et al. (2022) found that participants were envious of other boys with fathers who were present, a finding supported by Zulu (2014) in another South African study. Another South African study reported that broken homes and father absence also seem to foster participation in criminal behaviour (Pitsoane & Gasa, 2018).

Father Absence and Adolescent Delinquency

According to TenEyck et al. (2021), biological fatherlessness before birth suggests criminal behaviour in later adulthood, while father absence in early childhood indicates delinquency in early adulthood. The absence of a biological father during adolescence was correlated with arrest (TenEyck et al., 2021). TenEyck et al.'s (2021) study conducted in America indicates that there is no clear pattern of effects on delinquency concerning the

timing of a biological father's absence (TenEyck et al., 2021). Another study about the effects of father absence on male juvenile offenders in America suggests that although fatherlessness can contribute to juvenile delinquency, the presence of a father can sometimes be more harmful than growing up without a father (Simmons et al., 2018). This study further implies that adolescent offenders who grew up with harsh fathers engaged in more serious crimes and abused more substances than those who grew up without a father (Simmons et al., 2018). Although much research has been conducted on the effects of father involvement in adolescent offenders internationally, there seems to be a lack of research on adolescent offenders' experiences of father involvement from a South African perspective.

The information in Table 2.1 suggests that 33.8% of the adolescent offenders in Evans et al.'s (2021) study in a Kenyan context came from families with absent parents. Another 30.9% of juveniles came from single-parent families (Evans et al., 2021). Only 11.8% of delinquent juveniles came from two-parent families (Evans et al., 2021).

Table 2.1

Relationship Between Family Structure and Juvenile Delinquency in Kenya (adapted from (Evans et al., 2021))

Family Structure	Frequency	Per cent	Valid Percent	Cumulative Percent
Two Parents	8	11.8%	11.8%	11.8%
Single Parent	21	30.9%	30.9%	42.6%
Grandparent/relatives	16	23.5%	23.5%	66.2%
Absent Parent	23	33.8%	33.8%	100.0%
Total	68	100.0%	100.0%	

These findings indicate that family structure and father involvement play an essential role in the development of adolescent offenders. The findings further suggest that children raised in a single-parent household are more prone to develop into adolescent offenders (Evans et al., 2021). These findings are confirmed by a similar study by McLanahan et al. (2013).

According to the US Department of Justice, 80% of violent rapists come from fatherless homes (Ager, 2020). As stated by Kruk (2018), 85% of adolescents in American juvenile correctional centres are fatherless. Children with absent fathers are five times more likely to commit crimes and are 20 times more likely to end up in a correctional centre (Watson, 2016). A comprehensive study on juvenile delinquency in the US indicates that the most significant factor affecting the probability that a boy will be incarcerated is the presence of his father (Kelleher, 2004). A South African study shows that fatherless children may grow up with misplaced anger that often leads to violence (Mokoena, 2019). For both boys and girls, an absent father appears to cause pain and anger (Mkhondo, 2005). According to Dickerson (2014), children blame themselves for their father's absence, which often leads to resentment and anger towards their absent father, and children with misplaced anger tend to be easily provoked. Another national qualitative study indicates that 43% of offenders in correctional centres are 25 years and younger (Mkhondo, 2005). A local study based on interviews with 25 young males in a correctional centre indicates that most of the boys in the study grew up with limited fatherlike role models or had negative male role models (Mkhondo, 2005).

South Africa has one of the highest incarcerated populations globally (Walmsley & Fair 2018), yet little research, support or intervention programmes address the role of father involvement in the incarceration of youth offenders (Nduna & Khunou, 2014). Most South African qualitative studies on father involvement are based on the experiences of adult

offenders (Ratele et al., 2012). According to Nduna and Khunou (2014), there is a great need for qualitative research to better understand young, incarcerated offenders' narratives of father absence. The need for qualitative research on father involvement indicates a gap in evidence on how fathers care for their children, which deserves further exploration, especially concerning adolescents' experiences of father involvement, care, and maintenance (Nduna & Khunou, 2014). Furthermore, most qualitative studies on father involvement in the South African correctional environment have relied on group data collection, which might hinder honest opinions regarding sensitive topics (Mkhondo, 2005). Moreover, there appears to be a lack of research on adolescent offenders' experiences of father involvement in South Africa (Sylvester, 2010). The need for research focusing to gain an in-depth understanding of adolescent offenders' experiences of father involvement in a South African context is highlighted.

Seeking Other Father Figures or Male Role Models

A recent qualitative study by Phasha et al. (2022), which focused on the experiences of father absence in adolescent boys in rural Limpopo, found that the participants' search for other male role models to overcome the lack of father involvement in their lives. In a study by Langa and Malose (2014), individual qualitative interviews were conducted with 32 adolescent boys who grew up without a biological father in Alexandra township. The study discovered that although the boys did not grow up with a biological father, they found alternative male role models in their society (Langa & Malose, 2014). They further observe that growing up without a father does not necessarily mean boys are prone to risk-taking and violent behaviours (Langa & Malose, 2014). Another study by Sylvester and Bojuwoye (2011) examined the experiences of father involvement in ten adolescent boys from a low socio-economic neighbourhood in Cape Town. The results indicate that participants viewed the father role as someone to model and teach safe behaviours, masculine interests, and

values (Sylvester & Bojuwoye, 2011). Participants experienced the father figure as a provider and protector with authority and control (Sylvester & Bojuwoye, 2011).

Existing Initiatives to Mitigate Father Absence

In response to fatherlessness in modern societies, a wide range of initiatives has emerged in international contexts to mitigate father absence through research, intervention programmes, lobbying, and legislative amendment (Watson, 2016). Numerous UK-based initiatives are focused on enhancing father involvement, such as The Fatherhood Institute (1991), The Marriage Foundation (2013), The Centre for Social Justice (2004), The Relationships Foundation (1994), and XLP Mentoring (1996) to name a few (Watson, 2016). In the US, there are similar initiatives, such as the National Fatherhood initiative (1994) and The Mentoring Project (2006) (Watson, 2016). Boy Scouts is another platform where fatherless boys receive mentoring, structure, and values from male role models (Tucker, 2014). There are also local initiatives to contest the fatherless phenomenon in South Africa.

Cassie Carstens, the chaplain to the South African Rugby World Cup winners of 1995, has started a programme called The World Needs a Father (2011) (Watson, 2016). The programme utilises sports and other social-cultural platforms to train and educate men and adolescents about the role of fatherhood; however, the intervention programmes focus on adolescents and men outside of corrections (Watson, 2016). Fathers in Africa (2006) is another initiative that aims for social reform through policy development, advocacy, community education, and mentorship programmes, yet none of the interventions is based on empirical research (Rutter, 2006). Another initiative, Father a Nation, is a non-profit group that addresses crime, gender-based violence, and fatherlessness by empowering men to become nation-builders and role models (Meyer, 2018). Father a Nation runs many programmes to support its mission, such as the Bophelong Surrogate Fathers programme, the De Aar – Mobilising Men programme, school and college man talks, the #NOEXCUSE

campaign, soccer fan events, and man camps. While these programmes generally focus on improving father involvement, they were not developed based on adolescents' experiences. Focusing on adolescent offenders' experiences of father involvement could provide further insight and contribute to programme development in this regard. Professor Fazel Freeks from the faculty of Theology at the North-West University has been part of a fatherhood programme at the Potchefstroom Correctional Services called The Fatherhood Training and Equipping Programme: Daddy is home (Freeks, 2020). The programme's primary purpose is to help absent fathers be more involved with their families (Freeks, 2020). The programme's emphasis is based on the experiences of incarcerated fathers, which stresses the need for research that focuses on adolescent offenders' experiences.

The Child Justice Act (2008) stresses the need for rehabilitative programmes for adolescent offenders and youth at risk instead of taking punitive measures (Ramakuluksha et al., 2022). The above-mentioned information suggests that although many intervention programmes focus on the rehabilitation of adult fathers and fatherless children, there is a clear need for research focusing on adolescent offenders' experiences of father involvement, intending to provide information for developing future intervention programmes.

Conclusion

An in-depth literature review on the prevalence of fatherlessness; the role of the father; the possible contributing factors to father absence in South Africa; the possible consequences of fatherlessness; and available initiatives to alleviate father absence were discussed in Chapter two. The evidence highlights the need for research on adolescent offenders' experiences of father involvement in a South African context.

CHAPTER THREE: RESEARCH METHODOLOGY

Chapter three provides information on the research methodology of this study. The paradigm; research design; population; sampling; procedure; data collection; data analysis; trustworthiness; and applicable ethical considerations to the study are discussed in detail.

Paradigm and Research Design

The researcher followed an interpretivist research paradigm, which entails understanding the world and phenomena through the subjective experiences of individuals (Goldkuhl, 2012). The researcher used meaning-oriented methods based on the subjective rapport between the researcher and participants (Goldkuhl, 2012). A qualitative explorative-descriptive research design was applied. Qualitative research includes gathering and analysing non-numerical data to understand opinions, concepts, or experiences (Bazen et al., 2021). The qualitative research design was used to gather in-depth insights into a phenomenon and generate new research thoughts (Bazen et al., 2021). Explorative research explores an undefined problem that does not intend to offer conclusive solutions to the crisis (Dudovskiy, 2016). Descriptive research aims to describe a phenomenon and its qualities by gaining insights from participants regarding a poorly understood occurrence (Nassaji, 2015). Based on the above-mentioned information, the design was suitable for the proposed study and its aim, as the study intended to gather insights from adolescent offenders' experiences of father involvement.

Population

The population included adolescents, between the ages of 10 to 19 years (as determined by the WHO's (2022) definition of adolescence), from a correctional centre in Pretoria, Gauteng. This correctional centre is one of the few correctional centres in South Africa with a juvenile unit that houses many adolescent offenders. Adolescence is considered to be a developmentally challenging phase, both emotionally and physiologically

(Csikszentmihalyi, 2021). There is no international or national evidence of similar studies with a focus on adolescent offenders' experiences of father involvement, pointing to the need to focus on this phenomenon. The researcher is familiar with the area as he resides in Pretoria. Pretoria is also a central area in South Africa as it is one of the three capital cities.

Considerations Regarding Vulnerability of the Population

Adolescents in correctional institutions are a vulnerable population since they are incarcerated and might fear authority figures within the correctional context (Grudzinskas & Clayfield, 2005). According to the Nuremberg Code of 1949, voluntary participation in research studies is non-negotiable, especially for vulnerable populations such as adolescent offenders (Sharma, 2022). It was, therefore, essential to protect the participants throughout the research process. The Department of Correctional Services (DCS) and correctional officers were informed about the voluntary nature of the research process to guard against intimidation to participate in the research study. The participants were also informed about the voluntary nature of participation in the consent/assent form. Participants were instructed to inform the independent person or the researcher if they felt uncomfortable during the process.

This study included adolescents in corrections who were younger than the age of 18 years. Individuals under 18 years are considered an even more vulnerable population (Strode & Slack, 2015) as they are minors and there exist inequalities of power between adults and children as children have lesser authority and do not understand and assume the risks of research as a result of their youth (Arora et al., 2015). Minors also lack the autonomy to ethically and legally consent to participate in research as they might be coerced by parents/legal guardians (Arora et al., 2015). Since some participants were minors, permission was provided by the participant's parents/legal guardians to participate in the study. Informed consent of the parents/legal guardians was acquired by an independent person, otherwise not

involved in the study and who had received training in obtaining informed consent/assent. The researcher also applied for Ministerial consent to include minors as participants through the Health Research Ethics Committee (HREC) of the Faculty of Health Sciences, NWU (Form A), to ensure that minors' best interests were considered.—Although being a vulnerable population, adolescent offenders were the focus of this study; therefore, their input in this research was critical as they were the most conversant regarding their experiences of father involvement.

This study followed an ethical process evaluated by the HREC to ensure informed consent/assent, non-maleficence, voluntary participation, confidentiality, and anonymity, as well as withdrawal from the study whenever desired by the participants without any unfavourable effects. When the parents/legal guardians refused permission for child's participation, the minor was thanked for their willingness to participate in the study and was excused from participation without any adverse effects. When the parents/legal guardians provided permission for their child to participate in the study, the parents/legal guardians signed the informed permission form in the presence of the independent person. Additionally, the minor participants had to provide informed assent. Assent was required from the minor participants since their parents'/legal guardians' permission for their participation did not obligate them to participate in the study. The Flesch reading ease and Flesch-Kincaid grade level assessments were used to evaluate the assent form, and the level of reading ease was found suitable for minors. The Flesch reading ease and Flesch-Kincaid grade level assessments produce a score between 0 to 100 based on the readability of one's writing to the general population (Hartley, 2016). The higher the score, the more readable the content is (Hartley, 2016). The readability score was used for the consent and assent forms.

The independent person responsible for acquiring permission/consent/assent reiterated that participation was voluntary. Participants were allowed to ask any questions to address

concerns while signing of assent forms. The assent form was signed in the presence of the independent person. Participants were informed throughout the process that withdrawal from the study at any point was allowed without any adverse consequences. There was no conflict of interest in this study. The informed permission/consent/assent forms are provided in Addendum E.

Sampling

Table 3.1 provides an overview of the sample's demographic profile.

Table 3.1

Demographic Profile of Sample

Participant	Gender	Age	Highest level of education	Preferred ethnicity	Individuals involved in upbringing
1	Male	18	Grade 8	Black	Mother, sister, grandmother, grandfather, and uncle
2	Male	19	Grade 10	Black	Mother
3	Male	18	Grade 10	Coloured	Grandmother
4	Male	17	Grade 9	Black	Mother
5	Male	17	Grade 9	Black	Mother and sister
6	Male	18	Grade 10	Black	Grandmother
7	Male	18	Grade 10	Black	Mother
8	Male	19	Grade 10	Black	Grandmother
9	Male	19	Grade 10	Black	Mother, father, sister, and brother

Sampling Method

A non-probability, purposive sampling technique was used. Purposive sampling, also known as selective sampling, is a kind of non-probability sampling where the researcher selects a sample based on their understanding and judgement of the population and the aim of the study (Wiśniowski et al., 2020). Based on the above-mentioned information, the sampling method was suitable for the proposed study and its aim as the researcher selected participants based on his judgement and the participants' characteristics.

Sample Inclusion Criteria

Participants had to meet the following inclusion criteria:

- willingness to participate as participation was voluntary;
- fluency and literacy in English as documents, such as the informed permission/consent/assent form, demographic information form, etc., were in English. Contact was made with an official at the correctional centre prior to the study who confirmed that English is the dominant language used at the correctional centre;
- be South African citizens since the focus of the study is on the experiences of father involvement in a South African context;
- be incarcerated offenders at the applicable correctional centre as this was the population of focus; and
- legal adults or guardians of participants under 18 years must have permitted minors' participation in the research since participants under 18 required guardian permission as they could not legally provide informed consent, but minors were still required to give assent.

Sample Exclusion Criteria

Apart from the inclusion criteria, there were no other exclusion criteria.

Sample Size

The sample size was determined through data saturation. Data saturation is the point in the research process where no new information is found in data analysis (Faulkner & Trotter, 2017) and indicates to the researcher that data collection can conclude (Faulkner & Trotter, 2017). Data saturation was determined by analysing data after each interview until the analysis showed no new emergent themes (Guest et al., 2020). Nine participants were sampled as informed by data saturation and to ensure trustworthiness regarding data collection (Guest et al., 2006).

Procedure

The procedure, including permission to conduct the study, gaining access to participants, the process of obtaining informed permission/consent/assent, data collection methods, risk and benefit analysis, privacy and confidentiality, a token of appreciation, and storage and archiving of data, are discussed in detail in subsequent sections.

Permission for the Study

Firstly, the research proposal was presented to the Department of Psychology small group and COMPRES scientific committee for review and approval. Afterwards, the proposal was presented to the HREC for provisional ethical approval. After provisional HREC approval, the Research Directory of the Correctional Services Head Office provided permission to proceed with the study (see Addendum B). Goodwill permission (see Addendum C) was requested from the Officer-in-Charge at the correctional centre. Acceptance documentation from Correctional Services was submitted to HREC for final approval (see Addendum B).

Access to the Participants

Participants were recruited by placing advertisements in English (see Addendum H), as this is the most prominent language used at the correctional centre. Interested participants

could tear off a piece of paper from the advertisement and fill in their name, age, and gender. After that, participants had to insert the slip in the “Research Slip” box placed under the advert. Research slips were collected by the independent person to make contact with potential participants if they were older than 18 years of age or with their parents/legal guardians if they were minors.

Obtaining Informed Permission/Consent/Assent

An independent person, otherwise not involved in the study, received training in obtaining informed permission/consent/assent. The independent person was responsible for this process, and the researcher was not involved. The participants and the parents/legal guardians (in the case of minors) had to permit before the study commenced. An independent person contacted the parents/legal guardians of the minors at the correctional centre. The names of the participants who indicated an interest by responding to the advertisement were given to the Officer-In-Charge, who had the contact information for the parents/legal guardians. The Officer-In-Charge contacted the parents/legal guardians to obtain permission to share their contact information with the researcher. The researcher obtained the contact information of the parents/legal guardians from the Officer-In-Charge of those minors who had indicated an interest in participating in the research study. The researcher conducted a telephonic introduction between the parents/legal guardians and explained the aim of the research. When the parents/legal guardians were interested in having their child participate, they were put in communication with the independent person. After the telephonic introduction, arrangements were made by the independent person to meet with the parents/legal guardians to explain the research and to give the parents/legal guardians the informed permission form to study for a week. A follow-up meeting was organised to sign the form for the parents/legal guardians who permitted their child’s participation in the study. When a parent/legal guardian did not consent to their child’s participation, no actions were

taken against the parents/legal guardians or the child. The participants were informed that no actions would be taken against them or their parents/legal guardians for not consenting to their participation in the study. Participants who experienced emotional upheaval because their parents/legal guardians did not consent to participate in the study had the opportunity to receive psychological support from a qualified professional outside the correctional vicinity, with whom the researcher made arrangements prior to the commencement of the study.

In addition to parental/guardian permission, the minors were requested to provide assent. Only after parental/legal guardian permission was granted for the participation of the minors all the interested participants were contacted by the Officer-In-Charge for a session in which the aim of the study, the importance of consent/assent, the voluntary nature of participation, and potential risks of the study were explained by the independent person. The session took place in a private room at the correctional centre to ensure the anonymity of the potential participants.

Only one correctional officer, who signed a confidentiality agreement, was present during the consent/assent information session. All potential participants were allowed to ask questions about their research involvement. The participants received a consent/assent form and were given a week to read through the informed consent/assent form to decide whether they would like to participate in the study. After one week, a follow-up meeting was arranged to sign the consent/assent form. During this session, further opportunities were given to ask questions. For the protection of the minors, assent from the adolescents was important as they were not obligated to participate in the study even if their parents/legal guardians permitted them to participate.

Data Collection

Participants were requested to complete a demographic information form including their gender, age, the highest level of education, preferred racial/ethnic identity, and

individuals involved during their upbringing. The demographic information form was used to prepare a general profile of the participants. The written information did not divulge the identity of participants to ensure privacy and confidentiality. A correctional officer was present during data collection due to necessary safety precautions. The correctional officer was in a separate room with a view of the room wherein the sessions occurred from a glass window so that they could intervene when necessary. They were not able to overhear what was discussed during these sessions. However, they had to sign a confidentiality agreement as they were able to view the proceedings.

Although South Africa was on alert level 1 in terms of the Covid-19 regulations at the time of the data collection process, precautionary measures were in place to prevent the potential spreading of the virus, such as the wearing of facemasks for the participants who preferred this, social distancing of one meter, and sanitising of hands before participants entered the room where data collection took place. The chairs between the researcher and the participants during individual interviews were a meter apart, and the windows were opened to allow proper ventilation.

Semi-structured individual interviews and drawings were chosen as the data collection methods. Semi-structured interviews were an effective method for collecting qualitative and open-ended data, as they helped explore the participants' thoughts, beliefs, and feelings about a phenomenon and to probe further into the topic to gain more insights (DeJonckheere & Vaughn, 2019). Drawings were another effective modality to add to the qualitative interviews as they provided non-verbal meanings and facilitated sharing of thoughts, emotions, and experiences, which might have been difficult to communicate (Brailas, 2020). Visual methods also facilitated the communication of difficult experiences in a sensitive way (Brailas, 2020). According to Rees (2018), drawings give participants more time to reflect on their feelings, enabling them to give a complete depiction of their

experiences and can also better uncover subconscious experiences (Literat, 2013). This technique promotes inclusivity and discourages a sense of hierarchy between the researcher and participants (Literat, 2013). Participants were informed during the recruitment and explanation process that the quality of the drawings was not important and that they were not expected to draw well. This information ensured that participants were aware that the quality of the drawings did not affect the outcome of the data. The data collection technique was also considered practical and safe in light of the Covid-19 pandemic.

Participants received information and instructions from the researcher about the drawings a week before the interview as it gave them time to think about what they would like to draw. The researcher ensured participants had the necessary resources to make the drawings and requested approval from the Officer-in-Charge. The participants were provided with the following guidelines: 1) Please make a drawing of how you experienced your father's involvement in your life before you were incarcerated; 2) Please make a drawing of how you currently experience father involvement in your life; and 3) Please make a drawing of how you would like to experience father involvement in your life. During data collection, an individual semi-structured interview with some additional probing and clarification-type questions were asked based on the three drawings. The drawings were used in the semi-structured interview to facilitate sharing. The semi-structured interview schedule was evaluated by experts in a small group, scientific committee and HREC review of the study's proposal and consisted of the following questions:

1. Tell me about your first drawing and how you experienced your father's involvement in your life before you were incarcerated. Please give me examples of what you have experienced.
2. Tell me about your second drawing and how you currently experience your father's involvement in your life. Please give me examples of what you have experienced.

3. Tell me about your third drawing and how you would like your father to be involved in your life.
4. What suggestions can you make to improve father involvement?

Only the above-mentioned questions were asked during the interview sessions, with additional probing and clarification-type questions. After the drawings were collected, they were numbered, and information about the participants' identities was removed to ensure anonymity of the participants. The interview took roughly one hour per participant. Participants were allowed to take a break when they got bored and unfocused during data collection.

A digital voice recorder was used to record the interviews, and the use thereof was disclosed in the permission, consent, and assent forms. The recordings were transferred to the researcher's password-protected computer shortly after the interview. Recorded interviews were deleted from the recording device to maintain confidentiality. After this, the researcher transcribed and analysed collected data to familiarise himself with the data. Scanned drawings and transcriptions were sent via email to the co-coder. The co-coder was instructed to delete the email and save data on all of their devices after the conclusion of the analysis. After completion of the study, the data will be handed over for storage at NWU and deleted from the researcher's computer and other devices.

Risks and Benefits

It was a medium-risk study for adolescents older than 18 years because of the vulnerable nature of the population (incarcerated offenders). For minors, it was a greater-than-minimal-risk study with no prospect of direct benefit. There was a risk of emotional exhaustion during data collection. Fatherlessness is a sensitive topic that might have led to emotional distress during the interviewing process. Psychosocial support for participants during data collection was expected and prepared for should the need have arisen.

Arrangements were made for respondents who suffered from emotional distress as a direct result of participation in the study to receive psychological support from a qualified professional who does not work at the correctional centre. Goodwill permission from the Officer-in-Charge was obtained, after permission was attained from the DCS to continue with the study, to ensure that participants who suffer from emotional distress as a direct result of participation in this study could receive psychological support. However, no such event occurred during this study. There was also a risk of physical exhaustion as the participants might have gotten hungry or thirsty during the interviews. The estimated period for data collection per interview was approximately one hour. It was predicted that participants might lose interest and focus during the interviews; therefore, short breaks were allowed based on the participants' focus and engagement during the discussion.

The results of this study are beneficial in that it contributes to a better understanding of adolescent offenders' experiences of father involvement in a South African context. The findings inform recommendations that can contribute to developing South African intervention programmes focused on father involvement, specifically within juvenile correctional settings. The research also makes recommendations for future research on the topic. Hence, the benefits were perceived to outweigh the risks.

Privacy and Confidentiality

Participants were ensured that all the information they shared with the researcher would be confidential. Participants were notified on the consent/assent form that the HREC has the right to obtain and inspect research records. The researcher requested a quiet and private location for the data collection process. Since the presence of a correctional officer during the interviews was a legal obligation for security reasons, the correctional officer signed a confidentiality agreement and did not interact with the participants. The correctional officer was in a separate room with a view of the room wherein the sessions occurred from a

glass window so that they could intervene if necessary. They were, therefore, not able to overhear what was discussed during these sessions but were required to sign a confidentiality agreement as they were able to view the interviews. Participants were informed on the consent/assent form that their identities would not be used in the research report or any other publications of the research.

Digital voice recordings of interviews were stored on the researcher's password-protected computer. The recordings were then deleted from the voice recorder device. Transcripts and drawings were shared with the co-coder, who signed a confidentiality agreement beforehand. After the data analysis procedure was finalised, the researcher and co-coder deleted all the electronic data from the research on their computers and other devices that may have been used. The researcher delivered the electronic data and hard copies to his supervisor for storage at COMPRES (applicable research entity at the NWU). Collected data will only be utilised for research purposes and will only be available to the researcher, the supervisor, and the co-coder. Five years after the publication of the research, all electronic and hard copies of the data will be destroyed by the COMPRES data manager.

Token of Appreciation

The Department of Correctional Services did not allow the distribution of a token of appreciation to participants.

Storage and Archiving of Data

As described above (see the section on privacy and confidentiality), data will be stored for five years after publication as required by the NWU.

Trustworthiness

Trustworthiness refers to the level of confidence that data can be trusted (Korstjens & Moser, 2018). According to Korstjens and Moser (2018), the criteria for trustworthiness are credibility, dependability, confirmability, and transferability. *Credibility* refers to the

believability and appropriateness of the research with specific reference to the agreement between the readers' views and the researcher's representation of them (Nowell et al., 2017). *Dependability* can be defined as the consistency and reliability of research findings and the sufficient documentation of research to allow an independent person to audit and assess the research process (Nowell et al., 2017). *Confirmability* is the degree to which the research findings can be confirmed by other researchers (Nowell et al., 2017). *Transferability* is the degree to which the findings can be generalised to other contexts (Nowell et al., 2017). *Triangulation* was applied to this study since more than one data collection technique was used. Triangulation refers to the use of multiple methods in qualitative research to develop a comprehensive understanding of phenomena (Carter et al., 2014). Table 3.2 offers additional measures applied in this study to ensure trustworthiness.

Table 3.2

Measures to Ensure Trustworthiness

Criteria	Measures
Credibility	<ul style="list-style-type: none"> <li data-bbox="507 1303 1348 1411">• Peer review: The researcher consulted with his supervisor for guidance and feedback regarding the study. <li data-bbox="507 1451 1364 1630">• Reflexivity: The researcher reflected honestly and critically on himself and the research procedures to ensure the research's credibility throughout the entire process. <li data-bbox="507 1671 1364 1926">• Structural coherence: A literature integration was conducted to integrate the findings on adolescent offenders' experiences of father involvement with other research to find similarities or contradictions.

Dependability	<ul style="list-style-type: none"> • A dense and detailed description of the research process and procedures were provided by the researcher to ensure consistency and replication of the research. • Code-recorder procedure: Data collected from participants were analysed independently by an experienced co-coder and the researcher. • Audit trail: The researcher kept detailed records and field notes for audit trail purposes.
Confirmability	<ul style="list-style-type: none"> • Audit trail and reflexivity (see descriptions above). • Triangulation was employed through different data collection methods (individual interviews with participants and participants' drawings).
Transferability	<ul style="list-style-type: none"> • Dense and detailed description (refer to the description above).

Data Analysis

Data analysis is the process of collecting, developing, and analysing data to explain or interpret the circumstances examined to support decision-making (Calzon, 2021). Thematic analysis is a qualitative method for identifying, organising, analysing, and describing themes discovered within a data set (Braun & Clarke, 2021). Data collection was completed when data saturation occurred (Braun & Clarke, 2021). The six steps of thematic analysis were followed, namely: 1) familiarising yourself with the data and writing notes; 2) systematic coding; 3) generating initial themes from collated and coded data; 4) reviewing and developing themes; 5) defining, refining, and naming themes; 6) and generating the report (Braun & Clarke, 2021).

The analysis was conducted manually. An independent and experienced co-coder was involved in this process. The researcher had received training in thematic analysis and provided the co-coder with a protocol to inform the data analysis. The researcher and co-coder analysed the data independently and met thereafter to determine that a consensus had been reached.

Conclusion

Chapter three of this study provided comprehensive information on the chosen research methodology. The research paradigm, research design, population, sampling, data collection, data analysis, trustworthiness, and applicable ethical considerations to the study were discussed in detail. The research findings are presented in the next chapter.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

Chapter four provides the presentation of findings and a detailed discussion of the findings.

Themes and sub-themes were identified by the researcher and an experienced co-coder through independent, manual thematic analysis. Themes and sub-themes are supported by direct quotes and drawings from the participants. The discussion further provides a literature integration to identify contradictory or similar findings to other studies comparable to this study.

Findings

Table 4.1 provides an overview of the four main themes and sub-themes identified from the data analysis, followed by a detailed discussion. Direct quotes from the participants are used to support the findings and may therefore contain grammatical errors.

Table 4.1

Overview of Themes and Sub-themes

Themes	Sub-themes
Experiences of father involvement before incarceration	Lack of fatherly support
	Father absence
	Emotional challenges
	Substance abuse by fathers
Experiences of father involvement while incarcerated	Lack of fatherly support
	Father absence
	Experience negative emotions
Needs regarding father involvement	Experiencing father involvement
	Fatherly support
	Father as a role model

	Being better fathers themselves
Suggestions to improve father involvement	Improved father involvement
	Fatherly support
	Fathers should be better role models
	Father programmes

Theme 1: Experiences of Father Involvement Before Incarceration

Participants stated that they experienced a lack of fatherly support, father absence, emotional challenges, and substance abuse by fathers before they were incarcerated.

Lack of Fatherly Support

Participants indicated that they experienced a lack of financial, emotional, and educational support from their father before they were incarcerated: “*And he can see that these shoes are finished but he will not buy for me.*” (Participant (P) 5); “*He never talk with me.*” (P 7); “*School, he never supported me also.*” (P 9); “*No, we never communicated.*” (P 9).

Father Absence

Many of the participants experienced father absence due to different reasons, including death, divorce, and emotional absence: “*I never got to experience father involvement in my life because my father died when I was three months old.*” (P 1); “*He has passed away when I was two or three years old.*” (P 3); “*My father left me, I was 3 years old.*” (P 4); “*He wasn’t involved. He was just involved physically.*” (P 9); “*So here it’s me and here is my father, and we are going our separate ways you see, he is going like he don’t care about me and also I don’t care about him.*” (P 7). Participant 7 displayed the following drawing while sharing the last quote:

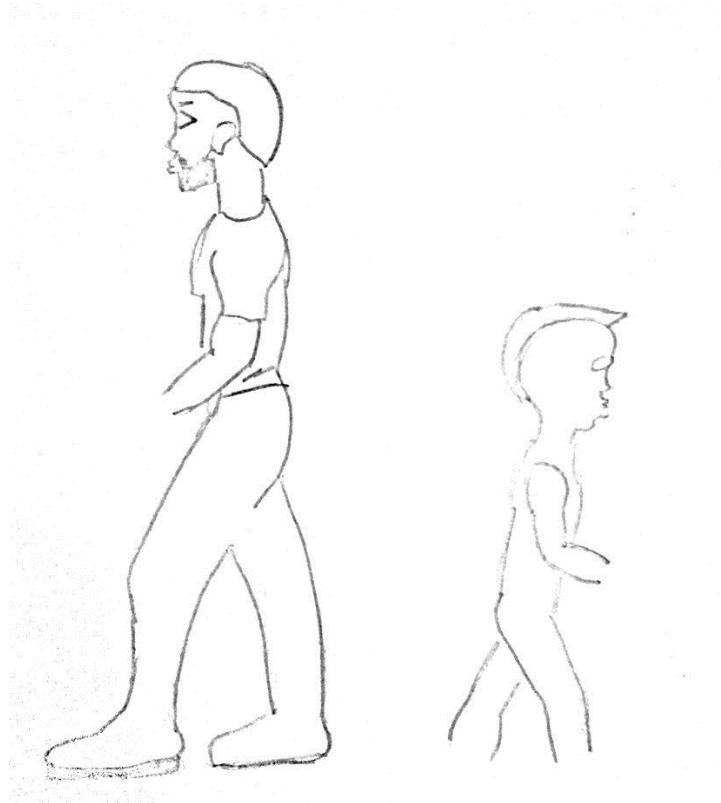


Figure 4.1 Father and son going their separate ways

Emotional Challenges

It was evident that most of the participants experienced emotional challenges in the form of negative emotions such as anger, sadness, and envy due to the lack of father involvement in their life: *“This drawing I drew a sad face because I never got to experience my father's involvement in my life.”* (P 1); *“...another child have the love of his father but I don't have the love because I don't know the love of my father. That did cause pain in my heart.”* (P 4).

Some participants also experienced anger due to father absence before incarceration: *“It almost make me moody, at school... When I think about him I think its ok to beat another child. I became a bully at school.”* (P 7); *“Emotionally, he's breaking me. I feel pain emotionally...Ja, so it's like, it's like your father drop the ball on you.”* (P 8).

Participant 8 presented the following drawing while verbalising this:

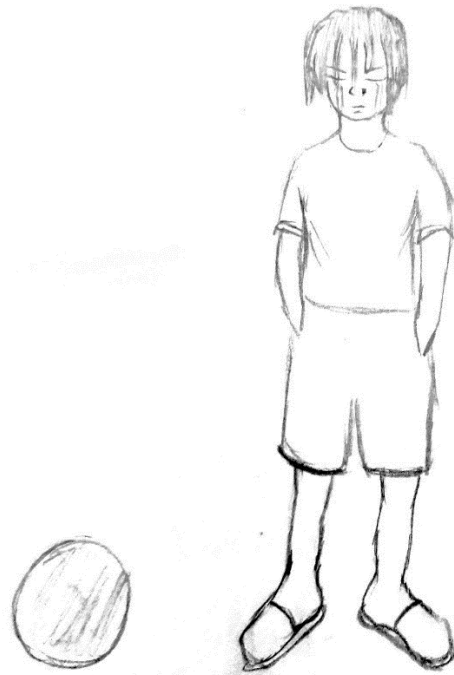


Figure 4.2 Boy enduring pain due to father absence

Substance Abuse by Fathers

Most of the participants indicated that their fathers were abusing substances (predominantly alcohol), which played a negative role in their relationship: “*Maybe our fathers are there but they drink alcohol all the time, they smoke drugs...*” (P 1); “*After drinking, he comes back... Or maybe if he shouted at me ‘Since you came here, you came to give me stress.’ He even told me, ‘Hey, go home. Go to your mother’.*” (P 5). Participant 5 shared this figure while stating the above:



Figure 4.3 Father substance abuse

Participants also shared the following experiences: *“But when I came back to my father’s house, I get him smoking cigarettes, drinking.”* (P 6); *“But I sometimes felt bad because if ever he was drunk, he was going to shout at me, shout at my mother, just shouting because of his drunkenness.”* (P 9); *“He likes to drink, man, no. And when he is drunk, no man, this guy beats me a lot.”* (P 3).

Theme 2: Experiences of Father Involvement While Incarcerated

Regarding experiences of father involvement while incarcerated, the following sub-themes emerged from the interviews: A lack of fatherly support, father absence, and the experience of negative emotions.

Lack of Fatherly Support

Many participants experienced a lack of fatherly support in different forms such as a lack of emotional support, lack of physical presence, and a lack of financial support while incarcerated: *“I don’t have his phone numbers, even though I go to the Social Worker to find his phone number. My father even now does not know that I’m in prison.”* (P 2); *“Even today, I don’t have a visit.”* (P 3); *“I call when I’m here prison. We talk for five minutes after he dropped the phone, say I mustn’t call more and I must not call again.”* (P 4); *“Since I was here... When I was in trial, I was struggling. I tried to call there and no, he told me that, ‘Hey, I do not want to talk to you. I am waiting for a body to bury you’.”* (P 5); *“Emotionally he was not involved in my life.”* (P 9). Participant 9 presented the following drawing while stating the last quote:



Figure 4.4 Lack of emotional support

Father Absence

A lot of the participants experienced father absence while incarcerated. Father absence manifested in different ways, such as a lack of physical presence (visits) and absence due to death or divorce: *“It’s a trauma to me. And it hurts to see that people are having visits. I don’t have even a visit.”* (P 3); *“Even now, that day I came here, me, I tried to call him. When he heard that it was me, he dropped the phone.”* (P 5). Participant 7 indicated that it is more probable to have a father figure in the correctional centre than having a father figure outside of the correctional centre: *“Many a child do not experience their father’s love. But here I have a better chance to experience a father’s love here, in the prison.”* (P 7). Other participants said: *“It’s like a train without direction or a ship without a shepherd.”* (P 8); *“This drawing I drew it because my father isn’t there to show me the way I must live. How a man must live, as I said how to treat your wife and your family.”* (P 9).

Experience of Negative Emotions

Participants shared that they experience numerous negative emotions such as anger, sadness, and envy because of a lack of father involvement while being incarcerated: *“I see other kids and other kids are open with their fathers. And they told me that they fathers are good with them.”* (P 1); *“My heart even if I see this tree I feel like I can cry, because it reminds me of sitting with my father In 2019...”* (P 2); *“Even now I’m arrested I wanted to beat him and kill him, so that he could never, ever look at me...”* (P 3); *“I will burn his house.”* (P 5); *“Now, no relationship because I told that he don’t answer the phone. That the drawing, this drawing is me that my heart is broken because my father don’t want me.”* (P 4).

The drawing Participant 4 refers to in the last quote is the following:

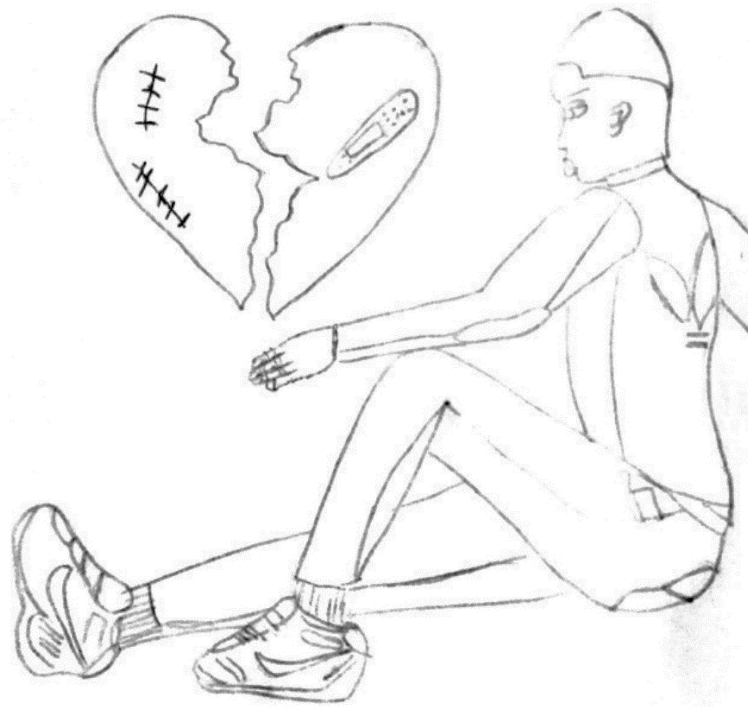


Figure 4.5 Broken heart

Theme 3: Needs Regarding Father Involvement

The participants of this study indicated a need to experience father involvement and fatherly support. They further indicated the need to experience a father as a role model and being better fathers to their children.

Experiencing Father Involvement

Even though many of the participants do not have a relationship with their father, they still desire to experience father involvement in their lives by seeing their fathers, spending time with their fathers, getting guidance from their fathers, and having a general fatherly presence in their lives: *“Even now when I get out here, I want to go see my father.”* (P 2); *“I would like to have someone and someone like that who would correct all my mistakes.”* (P 3); *“I want him in my life.”* (P 4); *“My father, I need you in my life.”* (P 5).

Fatherly Support

It is also evident that participants are longing for their fathers' financial, emotional, and educational support: *"Maybe you can buy me clothes, buy me food, take me out, you see, to the mall. Provide for me, maybe help me with my homework."* (P 1); *"Maybe sitting with my father, maybe doing homework."* (P 5); *"Sitting together, enjoying, without this thing of drinking or talking bad things..."* (P 5); *"Shows that he is proud of me."* (P 7); *"To have a supportive father who is always there for me."* (P 9).

Father as a Role Model

The participants indicated a strong need for a fatherly role model to guide and mentor them throughout different phases in their lives: *"I drew the candle because I wanted my father to make light in my life to show me what's wrong and what's right. Because he would have been a role model in my life."* (P 1). Participant 1 displayed the following drawing when sharing the above:

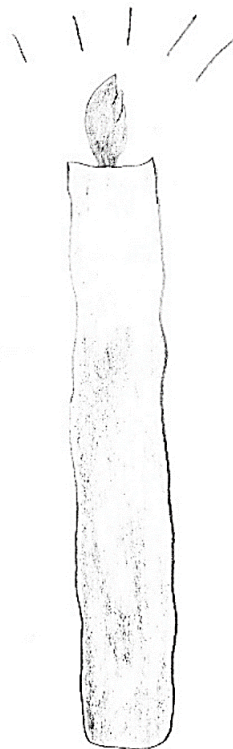


Figure 4.6 Candle

Participants also shared: *“I would have liked him to show me the way, even if he does not have money.”* (P 5); *“Starting to have this pubic hair. I can't go to my mother and say, Mama, what is happening with my body?”* (P 8); *“I wanted some guidance from the father, but then he wasn't there.”* (P 9).

Being Better Fathers Themselves

Almost all the participants mentioned that they would like to be better fathers to their children by being present, showing love, and being a positive role model: *“I would like to be there for my son, you see.”* (P 2); *“To show my son the love that my father did not give me.”* (P 5); *“Even though my father didn't play the father for me, but I like to be a good father, where the child sees me, but I want to play this role.”* (P 7); *“I'll try to be always there for my son. Show him the way and motivating him to not use certain substances, yes.”* (P 9).

Theme 4: Suggestions to Improve Father Involvement

The following suggestions were made to improve father involvement: Improved father involvement, fatherly support, fathers as better role models, and father programmes.

Improved Father Involvement

Participants suggested that fathers should be more involved in their children's life by spending time with them, communicating with them, and not abusing substances: *“Fathers should be involved in young people's lives because, you see, us children, we become angry when our fathers are not involved in our lives.”* (P 1); *“...I would like that fathers should not drink too much, because when they are drunk they can beat us, they can beat their wives...”* (P 3); *“Fathers must be there for their kids.”* (P 2); *“The parents must at least communicate, working together.”* (P 5); *“I think that they should spend their time with their child.”* (P 7).

Participant 7 referred to the following illustration while sharing the above information:



Figure 4.7 Fathers should spend time with their children

Fatherly Support

Participants suggested that fathers should support their children in educational and sports activities. The participants also suggested that fathers support their children through spending quality time together and being there for emotional support: *“When your kid plays basketball and soccer, you must be involved.”* (P 1); *“My father needs to be proud about me.”* (P 5); *“I think that they should spend their time with their child.”* (P 7); *“They can be more involved by just supporting them to not leave their school. To participate at school, yes.”* (P 9).

Fathers Should be Better Role Models

Participants stated that fathers should be better role models, especially regarding substance abuse, physical and emotional abuse, and protecting their children: *“Maybe our fathers are there but they drink alcohol all the time, they smoke drugs... That things also*

make them become a bad role model.” (P 1); “You need a father to protect you all the time.” (P 1); “And our fathers, they must stop beating our mothers while they’re pregnant.” (P 8); “To not do distracting things like using substances.” (P 8).

Father Programmes

Some participants suggested intervention, particularly in the form of father programmes to improve father involvement. The suggested focus for programmes included men’s talks, motivational speaking, and psychoeducational programmes to advise fathers on how to be more involved in their children’s lives: *“Have a men’s talk.” (P 2); “When I go out, I want to go from school to school encouraging them to do the right thing.” (P 2); “Well, you must go out for meeting for only fathers. We tell them that they must not leave his child, he must support his child all the time.” (P 4); “They should have a programme like this...Where they’re talking to the fathers, like how should they treat their children. Advising them and tell them the things that you did to us...” (P 7); “You should create another programme that involves fathers with their sons that will teach the fathers to take care of their sons, to give them their best love.” (P 7).*

Discussion

This study aimed to explore and describe adolescent offenders’ experiences of father involvement in a South African context. The findings indicate four themes that allow for a better understanding of adolescent offenders’ experiences of father involvement in a South African context regarding their experiences of father involvement before incarceration; experiences of father involvement while incarcerated; needs regarding father involvement; and suggestions to improve father involvement. The discussion below integrates the study’s findings with comparable studies to identify the similarities or contradictory findings. In terms of adolescent offenders’ experiences of father involvement before incarceration, the

findings indicate that participants experienced a lack of fatherly support, father absence, emotional challenges, and substance abuse by fathers.

Regarding a lack of fatherly support, several participants specified that they did not receive emotional, financial, or educational support from their fathers. Lack of fatherly support refers to the father's role and inability to provide financial, physical, and emotional support to his children (Coakley, 2013). According to Doucet (2020), father involvement consists of three primary practices to support children's needs: Interactions, accessibility, and responsibility. Interactions refer to the direct contact between father and child through shared activities and caretaking behaviour (Garcia et al., 2022). This need, explained by Garcia et al. (2022), is aligned with participants' need for and experience of a lack of emotional and educational support from their fathers. The psychoanalyst, James Herzogy, theorised that having an emotionally absent father can lead to pathology, narcissism, and uncontrollable aggression in their children (Levinson, 2020). Studies have shown a direct correlation between educational achievement and father involvement (Jeynes, 2016; Mlachila & Moeletsi, 2019). Evidence suggests that fatherless boys tend to have lower academic achievement and are more likely to drop out of school (Krumholz, 2020; Langa, 2020). Some participants in this study have indicated that they have left school: "*I started dropping out of school...*" (P 2), which is in line with the available research on father absence and the higher school dropout rates among fatherless adolescents. Grau et al. (2021) explain that fatherhood entails making resources available so that proper care is provided to the child. The participants in this study also indicated a lack of financial support. In a similar study conducted by Phasa et al. (2022), participants also experienced material deprivation due to the lack of financial support from their fathers. It is evident from the above-mentioned information that most of the participants from this study did not receive adequate support from their fathers before incarceration.

Father absence before incarceration is another sub-theme that emerged from the research. Unlike a lack of fatherly support, father absence is defined as the circumstance of not growing up with a biological father's emotional and physical presence during the child's upbringing (East et al., 2006). Father absence can be due to different reasons, such as death, divorce, or being physically present but emotionally absent due to neglect or disinterest (East et al., 2006). Most of the participants in this study endured father absence due to death, divorce or fathers being physically present but emotionally absent. Makusha and Richter (2016) explain that divorce, separation, or conflict between parents can hinder father involvement. Another possible reason for father absence is "gatekeeping" from mothers who limit their children from being involved with their fathers after divorce or separation (Walper et al., 2020). An example of this is indicated by Participant 6: *"I tell my mother I am going to my father, this is my father. I am going there. 'No, do not go there. Leave that person alone'."* Another possible reason for father absence in South Africa is rejection from stepmothers, which is reflected in another quote by Participant 6: *"That stepmother of mine does not love me. When I am there, she started reacting bad. I do not have space here."* According to Mavungu (2013), many South African men still hold traditional views of the father figure and often view the father's role as a provider and being physically present but emotionally absent. This statement is supported by Participant 10, who indicated that: *"He wasn't involved. He was just involved physically."* The discussion above alludes to similarities between existing literature on father absence and the findings from this research.

A lack of father involvement before incarceration further appeared to elicit emotional challenges for participants in the form of negative emotions such as anger, sadness, envy, and experiencing emotional abuse from fathers. Mkhondo (2005) emphasised that fatherlessness children often endure feelings of sadness and anger. Mokoena (2019), as explained in the literature review of this study, indicated that fatherless children often grow up with misplaced

anger. According to Dickerson (2014), many children tend to blame themselves for their fathers not being involved in their lives, which often leads to anger and resentment towards their absent father. Fatherless children are also provoked more easily (Dickerson, 2014). Many of the participants from this study experienced feelings of pain and anger towards their absent father. A lot of the participants mentioned that they feel anger towards others and that they struggle with anger management. Participant 4, for example, explained: *“I'm an anger management person and I can't control my anger, that's why I keep on wearing a mask because eish, if I take out this mask, I know myself that I can talk shit the whole day and start to beat people because I don't know my father.”* Other than enduring feelings of anger, participants also indicated pain and sadness due to not experiencing father involvement before incarceration. Most of the participants also endured strong feelings of envy towards other children who experience father involvement. This phenomenon is supported by Phasha et al. (2022), who indicated that participants of the study envied other boys with fathers who were present.

In a study by Simmons et al. (2018), a father's presence can often be more destructive than growing up without a father. The study further alluded that adolescent offenders who grew up with an emotionally abusive father committed more severe crimes and abused more substances than children who grew up fatherless (Simmons et al., 2018). It was difficult to find literature on the correlation between substance abuse and father involvement in the South African context. Most of the participants in this study experienced substance abuse from their fathers before incarceration. The participants also suffered emotional abuse primarily due to their fathers' substance abuse. Further research on substance abuse among fathers in the South African context is recommended in light of this finding.

An interesting finding is an alignment between the sub-themes of participants' experiences before and during incarceration, as many participants indicated no significant

difference in their experiences of father involvement before, and during incarceration. The alignment of themes indicates the sad reality that seemingly no major difference exists in the experiences of father involvement before and during incarceration. One participant mentioned that it is more probable to receive a father's love in the correctional centre: "*Many a child do not experience their father's love. But here I have a better chance to experience a father's love here, in the prison.*" (P 7). A strong behaviour cycle was evident, indicating that many participants endured fatherlessness, leading to emotional neglect and feelings of sadness, anger, and envy. This study suggests that these emotional challenges may lead to substance abuse as a coping mechanism, frequently leading to criminal behaviour as participants would steal to maintain their addiction and subsequent incarceration for committing crimes. This cycle is supported by a participant who shared: "*Now I see that I have no purpose in life. Now I give myself to drugs. So, I never got the chance to experience my life with a father.*" (P1). This behavioural cycle is highlighted by Freeks (2017), who indicated that fatherless boys are more prone to become involved in criminal behaviour and that fathers can break this cycle by being more involved in their children's lives.

The participants' needs regarding father involvement are fatherly support, having a father as a role model, experiencing father involvement, and being a better father themselves. Many of the participants expressed the need for financial, educational, or emotional support from their fathers. Similar needs were indicated by a study conducted on 18 adolescent boys from rural Limpopo through individual interviews and focus group discussions (Phasha et al., 2022). The findings alluded that the adolescent boys viewed fathers as important role models in their lives (Phasha et al., 2022). The participants from this study also expressed the need for emotional and financial support from their fathers (Phasha et al., 2022).

Participants made the following suggestions on improving father involvement: fatherly support, fathers as better role models, improved father involvement, and father

programmes. Although not much South African research exists regarding suggestions on how to improve father involvement from an adolescent offenders' perspective, the following literature supports the suggestion made by the participants in this study. According to Richter et al. (2010), Non-Governmental Organisations (NGOs) are working to improve and promote father involvement in South Africa and are increasingly successful in creating father programmes on, and awareness of responsible fatherhood. Richter et al. (2010) further suggest that South African policy should include and encourage men to participate in caregiving activities, facilitate father-children involvement through the educational system, and promote gender equality within the curriculum and social media. An American study by English et al. (2009) suggested the following strategies: Creating platforms to provide courses on fatherhood, policies to facilitate father involvement, community services for fathers, parenting groups for fathers, literature on father involvement at community centres, and encouraging parents to work cooperatively. The latter is supported by Participant 5, who also suggested that parents should work together to improve father involvement: "*The parents must at least communicate, working together*".

Existing literature, as discussed above, supports the findings of this study, and most of the themes identified are aligned with the findings of other studies. Of particular concern is that many of the participants in this study experience a lack of father involvement, a lack of fatherly support, and father absence, which are also identified in other international and national studies. The unique contribution of the current study is the focus specifically on adolescent offenders' experiences of father involvement in a South African context. The findings, considering the sample and context, provide new insight from a previously neglected perspective and highlight the need for further research focusing on adolescent offenders' experiences of father involvement in a South African context to inform and develop intervention programmes suitable for juvenile correctional centres.

Conclusion

Chapter four provided a detailed discussion of the findings, themes, and sub-themes. The sub-themes were supported by quotes and drawings provided by the participants of this study. The literature integration indicates that the findings of the current study are supported by existing research while highlighting the value of the current study by showcasing adolescent offenders' experiences specifically. The conclusions, recommendations, and limitations of the study are discussed in Chapter five.

CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

Chapter five concludes the dissertation by discussing literature conclusions, empirical conclusions, possible limitations of the study, recommendations for future research, recommendations regarding father involvement in a juvenile correctional setting, and a personal reflection.

Conclusions

Literature Conclusions

The literature applied to this study mainly focused on the prevalence of father involvement, the father's role, possible contributing factors to fatherlessness in South Africa, consequences of fatherlessness, and existing initiatives to mitigate father absence. There is much research on the prevalence of father involvement both internationally and in South Africa, which played a prominent role in the contextualisation of the current study. In particular, it was insightful to see the difference in interpretation of the father role from a Westernised perspective compared to the South African perspective. From the available literature on the possible contributing factors to fatherlessness in South Africa, it was evident that apartheid played an integral part in the absent father culture currently prominent in South Africa, precisely due to forced removal and migrant labour. Few South African studies have focused on the consequences of fatherlessness, especially regarding the educational consequences of fatherlessness, the emotional consequences of fatherlessness, and the relationships between family structure and adolescent criminal behaviour. Although many initiatives exist to mitigate father absence, in South Africa, many programmes focus on fatherless children and adult fathers. The focus of these programmes therefore indicates a need for research focusing on adolescent offenders' experiences of father involvement to provide information for developing future intervention programmes for this population and context.

Empirical Conclusions

The research method and design proved to be effective in reaching the aim of the study, which was to explore and describe adolescent offenders' experiences of father involvement in a South African context. The study findings reflect that the research aim was achieved and that the research question was answered.

The recruitment process, which consisted of advertisements (see Addendum H), proved successful in recruiting the necessary number of participants in a short period. A non-probability, purposive sampling technique was used as the sampling method. The technique proved effective and contributed to the study's trustworthiness in that it allowed the researcher to select participants based on specific character traits based on who would be able to answer the research question.

A demographic information form, semi-structured individual interviews, and drawings were utilised for this study's data collection methods. A demographic profile of participants was compiled based on the demographic information provided. The data collected for the demographic profile provided essential demographic and background knowledge of the participants and allowed for a better understanding of the participants and their context. Individual interviews allowed for a rich and in-depth discussion of father involvement by probing the experiences of the participants regarding father involvement. Due to the sensitive nature of the research topic, the individual interviews proved to be a suitable method of gaining in-depth knowledge, which might not have been achieved with a group data collection method. The drawings helped facilitate the interview process as they served as a talking point and frame of reference when participants shared their experiences. The drawings were also practical as they further provided non-verbal meanings and facilitated sharing of deep thoughts and experiences, which might have been challenging to communicate. The drawings also gave participants more time to reflect on their experiences

of father involvement before the interview.

The study made use of thematic analysis as the data analysis technique. This technique allowed the researcher and co-coder to organise and interpret the data. The researcher used an experienced co-coder to help analyse the data, which contributed to the trustworthiness of the data analysis process. The researcher found thematic analysis to be an effective data analysis technique as it enabled a step-by-step manual organisation of the data to identify themes. Using an experienced co-coder was also valuable in that it enabled the researcher to check the trustworthiness of their findings. The researcher, therefore, found both the data collection and data analysis techniques effective as the findings of this study enable one to understand and make meaning of the data.

Limitations

The study's most significant limitation is that the sample only included males while the researcher set out to explore and describe adolescent offenders' experiences of father involvement in a South African context, including female adolescent offenders' experiences. In the application to the Department of Correctional Services (DCS), the researcher requested to conduct the study in a different correctional setting than where the data were eventually collected. In their response, the DCS specified a correctional centre where data could be collected and only provided approval for this correctional centre even though no female offenders are housed there. The non-participation of female adolescent offenders is unfortunate as their inclusion could have provided another perspective, contributing to the study's trustworthiness, and could also have contributed to the richness of the data.

Individual interviews and drawings were utilised as data collection methods. While using more than one data collection method contributes to the study's trustworthiness by providing different perspectives, a group data collection technique would possibly have encouraged sharing experiences and may have provided an added perspective on father

involvement. The sample is predominantly black-African, and the findings may not accurately reflect adolescent offender's experiences from other cultural backgrounds.

Recommendations

Recommendations for Future Research

Considering the limitation of not having female participants and the possible contribution this could have made to this study (as discussed under limitations), research focusing on female adolescent offenders' experiences of father involvement would be valuable. Based on the limitation concerning individual data collection, research employing a group data collection technique such as focus groups could encourage sharing of experiences and add value and a better understanding of father involvement from a group perspective. Future studies can focus on conducting research with more culturally diverse samples in order to gain an understanding of the phenomenon from other cultural perspectives. Quantitative research on father involvement can also add valuable insight, as little research exists on the phenomenon in general. Research inclusive of fathers regarding father involvement in this context could also add a potentially valuable perspective on the topic. Lastly, it is recommended that future research focus on interventions aimed explicitly at father involvement in South African juvenile correctional settings.

Recommendations Regarding Father Involvement in a Juvenile Correctional Setting

This study's findings will be made available to participants once complete by attempting to give a presentation to the participants to add to the meaningfulness of the research. If, however, the researcher is unable to give a presentation to the participants, a summary report will be hand-delivered by the researcher to the participants regarding the findings of the study. The researcher will share recommendations based on the study's findings with the DCS and the correctional centre where the data collection occurred.

Recommendations will include: 1) An explanation of adolescent offenders' experiences of father involvement; and 2) suggestions on improving father involvement specific to the correctional setting. The researcher also became aware of the need for a platform where adolescent offenders can talk about father involvement and their upbringing in a one-on-one therapeutic setting. It is, therefore, recommended that adolescent offenders have access to counselling or therapy from a qualified mental health practitioner in their correctional centre. Attempts will be made to publish the work in an accredited academic journal and present the study at a national or international conference to disseminate the study's findings and recommendations.

Personal Reflection

In doing this study, I have gained an improved understanding of the entire research process. One prominent aspect of this process is the importance of researcher reflexivity to ensure credibility throughout the process. I believe I have improved my ability to reflect honestly and critically in that I constantly tried to be aware of my own beliefs and assumptions, especially during the data collection and analysis process.

My knowledge of the intricacies of ethics in research in general, but also regarding vulnerable participants specifically, was expanded in having to go through the extensive research approval process required for a study such as this. I became aware of the various possible risks relating to this population and context and the importance of having the necessary precautions in place to protect participants from harm, considering their vulnerability due to their setting and, in some instances, their age. I further realised the importance of the permission, consent and assent process when conducting research, the critical importance of receiving permission from the parent/legal guardian of a minor participant, and assent from the minor. I also became aware of the importance of using an independent person who is familiar with the correctional setting to comprehensively explain

the informed consent and assent process and the voluntary nature of participating in the study. I noticed the importance of continually reminding the participants of the voluntary nature of the study and that their identities will be kept confidential and anonymous throughout the process.

Regarding the methodology, practical exposure in the recruitment of participants, purposive sampling, semi-structured interviewing facilitated by drawings, and thematic analysis have allowed me to gain practical exposure and an in-depth understanding of the data collection and analysis process. Throughout the data collection process, I have improved my interviewing skills by probing more effectively and facilitating the interview to focus on the research topic.

I especially enjoyed the data collection phase, as it was immensely gratifying to see the research come to life. I could connect and build rapport and trust with the participants. The participants were open and willing to share information. The interviews allowed many participants to talk about deep and sensitive information as many have never had the opportunity to talk to somebody else about their experience of father involvement. Many participants thanked me for my research and for allowing them to talk about their experiences. Some participants mentioned that the process of drawing and talking about their father's involvement gave them the opportunity to start their healing process. Participants' sharing of this made me feel that my research had even more purpose. I experienced the interviews as heart-breaking, saddening, inspiring, and moving.

This study has inspired me to continue researching father involvement in the South African context. Having been approved for participation in a Clinical Master's degree starting next year, I would like to work as a clinical psychologist in the correctional setting one day, as this study has made me realise the need for adolescent offenders to have access to mental health services at correctional centres. It is my sincere hope that the findings of this study

facilitate an understanding of adolescent offenders' experiences of father involvement in such a way as to inform programme development and other future intervention programmes focused on father involvement, specifically within the juvenile correctional setting.

References

- Ager, F. (2020, June 25). The Famine of Fatherlessness. ShoutoutUK.
<https://www.shoutoutuk.org/2020/06/25/the-famine-of-fatherlessness/>
- Arora, S. K., Shah, D., Chaturvedi, S., & Gupta, P. (2015). Defining and measuring vulnerability in young people. *Indian Journal of Community Medicine: Official Publication of Indian Association of Preventive & Social Medicine*, 40(3), 193.
<https://doi.org/10.4103/0970-0218.158868>
- Bambico, F. R., Lacoste, B., Hattan, P. R., & Gobbi, G. (2015). Father absence in the monogamous California mouse impairs social behavior and modifies dopamine and glutamate synapses in the medial prefrontal cortex. *Cerebral Cortex*, 25(5), 1163-1175.
- Baumeister, R. F., & Tierney, J. (2011). *Willpower: Rediscovering the greatest human strength* (p. 290). Penguin Press.
- Bertelsmann, M. (n.d.). *Where have our fathers gone?* Parent. Retrieved August 9, 2022, from <https://www.news24.com/parent/Family/Parenting/where-have-our-fathers-gone-20160217-2>
- Barg, F.K., Bazen, A., & Takeshita, J. (2021). Research techniques made simple: An introduction to qualitative research. *Journal of Investigative Dermatology*, 141(2), 241-247.
- Brailas, A. (2020). Using drawings in qualitative interviews: An introduction to the practice. *The Qualitative Report*, 25(12), 4447-4460.
- Braun, V., & Clarke, V. (2021). Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and Psychotherapy Research*, 21(1), 37-47.
<https://doi.org/10.1002/capr.12360>

Calzon, B. (2021). *What is data analysis? Methods, techniques, types & how-to*. Datapine.

<https://www.datapine.com/blog/data-analysis-methods-and-techniques/>

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, *41*(5), 545–547.

<https://doi.org/10.1188/14.ONF.545-547>

Cartwright, A. D., & Henriksen, R. C. (2012). The lived experience of black collegiate males with absent fathers: Another generation. *Journal of Professional Counseling: Practice, Theory & Research*, *39*(2), 29–39. <https://doi.org/10.1080/15566382.2012.12033885>

Castetter, C. (2020). *The developmental effects on the daughter of an absent father throughout her lifespan*. Honors Senior Capstone Projects.

https://scholarworks.merrimack.edu/cgi/viewcontent.cgi?article=1049&context=honors_capstones

Clowes, L., Ratele, K., & Shefer, T. (2013). Who needs a father? South African men reflect on being fathered. *Journal of Gender Studies*, *22*(3), 255–267.

<https://doi.org/10.1080/09589236.2012.708823>

Coakley, T. M. (2013). The influence of father involvement on child welfare permanency outcomes: A secondary data analysis. *Children and Youth Services Review*, *35*(1), 174–182. <https://doi.org/10.1016/j.childyouth.2012.09.023>

Csikszentmihalyi, M. (2021). Adolescence. In *Encyclopedia Britannica*.

<https://www.britannica.com/science>

DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, *7*(2), e000057. <https://doi.org/10.1136/fmch-2018-000057>

- English, D. J., Brummel, S., & Martens, P. (2009). Fatherhood in the child welfare system: Evaluation of a pilot project to improve father involvement. *Journal of Public Child Welfare*, 3(3), 213-234, <https://doi.org/10.1080/15548730903129764>
- Dickerson, C. (2014). *The lived experience of fatherlessness in male adolescents: The student perspective*. (Doctoral thesis).
<https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1960&context=doctoral>
- Doucet, A. (2020). Father involvement, care, and breadwinning: genealogies of concepts and revisioned conceptual narratives. *Genealogy*, 4(1),
<https://doi.org/10.3390/genealogy4010014>
- Dudovskiy, J. (2016). *Concepts of customer services and customer satisfaction: Introduction*. Research Methodology. <https://research-methodology.net/concepts-of-customer-services-and-customer-satisfaction-introduction/>
- East, L., Jackson, D., & O'Brien, L. (2006). Father absence and adolescent development: A review of the literature. *Journal of Child Health Care*, 10(4), 283–295.
<https://doi.org/10.1177/1367493506067869>
- Engle, P. L. (1997). The role of men in families: Achieving gender equity and supporting children. *Gender & Development*, 5(2), 31–40. <https://doi.org/10.1080/741922351>
- Evans, O., Mwenje, M., & Githui, P. (2021). Influence of family structure on development of male juvenile delinquency: A case of Kamiti Youth Correction and Training Center in Kiambu County, Kenya. *African Journal of Education, Science and Technology*, 6(3), 246-259.
- Faulkner, S. L., & Trotter, S. P. (2017). Theoretical saturation. In J. Matthes, C. S. Davis, & R. F. Potter (Eds.), *The international encyclopedia of communication research methods* (1st ed., pp. 1–2). Wiley. <https://doi.org/10.1002/9781118901731.iecrm0250>

- Ferro, L. M. T., Rezende, C. L., Reis, C. B., Machado, A. A. V., & Moreno, R. S. dos R. (2021). Pregnant teenagers treated at the obstetric center of a university hospital. *International Journal for Innovation Education and Research*, 9(2), Article 2. <https://doi.org/10.31686/ijer.vol9.iss2.2950>
- Freeks, F. E. (2020). Missional fatherhood as a strategy to inmates who struggle with father absence: Building hope through a programme. *Verbum et Ecclesia*, 41(1), 1-8.
- Freeks, F. E. (2022). A fatherless South Africa: The importance of missional parenting and the role of the church. *HTS Teologiese Studies / Theological Studies*, 78(4). <https://doi.org/10.4102/hts.v78i4.7150>
- Freeks, F. (2017). Responding to the challenge of father absence and fatherlessness in the South African context: A case study involving concerned fathers from the North West Province. *Stellenbosch Theological Journal*, 3(1), 89-113.
- Garcia, I. L., Fernald, L. C. H., Aboud, F. E., Otieno, R., Alu, E., & Luoto, J. E. (2022). Father involvement and early child development in a low-resource setting. *Social Science & Medicine*, 302, 114933. <https://doi.org/10.1016/j.socscimed.2022.114933>
- Goldkuhl, G. (2012). Pragmatism vs interpretivism in qualitative information systems research. *European Journal of Information Systems*, 21(2), 135–146.
- Grau, M. G., las Heras Maestro, M., & Bowles, H. R. (Eds.). (2022). *Engaged fatherhood for men, families and gender equality: healthcare, social policy, and work perspectives*. Springer International Publishing.
- Grudzinskas Jr, A. J., & Clayfield, J. C. (2005). Protection of vulnerable populations: Research involving prisoners. *Psychiatry Information in Brief*, 2(6), 1. <https://repository.escholarship.umassmed.edu/bitstream/handle/20.500.14038/44310/Brief16Protection.pdf?sequence=2&isAllowed=y>

- Guest, G., Namey, E., & Chen, M. (2020). A simple method to assess and report thematic saturation in qualitative research. *Plos One*, *15*(5), Article e0232076.
<https://doi.org/10.1371/journal.pone.0232076>
- Hartley, J. (2016). Is time up for the Flesch measure of reading ease? *Scientometrics*, *107*(3), 1523–1526. <https://doi.org/10.1007/s11192-016-1920-7>
- Hoge, R. D. (2012). *The juvenile offender: Theory, research and applications*. Springer Science & Business Media.
- Jeynes, W. H. (2016). Meta-analysis on the roles of fathers in parenting: Are they unique? *Marriage & Family Review*, *52*(7), 665–688.
- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, *24*(1), 120–124. <https://doi.org/10.1080/13814788.2017.1375092>
- Kramer, S. (n.d.). *U.S. has world's highest rate of children living in single-parent households*. Pew Research Center. Retrieved October 16, 2022, from <https://www.pewresearch.org/fact-tank/2019/12/12/u-s-children-more-likely-than-children-in-other-countries-to-live-with-just-one-parent/>
- Kruk, E. (2018). Parental alienation as a form of emotional child abuse: Current state of knowledge and future directions for research. *Family Science Review*, *22*(4), 141–164.
- Krumholz, W. (2020, December 2). *Reforming welfare to reduce marriage penalties and put children first*. Archbridge Institute. Retrieved October 16, 2022, from <https://www.archbridgeinstitute.org/reforming-welfare-to-reduce-marriage-penalties-and-put-children-first/>
- Langa, M. (2014). Meaning making in growing up without a father: Narratives of young adolescent boys. *The Open Family Studies Journal*, *6*(1), 56-61.

- Langa, M. (2020). *Becoming Men: Black masculinities in a South African township*. NYU Press.
- Lerner, R. M., & Foch, T. T. (Eds.). (2021). *Biological-Psychosocial Interactions in Early Adolescence*. Routledge. <https://doi.org/10.4324/9781003217992>
- Levinson, N. (2020). Fathers and daughters. In E. Schuker & N.A. Levinson (Eds.), *Female Psychology: An Annotated Psychoanalytic Bibliography* (pp. 304–320). Routledge.
- Literat, I. (2013). “A Pencil for your Thoughts”: Participatory drawing as a visual research method with children and youth. *International Journal of Qualitative Methods*, 12(1), 84–98. <https://doi.org/10.1177/160940691301200143>
- Lykhova, S., Lysko, T., & Sysoieva, V. (2021, December). Substitution of a child: Features of definition of object and victim of the criminal offense. In *International Conference on Social Science, Psychology and Legal Regulation (SPL 2021)* (pp. 238-242). Atlantis Press.
- Lynch, J. (2019). Father reflections on their involvement with primary school students: connections to school literacy learning. *Literacy Research: Theory, Method, and Practice*, 68(1), 396–416. <https://doi.org/10.1177/2381336919870210>
- Makusha, T., & Richter, L. (2016). Gatekeeping and its impact on father involvement among Black South Africans in rural KwaZulu-Natal. *Culture, Health & Sexuality*, 18(3), 308–320.
- Mavungu, E. M. (2013). Provider expectations and father involvement: Learning from experiences of poor ‘absent fathers’ in Gauteng, South Africa. *African Sociological Review / Revue Africaine de Sociologie*, 17(1), 65–78.
- McLanahan, S., Tach, L., & Schneider, D. (2013). The Causal Effects of Father Absence. *Annual Review of Sociology*, 39(1), 399–427. <https://doi.org/10.1146/annurev-soc-071312-145704>

- Meyer, J. (2018). Restructuring the Christian fatherhood model: A practical theological investigation into the 'male problematic' of father absence. *HTS: Theological Studies*, 74(1), 1–11.
- Miller, D. P., Thomas, M. M., Waller, M. R., Nepomnyaschy, L., & Emory, A. D. (2020). Father involvement and socioeconomic disparities in child academic outcomes. *Journal of Marriage and Family*, 82(2), 515–533.
- Mkhondo, L. (2005). *Vuka S'hambe: Young prisoners' awakening*. Centre for the Study of Violence and Reconciliation. Retrieved March 26, 2022, from <http://www.csvr.org.za/docs/correctional/youngprisoners.pdf>
- Mlachila, M. M., & Moeletsi, T. (2019). *Struggling to make the grade: A review of the causes and consequences of the weak outcomes of South Africa's education system*. International Monetary Fund.
- Mndende, A. (2021, March 18). Too many black children don't have fathers at home, report reveals. *News24*. <https://www.news24.com/parent/family/parenting/too-many-black-children-dont-have-fathers-at-home-report-reveals-20210318>
- Mokoena, K. (2019, May 6). The cycle of fatherlessness. *The Citizen*. <https://www.citizen.co.za/news/2123231/the-cycle-of-fatherlessness/>
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Nduna, M., & Khunou, G. (2014). Father connections. *The Open Family Studies Journal*, 6(1), 17.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 160940691773384. <https://doi.org/10.1177/1609406917733847>

- Nwosu, C. O., & Ndinda, C. (2018). Female household headship and poverty in South Africa: an employment-based analysis. *Economic Research Southern Africa*, 3(71), 1-26.
- Offer, S., & Kaplan, D. (2021). The “New Father” between ideals and practices: New masculinity ideology, gender role attitudes, and fathers’ involvement in childcare. *Social Problems*, 68(4), 986–1009. <https://doi.org/10.1093/socpro/spab015>
- Park, B., Paquola, C., Bethlehem, R. A. I., Benkarim, O., Neuroscience in Psychiatry Network (NSPN) Consortium, Mišić, B., Smallwood, J., Bullmore, E. T., & Bernhardt, B. C. (2022). Adolescent development of multiscale structural wiring and functional interactions in the human connectome. *Proceedings of the National Academy of Sciences*, 119(27), e2116673119. <https://doi.org/10.1073/pnas.2116673119>
- Phasha, K. T., Calvin, M. J., & Mokone, J. M. (2022). Lived experiences of adolescent boys with absent fathers. *International Journal of Research in Business and Social Science*, 11(5), Article 5. <https://doi.org/10.20525/ijrbs.v11i5.1854>
- Pitsoane, E. M., & Gasa, V. G. (2018). The role of father-son relationship in behavioural and emotional development of adolescent boys. *Gender and Behaviour*, 16(1), 10748–10757. <https://doi.org/10.10520/EJC-fcc6ca2da>
- Pleck, J. H. (2018). The theory of male sex-role identity: Its rise and fall, 1936 to the present. In H. Brod (Ed.), *The making of masculinities: The new men’s studies* (pp. 21–38). Routledge.
- Pretorius, T., Padmanabhanunni, A., & Campbell, J. (2016). The role of fortitude in relation to exposure to violence among adolescents living in lower socio-economic areas in South Africa. *Journal of Child & Adolescent Mental Health*, 28, 153–162. <https://doi.org/10.2989/17280583.2016.1200587>

- Radl, J., Salazar, L., & Cebolla-Boado, H. (2017). Does living in a fatherless household compromise educational success? A comparative study of cognitive and non-cognitive skills. *European Journal of Population*, 33(2), 217–242.
- Ramakulukusha, T. O., Babalola, S. S., & Mashau, N. S. (2022). Interventions to promote rehabilitation programmes for youth with violent behaviours in Limpopo Province: A systematic literature review. *The Open Public Health Journal*, 15(1).
<https://doi.org/10.2174/18749445-v15-e2202031>
- Ratele, K., Shefer, T., & Clowes, L. (2012). Talking South African fathers: A critical examination of men's constructions and experiences of fatherhood and fatherlessness. *South African Journal of Psychology*, 42(4), 553–563.
<https://doi.org/10.1177/008124631204200409>
- Recto, P., & Lesser, J. (2021). Adolescent fathers' perceptions and experiences of fatherhood: A qualitative exploration with hispanic adolescent fathers. *Journal of Pediatric Nursing*, 58, 82–87. <https://doi.org/10.1016/j.pedn.2020.12.010>
- Rees, C. (2018). Drawing on drawings: Moving beyond text in health professions education research. *Perspectives on Medical Education*, 7(3), 166–173.
<https://doi.org/10.1007/s40037-018-0436-7>
- Richter, L. M., Morrell, R., & Human Sciences Research Council (Eds.). (2006). *Baba: Men and fatherhood in South Africa*. HSRC Press.
- Richter, L., Chikovore, J., & Makusha, T. (2010). The status of fatherhood and fathering in South Africa. *Child Education*, 86(6), 360-365. <https://doi.org/10.1080/00094056.2010.10523170>
- Roberts, D., Coakley, T. M., Washington, T. J., & Kelley, A. (2014). fathers' perspectives on supports and barriers that affect their fatherhood role. *SAGE Open*, 4(1), Article 2158244014521818. <https://doi.org/10.1177/2158244014521818>

- Rutter, M. (2006). The Promotion of Resilience in the Face of Adversity. In A. Clarke-Stewart & J. Dunn (Eds.), *Families count: Effects on child and adolescent development* (pp. 26–52). Cambridge University Press. <https://doi.org/10.1017/CBO9780511616259.003>
- Salami, I. A., & Okeke, C. I. O. (2018). Absent fathers' socio-economic status and perceptions of fatherhood as related to developmental challenges faced by children in South Africa. *South African Journal of Childhood Education*, 8(1), 1–7. <https://doi.org/10.4102/sajce.V8i1.522>
- Seidel, F. L. P. (2021). *The proclivity of juvenile crime in fatherless homes: An urban perspective Perone Seidel* (Doctoral Thesis). <https://www.proquest.com/docview/2628794018?pq-origsite=gscholar&fromopenview=true>
- Sharma, S. (2022). Human rights perspectives of clinical trials in India—A critical study. In C. Roy (Ed.), *Health laws in India* (pp. 61 – 78). Routledge.
- Simmons, C., Steinberg, L., Frick, P. J., & Cauffman, E. (2018). The differential influence of absent and harsh fathers on juvenile delinquency. *Journal of Adolescence*, 62, 9–17. <https://doi.org/10.1016/j.adolescence.2017.10.010>
- Statistics South Africa. (2018). *General household survey 2017* [Data Set]. DataFirst. <https://doi.org/10.25828/6BVJ-N342>
- Statistics South Africa. (2021). *General household survey 2019* [Data Set]. DataFirst. <https://doi.org/10.25828/VTVJ-PV21>
- Strode, A. E., & Slack, C. M. (2015). Child research in South Africa: How do the new regulations help? *SAMJ: South African Medical Journal*, 105(11), 899–900. <https://doi.org/10.7196/SAMJ.2015.V105I11.9838>

- Svensson, R., & Johnson, B. (2022). Does it matter in what family constellations adolescents live? Reconsidering the relationship between family structure and delinquent behaviour. *Plos One*, *17*(4), e0265964. <https://doi.org/10.1371/journal.pone.0265964>
- Sylvester, F. J. (2010). *At risk youth: The experiences of adolescent boys with absent fathers* (Doctoral Thesis). <https://scholar.sun.ac.za:443/handle/10019.1/4121>
- Sylvester, T., & Bojuwoye, O. (2011). Experiences of father absence adolescents from a South African community. *Journal of Psychology in Africa*, *21*(1), 115–120. <https://doi.org/10.1080/14330237.2011.10820436>
- Tau, R. G. (2020). *The perceived impact of absent fatherhood: An exploration of young adults' experiences of father absence* (Doctoral Thesis). <https://researchspace.ukzn.ac.za/handle/10413/18779>
- TenEyck, M. F., Knox, K. N., & El Sayed, S. A. (2021). Absent father timing and its impact on adolescent and adult criminal behavior. *American Journal of Criminal Justice*. <https://doi.org/10.1007/s12103-021-09640-x>
- Tucker, C. (2014). How Scouting helps fill a void in single-parent households. *Scouting Magazine*. <https://scoutingmagazine.org/2014/12/scouting-helps-fill-void-single-parent-households/>
- Valiquette-Tessier, S.-C., Gosselin, J., Young, M., & Thomassin, K. (2019). A literature review of cultural stereotypes associated with motherhood and fatherhood. *Marriage & Family Review*, *55*(4), 299–329. <https://doi.org/10.1080/01494929.2018.1469567>
- Walmsley, R., & Fair, H. (2018). *World prison population list. World prison brief*. Institute for Crime and Justice Policy Research. Retrieved August 15, 2021, from https://www.prisonstudies.org/sites/default/files/resources/downloads/world_prison_population_list_13th_edition.pdf

- Walper, S., Amberg, S., Thönnissen, C., & Christ, S. L. (2020). The role of gatekeeping in non-resident fathers' contact with their children: mothers' and fathers' views. In M. Kreyenfeld & H. Trappe (Eds.), *Parental life courses after separation and divorce in Europe* (pp. 169–191). Springer International Publishing. https://doi.org/10.1007/978-3-030-44575-1_9
- Watson, N. J. (2016). Doing sport chaplaincy in a fatherless age: Reflections on context, understanding and response. In J Swinton (Ed.), *Sports Chaplaincy: Trends, Issues and Debates* (pp. 71-83). Routledge.
- Wibiharto, B. M. Y., Setiadi, R., & Widyaningsih, Y. (2021). Relationship pattern of fatherless impacts to Internet addiction, the tendency to suicide and learning difficulties for students at SMAN ABC Jakarta. *Society*, 9(1), 264–276. <https://doi.org/10.33019/society.v9i1.275>
- Williams, B. (2018, December 2). Parliament: State of fathers report: The evolving approach to paternal absence. *Daily Maverick*. <https://www.dailymaverick.co.za/article/2018-12-02-state-of-fathers-report-the-evolving-approach-to-paternal-absence/>
- Wiśniowski, A., Sakshaug, J. W., Perez Ruiz, D. A., & Blom, A. G. (2020). Integrating probability and nonprobability samples for survey inference. *Journal of Survey Statistics and Methodology*, 8(1), 120–147. <https://doi.org/10.1093/jssam/smz051>
- Zulu, N. T. (2014). *'I am making it without you, dad': Fatherless female students* (Doctoral Thesis) <https://researchspace.ukzn.ac.za/handle/10413/14461>

Addendum A: Health Research Ethics Committee Approval



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 086 016 9698
Web: <http://www.nwu.ac.za/>

**North-West University Health Research Ethics
Committee (NWU-HREC)**

Tel: 018 299-1206
Email: Ethics-HRECAppl@nwu.ac.za (for human
studies)

14 October 2022

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the North-West University Health Research Ethics Committee (NWU-HREC) on 14/10/2022, the NWU-HREC hereby approves your study as indicated below. This implies that the NWU-HREC grants its permission that, provided the general conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Adolescent offenders' experiences of father involvement in a South African context
Principal Investigator/Study Supervisor/Researcher: Prof V Koen
Student: LJ Labuschagne - 24129313

Ethics number:

N	W	U	-	0	0	0	4	5	-	2	2	-	A	1
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Institution Study Number Year Status

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation;
A = Authorisation

Application Type: Single study
Commencement date: 14/10/2022
Expiry date: 31/10/2023

Risk:

Adults: High
Adolescents: Category 3 – Greater
than minimal risk with no prospect
of direct benefit

Approval of the study is provided for a year, after which continuation of the study is dependent on receipt and review of a three-monthly monitoring report and the concomitant issuing of a letter of continuation. Monitoring reports are due at the end of February, May, August and October annually until completion of the study.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- *The principal investigator/study supervisor/researcher must report in the prescribed format to the NWU-HREC:*
 - *three-monthly on the monitoring of the study, whereby a letter of continuation will be provided annually, and upon completion of the study; and*
 - *without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.*
- *The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the principal investigator/study supervisor/researcher must apply for approval of these amendments at the NWU-HREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.*
- *Annually a number of studies may be randomly selected for active monitoring.*
- *The date of approval indicates the first date that the study may be started.*
- *In the interest of ethical responsibility, the NWU-HREC reserves the right to:*

- request access to any information or data at any time during the course or after completion of the study;
- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
- withdraw or postpone approval if:
 - any unethical principles or practices of the study are revealed or suspected;
 - it becomes apparent that any relevant information was withheld from the NWU-HREC or that information has been false or misrepresented;
 - submission of the three-monthly monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and/or
 - new institutional rules, national legislation or international conventions deem it necessary.
- NWU-HREC can be contacted for further information via Ethics-HRECApply@nwu.ac.za or 018 299 1206

Special conditions of the research approval due to the COVID-19 pandemic:

Please note: Due to the nature of the study i.e. (face-to-face collection of qualitative data from adolescents within a specific correctional facility), this study will be able to proceed during the current alert level, following receipt of the approval letter. No additional COVID-19 restrictions have been placed on the study other than that indicated under the COVID-19 risk mitigation strategy as indicated in the application. The researcher must, however, ensure that before proceeding with the study that all research team members have reviewed the North-West University COVID-19 Occupational Health and Safety Standard Operating Procedure.

The NWU-HREC would like to remain at your service and wishes you well with your study. Please do not hesitate to contact the NWU-HREC for any further enquiries or requests for assistance.

Yours sincerely,



Digitally signed by
Prof Petra Bester
Date: 2022.10.17
13:33:47 +02'00'

Chairperson NWU-HREC

Addendum B: Department of Correctional Services Approval



correctional services

Department:
Correctional Services
REPUBLIC OF SOUTH AFRICA

Private Bag X136, PRETORIA, 0001 Poyntons Building, C/O WF Nkomo and Sophie De Bruyn Street, PRETORIA
Tel (012) 307 2770, Fax 086 539 2693

Dear Mr LJ Labuschagne

RE: RE: APPLICATION TO CONDUCT RESEARCH IN THE DEPARTMENT OF CORRECTIONAL SERVICES ON: ADOLESCENT OFFENDERS' EXPERIENCE OF FATHER INVOLVEMENT IN A SOUTH AFRICAN CONTEXT

I wish to inform you that your request to conduct research in the Department of Correctional Services has been approved

- This ethical approval is valid from **27 September 2022 to 27 September 2023**
- The Area Commissioner where the research will be conducted will be informed of your proposed research project.
- You are requested to contact him at **012- 8418522/8661** before the commencement of your research
- You are not allowed to use photographic or video equipment during your visit however the audio recorder is allowed
- It is your responsibility to make arrangements for your interviewing times
- Your identity document/passport and this letter should be in your possession when visiting the Correctional Centres
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) and Correctional Services Act (No.111 of 1998) e.g. "Offenders" not "Prisoners" and "Correctional Centres" not "Prisons".
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc) of the report.
- Should you have any enquiries regarding this process, please contact the REC Administration for assistance at telephone number (012) 3072894/95/0723271937

Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully

ND MBULI
Chair: DCS REC
DATE: 27 /09/2022

Addendum C: Goodwill Permission



13/10/2022

Re. Request for goodwill permission to conduct research at the [REDACTED] Correctional Juvenile Centre

Dear [REDACTED]

My name is Louis Labuschagne, and I am an MA of Health Sciences in Psychology student at the North-West University, Mafikeng. The research I wish to conduct for my Master's dissertation involves, "Adolescent offenders' experiences of father involvement in a South African context". This project will be conducted under the supervision of Prof Vicki Koen (NWU, Potchesfroom).

I am hereby seeking your goodwill permission to conduct research at the [REDACTED] Correctional Juvenile Centre after provisional institutional approval and approval from the Department of Correctional Services.

Attached to this letter is a copy of my research proposal which includes information of the aim, data collection and consent and assent forms to be used in the research process, as well as the copy of the provisional approval letter which I received from the NWU Health Research Ethics Committee (HREC) and the approval from the Department of Correctional Services.

If you require any other information, please do not hesitate to contact me at 0797741065 or lablouis15@gmail.com. Thank you for your time and consideration in this matter.

Yours sincerely,
Louis Labuschagne
North-West University, Mafikeng

Signature *[Handwritten Signature]* 10/10/2022
K. V. MABANYA 13

Addendum D: Confidentiality Agreement Template**CONFIDENTIALITY UNDERTAKING**

entered into between:

I, the undersigned

Prof / Dr / Mr / Ms _____

Identity Number: _____

Address: _____

hereby undertake in favor of the **NORTH-WEST UNIVERSITY**, a public higher education institution established in terms of the Higher Education Act No. 101 of 1997

Address: Office of the Institutional Registrar, Building C1, 53 Borchard Street, Potchefstroom, 2520

(hereinafter the "NWU")

1. Interpretation and definitions

1.1. In this undertaking, unless inconsistent with, or otherwise indicated by the context:

1.1.1. "Confidential Information" shall include all information that is confidential in its nature or marked as confidential and shall include any existing and new information obtained by me after the Commencement Date, including but not be limited in its interpretation to, research data, information concerning research participants, all secret knowledge, technical information and specifications, manufacturing techniques, designs, diagrams, instruction manuals, blueprints, electronic artwork, samples, devices, demonstrations, formulae, know-how, intellectual property, information concerning materials, marketing and business information generally, financial information that may include remuneration detail, pay slips, information relating to human capital and employment contract,

employment conditions, ledgers, income and expenditures and other materials of whatever description in which the NWU has an interest in being kept confidential; and

1.1.2. "Commencement Date" means the date of signature of this undertaking by myself.

1.2. The headings of clauses are intended for convenience only and shall not affect the interpretation of this undertaking.

2. Preamble

2.1. In performing certain duties requested by the NWU, I will have access to certain Confidential Information provided by the NWU in order to perform the said duties and I agree that it must be kept confidential.

2.2. The NWU has agreed to disclose certain of this Confidential Information and other information to me subject to me agreeing to the terms of confidentiality set out herein.

3. Title to the Confidential Information

I hereby acknowledge that all right, title and interest in and to the Confidential Information vests in the NWU and that I will have no claim of any nature in and to the Confidential Information.

4. Period of confidentiality

The provisions of this undertaking shall begin on the Commencement Date and remain in force indefinitely.

5. Non-disclosure and undertakings

I undertake:

5.1. to maintain the confidentiality of any Confidential Information to which I shall be allowed access by the NWU, whether before or after the Commencement Date of this undertaking. I will not divulge or permit to be divulged to any person any aspect of such Confidential Information otherwise than may be allowed in terms of this undertaking;

5.2. to take all such steps as may be necessary to prevent the Confidential Information falling into the hands of an unauthorised third party;

5.3. not to make use of any of the Confidential Information in the development, manufacture, marketing and/or sale of any goods;

5.4. not to use any research data for publication purposes;

5.5. not to use or disclose or attempt to use or disclose the Confidential Information for any purpose other than performing research purposes only and includes questionnaires, interviews with

participants, data gathering, data analysis and personal information of participants/research subjects;

5.6. not to use or attempt to use the Confidential Information in any manner which will cause or be likely to cause injury or loss to a research participant or the NWU; and

5.7. that all documentation furnished to me by the NWU pursuant to this undertaking will remain the property of the NWU and upon the request of the NWU will be returned to the NWU. I shall not make copies of any such documentation without the prior written consent of the NWU.

6. Exception

The above undertakings by myself shall not apply to Confidential Information which I am compelled to disclose in terms of a court order.

7. Jurisdiction

This undertaking shall be governed by South African law be subject to the jurisdiction of South African courts in respect of any dispute flowing from this undertaking.

8. Whole agreement

8.1. This document constitutes the whole of this undertaking to the exclusion of all else.

8.2. No amendment, alteration, addition, variation or consensual cancellation of this undertaking will be valid unless in writing and signed by me and the NWU.

Dated at Potchefstroom this _____ 20____

Witnesses:

1

2

(Signatures of witnesses)

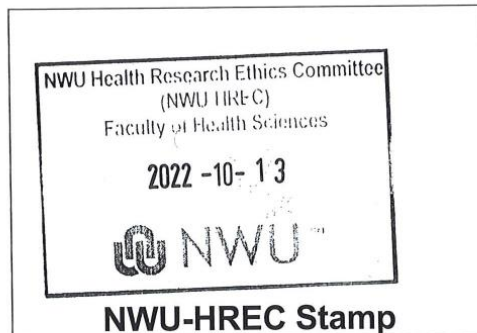
.....

(Signature)

Addendum E: Informed Permission/Consent/Assent Forms



Private Bag X1290, Potchefstroom
 South Africa 2520
 Tel: +2718 299-1111/2222
 Fax: +2718 299-4910
 Web: <http://www.nwu.ac.za>



INFORMED CONSENT DOCUMENTATION FOR PARENT/S OR GUARDIAN/S OF MINORS AT THE [REDACTED] YOUTH CORRECTIONAL CENTRE WHO WILL BE INTERVIEWED

TITLE OF THE RESEARCH STUDY: Adolescent offenders' experiences of father involvement in a South African context

ETHICS REFERENCE NUMBERS: NWU-00045-22-A1

PRINCIPAL INVESTIGATOR: Prof Vicki Koen

POST GRADUATE STUDENT: Louis Johannes Labuschagne

ADDRESS: 447 Sussex Ave, Lynnwood Pretoria

CONTACT NUMBER: 079 774 1065

Your child or the minor that is under your legal guardianship is being invited to take part in a **research study** that forms part of a Master's study. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research to you any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how your child or the minor that is under your legal guardianship might be involved. Also, your child or the minor that is under your legal guardianship's participation is **entirely voluntary** and you are free to say no to your child or the minor that is under your legal guardianship's participation. If you say no, this will not affect you or your child or the minor that is under your legal guardianship negatively in any way whatsoever. You are also free to withdraw your child

or the minor that is under your legal guardianship from the study at any point, even if you do agree that your child or the minor that is under your legal guardianship take part in the study now.

This study has been approved by the **NWU-Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-00045-22-A1)** and will be conducted according to the ethical guidelines and principles of Ethics in Health Research: Principles, Processes and Structures (DoH, 2015) and other international ethical guidelines applicable to this study. It might be necessary for the research ethics committee members or other relevant people to inspect the research records.

What is this research study all about?

- *We plan to explore and describe adolescent offenders' experiences of father involvement in a South African context as there is a lack of research in this regard.*
- *This study will be conducted at the ██████████ Youth Correctional Centre in Pretoria, Gauteng in a private room. The interviews will take place in 2022 and will be done by experienced health researchers trained in interviewing. Approximately seven participants will be included in this study.*

Why has your child or the minor that is under your legal guardianship been invited to participate?

- *Your child or the minor that is under your legal guardianship has been invited to be part of this research because your child or the minor that is under your legal guardianship is a South African citizen between the ages of 10 to 19 years, who is fluent and able to read and write in English, an incarcerated offender at the ██████████ Youth Correctional Centre and willing to participate in the study voluntarily.*
- *Your child or the minor that is under your legal guardianship will unfortunately not be able to take part in this research if they are not a South African citizen, not between the ages of 10 to 19 years or not able to read and write in English and not willing to participate in the study voluntarily.*

What will be expected of your child or the minor that is under your legal guardianship?

- *Your child or the minor that is under your legal guardianship will be expected to make three drawings and participate in a roughly one-hour individual interview with the researcher. They will receive instructions from the researcher regarding the drawings a week before the interview to give them time to think about the drawings and to make them. Your child or the minor that is under your legal guardianship will be provided with guidelines to make the three drawings and the researcher will make sure that they have the necessary resources to make the drawings. Only four questions will be asked during one interview session in 2022 with some additional follow-up and clarification type questions. The drawings will be collected after the interviews. Your child or the minor that is under your legal guardianship will be allowed to take breaks during the interviewing process.*

Will your child or the minor that is under your legal guardianship gain anything from taking part in this research?

- *There will be no direct gains for your child or the minor that is under your legal guardianship in the study.*
- *The gains of the study are for society's understanding of adolescent offenders' experiences of father involvement in a South African context to make recommendations that can contribute to the development of South African intervention programmes focused on father involvement. The research is beneficial in that it is associated with a positive outcome and can potentially reduce criminal behaviour in South Africa. By better understanding adolescent offenders' experiences of father involvement, might lead to the development of improved intervention programmes to help lessen criminal behaviour amongst young people in South Africa.*

Are there risks involved in your child or the minor that is under your legal guardianship taking part in this research and what will be done to prevent them?

- *The risks to your child or the minor that is under your legal guardianship in this study are fatigue and boredom but will be limited by allowing them to take breaks during the interview. Another risks to your child or the minor that is under your legal guardianship in this study is emotional distress due to the sensitivity of the topic but psychosocial support will be provided should the need arise. Arrangements will be made if your child or the minor that is under your legal guardianship suffer from emotional distress as a direct result of participation in the study to receive psychological support from a qualified professional outside the correctional vicinity.*
- *There are more gains for your child or the minor that is under your legal guardianship in joining this study than there are risks.*

How will we protect your child or the minor that is under your legal guardianship's confidentiality and who will see the findings?

- *The anonymity of the findings will be protected by not exposing your child or the minor that is under your legal guardianship's identity on any of the written information or drawings. Your child or the minor that is under your legal guardianship's privacy will be respected by ensuring that the interviews will take place in a private room at the correctional centre. One correctional officer will be in a separate room with a view of the room wherein the sessions occur from a glass window. The correctional officer will therefore not be able to overhear what is discussed during these sessions. The correctional officer will be required to sign a confidentiality agreement as they will be able to view the proceedings. After the drawings have been collected, they will be numbered and information about your child or the minor that is under your legal guardianship's identity will be removed and stored to ensure the anonymity of their identity. Your child or the minor that is under your legal guardianship's results will be kept confidential by deleting the recordings from the voice recorder device as soon as possible and the electronic data will be stored on the researcher's computer which is password-protected. After the interviewing process has been finalised, the researcher and co-coder will delete all the electronic data from the research. The researcher will deliver the electronic data and hard copies to his supervisor. Electronic data will be stored on the supervisor's password-protected computer and hard copies of data will be*

stored in a locked cupboard in the supervisor's office at the NWU. Only the researchers and co-coder will be able to look at the findings. Findings will be kept safe by locking hard copies in locked cupboards in the researcher's office and electronic data will be password protected. (As soon as data has been transcribed it will be deleted from the recorders.) Data will be stored for five years.

What will happen with the findings or samples?

- *The findings of this study will only be used for this study.*

How will your child or the minor that is under your legal guardianship know about the results of this research?

- We will give your child or the minor that is under your legal guardianship the results of this research when the study is complete by attempting to give a presentation to participants to add to the meaningfulness of the research. If, however, the researcher is unable to give a presentation to participants, a summary report will be hand-delivered by the researcher to the participants regarding the results of the study.
- Your child or the minor that is under your legal guardianship will be informed of any new relevant findings by a summary report that will be hand-delivered by the researcher to the participants regarding any new relevant findings of the study.

Will your child or the minor that is under your legal guardianship be paid to take part in this study and are there any costs for your child or the minor that is under your legal guardianship?

The child or the minor that is under your legal guardianship will not be paid to take part in the study because there are no costs related to participation. There will thus be no costs involved for your child or the minor that is under your legal guardianship if you do take part in this study.

Is there anything else that you should know or do?

- You can contact Mr Louis Labuschagne at 079 774 1065 or lablouis15@gmail.com if you have any further questions or have any problems.
- You can also contact the NWU-Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 1206 or carolien.vanzyl@nwu.ac.za if you have any concerns that were not answered about the research or if you have complaints about the research.
- You will receive a copy of this information and consent form for your own purposes.

Declaration by participant’s parent or legal guardian

By signing below, I agree that my child or minor under my legal guardianship take part in the research study titled: Adolescent offenders’ experiences of father involvement in a South African context

I declare that:

- I have read this information/it was explained to me by a trusted person in a language with which I am fluent and comfortable.
- The research was clearly explained to me.
- I have had a chance to ask questions to both the person getting the consent from me, as well as the researcher and all my questions have been answered.
- I understand that my child or minor under my legal guardianship’s participation in this study is **voluntary** and that they have not been pressurised to take part.
- I may choose that my child or minor under my legal guardianship leave the study at any time and will not be handled in a negative way if I do so.
- My child or minor under my legal guardianship may be asked to leave the study before it has finished, if the researcher feels it is in the best interest, or if my child or minor under my legal guardianship do not follow the study plan, as agreed to.
- I understand that the interview with my child or minor under my legal guardianship will be audio recorded.

Signed at (*place*) on (*date*) 20....

.....
Signature of parent or legal guardian

.....
Signature of witness

Declaration by person obtaining consent

I (name) declare that:

- I clearly and in detail explained the information in this document to
.....
- I did/did not use an interpreter.
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research,
as discussed above
- I gave him/her time to discuss it with others if he/she wished to do so.

Signed at (place) on (date) 20....

.....
Signature of person obtaining consent

I (name) declare that:

- I clearly and in detail explained the information in this document to
.....
- I did/did not use an interpreter.
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research,
as discussed above
- I gave him/her time to discuss it with others if he/she wished to do so.

Signed at (place) on (date) 20....

.....
Signature of person obtaining consent

Declaration by researcher

I Louis Johannes Labuschagne declare that:

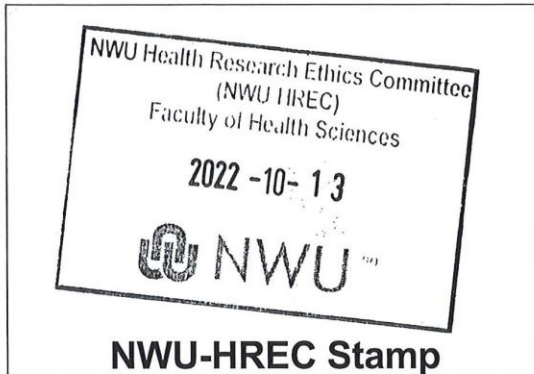
- I explained the information in this document to Mrs ME Fourie (independent person).
- I did not use an interpreter.
- I was available should he/she want to ask any further questions.
- The informed consent was obtained by an independent person.
- I am satisfied that he/she adequately understand all aspects of the research, as described above.
- I am satisfied that he/she had time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....

Signature of researcher

Current details: (23239522) G:\My Drive\9. Research and Postgraduate Education\9.1.5.6 Forms\HREC\9.1.5.6_NWU-HREC_ICF_Template_Feb2019.docm
 7 February 2019
 File reference: 9.1.5.6



**INFORMED CONSENT DOCUMENTATION FOR ADOLESCENT
OFFENDERS 18 YEARS AND OLDER AT THE
[REDACTED] YOUTH
CORRECTIONAL CENTRE WHO WILL BE INTERVIEWED**

TITLE OF THE RESEARCH STUDY: Adolescent offenders' experiences of father involvement in a South African context

ETHICS REFERENCE NUMBERS: NWU-00045-22-A1

PRINCIPAL INVESTIGATOR: Prof Vicki Koen

POST GRADUATE STUDENT: Louis Johannes Labuschagne

ADDRESS: 447 Sussex Ave, Lynnwood Pretoria

CONTACT NUMBER: 079 774 1065

You are being invited to take part in a **research study** that forms part of a Master's study. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research to you any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you might be involved. Also, your participation is **entirely voluntary** and you are free to say no to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part now.

This study has been approved by the **NWU-Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-00045-22-A1)** and will be conducted according to the ethical guidelines and principles of Ethics in Health Research: Principles, Processes and Structures (DoH, 2015) and other international ethical guidelines applicable to this study. It might be necessary for the research ethics committee members or other relevant people to inspect the research records.

What is this research study all about?

- *We plan to explore and describe adolescent offenders' experiences of father involvement in a South African context as there is a lack of research in this regard.*
- *This study will be conducted at the ██████████ Youth Correctional Centre in Pretoria, Gauteng in a private room. The interviews will take place in 2022 and will be done by experienced health researchers trained in interviewing. Approximately seven participants will be included in this study.*

Why have you been invited to participate?

- *You have been invited to be part of this research because you are a South African citizen between the ages of 10 to 19 years, who is fluent and able to read and write in English, an incarcerated offender at the ██████████ Youth Correctional Centre and willing to participate in the study voluntarily.*
- *You will unfortunately not be able to take part in this research if you are not a South African citizen, not between the ages of 10 to 19 years or not able to read and write in English and not willing to participate in the study voluntarily.*

What will be expected of you?

- *You will be expected to make three drawings and participate in a roughly one-hour individual interview with the researcher. You will receive instructions from the researcher regarding the drawings a week before the interview to give you time to think about the drawings and to make them. You will be provided with guidelines to make the three drawings and the researcher will make sure that you have the necessary resources to make the drawings. Only four questions will be asked during one interview session in 2022 with some additional follow-up and clarification type questions. The drawings will be collected after the interviews. You will be allowed to take breaks during the interviewing process.*

Will you gain anything from taking part in this research?

- *There will be no direct gains for you in the study.*
- *The gains of the study are for society's understanding of adolescent offenders' experiences of father involvement in a South African context to make recommendations that can contribute to the development of South African intervention programmes focused on father involvement. The research is beneficial in that it is associated with a positive outcome and can potentially reduce criminal behaviour in South Africa. By better understanding adolescent offenders' experiences of father involvement, might lead to the development of improved intervention programmes to help lessen criminal behaviour amongst young people in South Africa.*

Are there risks involved in you taking part in this research and what will be done to prevent them?

- *The risks to you in this study are fatigue and boredom but will be limited by allowing you to take breaks during the interview. Another risks to you in this study is emotional distress due to the sensitivity of the topic but psychosocial support will be provided should the need arise. Arrangements will be made if you suffer from emotional distress as a direct result of participation in the study to receive psychological support from a qualified professional outside the correctional vicinity. Please notify the researcher immediately if you experience emotional distress as a direct result of your participation in the study.*
- *There are more gains for you in joining this study than there are risks.*

How will we protect your confidentiality and who will see your findings?

- *The anonymity of your findings will be protected by not exposing your identity on any of the written information or drawings. Your privacy will be respected by ensuring that the interviews will take place in a private room at the correctional centre. One correctional officer will be in a separate room with a view of the room wherein the sessions occur from a glass window. They will therefore not be able to overhear what is discussed during these sessions. They will be required to sign a confidentiality agreement as they will be able to view the proceedings. After the drawings have been collected, they will be numbered and information about your identity will be removed and stored to ensure the anonymity of your identity. Your results will be kept confidential by deleting the recordings from the voice recorder device as soon as possible and the electronic data will be stored on the researcher's computer which is password-protected. After the interviewing process has been finalised, the researcher and co-coder will delete all the electronic data from the research. The researcher will deliver the electronic data and hard copies to his supervisor. Electronic data will be stored on the supervisor's password-protected computer and hard copies of data will be stored in a locked cupboard in the supervisor's office at the NWU. Only the researchers and co-coder will be able to look at your findings. Findings will be kept safe by locking hard copies in locked cupboards in the researcher's office and electronic data will be password protected. (As soon as data has been transcribed it will be deleted from the recorders.) Data will be stored for five years.*

What will happen with the findings or samples?

- *The findings of this study will only be used for this study.*

How will you know about the results of this research?

- *We will give you the results of this research when the study is complete by attempting to give a presentation to participants to add to the meaningfulness of the research. If, however, the researcher is unable to give a presentation to participants, a summary report will be hand-delivered by the researcher to the participants regarding the results of the study.*
- *You will be informed of any new relevant findings by a summary report that will be hand-delivered by the researcher to the participants regarding any new relevant findings of the study.*

Will you be paid to take part in this study and are there any costs for you?

You will not be paid to take part in the study because there are no costs involved for you if you do take part in this study.

Is there anything else that you should know or do?

- You can contact Mr Louis Labuschagne at 079 774 1065 or lablouis15@gmail.com if you have any further questions or have any problems.
- You can also contact the NWU-Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 1206 or carolien.vanzyl@nwu.ac.za if you have any concerns that were not answered about the research or if you have complaints about the research.
- You will receive a copy of this information and consent form for your own purposes.

Declaration by participant

By signing below, I agree to take part in the research study titled: Adolescent offenders' experiences of father involvement in a South African context

I declare that:

- I have read this information/it was explained to me by a trusted person in a language with which I am fluent and comfortable.
- The research was clearly explained to me.
- I have had a chance to ask questions to both the person getting the consent from me, as well as the researcher and all my questions have been answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be handled in a negative way if I do so.
- I may be asked to leave the study before it has finished, if the researcher feels it is in the best interest, or if I do not follow the study plan, as agreed to.
- I understand that the interviews will be audio recorded.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I clearly and in detail explained the information in this document to
.....
- I did/did not use an interpreter.
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I gave him/her time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

Declaration by researcher

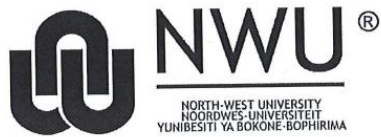
I Louis Johannes Labuschagne declare that:

- I explained the information in this document to Mrs ME Fourie (independent person).
- I did not use an interpreter.
- I was available should he/she want to ask any further questions.
- The informed consent was obtained by an independent person.
- I am satisfied that he/she adequately understand all aspects of the research, as described above.
- I am satisfied that he/she had time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

Current details: (23239522) G:\My Drive\9. Research and Postgraduate Education\9.1.5.6 Forms\HREC\9.1.5.6_NWU-HREC_ICF_Template_Feb2019.docm
7 February 2019
File reference: 9.1.5.6



Private Bag X1290, Potchefstroom
 South Africa 2520
 Tel: +2718 299-1111/2222
 Fax: +2718 299-4910
 Web: <http://www.nwu.ac.za>



**INFORMED ASSENT (AGREEMENT) DOCUMENTATION FOR
 MINORS (CHILDREN YOUNGER THAN 18) AT THE
 [REDACTED] YOUTH
 CORRECTIONAL CENTRE WHO WILL BE INTERVIEWED**

TITLE OF THE RESEARCH STUDY: Adolescent offenders' experiences of father involvement in a South African context

ETHICS REFERENCE NUMBERS: NWU-00045-22-A1

PRINCIPAL INVESTIGATOR: Prof Vicki Koen

POST GRADUATE STUDENT: Louis Johannes Labuschagne

ADDRESS: 447 Sussex Ave, Lynnwood Pretoria

CONTACT NUMBER: 079 774 1065

You are being invited to take part in a **research study** that forms part of a Master's study. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research to you any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you might be involved. Also, your participation is **entirely voluntary** and you are free to say no to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part now.

This study has been approved by the **NWU-Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-00045-22-A1)** and will be conducted according to the ethical guidelines and principles of Ethics in Health Research: Principles, Processes and Structures (DoH, 2015) and other international ethical guidelines applicable to this study. It might be necessary for the research ethics committee members or other relevant people to inspect the research records.

What is this research study all about?

- *We plan to explore and describe adolescent offenders' experiences of father involvement in a South African context as there is a lack of research in this regard.*
- *This study will be conducted at the [REDACTED] Youth Correctional Centre in Pretoria, Gauteng in a private room. The interviews will take place in 2022 and will be done by experienced health researchers trained in interviewing. About seven participants will be included in this study.*

Why have you been invited to participate?

- *You have been invited to be part of this research because you are a South African citizen between the ages of 10 to 19 years, who is fluent and able to read and write in English, an incarcerated offender at the [REDACTED] Youth Correctional Centre and willing to participate in the study voluntarily.*
- *You will unfortunately not be able to take part in this research if you are not a South African citizen, not between the ages of 10 to 19 years or not able to read and write in English and not willing to participate in the study voluntarily.*

What will be expected of you?

- *You will be asked to make three drawings and participate in a roughly one-hour individual interview with the researcher. You will be given instructions by the researcher about the drawings a week before the interview to give you time to think about the drawings and to make them. You will be provided with guidelines to make the three drawings and the researcher will make sure that you have what you need to make the drawings. Only four questions will be asked during one interview session in 2022 with. The researcher may ask some questions to make sure they understand what you mean. The drawings will be collected after the interviews. You may take breaks during the interview.*

Will you gain anything from taking part in this research?

- *There will be no direct gains for you in the study.*
- *The gains of the study are for society's understanding of adolescent offenders' experiences of father involvement in a South African context to make recommendations that can contribute to the development of South African intervention programmes focused on father involvement. The research is beneficial in that it is associated with a positive outcome and can potentially reduce criminal behaviour in South Africa. By better understanding adolescent offenders' experiences of father involvement, might lead to the development of improved intervention programmes to help lessen criminal behaviour amongst young people in South Africa.*

Are there risks involved in you taking part in this research and what will be done to prevent them?

- *The risks to you in this study are becoming tired or bored but there will be for you to take breaks during the interview. Another risks to you in this study is that you may feel bad and feel emotions such as sadness or anger but help will be there for you if you need it. If you feel emotions like this because you are taking in the study, please tell the research so that they can get you help.*
- *There are more gains for you in joining this study than there are risks.*

How will we protect your confidentiality and who will see your findings?

- *We will not put your name on the or drawings or typed interviews. The interviews will be in a private room at the correctional centre. One correctional officer will be in a separate room with a view of the room wherein the sessions take place from a glass window. They will not be able to hear what you say to the researcher and they must sign a form that they will not say anything about what they see when you are talking with the researcher. After the researcher gets your drawings from you, they will make sure that your name is not on the drawing. What you say to the researcher will be recorded with a voice recorder but the recordings will be deleted from the voice recorder device as soon as possible and then the recordings will be stored on the researcher's computer which is password-protected. After the interview, the researcher and other person who works with the interviews, will delete all the data from the research and the researcher will give the data to his supervisor. Only the researchers and co-coder will be able to look at what you share in the interview. Findings will be kept safe by locking hard copies in locked cupboards in the researcher's office and electronic data will be password protected. (As soon as data has been transcribed it will be deleted from the recorders.) Data will be stored for five years.*

What will happen with the findings or samples?

- *The findings of this study will only be used for this study.*

How will you know about the results of this research?

- *We will give you the results of this research when the study is done by trying to give a presentation to you. If, however, the researcher can't give a presentation to participants, a summary of what was found in the research will be brought to you by the researcher.*
- *You will get information of any new findings by a summary report that the researcher will bring to you if there are any new relevant findings of the study.*

Will you be paid to take part in this study and are there any costs for you?

You will not be paid to take part in the study because it will not cost you anything to take part in the study.

Is there anything else that you should know or do?

- *You can contact Mr Louis Labuschagne at 079 774 1065 or lablouis15@gmail.com if you have any further questions or have any problems.*

- You can also contact the NWU-Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 1206 or carolien.vanzyl@nwu.ac.za if you have any concerns that were not answered about the research or if you have complaints about the research.
- You will receive a copy of this information and assent (agreement) form for yourself.

Declaration (agreement) by participant

By signing below, I agree to take part in the research study titled: Adolescent offenders' experiences of father involvement in a South African context

I declare (agree) that:

- I have read this information/it was explained to me by a trusted person in a language that I understand.
- The research was clearly explained to me.
- I have had a chance to ask questions to both the person getting the consent from me, as well as the researcher and all my questions have been answered.
- I understand that taking part in this study is **voluntary** and I have not been pressured to take part.
- I may choose to leave the study at any time and will not be handled in a negative way if I do so.
- I may be asked to leave the study before it has finished, if the researcher feels it is in the best interest, or if I do not follow the study plan, as agreed to.
- The interview will be recorded with a voice recording.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I clearly and in detail explained the information in this document to
.....
- I did/did not use an interpreter.
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research,
as discussed above
- I gave him/her time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

Declaration by researcher

I Louis Johannes Labuschagne declare that:

- I explained the information in this document to Mrs ME Fourie (independent person).
- I did not use an interpreter.
- I was available should he/she want to ask any further questions.
- The informed consent was obtained by an independent person.
- I am satisfied that he/she adequately understand all aspects of the research, as described above.
- I am satisfied that he/she had time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

Current details: (23239522) G:\My Drive\9. Research and Postgraduate Education\9.1.5.6 Forms\HREC\9.1.5.6_NWU-HREC_ICF_Template_Feb2019.docm
7 February 2019
File reference: 9.1.5.6

Addendum F: Demographic Information Form**Demographic Information Form**

Please fill out this survey for the research study.

Gender:

Male	Female	Other
------	--------	-------

Age: _____

Racial/Preferred Ethnicity:

Black	White	Coloured	Indian	Asian	Other
-------	-------	----------	--------	-------	-------

Highest level of education: _____

Individuals involved during your upbringing:

Mother	Father	Grandmother	Grandfather	Aunt	Uncle	Sister	Brother	Other
--------	--------	-------------	-------------	------	-------	--------	---------	-------

If other, please specify: _____

Addendum G: Letter to Co-coder

North-West University

Potchefstroom

31750

Dear Jessica Daniel

Re.: Acting as co-coder for the study entitled “Adolescent offenders’ experiences of father involvement in a South African context”

As indicated in previous communication, I am writing concerning your availability to act as the co-coder for my qualitative research dissertation. The topic of the dissertation is “Adolescent offenders’ experiences of father involvement in a South African context”. The study will aim to explore and describe adolescent offenders’ experiences of father involvement in a South African context. The researcher will use semi-structured individual interviews and drawings as data collection method. After data collection, interviews will be transcribed and handed over to the co-coder. Thematic analysis will be used to identify, organise, analyse, and describe themes discovered within the data set (Braun & Clarke, 2021). Data collection will be completed when data saturation occurs (Braun & Clarke, 2021). The six steps of thematic analysis will be followed, namely: 1) familiarising yourself with the data and writing notes; 2) systematic coding; 3) generating initial themes from collated and coded data; 4) reviewing and developing themes; 5) defining, refining, and naming themes; 6) and generating the report (Braun & Clarke, 2021). Data analysis will be conducted manually, and the researcher and co-coder will analyze the data independently. After the researcher and co-coder agree that data saturation has occurred, a meeting will be conducted to reach consensus on the themes that emerged from the data.

Your assistance is highly appreciated.

Regards L.J Labuschagne

Addendum H: Advertisement



NWU®

The aim of this study is to explore and describe adolescent offenders' experiences of father involvement in a South African context. You can participate if:

- You are willing to participate voluntarily
- You are fluent and literate in English as the documents of the research, such as the informed consent form, demographic information form, etc. will be in English.
- You are a South African citizen since the focus of the study is on the experiences of father involvement in a South African context

You are being invited to participate in a NWU research study.

Adolescent offenders' experiences of father involvement in a South African context

If you would like to participate, please attend the following session to learn more:

Date & Time to be confirmed
Baviaanspoort Juvenile Correctional Centre

If you have any questions, you will be given an opportunity to ask any questions during the information session.

Your participation will be greatly appreciated!

Addendum I: Turnitin Summary Report

32959168:LJ_Labuschagne_Dissertation_Final_for_language_...

ORIGINALITY REPORT

9 %	8 %	1 %	3 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.nwu.ac.za Internet Source	4 %
2	Submitted to North West University Student Paper	1 %
3	ray.yorks.ac.uk Internet Source	<1 %
4	core.ac.uk Internet Source	<1 %
5	Nina Jøranson, Anne Kari Tolo Heggstad, Hilde Lausund, Grete Breievne et al. "Older patients' perspectives on illness and healthcare during the early phase of the COVID-19 pandemic", Nursing Ethics, 2022 Publication	<1 %
6	Submitted to Navitas Professional Institute Pty Ltd Student Paper	<1 %
7	erepository.mkuit.ac.rw Internet Source	<1 %