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An Exploration of Child and Youth Care Workers’ Experiences of Developing Attachments and Belonging in Children Placed in Child and Youth Care Centres in Tshwane.

by

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Abstract

Young people in care (YPIC) come from backgrounds of loss, separation, neglect and abuse and they have faced adversity emanating from family structures and sometimes perpetrated by the same people who are supposed to be protecting them. As such, their attachment systems have been disrupted and a myriad of psycho-emotional problems ensue. Attachments and belonging are critical to normal social, psychological and emotional development of children; hence the South African welfare system requires the implementation of the Circle of Courage (CoC) in CYCCs. Attachments form in close relationships, and children are capable of re-establishing attachments with new and sensitive caregivers, but history has taught most of them to be wary of close relationships for their own safety.

The aim of this study was to explore the experiences of child and youth care workers (CYCWs) in developing attachments and belonging for children in child and youth care centres (CYCCs). The findings of this study points out that the task before CYCWs is a challenging one. They indicated that their hope is to produce individuals who are law-abiding citizens who can thrive on their own and also transfer good child care practices to break the circle of abuse. However, first encounters between YPIC and CYCWs were reported to be hostile and characterized by outright rejection and anxiety on the part of the YP coming into care.

The CYCWs who participated in this study indicated that they understood the concept of belonging and attachment in terms of the CoC and also Maslow’s hierarchy of needs. They also indicated that they understood it as a strong bond between them, a working relationship, or a comfort zone. They normally try to create a welcoming environment for YPIC, provide physical contact or touch, meet their physiological needs, explain circumstances that brought them together and verbalize their love to YPIC. They indicated that these simple acts help to build bridges between CYCWs and YPIC and create bonds and connections that make it possible for them to relate responsively and sensitively to each other.
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Chapter 1. Introduction

1.1. Introduction

Chapter 1 presents a brief background to the study, provides a preliminary literature review and also provide details of the research methodology to be followed. The chapter also provide a proposed structure of the whole study and also elaborate ways in which ethical issues of confidentiality, informed consent, voluntary participation and avoiding harm are dealt with. The chapter closes with a definition of key terms.

1.2. Background of the study

The human propensity is to make affectional bonds to others, and separation, loss or neglect gives rise to many forms of emotional distress (Fonagy, 2010; Brandell & Randell, 2007). These include anxieties, anger, depression and emotional detachment (Bowlby, 1979; Van der Kolk, 2005; Fonagy, 2010). These emotional distresses largely characterize the psychological states of children admitted into Child and Youth Care Centres (CYCCs) (Mock and de Buhr, 2009). However, even after separation from their primary caregivers, children are capable of developing new attachments with new sensitive primary caregivers (Pittman, Keiley, Kerpelman, & Vaughn, 2011). Child and Youth Care Workers (CYCWs) are employed to work in the life space of the child, taking over the primary caregiving role, providing basic and developmental care and promoting the emotional, physical, spiritual, cognitive and social needs of the child (Jamieson, 2013). Thus, they are well placed to foster new, healthy attachments which may mediate the effects of childhood trauma in children and young people in care (YPIC). This interplay between attachment and trauma suggests that interventions for children who have experienced domestic violence and other traumatic events should logically follow a child-parent model (Bursch & Lieberman, 2007). However, most studies focusing on residential care pay much attention to children in or leaving care and pay very little attention to CYCWs who arguably, play a very critical role in what YPIC grow up to become. Therefore, the focus of this study is to give voice to the CYCWs to indicate how they create attachments and belonging for YPIC and their significance in what YPIC grow up to become.

Although there is a small body of South African evidence that speaks to the close relationships between YPIC and their caregivers, (Dickens, 2016; Bond, 2017) my experience in the field is that CYCWs need development and sensitization to the association between neglectful attachment and the development of behavioural and conduct disorders. This is supported by a number of studies which indicate that CYCCs can be emotionally cold in their conduct with children resulting in critical emotional gaps that may be observed in the life course of children placed in care (Makuyana & Kangethe, 2014, UNICEF Innocent Research Centre, 2003, The St. Petersburg—USA Orphanage Research Team, 2008). However, there is also South African work that indicates that YPIC have a good relationship with their CYCWs. A study by Bond (2017) showed that even after several years had passed, adults who were raised in a CYCC regarded their placements positively and spoke warmly of their relationship with their CYCWs. Dickens (2016, p. 271) indicates that 74, 5 percent of young people still maintain contact with CYCWs even after leaving care a finding echoed by Bond (2017). These studies (Bond, 2010, 2017; Dickens, 2016) provide evidence of
positive attachments between YPIC and CYCWs. In light of these findings, this study sought to explore the CYCWs’ experiences in developing children’s attachments and sense of belonging in CYCCs.

The South African welfare system has adopted Circle of Courage (CoC) as an approach aimed at transforming services to young people at risk (Bendtro, Mitchell & Jackson, 2014). The Circle of Courage is comprised of four principles: belonging, mastery, independence and generosity. It is largely used in CYCCs to inform the Individual Development Plan (IDP), a form of developmental planning for young people in care. Of particular interest to this research is the principle of belonging, its relationship to attachment and the role that may be played by CYCW in this regard. According to Bendtro et al (2014), belonging is so essential that if thwarted, both physical and mental wellbeing is affected. Bendtro, Brokenleg and Van Bockern (2002) add that securely attached children are more likely to feel confident and belonging to the world.

Mock & de Buhr (2009) indicates that many children in CYCCs largely reflect cognitive and emotional problems that are directly related to their previous attachment styles and they signal their needs in distorted ways. On the same issue, Golding (2007) asserts that through developing new relationships with sensitive and understanding caregivers, previous attachment styles can be transformed, and their effects neutralized or countered. This study explored the experiences of CYCWs in developing children’s attachments and belonging in CYCCs. A deeper understanding of CYCWs’ experiences in developing children’s attachments and belonging in CYCCs gave some insights that are crucial to achieving better caring outcomes in CYCCs in South Africa. This has therefore, helped in the formulation of interventions to improve child care practices that are aimed at the emotional thriving of the children.

Howe (2011) indicates that attachments form in the context of close relationships, but as Van IJzendoorn et al (2015) indicates, the quality of care in residential care settings is often characterized by caregiving that is emotionally detached and inconsistent resulting in insecure attachments. They further argue that children in residential care are deprived of sensitive reciprocal interactions with stable caregivers. Troutman, Ryan and Cardi (2000) and Howe (2011) indicates that this kind of child-caregiver relationship lead to marked developmental delays in children characterized by disinhibiting, indiscriminate social behaviour and the development of reactive attachment disorder (RAD). On the other hand, research on attachment has led to the development of treatment, prevention and intervention programs ranging from individual therapy, public health programs, to interventions designed for foster caregivers and adoption (Berlin et al, 2008). In the light of attachment theory being used to inform a range of interventions, it became appropriate also for this study to explore CYCWs’ experiences in developing (or not) attachments and belonging with children in CYCCs in their day to day interactions with them and provide necessary insights that may help in improving the care of children in residential care.

1.3. Study aim and objectives

The aim of this study is therefore, to explore the experiences of CYCWs in developing children’s attachments and belonging in CYCCs in Tshwane.
The specific objectives of this study are:

1. To explore CYCWs’ understanding of attachment and caregiving in CYCCs
2. To understand how they develop attachments in their daily interactions with children in their care.
3. Explore CYCWs perceptions on how attachment formations contribute to the children’s sense of belonging in the CYCC
4. Make recommendations for Child and Youth Care Workers’ training and practice.

1.4. Summary of preliminary literature review

Despite recommendations against institutional care for children, many countries throughout the world still use this kind of care for children in difficult circumstances (Makuyana & Kangethe, 2014; Browne, Hamilton-Giachritsis, Johnson, & Ostergren, 2006). It is estimated that there are 354 registered CYCCs in South Africa that provide care to 13250 children (Van Breda & Dickens, 2016). Institutional care is discouraged for its negative impact on children and its violation of the provisions of the United Nations Convention on the Rights of the Child (UNCRC) (Meintjies, Moses & Mampane, 2007). Institutional care places children at the risk of attachment disorders and developmental delays, severe behaviour and emotional problems such as aggressive or anti-social, have less knowledge and understanding of the world and become adults with psychiatric problems (Browne et al, 2006; Van IJzendoorn et al, 2011). These delays may result from social and physical deprivations, inadequate cognitive and motor stimulation and lack of a stable and responsive caregiver (Tarullo & Gunnar, 2005).

There are a number of other early childhood development theories such as object relations theory, ecological systems theory, prevention model and cognitive behavioural model that explains children’s development and the development of personality problems (Armstrong, Ogg, Sundman-Wheat & St. John Walsh, 2014). However, attachment theory provides a causal link between childhood experiences and their subsequent emotional, social and mental health problems (Hunter, Maunder & Lan Le, 2016). There is also empirical evidence that indicate clinical benefits of attachment theory (Hunter et al, 2016; Armstrong et al, 2014; Fonagy, 2010; Fonagy et al, 2014). Additionally, attachment theory is closely linked to the principle of belonging that is central in the circle of courage and the IDP (Bendtro et al, 2002; Bendtro et al, 2014) and hence it is pivotal to this study. Additionally, attachment theory is increasingly taking a life course perspective where it is also of importance in understanding adult behaviour, thoughts, their relationships with self, society, partners, children, parents and family (Howe, 1995; Levy & Orlans, 2000). Hence this study has adopted attachment theory as its theoretical framework.

The founder of attachment theory is John Bowlby (1969, 1973, 1979, 1980, 1982) and other scholars such as Mary Salter Ainsworth (1965, 1967, 1978) contributed greatly to the development and conceptualization of attachment theory as it is understood today (Fonagy, 2010; Bretherton, 1992; Brandell & Randell, 2007). The most important tenet of attachment theory is that a child needs to develop a secure relationship with at least one primary caregiver for the child’s successful social and emotional development, and also to learn how to regulate their feelings (Brandell & Randell, 2007; Bowlby, 1979). Bowlby (1979) described
the attachment system that helps an infant to seek comfort from their caregivers through cues such as crying and in doing so, develop a sense of security (Fonagy, 2010). It is from this point of secure attachment that a child can learn to explore the environment (Fonagy, 2010; Fonagy et al, 2014; Bowlby, 1979). Children anticipate a caregiver’s response to their behaviour and hence they learn to regulate it in accordance with anticipated responses from the caregiver. Bowlby (1979: 62) called these “internal working models” and they would serve to regulate a child’s behaviour in anticipation of responses to other people throughout their lifespan (Bursch & Lieberman, 2007; Holmes, 1993; Bowlby, 1979; Fonagy, 2010). Levy and Orlans (2000) indicates that broken attachments lead to attachment disorders that mainly affects one’s behaviour, emotions, thoughts, relationships, physical, moral or spiritual and Howe (1995) adds that they affect six aspects of one’s life in terms of their relationships with their parents, peers, family, society, partners, self and with their children and these effects are lifelong.

Looking at the child’s behaviour from an attachment point of view can assist caregivers to create a safe life space and form a secure base in which the children are able to regain trust, learn, play, explore and build up a memory of positive shared experiences (Graham, 2005; Curry, Lawler, Schneider-Munoz and Fox, 2011). Attachment theory provides a way to understanding conduct disorders and formulates interventions (Moore, Moretti & Holland, 1998). It also helps care workers to keep children’s attachment strategies in the normative range and to offer a second chance to form a positive attachment which becomes the secure base for the child. According to Graham (2005), attachment theory teaches us of the importance of protection and comfort for one to achieve inner safety. It also assists CYCWs to minimize issues that trigger YPIC’ trauma or negative behaviour and focus on those that promote positive behaviors. Attachment theory provides an alternative way of dealing with children’s behaviour, from trying to contain and bring the child’s behaviour under control to creating connections and an interactive process of relationship (Curry et al, 2011; Moore et al, 1998).

Curry et al (2011) adds that an understanding of attachment theory can help CYCWs to look beyond the child’s disruptive behaviour and emotional volatility to the child’s strengths and developmental needs and also to promote the development of a secure attachment alignment in a child. As Moore et al (1998) advances, attachment theory provides CYCWs with a way to look at how YPIC’s past experiences have shaped their internal working models, shaping their understanding of their interactions, their behaviors in those interactions and how they express their attachment and separation needs. From attachment point of view, children’s behaviour can be seen as reflecting the conclusions and beliefs that they have developed about themselves based on their interaction history as they try to preserve a balance between remaining attached and separation despite how defective these attempts might appear to be (Moore et al, 1998; Curry et al, 2011).

1.5. Research methodology

This research adopts a qualitative approach. This approach was chosen because of its flexibility, allowance for in depth assessment of issues and also because it allows for greater insight into the attitudes, behaviour and motivation of the phenomena under research (Moustakas, 1994; Pudgett, 2008). A phenomenological design was used in this study. This
design is of importance to this research because it allowed the respondents to describe the significance of their lived experiences (Moustakas, 1994; Creswell & Poth, 2017; Maxwell, 2005) with children in need of care and allowed them to develop descriptions of the essence of these experiences in relation to attachment theory. In keeping with a qualitative approach and phenomenological design, non-probability sampling method was also utilized, and purposive sampling was applied.

There are 36 registered CYCCs in the Tshwane region. Only those CYCCs that utilize the house parent model of residential care were selected as potential research sites, as this model of residential care is the closest to representing a family setting where a trained mother takes care of the children as indicated by Subbarao and Coury (2004). This setting allows for continuity of care with one or two caregivers which then creates opportunities for new attachments to develop (Ambleton et al, 2014; Subbarao & Coury, 2004). The population of participants for this study is all CYCWs, both male and female from different sites that meet the above criteria. A sample of ten CYCWs, both male and female, was selected. The participants were supposed to be qualified, registered with the South African Council for Social Service Professions (SACSSP) as a CYCW, and have a minimum of four years working as a CYCW at the research site. This specific selection criterion was suitable to this research in order to collect data from people who are experienced in child and youth care work and who have worked with the children for a lengthy period to be able to gauge their relationship in light of attachment theory.

The researcher physically visited the research sites and issued letters detailing the purpose of the study, sampling criterion and a brief insight about the research to the gatekeepers (directors of these CYCCs) to request for entry and consent to carry out the study in their facilities. The researcher presented a letter to the gatekeeper detailing the aim of the study and the sampling criteria (see annexure B; letter to gatekeepers). The intention was that the gatekeepers would identify potential participants from their staff members who would meet the sampling criteria, explain to them the purpose of the study and gauge their interest. The researcher would only make direct contact with the prospective participants after receiving confirmation that the participants granted permission to be included in the study. This was followed by an information session with the prospective participants where the nature of the research and the extent of their participation were made clear to them. The prospective participants were given an information letter that precisely explained these aspects (see annexure C; letter to prospective participants).

Face to face interviews were utilized in this research and an interview schedule was utilized as the research tool in accordance with the basic defining features of phenomenology as explained by Creswell and Poth (2017). Semi-structured questions were utilized because they allow for flexibility and collection of comprehensive data (Creswell & Poth, 2017). Questions that were asked were designed to provoke responses that expose the underlying theory that informs the way in which CYCWs related to children such as: What does ‘belonging’ mean to you? How do you help the children develop a feeling of belonging to the CYCC? Do you think belonging is of any value to the children’s development? What do you think can be done in CYCCs to develop belonging for children in care? (See annexure D; interview schedule)
A thematic data analysis method was followed where the researcher familiarized himself with the data, transcribed it, repeatedly read through the data, noting down initial ideas, looking for meaningful patterns and issues that are of possible interest in the data as guided by Braun and Clarke (2006). Interesting features of the data were systematically coded, collating data that is significant to each code (Braun & Clarke, 2006; Starks & Trinidad, 2007). These codes were then collated to develop textural and structural descriptions of the phenomena (Creswell & Poth, 2017) that reflected the experiences, meanings and the reality of the participants (Braun & Clarke, 2006). These codes were then organized into potential themes (Creswell & Poth, 2017; Braun & Clarke, 2006) that captured important aspects of the research questions. These themes were reviewed against the entire data set and they were refined, defined and named accordingly (Braun & Clarke, 2006; Starks & Trinidad, 2007; Creswell & Poth, 2017). Patterns of underlying ideas, assumptions, conceptualizations and ideologies and their general meaning and presumptions were theorized in relation to attachment theory (Braun & Clarke, 2006). The writing up of the report involved a selection of vivid, compelling extract examples that related back to the analysis of the research questions and the guiding literature (Braun & Clarke, 2006).

To ensure trustworthiness this study made use of well-established research methods and provided a thick description of the phenomena, used supporting literature and theoretical frameworks to frame and anchor the study, triangulated the sites, gave an in-depth description of the methodology, did some member checks and used different sites and informants to ensure transferability, credibility, dependability and confirmability as outlined by Shenton (2004; Lincoln & Guba, 1985). This research also utilized an audit trail as a tool to ensure the trustworthiness of the findings. The audit trail shows how the data was collected, coded and analysed and how certain conclusions were reached. This enhances openness where any other interested researcher can follow through the process and verify how the findings and key decisions came to be (Pudgett, 2008). A pilot study was done to examine the feasibility of the interview schedule.

1.6. Proposed structure of study

- Chapter 1: Introduction: This chapter provides the background and introduction to the study
- Chapter 2: Literature Review: The chapter provides an in-depth review of relevant literature and theoretical frameworks that anchor the study.
- Chapter 3: Research Methodology: It provides a thick description of the research approach, design and methods utilized by the study as well as a discussion of strategies to ensure trustworthiness and how ethical requirements were met.
- Chapter 4: Data presentation and analysis: This section presents and discusses the findings and themes derived from the data and link them to the literature.
- Chapter 5: Conclusions and recommendations: Conclusions are drawn from the data and recommendations for practice are made.
1.7. **Ethical considerations**

Pilot (2001) maintains that ethical issues arise out of our interaction with other people, other beings (such as animals) and the environment especially where there is a potential for harm or a conflict of interest. The researcher works as a social worker and manager in a facility that fits the sampling criterion, but he has decided not to carry out the study in that facility due to issues of power balances. As indicated by O'leary (2004), when you are in a position of power and privilege, the respondents may act in ways that are not natural or reflect their true feelings, views or practices. As a result, the research process can be significantly impacted by the identity and reality of the researcher (Lo, 2010; O'leary, 2004). The decision to carry out the research in facilities other than where the researcher is employed; was taken in consideration of these power dynamics that could affect the research as outlined by O'leary (2004). The respondents in the prospective sites were not in subjective positions to the researcher; they were at liberty to offer honest information that gives credibility and integrity to the whole research (O'leary, 2004; Lo, 2010).

1.7.1. **Informed consent**

Informed consent should form the basis of research projects that involve humans as stipulated by Gregory (2003). According to Babbie (2008) participants should decide to participate in research projects knowing fully the nature and aim of the research, the extent of their participation, the risks involved and how the findings will be disseminated. This ethical consideration is premised on the foundation that researchers should respect individual autonomy of the participants and hence they should not trick or coerce them but rather allow them to make deliberations and personal choices on whether or not they would want to participate in the research project (Babbie, 2008; Smith, 2010). In this research, information regarding the goal of the research, potential benefits, risks and procedures to be followed was fully given to the participants such that they could make a thoroughly reasoned decision about their participation as outlined by Pilot (2001). Information regarding the length of interviews, recording of interviews and that data will be used specifically for academic purposes were provided. Participants were granted a chance to ask questions and get clarifications in the information sessions before they could give or deny their consent as indicated by Gregory (2003). The researcher inquired with the participants if they would like to get feedback on the research project and if so, the researcher would come back to these CYCCs and presents the findings to the CYCWs that partook in the study. The participants were then requested to sign consent forms where all these aspects were succinctly elaborated (see attached annexure A: Consent Letter).

1.7.2. **Avoiding harm**

Researches sometimes ask participants to reveal unusual behaviour, to disclose personal characteristics that may seem demeaning or divulge secret stories that put them into disrepute or stories that may reveal one's involvement in maybe dangerous or criminal undertakings (Hammersley & Traianou, 2012). Researches also persuade participants to face aspects of themselves that they do not normally consider or reveal in retrospect, a certain behaviour that may seem immoral (Babbie, 2008). The project can then cause continuing personal distress for the respondent (Babbie, 2008; Lo, 2010). The researcher
avoided harm by abiding to the purpose of the research and avoiding questions which were emotionally provocative. It was not anticipated that this research would cause the participants any distress, but if any harm happened, however, participants were to be referred for counselling to the site social worker and they will also be offered details of other counselling services available at the Department of Social Development (DSD), Christelike-MaatskaplikeRaad/Christian Social Council (CMR) or psychologists in private practice in Tswane in case they were not comfortable to talk to the site social worker.

1.7.3. Confidentiality

Guaranteeing confidentiality is regarded as a prerequisite to getting consent (Pilot, 2001; Gregory, 2003). Lo (2010) indicates that confidentiality requires the researcher to protect the information that is obtained through the researcher-participant relationship from third-party disclosure. Maintaining confidentiality is evidence of the researcher’s respect for respondents. It may also encourage individuals to participate and it may also facilitate their honest participation in the interview process (Lo, 2010; Babbie, 2008). Confidentiality prevents emotional hurt such as the humiliation and embarrassment of participants, social harm such as disturbance of relationships with friends and relatives, stigmatization or discrimination (Lo, 2010; Hammersley & Traianou, 2012). If confidentiality is not maintained, respondents may also suffer economic harm such as loss of employment or legal harm such as prosecution for illegal behaviour (Lo, 2010). The participants were interviewed individually in a secure venue of their choice and they were encouraged to use pseudonyms in place of real names to ensure confidentiality as guided by Gregory (2003). Babbie (2008) indicates that under confidentiality, the researcher can know and be able to recognize a given respondent’s response or contribution, but fundamentally refuses to do so in public. The names and workplaces of the participants, or any other identifying information were not included in the interview transcripts and were not published. The data that was gathered during interviews was safely stored in a password protected computer and also my password protected google drive as back-up in case the computer crushes. This data will be destroyed when it is no longer needed.

1.7.4. Voluntary participation

This ethical aspect aims to ensure that people are at liberty and are not forced into participating in research projects (Hammersley & Traianou, 2012). The researcher explained that participation in the research project was entirely voluntary and there were no financial gains for one’s participation. The participants were free to refuse consent or withdraw from the research at any time should they feel they were no longer comfortable with the project as specified by (Pilot, 2001; Gregory, 2003). The participants were made aware that if they choose to withdraw from the research, the researcher would not ask them to justify their decision but could ask if he can go ahead and use the information that he has already collected or if their withdrawal means he no longer have their consent (Smith, 2010). All of the above was included on the informed consent form.
1.8. Definition of key terms

1.8.1. Child and youth care centre (CYCC)

Chapter 13 of the Children’s Amendment Act 41 of 2007 (RSA, 2007), Section 191 defines a CYCC as a facility that is established to provide residential care to more than six children in a setting that is not the child’s family, providing a residential care programme that is appropriate for the children in the facility. A CYCC is not a partial care facility, drop-in centre, boarding school or other establishments related to a school or prison. CYCCs should be able to receive, care for and develop children and also offer treatment to children with different psychological and physical needs.

1.8.2. Child and youth care worker (CYCW)

A CYCW is an individual who holds a qualification in child and youth care work and is registered as a CYCW with the South African Council for Social Services Professions (SACSSP).

1.8.3. Children in need of care and protection

A child in need of care and protection is a child who in terms of section 150 of the Children’s Act, 38 of 2005 (RSA, 2005) lives in circumstances that poses physical, psychological and emotional harm. Children who have been abandoned or orphaned and without any visible means of support, lives or works in the streets, neglected, exploited or lives in environments that makes them susceptible to exploitation, addicted to substances or displays behaviour that cannot be controlled by the primary caregiver, are all deemed to be children in need of care and protection. Children from child-headed households and those that are victims of child labour are also examples of children in need of care and protection.

1.9. Conclusion

This chapter provided an introduction to this mini dissertation; outlining the context and background to the study, its aim and the objectives and a summary of preliminary literature. It has also provided a proposed outline of the whole research, an overview of the research methodology outlining the population and sampling, data collection and analysis methods and also specifying measures to be considered in order to ensure trustworthiness of the study. It also provides a discussion of ethical issues to be taken into consideration and closes with definition of key terms. The next chapter provides a comprehensive and critical review of literature that is relevant to this study.
Chapter 2. Literature review

2.1. Introduction

This chapter presents a critical review of literature that is relevant to this study. Since the focus of the study is to explore the experiences of CYCWs in helping children to develop attachments and belonging in CYCCs, the chapter opens with a discussion of the context of care in South Africa to provide an overview of the options that are available to children in need of care and protection; that is, foster care, adoption and placement in CYCCs. The chapter expands to explain the different perspectives regarding the institutionalization of children on a national and international scale and also the role of CYCWs. It further provides a critical discussion of attachment theory as the theoretical framework that underpins this study. The chapter expands to explain the relationship between attachments and the development of complex trauma and also elucidate on the biological basis of stress and the importance of attachments in child and youth care work. The chapter closes with a detailed discussion of the circle of courage with specific emphasis to the principle of belonging and its relation to attachment theory.

2.1. Context of care in South Africa

2.1.1. Foster care

Chapter 12 of the Children’s Act (RSA, 2005) contains 11 subsections that address the grounds for foster care placement. In essence, these sections emphasise that children who are found to be in need of care and protection and brought to court should be considered for foster care placement. The best placement option is with a suitable foster parent who is designated by court and supervised by a social worker. A foster parent provides daily care and serves as a temporary substitute parent (Boezaart, 2009). Where the foster parent is related to the child, it is regarded as kinship foster care to distinguish it from unrelated foster care (Boezaart, 2009).

2.1.2. Adoption

Chapter 15 of the Children’s Act (RSA, 2005) provides that a child is adopted when he/she has been placed in the permanent care of a person in terms of a court order. This court order, according to section 242, ceases all the parental rights and responsibilities that the parents used to have as well as all claims to contact the child. Adoption is also in sync with the provisions of the constitution of South Africa, Section 28 (1) (b) which grants the children the right to family and parental care. Boezaart (2009) indicates that it is a valuable way of affording children the benefits of family life which might not be otherwise available to them. Section 242 (3) of the Children’s Act (RSA, 2005) provides that for all purposes and by all means, the adopted child must be considered as the child of the parent who adopted him/her and this parent should be considered as the legal parent of the adopted child. Permanency and stability in this regard is aimed at the idea that the child may develop new attachments and develop a sense of belonging.
2.1.3. Residential care

In the South African context, residential care facilities are known as Child and Youth Care Centres (CYCCs) and Chapter 13 of the RSA (2007, Section 191) identifies a CYCC as a facility that is established to provide residential care services to more than six children in an environment that is separate from their home or family environment. These services should be in accordance to the needs of the child both physically, psychologically, emotionally and spiritually. They should also be able to receive, care for and develop children and also offer treatment to children with psychiatric conditions (RSA, 2007). Section 158 of the Children’s Act (RSA, 2005) indicates that before a child is placed in a CYCC, considerations should also be made to choose which residential programme is best suited for them and they should therefore be placed in a programme that offers that particular residential care. According to the guidelines for alternative placement provided by the United Nations (UN, 2010), siblings with an existing bond or attachment should not be separated by placement in alternative care and measures should also be made to ensure that the children in alternative care develop attachments to caregivers if possible.

The rationale behind keeping children in family environment and only considering placement in residential care as the last option is to keep family bonds and blood ties intact (UNCRC, 1989). Since placement of a child in residential care requires first and foremost that the child be forcefully removed from their family (Fortune, 2016), disturbances in attachments characterise the traits of many children in CYCCs as elaborated by Backermans-Kranenburg et al (2011).

2.2. Factors that lead children to be placed in alternative care

Section 150 of the Children’s Act (RSA, 2005) stipulates various circumstances under which a child may be regarded as in need of care and protection. Children who are neglected, orphaned and without any visible means of support, display behaviour that parents or caregivers cannot control, addicted to dependence producing substances, exploited or are at risk of exploitation, susceptible to physical or psychological harm, neglected, abused, subjected to child labour or children who stays in child-headed households are normally considered children in need of care and protection.

Psychological factors associated with early childhood experiences also shape how children would think about themselves, others and their perception of the social world in which they live. Fonagy (2010) indicates that these factors often result in emotional distresses such as anxieties, anger, depression and emotional detachment. Browne et al (2006) and Van IJzendoorn et al (2011) further indicates that breaks in attachments and early childhood adversity places children at risks of developmental delays and attachment disorders. Mock and Buhr (2009) further states that these children always present their needs in distorted ways. On the same issue, Golding (2007) asserts that through developing new relationships with sensitive and understanding caregivers, previous attachment styles can be transformed, and their effects neutralized or countered. How this can be done is further explained below in the section that explains the roles of CYCWs.
2.3. Perspectives on the institutionalization of children

There are a considerable number of international legislations that safeguard the rights of the children. The most notable in this study are the United Nations Convention on the Rights of the Children (UNCRC) and the African Charter on the Rights and Welfare of Children (ACRWC). Article 7 (1) of the UNCRC (1989) stipulates that countries should ensure that the children’s right to know and be cared for by their own parents is safeguarded. Article 8 (1) indicates further that countries should ensure that the children’s right to identity should be respected. This right entails the child’s right to nationality, name and family relations. Article 9 (1) further urges states to make sure that these removals and placements in alternative care are only done if they are in the best interests of the child and if there are no other options available. Section 20, however, recognizes that there are certain circumstances that may result in a child being removed from his or her home environment and stay outside a family environment with unrelated people. The UNCRC therefore provide a directive for states to ensure that there is stability in that child’s upbringing. The United Nations (2010) has further developed guidelines for alternative care (UN General Assembly, Sixty Fourth Session) which expressly reiterate that removing the child from his/her family should be the last option. It therefore encourages states to ensure that there are sufficient number of caregivers in those residential care facilities to ensure that children receive individualized attention that allows them to make bonds and attachments with a specific caregiver.

In the South African context, the constitution is child-sensitive. The availability of other legal statutes such as the ratification of the United Nations Convention on the Rights of the Children (1989), and the African Charter on the Rights and Welfare of the Children which was reified in 2000 shows that South African legislation is in sync with international law. The reading and interpretation of the South African constitution of 1996 shows that the South African legal system is in sync with the provisions of the international law. In this respect, international law refers to the binding legislative instruments which South Africa is signatory such as the UNCRC and the ACRWC (Boezaart, 2009). One of the most direct examples of the influence of the UNCRC in South African legislation is the adoption of Section 28 of the Constitution which is commonly acknowledged as being based on the principles of the UNCRC. Boezaart (2009) further indicates that the UNCRC guides all policies in South Africa with regard to children.

So, in South Africa, just as is the guiding principle internationally, institutionalization of children is regarded as a last option. It is shunned for its purported negative impact on the children and also for violating the provisions of the (UNCRC, 1989). The Children’s Act (RSA, 2005) provides that children should remain in a family environment and should only be institutionalized as a measure of last recourse. RSA (1997) and the Minimum Norms and Standards for Child and Youth Care Centres indicate that residential care should be the last option. However, due to the increasing number of orphans and other socio-economic conditions that weaken the family system and make children vulnerable, institutional care is still widely used in Africa (Browne et al, 2006; Meintjes et al, 2007). The changing landscape of communities and families in South Africa have resulted in family systems that are unable to absorb vulnerable children into the structures that have traditionally provided safety and
security (Meintjies et al, 2007). While placing children in CYCCs may not be an ideal solution; they are necessary establishments for those children that do not have other options available for them.

South Africa has a well-articulated and specific regulatory structure for residential care that is contained in the Children’s Act (RSA, 2005) and the Children’s Amendment Act (RSA, 2007). Provisions are made in these legislations for CYCCs to provide therapeutic, developmental and recreational programmes to children. So, according to Children’s Act (RSA, 2005) and the Children’s Amendment Act (RSA, 2007), residential care is viewed as a last option, and also as an intervention strategy that might go further than simply addressing the physical needs of the children. Thus, residential care may not only be regarded as a last available option for children needing care, but it is also an important resource or intervention strategy that is available and that should be used at an appropriate time to develop those children who do not have any other care options available for them as advocated by (Knorth, 2008).

Residential care facilities are shunned for a number of reasons. Backemans-Kranenburg et al (2011) indicates that disturbances in attachments are some of the biggest challenges faced by institutionalized children. Residential facilities also have limited resources, changing and shifting staffing patterns, emotionally deprived interactions between caregivers and the children in care (Tarullo & Gunnar, 2005; Rus et al, 2017; Van IJzendoorn et al, 2011). Some institutions lack adequate health and nutritional resources, physical and mental stimulation which support cognitive, sensorimotor and language development, adult-child and child-child stimulation and also lack stable and consistent relationships (Van IJzendoorn et al, 2011; Tarullo & Gunnar, 2005). According to a study done by Backermans-Kranenburg et al (2011), infants brought up in institutional settings with multiple caregivers developed disorganized selective attachments patterns.

On the other hand, other scholars such as Knorth (2008) and Griffith et al (2009) hold a positive perception of residential care programs and view residential care as a qualified and efficient aid to assist children who are found to be in need of alternative care. Knorth (2008) brings into his argument various forms of community care, including residential care that gives children and adolescence a chance to develop in a positive direction (Knorth, 2008). Knorth (2008) states that in the West, residential care is no longer seen as the last resort but a meaningful and effective intervention. For example, Griffith et al (2009) indicates that YPIC have considerably higher levels of mental health problems. About 80-93 percent of them are eligible for psychiatric diagnosis (Griffith et al, 2009, p.136). The personnel of the residential care program seem to be more critical and thorough in their assessment of behavioural progress than parents or family members (Knorth, 2008; Griffith et al, 2009). Knorth (2008) is of the opinion that residential care programs can realize better results than children who are looked for at home who have the same problem (Knorth, 2008). Specific skills and training of residential staff that is aimed at enhancing social, cognitive, emotional and psychological functioning also help in the treatment of YPIC.
2.4. Role of child and youth care workers

Child and Youth Care Workers play a salient role in CYCCs. Yorke (2015) indicates that their roles expand from meeting the basic needs of the children such as food, clothing and shelter to more complex and relational needs that meets the children's psychological, social and developmental needs. As early as 1993, Holmes (1993) argued that CYCWs should be skilled in understanding YPIC’s needs, their desire for parental love and their right to express their different feelings in different contexts. This is also echoed by Baylin & Hughes (2016) who indicates that CYCWs should be social buffers whose presence signals safety and calms the child. Jamieson (2013) further states that CYCWs work in the life space of children and youth with both special developmental and normal needs to support and enhance optimum functioning. Caregivers aim to bring love and nurturance to the children that they care for and they reach out through planned use of programs and everyday life events. Meintjes et al (2007) indicates that CYCWs provide children with attachment and care that they need. They provide loving and engaged care that is appropriate for the child’s needs. Through creating an environment that is stable and consistent and by being present, available and approachable; they create a safe and nurturing environment (Meintjes et al, 2007). Purvis et al as cited by Yorke (2015) identify empowerment, connection and correction as the pinnacles of CYCWs’ roles and responsibility.

Through providing a stable and trusting relationship, CYCWs create an atmosphere where the children are also able to learn to develop relationships that are healthy and trusting and they are also able to address problematic thoughts and behaviour in children under their care (Jamieson, 2013; Meintjes et al, 2007). Jamieson (2013) provides that CYCWs undertake therapeutic work in the life space of the YPIC to enhance social competency and healthy development. CYCWs also provide the children with a new home, a secure environment, love and nurturance to assist the children to recover from their past traumatic experiences and flourish; they facilitate healing and growth (Yorke, 2015). CYC services are also well aligned with the new model of social services as indicated in the Children’s Act 38 of 2005 and the Children’s Amendment Act 41 of 2007 because they integrate developmental, therapeutic, residential and preventative programmes in the life space of the children (Jamieson, 2013). One of the ways in which these are enforced is through developmental assessment and the implementation of the Circle of Courage (CoC) (Bendtro et al (2014). It may be argued that that at the core of the CYCWs’ role is assisting the children and youth to mediate the effects of their childhood traumas and heal through developing attachments and belonging.

The neuroscience of attachment and development posits that when a child and his/her parent are engaged in an attuned and intersubjective manner, critical areas of the child’s brain which are located in the prefrontal cortex develop and become organized (Hughes, 2009; Becker-Weidman, 2009). Such developments do not occur when the child is neglected, abused or caught up in other circumstances outlined under section 150 of RSA (2005). The prefrontal cortex is responsible for such functions as emotional regulation, social cognition and empathy, flexibility and self-awareness as well as fear modulation (Hughes, 2009). By providing a well-modulated socio-affective stimulation, caregivers can facilitate the growth of the connections between the limbic and sub-cortical systems that
neurobiologically mediates self-regulatory functions (Hughes, 1997). Schore as cited by Hughes (1997) states that attunement facilitates the development of the limbic system that is responsible for the gradual increase in the frequency and intensity of positive affect within the child. Hughes (1997, 2009) writes about interactive repair that caregivers can use to counter the effects of past traumatic experiences. Caregivers need to be empathetic and emotionally involved in order for them to understand the child’s internal states. Their participation generates and sustains positive emotions that help to enhance the growth of new neural connections in the brain (Hughes, 1997). Golding (2007) also affirms that in the care of a new caregiver who is sensitive and responsive, the child’s brain is able to rewire itself and neutralize the effects of childhood trauma.

Recently in South Africa there has been a move towards professionalising the field of child and youth care. CYCWs are now required to have completed a qualification and be registered with the South African Council for Social Service Professions (SACSSP) and the National Association of Child and Youth Care Workers (NACYCW). There are two routes to becoming a registered CYCW; one is to pursue a degree in child and youth care work offered by the University of Western Cape, University of South Africa, Monash and Durban University of Technology, the other, more commonly used route is to obtain a certificate in child care by the NACYCW.

However, the curriculum guide for CYCW training, as designed and endorsed by the Quality Council for Trades and Occupations (QCTO) in collaboration with the Health and Welfare Sector Education and Training Authority (HWSETA), there is little content that explicitly addresses developing attachments and belonging. The closest reference to attachment that is made in the document is a focus on building relationships with children and youth as an occupational responsibility of CYCWs. Attachment fits well with belonging in the circle of courage and individual development plan (IDP) and its absence in the curriculum guide can be regarded as an oversight that makes it all important for this research to find out what CYCWs know about attachment and belonging.

The next section presents attachment theory as the guiding theoretical framework for this study.

2.5. Theoretical frameworks

2.5.1. Attachment theory

Attachment theory originated in the work of John Bowlby (1969, 1973, 1979, 1980, 1988) and Mary Ainsworth (1963, 1967, 1983) also greatly contributed to the conceptualization of the theory as it is understood today. Bowlby’s studies of infant attachment and separation yielded results that indicate that attachment is an important motivation in human behaviour. The interaction between the mother and the infant informs the way in which the child will relate to other people as he/she grows and also shapes the child’s personality structure (Fonagy, 2010; Levy & Orlans, 2000). Attachment theory draws from other disciplines such as ethology and cybernetics, information processing, developmental psychology and psychoanalysis (Bretherton, 1992; Berghaus, 2011). It is from these disciplines that Bowlby concluded that attachment is not causally linked to feeding (Holmes, 1993; Brandell &
Randell, 2007). The theory suggests that in order for infants to feel secure and experience comfort, they must form attachment relationships with their primary caregivers (Atwool, 2006; Zilberstein, 2014). Holmes (1993) adds that parents do not develop attachments to their children for they are not dependent on this relationship for survival, but they form loving relationships of care and sensitivity to their children. Even though infants tend to attach to one person, they are also capable of forming attachments to several other people (Sadock, Sadock & Ruiz, 2015). The attachment figure, who is usually a parent or primary caregiver, provides a secure base for the child (Atwool, 2006; Sadock et al, 2015). The children use this secure base to go out and explore and they also return to it when they feel threatened. When the threat is reduced, they go out and explore again (Zilberstein, 2014). Bowlby suggests that these early relational experiences assist in the development of the internal working model which is a cognitive model of interpersonal relations.

New and Cochran (2007) indicates that internal working models steadily develop and it is based on the child interactional history with an attachment figure. This internal working model can generally be described as mental representations of interactions that the child has generalized as a way of relating to self and others. Holmes (1993, p. 43) described them as "role relationship models and self-other schemata that form relatively fixed representational models which the child uses to predict and relate to the world". Children with a secure attachment style, stores an internal working model that regard caregivers as responsive, loving, reliable and also see themselves as worthy of love and attention. They will also bring these assumptions into all the relationships that they will get involved in as they grow (Holmes, 1993; Fonagy 2010). On the other hand, a child with an insecure attachment style may develop a view that the world is a dangerous place where they should always treat other people with great caution and mistrust and also think of themselves as unworthy of love (Holmes, 1993; Fonagy, 2010).

Mary Ainsworth’s innovative methodology (the strange situation) made it possible to empirically test some of Bowlby’s ideas and also made significant developments on the theory itself (Brandell & Randell, 2007; Betherton, 1992). Ainsworth contributed to the concept of the attachment figure as a secure base from which an infant can explore the world (Bretherton, 1992; Fonagy, 2010; Fonagy et al, 2014). She also helped in shaping our understanding of how the mother’s sensitivity and responsiveness to the child’s signals helps in the development of attachment patterns. Bretherton (1992) adds that the work of Ainsworth is also responsible for the new direction that the theory is now taking. The theory originally suggested three different types of attachment; secure, insecure and avoidant attachment styles. Later, disorganized attachment was included in the theory. These different types of attachment styles are discussed in the next section.

2.5.2. Attachment styles

2.5.2.1. Secure attachment

Children who find themselves in relationship with parents who show interest in them and are engaged with their needs; that is, parents who are sensitive, loving, responsive, attuned, consistent, available and accepting develop secure attachments (Howe, 2005). These
parents are eager to be understood and also to understand their children’s emotional states creating an environment of coordinated and cooperative relationship (Howe, 2005).

A child who is securely attached is more positive in his or her behaviour towards caregivers. The child is more harmonious in his/her interactions with caregivers and is more willing to comply with her requests (Vivien & Glaser, 2006). In the strange situation, a securely attached child is regularly, but not always bothered by the separation. After they are reunited with their caregivers, they meet their parents and after they are comforted, they return to play happily (Holmes, 1993; Cundy, 2017). After they realize that their caregiver is around (secure base) they return to play (Vivien & Glaser, 2006). The most important thing in secure attachments is active and reciprocal interaction. Howe (2005) individuals with secure attachment feel secure when they express their attachment needs flexibly and their communication is also honest and clear. They are also able to reflect objectively and thoughtfully about others’ and their own thoughts, feelings and behaviour (Howe, 1995, 2005; Holmes, 1993; Fonagy, 2010). Children who feel that they are loved and understood develop an internal working model of themselves as lovable and psychologically coherent. This develops their self-esteem as well as confidence and emotional balance. They can make psychological explanations of theirs and others’ behaviour (Holmes, 1993). They are also able to make sense of the psycho-social world that they live in (Howe, 1995, 2005).

2.5.2.2. Insecure-avoidant attachment

Insecure and avoidant types are consequently as a result of the rejecting and dismissive parenting style (Howe, 2005). These parents reject the child when he/she expresses an attachment need and only accept them when they act or behave in an emotionally independent and self-contained manner (Howe, 2005). These caregivers are emotionally displaced if the child displays attachment behaviour, show emotional volatility or appear dependent on them for support and comfort (Holmes, 1993; Howe, 2005). They cope by emotionally and psychologically distancing themselves from their children’s signs of distress (Howe, 2005). These children adapt to this parental style by downplaying their needs, restraining their need for parental comfort and over-regulating their emotions (Holmes, 1993; Howe, 2005). These children end up deactivating their attachment behaviour in order to increase parental availability, proximity and responsiveness (Howe, 2005). Children with an insecure-avoidant attachment are high on avoidance and anxiety (Hemening, 2010). They tend to avoid close relationships out of fear of being rejected. They actually desire closeness and intimacy but are so afraid of exposing themselves to emotional injuries (Hemening, 2010).

2.5.2.3. Insecure-ambivalent attachment

This attachment style normally results from parents that are disengaged or not sufficiently involved with their children (Howe, 2005). These parents are normally worried about their own needs and are always wondering if they will receive any help to meet them (Howe, 2005). They are afraid of being mistreated and psychologically abandoned. They are always anxious to know what others think about them and this results in anxious demands on others to verbalize their love and repeatedly show through words and actions how they feel about them (Howe, 2005). This normally places great demands on a relationship and it often
exhausts the partner to a point of leaving. These anxieties can expand to affect the way in which parents deal with their children (Howe, 2005). Mentalization and mirroring of child’s emotions is weak, and the parent is preoccupied with their needs and apprehensions that they become slow to notice and respond to their children’s signals of distress and attachment behaviour (Howe, 2005).

These children end up displaying distress behaviour such as crying, fretting and whining as a way of seeking attention and to increase parental responsiveness (Howe, 2005). In order to get noticed, children start to hyper-activate their attachment behaviour and forcefully find their way into their parents’ preoccupied states such that they may be aware of their needs and respond to them (Howe, 1995, 2005). After winning their parents’ trust, they become sceptical of their continued involvement, so they resist to be pacified, regulated and calmed (Howe, 2005).

2.5.2.4. Insecure-disorganized attachment

Insecure and disorganized attachments in children are normally as a result of parents who are frightening or frightened, parents that are abusive and hostile, sometimes depressed, drunk or drugged (Howe, 2005). Parents who appear to be helpless and can hurt or frighten the child (Howe, 2005). Parents who are also struggling with their past childhood experiences can feel preoccupied and anxious whenever they find themselves in the role of protecting and caring for somebody else (Howe, 1995; 2005). Their unresolved experiences with their parents, collapse of their dominant attachment styles, unresolved attachment issues that are triggered by the exchange of roles as they now care for and protect the child can cause fear and distress (Howe, 2005). A parent that is psychologically lost or panicky is also terrifying for the child. If the parent reacts in fear and distress when caring for the needy child, then the child will experience themselves as the basis of the parent’s fears (Howe, 2005).

Since the parent is always distressed and out of control, the child struggles to find or explore his or her own psychological self (Holmes, 1993; Howe, 2005). Due to this lack of a coherent and subjective sense of self, the child struggles to manage subjective sense of self in him or herself and also in others (Howe, 1995). Parents and caregivers who have unresolved childhood issues and traumas show very unusual behaviour when interacting with their children such as disorientation, negative and intrusive behaviour, role confusion and withdrawal (Howe, 2005). When the caregiver also becomes the source of the child’s fear, development of normal attachment is also affected (Howe, 2005). The child will be caught between two incompatible behavioural strategies; that is, either to approach or avoid, to engage or to escape (Howe, 2005). It also affects the way a child develops mental representations of themselves. They become unsure as to whether they are frightening or frightened, threatening or threatened. They also experience others in the same manner (Howe, 2005). These experiences lead to a misguided representational and understanding of the self and others. This attachment style is most often linked to borderline personality disorders, anxiety disorders and depression (Howe, 2005; Van der Kolk, 2005). The next section looks at the strengths and criticisms of attachment theory.
2.6. Strengths and criticisms of attachment theory

Berghaus (2011) identifies some of the strengths of attachment theory arguing that it is appealing to common sense and that it is based on a congruent and widely acceptable factual basis. Berghaus (2011) indicates that it is reasonable and sensible to lay a theoretical claim based on the large amounts of time that the child spent with their mother or primary caregiver in their first year of life. Barghaus (2011) further indicates that attachment theory is based on strong empirical evidence and well documented facts from other disciplines such as cybernetics as well as general behaviour theory.

Castello (2013) indicates that attachment theory provides a compelling understanding to the effects of our early childhood experiences on how we function as adults. Castello (2013) further indicates that attachment theory is important to contemporary times in the same manner that Freud’s ideas were in the mid-20th century. Castello (2013, p. 11) adds that, “psychotherapy has never before rested on a foundation of such intellectual breath and rigor.” Attachment theory provides a way of understanding how early childhood experiences latter affect the way an individual function both psychologically and emotionally (Castello, 2013; Howe, 1995). As such, attachment theory provides a way to understand how we form relationships and behave in them, how we feel and think about ourselves and how we interpret others’ intentions (Castello, 2013).

On the other hand, New and Cochran (2007) argue that some of the indicators used in attachment theory are biased on Western middle class settings. Different cultures have different caregiving ways which ultimately influence the understanding of secure and insecure attachment patterns (Contratto, 2002). Attachment theory is also seen as not taking into consideration biological vulnerabilities and exclusively focusing on the caregiver’s behaviour in relation to the child (Fonagy, 2010). It is also criticised for reducing etiological consideration to a single variable of physical separation (Fonagy, 2010). Bowlby is also accused of not taking into account the developmental state of the ego on the child’s ability to make attachments and react to loss (Fonagy, 2010) and also ignoring negative attachments related to the fear of the mother and the trauma other than physical separation (Schute & Slee, 2015).

Another criticism of attachment theory comes from feminist detractors who see Bowlby’s theory as a way of pinning women to domestic work of raising children (Holmes, 1993; Contratto, 2002). They accuse Bowlby of overstating his case. They advance that exclusive care by mother alone is less able to help a child to form secure attachments. They also advance that Bowlby was wrong in his belief that a child makes exclusive attachments to one preferred figure (Contratto, 2002). The reality is that normally a child who is raised within a family environment gets attached to many other family members such as grandparents, father, siblings and other relatives. In case one is absent, the child can easily turn to another for comfort and soothing (Contratto, 2002).

Even though there are criticisms levelled against it, its strengths seem to outweigh its weaknesses in that it provides a clear perspective on how broken attachments affect development throughout one’s lifespan. Attachment theory sheds light into how childhood adversity affects life domains such as how an individual communicates their discomforts,
socialization with others, motor skills and daily living skills (Read and Bentall, 2012). It also indicates how broken attachments affects one’s relationships with self, family, society, partners, peers and their children as indicated by Howe (1995). In this light, one can argue that attachment theory offers a framework that carefully explains the interrelationship between maltreatment and personality development (Howe, 2005). Also taken into cognizance in the selection of this theory in this study is its practical applicability to child and youth care work as indicated in item 2.8. below.

This section provided an intensive discussion of attachment theory and its strengths and weaknesses. The next section provides insight into how broken attachments are related to the development of complex trauma; a psychopathological condition that characterize many young people in care (YPIC).

2.7. Attachments and the development of complex trauma

Becker-Weidman (2009) defines complex trauma, which is also called developmental trauma as a dual problem comprising of the child’s exposure to traumatic life events and the effects of that trauma on the child’s immediate and long-term functioning. It is defined as unremitting early abuse within the child’s caregiving system that affects several aspects of the child’s development. Shonkoff and Garner (2012) further indicates that complex trauma can result from strong, frequent or prolonged activation of the body stress response systems without the presence of caring adults to buffer and regulate the child’s emotional state, protect and supportive them. Van der Kolk (2005) shares the same sentiments that most traumas begin at home and a vast majority of people, about 80 percent responsible for child maltreatment are the children’s own parents. Becker-Weidman (2009) adds that, when trauma is caused by a primary caregiver, the normal development of secure attachments is disrupted. Such children are at risk of developing disorganized patterns of attachment and disorganized attachments are also associated with a number of developmental problems such as dissociative symptoms, depression, anxiety, and acting out (Becker-Weidman, 2009; Read & Bentall, 2012). Therefore, complex trauma as summarized by Becker-Weidman (2009) is the child’s experiences of multiple trauma within a caregiving system; the social environment that is supposed to be the source of safety and stability in a child’s life. Issues such abuse and domestic violence are normally the principal causes of complex trauma (Becker-Weidman, 2009).

Traumatic experiences such as neglect and abuse results in loss of emotional regulation, loss of safe base which leads to a loss of direction and subsequent inability to detect danger cues is also associated with subsequent trauma exposures such as physical and sexual abuse in the long run (Becker-Weidman, 2009; Read & Bentall, 2012). According to Becker-Weidman (2009), the clinical formulation of complex developmental trauma involves seven domains of impairment affected by chronic early childhood maltreatments; that is, biology, attachment, affect regulation, dissociation, behavioural control, cognition and self-concept (Becker-Weidman, 2009). It also affects other domains in life such as communication, socialization, motor skills and daily living skills. Children who have experienced complex trauma are at risk of developing severe psychiatric problems (Becker-Weidman, 2009; Read & Bentall, 2012). To expand on this point, Howe (1995) indicates that broken attachments affect six aspects of one’s life such as their relationships with family, peers, self, society,
partners, and with children. They affect one’s behaviour, thoughts, emotions, physical, moral and spiritual well-being of an individual throughout his lifespan as indicated by Levy and Orlans, 2000). Children who have experienced chronic early maltreatment are also at risk of presenting with aggressive or violent behaviour and developing mental health problems such as major depressive disorders, personality disorders, and are at higher risk of substance abuse (Read & Bentall, 2012).

2.7.1. The biological basis of stress

Early childhood trauma can affect various regions of the brain and cause improper development of the brain leading to a variety of physical, emotional, cognitive and mental health problems. Shonkoff and Garner (2012) indicates that the plasticity of the foetal, infant and early childhood brain makes it sensitive and susceptible to chemical influences and persistent elevated levels of stress hormones can disrupt its developing architecture. The developing brain is not resilient, but malleable (Shore, 2013). Early childhood experiences have an intense impact on the brain because the brain pathways responsible for social discernment are the same conduits that are responsible for creating meaning, regulate memory and also the ability to express empathy and also meaningful interpersonal communication (Becker-Weidman, 2009; Shore, 2013). Stressful experiences that are overtly traumatizing may cause chronic elevated levels of neuro-endocrine hormones such as cortisol. Shonkoff and Garner (2012) adds that adverse childhood experiences activate the hypothalamic, pituitary-adrenocortical axis and the sympathetic nervous system which results in increased levels of stress hormones such as corticotropic releasing hormones, cortisol, noradrenaline and adrenaline. Whereas brief increases in these stress hormones are crucial and even necessary for survival, excessive high levels of these hormones can cause permanent damage to the hippocampus, amygdala and prefrontal cortex that is responsible for memory, executive functions and learning (Becker-Weidman, 2009; Read & Bentall, 2012; Shonkoff & Garner, 2012).

The availability of a caring and responsive adult who helps the child to cope with the stressor provides a protective effect that facilitates the return of the stress response system back to baseline status (Shonkoff & Garner, 2012). Stress regulation and a sense of safety must be provided by the primary caregiver (Shore, 2013). When buffered by an environment of stable and supportive relationships, positive stress responses can be growth promoting and they can provide important opportunities to learn, observe, and practice healthy adaptive responses to adverse experiences (Shonkoff & Garner, 2012).

Bursch and Lieberman (2007) are of the opinion that by improving the quality of the attachment relationship, clinicians have a better chance of improving the children’s ability to cope with traumatic life events. The parent-child relationship is central to shaping personality development in the early years and effective intervention should focus on this attachment caregiving system. Ongoing research has led to treatment and prevention and intervention programs ranging from individual therapy, public health programs, to interventions designed for foster caregivers and also in residential care settings such as CYCCs (Berlin, Zeanah & Lieberman, 2008). Bursch and Lieberman (2007) further indicate that the interplay between attachment and trauma suggests that interventions for children who have experienced domestic violence and other traumatic events should logically follow
a child-parent model. It is for this beneficial reason that the South African welfare system has adopted the Circle of Courage as an intervention measure to assist children in residential care facilities develop positively. Children in CYCCs have experienced backgrounds of neglect, abuse, separation, violence and trauma and some of them have experienced complex trauma (Bursch & Lieberman, 2007). This literature gives an overview of the psychological and emotional status of these children. It will therefore, be interesting to find out the experiences of CYCWs in developing attachments and belonging of these children in the CYCC.

2.8. Importance of attachment theory in child and youth care work

Despite criticism levelled against it, attachment theory remains an important theory in understanding and providing directions for more effective psychotherapy (Flores, 2004). It provides new ways of understanding how and why people are biologically driven to form powerful emotional bonds to others (Flores, 2004). It also helps in explaining many forms of emotional problems such as depression, detachment, anxiety and other forms of emotional disorders that stem out of separation and loss (Flores, 2004; Fonagy, 2010; Fonagy et al, 2014). This theory is utilized in this research especially because of its dual strength to explain psychopathologies and at the same time influence clinical practices. These strengths offer important insights into therapeutic work with children and how one can create a healing environment within a CYCC. The motivation for this study is based on the contention by Flores (2004) that exposure to a powerful attachment environment can shape the pattern of relatedness which becomes ingrained in a child’s implicit memory. Creating an attachment environment within the CYCC system may have therapeutic value to the children and help them in overcoming emotional problems and develop a sense of belonging.

Scholars such as (Bowlby, 1975; Howe, 1995) agree that children flourish and develop healthily, both emotionally, physically and psychologically if they are able to form and maintain meaningful attachments to primary caregivers in a safe environment that is endowed with love, sensitivity and responsive care to their distresses. Baumeister and Leary (1995) add that frequent personal contacts or interactions that build interpersonal bonds or relationships that are marked by stability and effective concern and continue into a foreseeable future, also enhances children’s sense of belonging. The need to form attachments and to belong is a prominent motive, which if not satisfied, may lead to different forms of psychopathology and other developmental problems (Baumeister & Leary, 1995; Carriere & Richardson, 2009).

Looking at the child’s behaviour from an attachment point of view can assist caregivers to create a safe life space and form a secure base in which the children are able to regain trust, learn, play, explore and build up a memory of positive shared experiences (Graham, 2005; Curry, Lawler, Schneider-Munoz and Fox, 2011). Attachment theory provides a way to understanding conduct disorders and formulates interventions (Moore, Moretti & Holland, 1998). It also helps care workers to keep children’s attachment strategies in the normal range and to offer themselves as attachment figure to give YPIC a second chance at forming secure attachments (Graham, 2005). According to Graham (2005), attachment theory also informs CYCWs of the significance of providing safety and comfort in order to establish the child’s sense of inner safety and tranquility. It also assists CYCWs to minimize events that
trigger the child’s traumatic experiences and maximize on things that enhances the child’s positive affect and responsive interactions. Attachment theory provides an alternative way of dealing with children’s behaviour, from trying to contain and bring the child’s behaviour under control to creating connections and an interactive process of relationship (Curry et al, 2011; Moore et al, 1998).

Curry et al (2011) adds that an understanding of attachment theory can help CYCWs to look beyond the child’s upsetting behaviour and emotional instability to focus on the child’s strengths as well as their pressing developmental needs and also to encourage the development of a secure attachment alignment in a child. As Moore et al (1998) advances, attachment theory helps CYCWs to understand the cumulative effect of childhood adversity on YPIC’s behaviour and how that has influenced their internal working models. From attachment point of view, children’s behaviour can be understood as an indication of the conclusions that they have reached based on their relational experiences regarding their connection to self and others (Moore et al, 1998; Curry et al, 2011).

Bursch and Lieberman (2007) are of the opinion that by improving the quality of the attachment relationship, clinicians have a better chance of improving the children’s ability to cope with traumatic life events. The parent-child relationship is central to shaping personality development in the early years and effective intervention should focus on this attachment caregiving system. Ongoing research has led to treatment and prevention and intervention programs ranging from individual therapy, public health programs, to interventions designed for foster caregivers (Berlin, Zeanah & Lieberman, 2008). The implementation of the circle of courage in CYCCs is a measure that is aimed at ensuring that the children develop a strong sense of belonging which is central to their achievement in other areas of their lives; that is, mastery, independence and generosity (Bendtro et al, 2014; Bendtro et al, 2002).

**2.9. Circle of courage**

The circle of courage (CoC) is a child and youth positive development framework that is rooted in the research on belonging, mastery, independence and generosity (Jackson, 2014). It is aimed at creating a positive environment that will promote cognitive, physical, social and spiritual competence in young people to help them to achieve a healthy sense of self-worth (Reid & Ross, 2005). Jackson (2014) further indicates that the CoC integrates traditional philosophies of raising children and modern approaches that put exclusive focus on the child’s strengths to address the children’s needs and to create a culture of respect. The CoC philosophy encourages young people to have resilience and courage to face life’s many challenges (Garfat & Van Bockern, 2010). Jackson (2014) adds that in the CoC resilience is very important for the children’s growth and development. When these needs are not attended to, children will display social, emotional and behavioural problems that will hinder their social and psychological development (Jackson, 2014; Reid & Ross, 2005). The CoC integrates ecological, sociological psychodynamic and behavioural approaches to achieve positive youth development (Jackson, 2014).

The four central values in the CoC; that is, belonging, mastery, independence and generosity denote four essential values that are at the core of positive youth development
programs (Reid & Ross, 2005). These four qualities are essential for a balanced personality in an individual (Reid & Ross, 2005; Jackson, 2014). All four quadrants are discussed in the section that follows, but the concept of belonging receives the most attention, as it is the CoC concept that most directly links to attachment theory.

2.9.1. Belonging

According to Bendtro et al (2002), seeing and treating others as related is an influential social value that transforms human relations. For many distressed children and youth, belonging is found only in relationships with adults who are sensitive and responsive to their needs. In Maslow’s motivational hierarchy, the need for love and belonging is ranked in the middle indicating that the need to belong does not come until basic needs such as food, shelter and clothing are met, but it takes precedence over such needs as self-esteem and self-actualization (Baumeister & Leary, 1995). There are two central features to belonging. Firstly, the people need to have constant contact and interaction with each other. These interactions should also be free of constant conflict, pleasant and of positive affect (Baumeister & Leary, 1995). Secondly, people need to be assured that there is a stable interpersonal bond where others care about their welfare. This bond should also continue into the future. Stability of this bond guarantees security. The person must believe that the other cares about his or her welfare and likes or love him/her in order to satisfy the need to belong (Baumeister & Leary, 1995). What is central to belonging is mutuality and reciprocal exchange of feelings amongst people (Carriere & Richardson, 2009; Baumeister & Leary, 1995). A relationship of mutual concern produces a connection that is qualitatively different from one that is based on selfish social exchanges. The decisive aspect is that the people in this social circle love and care about each other’s welfare (Baumeister & Leary, 1995). The need to belong is stronger than the need for mere association and those relationships that are based on strong feelings of attachment, intimacy or commitment without regular contact will fall short of satisfying the need to belong (Baumeister & Leary, 1995).

Carriere and Richardson (2009) indicate that when the physically available family is not in sync with the psychologically present family then one will struggle with a feeling of ambiguous loss. This sense of loss results as a person fails to integrate their affective states with the family that is available and that which is available in their minds and this normally results in frozen grief which may present in characteristics such as depression, anxiety, somatic illnesses, backaches and persistent headaches (Carriere & Richardson, 2009). All human beings have a strong need to form and maintain interpersonal relationships; hence a need to belong is also of principal value to human development (Baumeister & Leary, 1995). When children are separated from their families of origin, they carry their family in their mind and that family remain more important than the one that they live with. Carriere and Richardson (2009) add that children can rise above separation from family and develop new attachments with others, but this is often in the case of attachment, but not assimilation and total belonging. As such, children may appear to be assimilated and well integrated into a family, but still harbouring a deep-seated drive to detach and seek reason or new satisfactory assimilations (Carriere & Richardson, 2009). The need to belong is also coupled with the need for frequent interaction and persistent caring (Baumeister & Leary, 1995).
Institutionalized children’s sense of disconnection comes from the realization that the environment in which they now live is different from the environment where they were born and raised (Carriere & Richardson, 2009). Connectedness or belonging can help to reduce negative perception of ‘self’ such as poor body image, emotional distress, use of drugs, absenteeism from school and unwanted pregnancies (Carriere & Richardson, 2009). To assert the importance of attachment and belonging, Baumeister and Leary (1995) pointed out that failure to satisfy a basic need or drive produces ill-effects that go beyond temporary emotional distress. Carriere and Richardson (2009) provide an indication that children with a low sense of belonging often experience loneliness, anxiety, jealousy, anger, depression and low self-esteem over extended periods of time. Therefore, high risk behaviour is associated with lack of connectedness to community. Carriere and Richardson (2009) indicate that family cohesion is regarded as a powerful protective feature in the well-being of young people and it can also reduce the risk of suicide. Baumeister and Leary (1995) view human beings as naturally predisposed towards a need to establish and maintain a strong sense of belonging.

2.9.1.1. Similarities between attachment and belonging

Attachment and belonging are linked in a number of ways. Firstly, a good sense of belonging helps a child to develop resiliencies and boldness to face life’s many challenges (Bendtro et al, 2002; Ungar, 2005a) just in the same way a securely attached child gains trust in self and has relatively higher levels of self-esteem (Vivien & Glaser, 2006; Fonagy, 2010). Secondly, both attachment and belonging serves to maintain a comfortable level of proximity, affection and security between the child and nurturing adults (Baumeister & Leary, 1995). Thirdly, theorists also believe that unsatisfied needs to belong and form meaningful attachments may lead to psychopathology and cause mental health problems like depression, anxiety, attachment disorders, drug use and low self-esteem (Fonagy, 2010; Baumeister & Leary, 1995). Finally, it is difficult to ascertain if attachments develop at the same time as belonging or vice versa, however, it is possible to argue that a sense of belonging is cultivated in the presence of secure attachments.

2.9.1.2. Differences between attachment and belonging

Attachment theory emphasizes the task of highlighting individual differences in attachment styles whereas belonging theorists focus on the need to belong (Baumeister & Leary, 1995). Attachment theory also emphasize certain emotional needs and satisfaction that is found in certain kinds of relationships whereas belonging theorists think that it is possible that the need to belong could be fulfilled in other ways e.g. affiliation in social or political groups (Baumeister & Leary, 1995). This argument, however, goes against a point raised earlier by Baumeister and Leary (1995) that the need to belong is stronger than the need for mere affiliation.

2.9.2. Mastery

Adults and children alike strive to master their environment. When the child has managed to master one thing, their need to achieve more is enhanced (Bendtro et al, 2002). When children are not presented with opportunities to explore and master their environments, they...
communicate their frustration through negative behaviour or withdraw into inferiority or hopelessness. Reid and Ross (2005) add that children should learn leadership roles in order to develop independent living skills. Games and creative play enhances learning and they should be delivered in a non-threatening environment (Reid & Ross, 2005; Jackson, 2014).

2.9.3. Independence

Children who have established a sense of independence are able to gain control over their behaviour, environment and have a strong internal locus of control (Bendtro et al, 2002). Reid and Ross (2005) adds that for children to develop a strong sense of independence, they must be allowed a considerable sense of independence and control over their lives as they learn to think critically and make certain choices for themselves and plan for their lives.

2.9.4. Generosity

Children need to be taught that to be generous and being selfless is the highest virtue (Bendtro et al, 2002). As children learn to help others, they also develop a corresponding sense of self worthy (Bendtro et al, 2002; Reid & Ross, 2005). Selfless acts or generosity teaches the children that they have abilities and gifts to share with others (Reid & Ross, 2005). Acts of generosity develops values such as selflessness, self-discipline and hard work (Reid & Ross, 2005; Jackson, 2014).

2.10. Conclusion

Attachments and belongingness are salient motivational drives in human psychological well-being. A break of attachment and lack of belonging have been empirically found to cause a number of psychological and physical problems. The plasticity of a child’s brain makes it malleable and early childhood adversity forms patterns of relating which latter cause relational and mental health problems. Institutionalization of children is shunned because it is detrimental to the physical, emotional and psychological well-being of children, but due to adversity, many family safety systems are destroyed and left unable to cater for the children. As a result, many children experience broken attachments and are forced by circumstances into institutional care. Due to these difficulties, these children may express their needs in distorted ways and hence CYCWs should possess specialized knowledge on how to deal with these children.

In the South African context, CYCCs are not designed to function as alternative placements that focus only on meeting physical needs, but they are specialized services that ensure that these children receive therapeutic, developmental and recreational needs. To achieve that, CYCCs implement the circle of courage that helps children to balance these needs and recover from past traumatic experiences. The programmes offered in CYCCs are designed to mediate the effects of early childhood trauma and CYCWs play a central role in the implementation of these programs.

This chapter has opened by looking at the context of care in South Africa; that is, foster care, adoption and residential care and also highlighted the common factors that results in children being placed in alternative care. It moved further into providing an in-depth
discussion of the different perspectives on the institutionalization of children both on the international stage and in the South African context, highlighting both positive and negative standpoints. This culminated in unpacking the role of the CYCWs. Attachment theory received an intensive focus since it is the theoretical framework that underpins this study. Four distinct attachment styles namely, secure, insecure-avoidant, insecure-ambivalent and insecure-disorganized were also discussed. Strengths and weaknesses of attachment theory were also highlighted, and light was shed on how breaks in attachments are related to the development of complex trauma as well as its usefulness in child and youth care work. The chapter closed with a discussion of the four quadrants of the CoC and emphasis was placed on belonging and its relation to attachment theory. The next chapter is focused on providing a detailed outline of the research methods that will be used in this study.
Chapter 3: Methodology

3.1. Introduction

This chapter describes the research methodology that was followed in this study. It opens with a discussion of the qualitative research approach and its relevance to this study. The chapter expands to look at the research design, population and sampling methods, research instruments used and also the methods for data collection and analysis. It goes further to indicate the steps that were followed to ensure the trustworthiness of the study and also how ethical issues were taken into consideration.

3.2. Research approach

This study adopted a qualitative approach. This approach is appropriate to studies that seek to elicit participants’ accounts of meaning, experiences or perceptions as explained by Fouche and Delport (2005). This method was chosen in this study because it is based on the idea of empiricism and it follows an unstructured as well as flexible and open approach to inquiry as indicated by Kumar (2011). It also aims to describe than measure and it also emphasizes on thorough understanding of an issue under study and the utilization of small samples to explore experiences, perceptions and feelings than facts and figures as explained by Kumar (2011). Creswell (2013) adds that qualitative approaches locate the observer in the world and it comprises of a set of materials and practices that makes the world perceptible. It provides an interpretative and naturalistic approach to the world. A qualitative approach was chosen in this study because it is focused on in-depth understanding of the CYCWs’ accounts of their lived experiences as they try to help the children in child and youth care centres (CYCCs) to develop a sense of attachment and belonging in the CYCC. This focus on depth of the information gathered instead of breadth and also experiences as explained by Moustakas (1994) and Creswell and Poth (2017) made it an appropriate approach for this study.

3.3. Research design

Fouche and De Vos (2005) describe a research design as a plan or blueprint on how one intents to conduct a research. The study is informed by a phenomenological research design. Moustakas (1994) describes phenomenological research design as experiential research that is rooted in qualitative research approach. It involves looking at the experiences of people in order to gain a broad explanation of the phenomena that provide the foundation for a reflective and structural analysis. Data is obtained by means of descriptions that are obtained through the use of open-ended questions and the aim is to determine what experiences mean to the people who have experienced them and are also able to give a full narrative of it (Moustakas, 1994). The philosophical assumption implicit to phenomenological design is the study of lived experiences of people, an understanding that these experiences are still conscious in their minds and to develop descriptions of these experiences as explained by Creswell and Poth (2017). The focus of phenomenological knowledge is to develop an understanding of experiences in the context of a given situation and develop an original description of it (Moustakas, 1994). In the context of this study, an understanding of the relationship between Child and Youth Care Workers (CYCWs) and
young people in care (YPIC) as they try to help them to develop a sense of belonging and attachment in CYCCs. CYCWs are professionally required to develop these attachments and belonging through the implementation of the circle of courage and as such, it is anticipated that they have a lot of experiences that this study would explore.

Creswell and Poth (2017) further indicate that the researcher should bracket himself out of the study, set aside his or her judgments of their personal experiences of the phenomenon under study. Having worked in a CYCC setting from 2012-present, I have a glimpse into the experiences of CYCWs, but in order to collect reliable data, I had to bracket myself out of the study and explore the CYCWs’ experiences with the wonder of a novice. This also helps in ensuring the confirmability of the data that is collected thereby enhancing the trustworthiness of the whole research project (Brynard, Hanekom & Brynard, 2014), hence I have made a conscious effort to make sure that my theoretical inclination and work experience does not interfere with the data collection process.

3.4. Theoretical framework

A detailed explanation of attachment theory is provided in chapter 2, but this section aims to outline the relationship between the theoretical framework and the research methodology. The theoretical framework chosen for this study is attachment theory. The founder of attachment theory is John Bowlby and Mary Ainsworth contributed greatly in the conceptualization of the theory as it is understood today (Fonagy, 2010; Bretherton, 1992). The central tenet of attachment theory is that for a child to develop psychologically and socially and also to learn how to control their emotions, they need to develop and maintain a secure relationship with at least one primary caregiver (Bowlby, 1979; Holmes, 1993). From a secure child-caregiver attachment, children learn to regulate their emotions, explore their world and learn how to relate to themselves and others (Fonagy, 2010; Fonagy et al, 2014). Separation, loss, abuse and neglect give rise to many emotional distresses such as anger, anxieties, depression, and emotional detachment (Van der Kolk, 2005; Fonagy, 2010). These emotional distresses largely characterize the emotional states of many children in residential care (Mock & de Buhr, 2009).

Pittman et al (2011) and Ungar (2005a) advance that even after separation; children are capable of developing new attachments with new sensitive and responsive caregivers which can mediate the effects of childhood experiences of maltreatment. Hence there is a chance for children in CYCCs to develop new attachments with sensitive and responsive caregivers. Bursch and Lieberman (2007) indicate that the interplay between attachment and trauma suggests that interventions for children who have experienced early childhood trauma should logically follow a child-parent model. This is the reason why CYCCs with a house model were chosen for this study. CYCCs in South Africa implement the circle of courage that entails the principle of belonging, mastery, generosity and independence to inform the individual development plan (IDP). It is argued in chapter two that there is a close association between attachment theory and the principle of belonging. Moore et al, (1998) indicates that attachment theory helps CYCW’s to keep children’s attachments in the normative range and to offer a second chance to form positive attachments which becomes the secure base for the children. It teaches about the crucial significance of security and comfort in the achievement of inner safety in the children (Graham, 2005). This is the reason why
attachment theory was chosen as an appropriate lens to explore the experiences of CYCWs as they develop children’s attachments and belongings in CYCCs. The research tool (interview schedule) was informed by the principle of belonging in the circle of courage and attachment theory.

### 3.5. Population, sampling and recruitment

An unbiased target population, sampling and recruitment are important for a well-designed study. Effective population selection is vital for obtaining a sample of participants that is representative of the target population (Creswell & Poth, 2017). A credible study should have detailed and comprehensive plan for obtaining a representative sample of the target population (Creswell & Poth, 2017). Factors that are important in attaining a representative group of participants from the desired target population are the optimal and comprehensive identification of participants, a thorough plan for recruitment and comprehensive retention techniques (Creswell & Poth, 2017). However, before discussing population and sampling issues, the following paragraph briefly describes the researcher’s contact with target population.

#### 3.5.1. Prior social work contact with the populations

I have practiced as a statutory social worker for eight months (between April 2011 and December 2011) and in that period I have placed children in CYCCs, but not in any one of the institutions that I have contacted for the purpose of this study. I have therefore never had any prior contact with the population of this study. Between 2012 and present, I have worked at two CYCCs as a residential social worker. The one CYCC that I worked in between January 2012 and September 2016 utilized a dormitory setting, so it couldn’t fit into the sampling criteria for this study. The CYCC that I joined in November 2016 to present could fit into the sampling criteria, but I negated it in consideration of the power dynamics as indicated by Lo (2010) and O’leary (2004). I have had contact with the social workers and managers of the CYCCs that were utilized for this study at different CYCC forums that are held on a quarterly basis by the Department of Social Development. This has made me known by the gatekeepers (social workers and managers), but not the CYCWs. In summary, in my experience as a social worker, I have never had an engagement where I assumed a position of authority over the population of this study.

#### 3.5.2. Population and sampling

According to O’leary (2004) a population is the total number of a class or category of people to be studied. Adler and Clark (2011) define a population as a cluster of elements where the researcher would draw samples and that he/she would use for the research inquiry. It is the entire group of interests. Daniel (2012) indicates that the definition of the target population should specify the elements that are to be included and which ones are not to be included in the selection of the population. Inclusion criteria is a set of elements or requirements that one should meet in order to participate in the study and exclusion criteria is a set of elements or conditions that excludes an individual from participating in the study.
3.5.2.1 Population of sites (CYCCs)

The sites chosen for this research were CYCCs in Tshwane that utilized the house parent model of care where young people in care stay in a house with either a house mother or parents. The house parent model of care is based on the idea that a family-like environment is best suitable for residential care. It can best be maintained by live-in parents who are referred to as house parents (Jones, Landsverk & Roberts, 2007). They further indicate that these house parents are supposed to create a warm and homely environment that would place a degree of normality into the synthetic environment of the group home. The main reason behind this setting is that the house parents will provide a warm, intimate and nurturing environment that will help YPIC to develop a sense of belonging and provide better opportunities to develop. The sense of belonging, attachment and nurturance also helps the youth to learn what it means to be family and also to work through some of their trauma. The model utilizes married couples as surrogate parents who take the YPIC as their own and do things with them to cement the bond between them (Jones et al, 2007). These YPIC also play some roles in the maintenance and upkeep of the house such as cleaning their rooms, preparing meals and thus they learn independent living skills (Jones et al, 2007).

The criteria for inclusion in the study included registration with the Department of Social Development (DSD) as a CYCC, providing care to more than six children outside the family environment as stipulated in the Children’s Amendment Act (RSA (2007). CYCCs with a dormitory setting were not included for selection as this is contrary to the family model of care inherent in the house parent model. I also inquired from the personnel from DSD who coordinates CYCC forums to provide me with a list of CYCCs in Tshwane and she gave me a document listing 36 CYCCs. Only five CYCCs on the list utilized a house parent model, the rest either provided care in dormitory setting or functioned simply as places of safety. Of the five CYCCs that met the criteria for inclusion, four were invited to participate. The fifth one is the CYCC where the researcher is employed as a social worker and manager and as such it was excluded from the sample due to the considerations of power balances between the researcher and the respondents as warned by O’leary (2004) and Lo (2010).

3.5.2.2 Population of participants (CYCWs)

The study drew samples from a single population from the four sites, namely CYCWs. The population of CYCWs was defined as all individuals who are employed by the CYCC as CYCWs. The CYCCs in the study adopt a house parent model of care which means that one house will be managed by the same team of staff. The house is usually comprised of children of varying ages to create an environment that reflects a family setting of parent(s) and siblings as observed by Bond (2017). The CYCW has a more parental role as she provides ongoing care and discipline of the child, thus the CYCW is in a position to have a deeper, more intimate relationship and connection with YPIC. All these qualities are of crucial importance in this study since it is upon these factors that CYCWs were able to gauge their relationship with YPIC and also recount their experiences with them.
3.5.3. Sampling of participants

Qualitative studies normally focus on relatively small samples and in-depth exploration of phenomena. The intent of qualitative sampling is not to generalize results from a random sample to a wide population or to control for selection bias, but to select information rich cases to be studied in depth (Patton, 2002). It is from such populations that the researcher learns a great deal about matters of critical importance to the purpose of the study, hence purposive sampling.

3.5.3.1. Purposive sampling

Purposive sampling which is also called judgmental sampling is the deliberate choice of a participant due to the qualities that the participant possesses (Etikan, Musa & Alkassim, 2016). In purposive sampling, the researcher decides what needs to be known and go out to look for people that are experienced or knowledgeable about the subject matter and are also willing to provide the information (Etikan et al, 2016). It involves identification and selection of individuals or groups that are proficient and well-informed about the phenomena of interest (Tongco, 2007). The individual should be available and willing to participate and communicate experiences and opinions in an articulate, expressive and reflective manner (Etikan et al, 2016; Tongco, 2007).

Under purposive sampling, Etikan et al (2016) added that there are different sampling techniques and for the purpose of this study, homogenous sampling technique has been utilized. Individuals who share similar traits and specific characteristics such as age, culture, jobs or life experiences make up homogenous sampling. The idea is to focus on their similarities and how it relates to the topic being researched (Etikan et al, 2016). The participants for this research have been purposefully chosen according to the following criteria. Participants should be male or female and employed as CYCWs at one of the CYCCs identified above. They should be registered as a CYCW with the SACSSP and should have the relevant qualification. Participants should have a minimum of four years’ experience as a CYCW in a CYCC employing the house parent model.

Table 3.1 Demographic details of CYCWs

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Gender</th>
<th>Age</th>
<th>CYCC</th>
<th>Years in CYCC</th>
<th>Registered AS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYCW4</td>
<td>F</td>
<td>29</td>
<td>CYCC3</td>
<td>6</td>
<td>CYCW</td>
</tr>
<tr>
<td>CYCW3</td>
<td>F</td>
<td>53</td>
<td>CYCC3</td>
<td>22</td>
<td>CYCW</td>
</tr>
<tr>
<td>ACYW6</td>
<td>F</td>
<td>45</td>
<td>CYCC4</td>
<td>9</td>
<td>Auxiliary CYCW</td>
</tr>
<tr>
<td>ACYW5</td>
<td>F</td>
<td>41</td>
<td>CYCC4</td>
<td>9</td>
<td>Auxiliary CYCW</td>
</tr>
<tr>
<td>ACYW4</td>
<td>F</td>
<td>60</td>
<td>CYCC4</td>
<td>16</td>
<td>Auxiliary CYCW</td>
</tr>
<tr>
<td>ACYW3</td>
<td>F</td>
<td>40</td>
<td>CYCC2</td>
<td>5</td>
<td>Auxiliary CYCW</td>
</tr>
<tr>
<td>ACYW2</td>
<td>F</td>
<td>58</td>
<td>CYCC1</td>
<td>28</td>
<td>Auxiliary CYCW</td>
</tr>
<tr>
<td>ACYW1</td>
<td>F</td>
<td>55</td>
<td>CYCC1</td>
<td>17</td>
<td>Auxiliary CYCW</td>
</tr>
<tr>
<td>CYCW2</td>
<td>F</td>
<td>58</td>
<td>CYCC2</td>
<td>25</td>
<td>CYCW</td>
</tr>
<tr>
<td>CYCW1</td>
<td>F</td>
<td>52</td>
<td>CYCC3</td>
<td>14</td>
<td>CYCW</td>
</tr>
</tbody>
</table>
As outlined in the table above I managed to find only four respondents registered as CYCWs and those were the ones with formal qualifications in CYCW and the remaining six were registered as auxiliary CYCWs in recognition of their years of experience. I was informed by the gatekeepers that these auxiliary CYCWs did not have formal qualifications in CYCWs and the SACSSP had given them a chance to be registered not as CYCWs but auxiliary CYCWs in recognition of their years of experience. I was further informed that only those that are not qualified but were employed before 2013 could register as such. Even though they were registered as auxiliary CYCWs, I made a decision to interview them because of the number of years that they have in child and youth care work. Considering that the study aimed at soliciting rich experiences of CYCWs in developing attachments and belonging for YPIC, I thought many years of experience in this field would be crucial. Additionally, the CYCCs that employed them indicated to me that they had registered them as auxiliary CYCWs as a matter of principle since they did not have formal qualifications, but they were functioning as CYCWs, as they have always been before they were required to register. All of the ten respondents were females and there is something noteworthy about the prevalence of women in caregiving than men. Cancian and Oliker (2000) have an opinion that caregiving depends on women doing what naturally comes to them as mothers. It is what women do when they are best expressing their maternal feelings. Revenson et al (2016) also add that women perceive their caregiving role as an extension of their usual nurturing and caregiving role. They further indicate that caring for others is such a valued part of one’s female identity and as a result caregiving is more important to women than man.

Their years of experience ranged from 5 to 28 years. Some of the CYCCs allow the CYCWs to stay with their own children, raise them together with the CYCC children; that is CYCC1, 2 and 4 and CYCC 3 does not allow CYCWs to stay with their own children. CYCW 4 allows the CYCW to stay as a family that includes husband, wife, their own children and the CYCC children and raise them together like any typical family would do.

3.5.4. Entry into research sites and recruitment of participants

The permission to enter the research sites and access the proposed population was secured from the directors or gatekeepers who in other organizations were social workers and managers of the CYCCs identified for the study. The researcher made an initial contact with these gatekeepers at a CYCC forum meeting and they agreed to participate in the study. Secondly, the researcher approached these CYCCs with a written request (see annexure B, Letter to the gatekeepers). After that, a follow-up meeting was set to discuss the study in person and the gatekeepers responded in writing, giving the researcher permission to carry the research in their organizations. The gatekeepers made initial contact with the CYCWs and indicated to them that there is somebody that might need their assistance. In order to avoid the gatekeepers from coercing the CYCWs into participating in my research, I have included a clause in my letter to the gatekeepers that they should allow the CYCWs to make their independent decisions regarding their possible participation.
Once the permission was granted, I visited the sites to meet with the prospective participants and also give them a letter that detailed the purpose of the research and all the information regarding the study (see annexure C, Letter to proposed participants) and discuss it with them. After they indicated their interest to partake in the study, I set up appointments for the interviews with them and asked them to sign the consent letter (annexure A) to formally indicate that they were giving me their consent to participate in this study. Participants were also encouraged to use pseudonyms instead of their real names as guided by Gregory (2003). Furthermore, they were notified that their names and workplaces or any identifying information was going to be deleted from the interview transcripts and was not going to be incorporated in the write up of the research project and any publications that may spring from this research. They were also made aware that the data gathered in the interviews was going to be safely stored in a password protected computer and also my password protected google drive as back-up in case the computer crushes. They were also made aware that this data will be destroyed if it is not needed anymore.

3.6. Data collection method

Creswell and Poth (2017) indicate that data collection in a research project that utilizes phenomenological research design primarily focuses on in-depth interviews using semi-structured interviews. In this study, semi-structured interviews were utilized because of their flexibility and they also allow for the collection of comprehensive data as observed by Creswell & Poth, (2017). Semi-structured interviews contain flexibility in when and how the research questions are put and how the interviewee can respond as indicated by O’leary (2004). The interviewer can follow up on a line of discussion and probe for elaborate explanations of unclear issues. Face to face interviews were utilized because they allow for proximity between the researcher and the respondent and also give a chance for the researcher to follow-up on certain responses by the interviewee.

An interview schedule (annexure D) was utilized as a research tool. Arksey and Knight (1999) describe interview schedules as an interview guide that contains all the questions that need answering in order to shed light to the phenomenon under study. They also add that these questions must have a direct bearing on the research (Arksey & Knight, 1999). Daniel (2012) and Creswell and Poth (2017) indicates that these questions in the interview schedule function as guides that directs the discussion and also allows for a flexible flow of the dialogue. The researcher also used other interviewing and communication skills such as paraphrasing, and listening to collect richer data as advised by Daniel (2012) and Arksey and Knight (1999). In one organization, interviews were done in the CYCWs’ houses where that CYCW is head of the household and in the remaining three organizations; they were done in the organization’s boardroom. Emphasis was always placed on choosing a comfortable venue where CYCWs felt free to express themselves. Some of the questions that were asked include questions such as: How important is it, in your opinion, for children in CYCC to develop a sense of belonging? How can you tell if the child has a good sense of belonging or not? How do you help the children in developing a sense of belonging in the CYCC? These questions can be found in annexure D (interview schedule).
3.7. Pilot study

A pilot study is regarded as a survey or a pretest to determine the utility of a particular research tool such as a questionnaire or interview schedule. A pilot study is very useful in identifying problems and barriers associated with the research tool, sampling techniques or any other issues that are related to the methodology of the research (Janghorban, Latifinejad, Roudsari & Taghipour, 2013). A pilot study is also useful in exploring the problems associated with recruitment such as limited access to the participants. It can also give the researcher a chance to rework on some of the issues pertaining to data gathering to ensure that the research tool is refined to collect sufficient and rich data that is relevant to answering the research questions (Janghorban et al., 2013). It acts as a tool of conceptual information management as well as testing and ensuring that adequate data is collected. It also helps to ensure that the researcher is adequately prepared. It can also help the researcher to practice qualitative inquiry before the main data collection process and as such, it enhances the credibility of the research (Janghorban et al., 2013).

I conducted a pilot study of one interview with a CYCW. I transcribed the interview and sent it to my supervisor together with the interview audio thereby ensuring the credibility of the data. My supervisor assisted me in various ways to ensure that the transcript was a true reflection of the audio. The supervisor also encouraged tentative inquiry and pointed out some of the closed questions that I had used in my pilot study. The supervisor also pointed out some emerging issues of interest in the research that warranted further exploration such as CYCWs sense of belonging in the CYCC, children’s belonging in the family of origin and the CYCC and how CYCWs continue to nurture this connection. Another area of interest that emerged was the CYCW’s continued contact with care leavers and it became apparent to explore how long they keep in touch and what kind of things they keep in touch for. The supervisor also suggested ways of unpacking complex responses in future interviews.

3.7 Data analysis

The study utilized thematic data analysis method. This method of data analysis is most suited to phenomenological research design as expressed by Creswell and Poth (2017). On the same note, Moustakas (1994) also adds that phenomenological designs and thematic data analysis share common traits; that is, the study of people’s lived experiences and the description of the universal essence of these experiences. Maguire and Delahunt (2017) indicate that the aim of thematic analysis is to recognize themes; that is, patterns that are interesting and significant and utilize them to address the research questions. Maguire and Delahunt (2017) points out that a common mistake made by novice researchers is to utilize key interview questions as themes. They further indicate that this reflects that the data has been summarized and organized but not analysed.

Braun and Clarke (2006) make a distinction between two levels of themes; that is, semantic and latent. Semantic themes are those clear or plain meanings of the data. In searching for semantic themes, the researcher does not need to go beyond what the respondent has said or what is written (Braun & Clarke, 2006; Maguire & Delahunt, 2017). On the other hand, to
find latent themes, the researcher has to look beyond what has been said or written to search for hidden and implied messages that lie beyond the spoken words (Braun & Clarke, 2006).

Stage 1

According to Braun and Clarke (2006), the first stage in thematic analysis is familiarizing oneself with the data. This stage requires the researcher to read through the entire data set to get the overall sense of the whole before you go any further. Braun and Clarke (2006) and Maguire and Delahunt (2017) further indicate that at this stage it is important to make notes and write down initial ideas or impressions that you get from the data. I have collected this data myself though interactive means and I have also transcribed the data on my own. As such, I have approached this stage with prior knowledge of the data and some initial analytic interests. Even though it was tedious, frustrating and time consuming, what I have realized during transcription was that it was an excellent way of familiarizing with the data. Bird (2005) as cited by Maguire and Delahunt (2017) see this stage as a key phase in data analysis and it is an interpretive act rather than a reflex one of simply translating spoken words into paper. This process has facilitated the close reading and interpretive skills that are required to analyse the data as indicated by Maguire and Delahunt (2017). An example of a transcription can be found in annexure E.

Stage 2

According to Braun and Clarke (2006) and also Starks and Trinidad (2007) the second stage involves generating initial codes. At this stage, the researcher rereads the data, jotting down initial ideas, searching for patterns of meaning and aspects that speaks to the aim of the study and the research question. The researcher reflected on the codes essentially in the concrete language of the respondent and later transferred each code into the language of psychological sciences as indicated by Moustakas (1994). Braun and Clarke (2006) indicate that in the second stage, the researcher should start organizing the data in a systematic and meaningful way. The researcher should collate data that is relevant to each code. Coding breaks down large amounts of data into small meaningful chunks (Maguire & Delahunt, 2017; Braun & Clarke, 2006).

In this stage, I coded each segment of the data that captured something important and exciting about the research questions. I did not code every piece of text and I continued to keep that uncoded text within the coded transcript just in case I could, at a later stage, develop an insight about the imbedded meaning. I used open coding; that is, I did not have preset codes to fit the data, but I generated and modified codes as I moved through the coding process. I have worked through every transcript, coding every segment of text that seemed to be relevant in addressing the research questions. During the process, I realized that some codes kept popping up in almost all interviews and they were relevant to the research questions. I have managed to modify these codes as I moved on and also generated new codes. I coded my transcripts using the text highlight colour and the review tools of Microsoft Office Word. I have presented the coded transcripts in a table form which contained the research question, answers given by the respondent, code and line number to each coded text for referencing purposes when I do the write up of the project. An example of a coded transcript can be found in annexure F.
Stage 3

The third stage according to Braun and Clarke (2006) involves searching for themes. In this stage, the researcher systematically codes those features of the data that are relevant to the research aim and objectives and gather together the data that is applicable to each code into potential themes as guided by Braun and Clarke (2006) and Starks and Trinidad (2007). A theme is defined by Maguire and Delahunt (2017) as a pattern that captures issues that are important or fascinating about the research question. They further indicate that there are no hard and fast ways to make themes and sometimes codes can clearly fit into themes. These codes should be collated to develop structural and textual descriptions of the phenomena that reflect the experiences and realities of the participants as expressed by Creswell and Poth (2017). Maguire and Delahunt (2017) further assert that themes can predominantly be descriptive; that is, they describe the pattern in the data that is relevant to the research questions.

At this stage, I arranged the different codes into possible themes and gathered together all the relevant coded data extracts within the identified themes. It was a process of analysing the codes and seeing how different codes could be combined together to form an overarching theme. I used both tables and mind maps to get a visual and systematic view, to organize them and also to see the relationship between codes and themes. In this process, some codes became themes, and some became subthemes and those that seemed not to fit anywhere were collected into a theme named miscellaneous to hold them temporarily as I figured out where they could fit best as advised by Maguire and Delahunt (2017).

At this stage, I labelled, “CYCWs’ understanding of the principle of belonging” as one of my emerging themes. Under this theme, there were codes such as: ‘that child had a bond with me’, ‘when they start to feel safe they will start to develop a relationship with you’, ‘they are unhappy when I am not around’, ‘they start to become open’. These codes described how the CYCWs understand the concept of belonging. Annexure G provides more detail regarding this theme.

Stage 4

According to Braun and Clarke (2006) at this stage, the researcher should review themes. At this stage in the study, the codes were organized into themes that captured salient aspects of the research questions. These themes were then reviewed against the entire data set as guided by Braun and Clarke (2006). According to Maguire and Delahunt (2017) and Braun and Clarke (2006), the researcher should adjust and expand the preliminary themes that were identified in step 3. The researcher should ask him/herself if these themes make sense, see if these themes work in the context of the entire data set, or if they are trying to constrict a lot of information into a theme, or if the themes overlap. If the themes overlap, the researcher should critically think to ascertain if they are really separate themes. The researcher should also search to see if there are themes within themes; that is, subthemes (Maguire & Delahunt, 2017). At this stage, it is helpful to collate all the data that is related to each theme. This can be done using the cut and paste function in Microsoft
word. The data that is connected to each theme is colour coded and should be re-read to ensure that it is essentially connected to each theme to determine if it really supports it.

For instance, at this stage in my study, one of the themes that I got from my data was ‘CYCWs’ understanding of the principle of belonging’ and under this theme, I felt that the CYCWs understood belonging as (1). YPIC’s sense of safety in the presence of the CYCW, (2) the depth of the revolving relationship between the CYCW and the YPIC, (3). YPIC making a selective attachment to the CYCW, that leads to (4). a strong bond. These codes described how the CYCWs understand the concept of belonging. Annexure H provides more detail regarding this theme and other themes at the end of stage 4. It also became perceptible that those YPIC who had strong bonds with the CYCWs were able to maintain contact with them after they have exited care. Those that did not have a strong bond with CYCWs were either abused by other children or exited care earlier, lost contact or became criminals after they have exited care. This increased connection between codes in emerging themes helped me in defining and naming the themes in the next stage.

**Stage 5**

According to Braun and Clarke (2006), this stage involves defining and naming themes. These themes referred to in stage 4 were refined and redefined and named accordingly as expressed by Braun and Clarke (2006). Braun and Clarke (2006) add that this stage involves a continuous analysis to filter the data that is relevant to each theme and the general story that the analysis tells. Patterns of these underlying ideas, assumptions, conceptualizations and ideologies and other broader meanings were theorized in relation to attachment theory. Maguire and Delahunt (2017) indicate that this is the last fine-tuning of themes and the aim of this stage is to understand what is at the core of each theme. The researcher should ask himself what his theme is saying and see how subthemes interact and relate to the main theme (Braun & Clarke, 2006).

At this stage, the theme remained the same; that is, CYCWs’ understanding of belonging, and the subthemes were refined and renamed such that they can broadly express the CYCWs' collective explanations. I thought they explained belonging in terms of ‘selective attachments’ and ‘strong bond between CYCW and YPIC, ‘a working relationship between YPIC and CYCW.’ These bonds and attachments became determinants to whether the CYCW and YP who exited care would remain in contact or not. (See annexure I).

**Stage 6**

The last stage in data analysis is producing the research report. The write up of this research project is a weaving together of extracts from participants and own analytical commentary. It involves a final examination of the chosen extracts and working out how they are related to the research questions, objectives and the literature. At this stage, I went back to the themes identified at stage four and drew a table that indicated the theme, sub-themes and compelling data extracts drawn from the coded transcripts that functioned as the respondents’ voices (see annexure J). During the write up of the research report, these data extracts were drawn out and included as the CYCWs’ voices. I started my discussion of
each theme with a brief description of the theme and went on to indicate how it applies to each participant in my sample as guided by Braun and Clarke (2013).

In writing up this report, I have separated the results and discussions. In the result section, I provided a close reading of the participants’ experiences without reference to the wider literature. The discussion section provided an insight into how the results relate to existing literature and how existing theory and research could elucidate the results. Braun and Clarke (2013) indicate that it is also acceptable to introduce new literature to achieve this. Therefore, in this section, one would find new literature that may not be in found in chapter 2.

3.8 Measures to ensure the trustworthiness of the research

According to Lincoln and Guba (1985) trustworthiness comprises of four components which are of the same standard in quantitative research. The four components are credibility, dependability, transferability and confirmability (Lincoln and Guba, 1985). Shenton (2004) regards trustworthiness as the ability of qualitative research to generate findings that are dependable, credible and reliable. There are many ways of ensuring the trustworthiness of a research as indicated by Lincoln and Guba (1985), but the strategies utilized in this study include: triangulation of sites, a thick description of the research methodology, using proper and acceptable research methods, providing an audit trail, conducting a pilot study promoting participant honesty and reflexivity. Table 1 below provides a summary of these strategies.

3.8.1 Credibility

Guba and Lincoln (1985) recommend triangulation of sites; that is, using data from more than one site. Shenton (2004) and Lincoln and Guba (1985) indicates that triangulation contributes to the consistency of the research and ensures trustworthiness in terms of its credibility, dependability and confirmability. In this study, 10 CYCWs from four CYCCs were interviewed. Daly (2007) indicates that integrity is an essential gauge of quality in qualitative research. Given the central importance of the researcher in the whole process as an individual with a discerning mind, feeling and interpretative, this study made provisions to address that. Item 3.8.5. conveys my reflexivity statement that is geared towards ascertaining my integrity as a qualitative researcher as encouraged by McKay et al (2008). Additionally, a pilot study was conducted to test the research tool before I could collect the rest of the data. I also provide a thick description of the research methodology and made use of well-known research methods. I have also avoided contacting this research in the CYCC that I am employed in consideration of power imbalances and how that can affect the quality of data.

3.8.2 Dependability

According to Bryman (2016), to ascertain the merit of the research in terms of dependability, the researcher should implement an editing approach. The idea is to keep an audit trail that ensures that records of all stages of the research process such as problem formulation, the criteria used to select research participants, fieldwork notes, as well as interview transcripts
and data analysis decision are kept in an accessible manner as indicated by Brynard et al (2014). An audit trail not only ensures trustworthiness in terms of dependability, but also confirmability as indicated by Shenton (2004). Peers act as auditors, during the course of the research and also at the end to ascertain if proper measures were followed during the process (Bryman, 2016). In this study, all 13 drafts of the research proposal are safely kept which detail how the research approach and design were determined, how the research problem was shaped and reshaped, how objectives were formulated and reformulated and the process and feedback that the researcher got from his supervisor. An audit trail encompasses appendix of the interview schedule, the interview records (audios) that are safely kept as well as the transcripts in accordance with the principle of confidentiality and the consent forms that the participants signed as well as the access letters that were granted to the researcher by the gatekeepers. There is evidence in the transcribed data that shows how the data was analysed and how certain themes were developed, and it also involves examples of transcripts that provide cross reference to direct quotes. This data is available on my password locked computer and also in my password protected google drive as a back-up in case my computer crashes. Every stage of the process was reviewed by my supervisor. Examples of these documents are included as appendices in this document.

3.8.3 Transferability

Brynard et al (2014) asserts that since qualitative data naturally involves a rigorous study of small groups or individuals, focused on depth rather than the breadth of the study, findings seem to be influenced by the contextual uniqueness and the characteristics of the social world that is being studied. Lincoln and Guba (1985) stress that whether findings hold in some other context or in the same context, but at different times, is an empirical issue. As such, qualitative researchers are encouraged to produce a thick description of the study that can provide others with a database for making judgments of the possible transferability of the findings to other milieus. In terms of this research, this chapter provides a thick description of what the researcher has done from choosing the research approach, design, population and sampling, data collection and analysis and also provides the rationale behind each of these choices.

3.8.4 Confirmability

This principle seeks to provide evidence that the researcher has acted in good faith. It should be clearly demonstrated that he did not allow his personal values and own theoretical orientation to direct or affect the conduct of the research findings emanating from it (Brynard et al, 2014). In this research, to ensure confirmability, information was gathered from different sites, a detailed description of the methodology is given as well as an audit trail. The researcher has also included a reflexivity statement.

3.8.5. Reflexivity

Guba and Lincoln (1985) indicate that as the researcher engages with the participants, he/she becomes an integral part of the data gathering process and therefore influences the context in which the data is generated. Finlay (2005) also adds that reflexivity requires the researcher to continuously reflect on their analysis of both their experiences and the
phenomenon being studied such that they can open their minds to new understanding and the implications of their role in the outcomes of the research. If researchers do not examine themselves, they run the risk of letting their unfounded prejudices and beliefs influence their research findings (Finlay, 2005). I have acknowledged the fact that even though I do not work directly with the CYCWs involved in this study, but my qualification as a social worker puts me at a superior position to them. Having also asked the gatekeepers to make initial contact, I understood the biases that could result. As a result, I have used reflective notes (see annexure K) throughout the research process, to record, reflect and understand my own perceptions, feelings, views and observations before and after the interview. I have also made conscious efforts to bracket myself out of the experiences shared by CYCWs as is required in phenomenological research design (Creswell & Poth, 2017; Moustakas, 1994). I have also engaged in reflective discussions and reviews with my supervisor to help question and clarify my role as a research instrument.

McKay, Ryan and Sumsion (2008) indicates that these guidelines only offer routes towards reflexivity, but being reflexive requires the researcher to move in and out of the data, revisiting and revising own stance and this requires time, thinking space and engagement. Beyond using reflections on what I personally and professionally brought to the study, I also sought to develop a collaborative relationship with my participants. My first step was to be open about my background; that is, a male social worker that is presently working in a CYCC environment, a clinical social work student and a qualitative researcher. All these roles seemed to intermingle and my struggle at times was to identify and separate their different influences on the study. As a CYCC social worker, I cringed to some of the experiences that some CYCWs went through at the hands of fellow social workers. I also found myself feeling that I should somehow make things better for the CYCWs. Sometimes I felt that even though I do not work directly with these CYCWs, but that dividing line between a CYCC social worker and CYCW still exist with some of my respondents. I have managed to be aware these important moments and recorded the responses and reflected on them as guided by McKay et al (2008) and I think that improves the credibility of my study.

Table 3.2. Summary of trustworthiness and strategies employed to meet them

<table>
<thead>
<tr>
<th>Quality Criteria</th>
<th>Strategies employed</th>
</tr>
</thead>
</table>
| Credibility      | • Appropriate and recognized research methods were employed.  
                  | • Detailed description of methodology  
                  | • Triangulation of sites  
                  | • Pilot Study  
                  | • Reflexivity  
                  | • Researcher did not use participants from the same site where he works. |
| Dependability    | • Triangulation of sites  
                  | • Use of appropriate research methods  
                  | • Audit trail  
<pre><code>              | • Reflexivity |
</code></pre>
<table>
<thead>
<tr>
<th>Transferability</th>
<th>Researcher did not use participants from the same site where he works.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A detailed background information of the study to establish the context of the study (see chapter 1)</td>
</tr>
<tr>
<td></td>
<td>Detailed description of methods used</td>
</tr>
<tr>
<td></td>
<td>Thick description (extracts from the interviews)</td>
</tr>
<tr>
<td></td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>Confirmability</td>
<td>Triangulation of sites</td>
</tr>
<tr>
<td></td>
<td>Audit trail</td>
</tr>
<tr>
<td></td>
<td>Detailed description of methodology</td>
</tr>
</tbody>
</table>

3.9 Ethical Considerations

Ethical issues arise out of our interaction with other people, other beings such as animals and the environment especially where there is a potential for harm or a conflict of interests (Pilot, 2001). The researcher works as a social worker and manager in a facility that fits the sampling criteria for this study, but he has decided not to carry out the study in that organization because of issues of power balances as pointed out by O’leary (2004). This decision was reached out of a realization that if you are in a position of power and privilege, the respondents may act in ways that are not natural or reflect their true feelings, views or practices as noted by O’leary (2004). As a result, the research findings would be significantly impacted by the identity and reality of the researcher as indicated by Lo (2010). The research was then carried in other organizations where the respondent is not influential and where the respondents were not in subjective positions to the researcher.

3.9.1. Confidentiality

Pilot (2001) and Gregory (2003) indicate that guaranteeing confidentiality is the prerequisite to getting consent. Lo (2010) further expresses the purpose of ensuring confidentiality as to protect information that is obtained from participants from inappropriate third-party disclosure. Maintaining confidentiality shows that the researcher respects the participants and it may also encourage them to participate honestly in the research project as expressed by Lo (2010) and Babbie (2008). It also helps to prevent different kinds of harm that may come to the participants such as economic harm, where they may lose their job due to the information that they have divulged, legal harm where they may be prosecuted because of the information that they have shared, social harm where their information may affect their relations with relatives and friends and they may also face stigmatization, shame, embarrassment or discrimination as expressed by Lo (2010) and Hammersley and Traianou (2012).

In this study, participants were encouraged to use pseudonyms instead of their real names as guided by Gregory (2003). Furthermore, the names and workplaces of the participants or any identifying information was removed from the interview transcripts and was not incorporated in the write up of the research project and any publications that may spring from this research. The data gathered in the interviews is safely stored in a password-protected database.
protected computer and also on my password protected google drive as back-up in case the computer crashes.

3.9.2 Informed consent

Informed consent should form the basis of research projects that involve human beings as advised by Gregory (2003). Participants should volunteer to participate in the research project with a full understanding of the purpose of the research, what it entails, risks involved and how the findings will be disseminated as indicated by Babbie (2008). This ethical consideration is based on the premise that researchers should respect the individual autonomy of the participants and should therefore not manipulate them into participating. They should not trick or manipulate the respondents but rather allow them to make deliberations and make personal judgements based on the information availed to them as to whether or not they would like to participate in the research project as Smith (2010) and Babbie (2008) advocate.

In this research project, the information regarding the purpose of the research, the potential benefits, risks and procedures to be followed were fully given to the participants such that they make an informed decision as to whether or not they would like to become participants in the research project. Information regarding the length of the interviews, recording of the interviews and that the information gathered in these interviews will be used specifically for academic purposes was clearly availed to the respondents. Respondents were also made aware that they can ask the researcher questions regarding this research project during the information sessions, they were also made aware that their participation is entirely voluntary and there are no material gains to be gathered as a result of participation. The researcher also inquired if the respondents would like to get feedback regarding the research project and some participants have indicated that they would be glad to get it. The respondent will as a result, come back to the CYCWs who partook in the project and present the findings. After all these aspects were elaborately explained, the respondents were requested to sign the informed consent forms (see annexure A) that the researcher has retained, and they are safely locked in a cabinet.

3.9.3 Avoiding harm

Researches often result in people revealing unusual behaviour, disclosing characteristics that may seem demeaning, divulging secret stories that may reveal one’s involvement in illicit or criminal undertakings as observed by Hammersley and Traianou (2012). Babbie (2008) further indicate that researches may also force people to face some aspects of their behaviour that may seem immoral, awaken traumatic memories and cause continuing emotional distress to the participants. Thus, it is the responsibility of the researcher to protect the participants from harm (Babbie, 2008).

In this research, the interview schedule was carefully drafted to exclude emotionally provocative questions. It was, therefore, not anticipated that this research would cause the participants any distress, but nonetheless, the researcher had contact information for psychologists in private practice, counselling services available at Christelike-MaatskaplikeRaad/Christian Social Council (CMR) and at the Department of Social
Development to give to the participants in case they are distressed and are not comfortable talking to the resident social worker. In this study, a brief moment was taken at the ends of each interview session where the participants were briefly requested to reflect on the emotional content of the interview and asked if they would like contact details for where they can find professional help to deal with these emotions. Fortunately, as anticipated in the drafting of the interview schedule, none of the respondents responded that they needed to therapy because of certain emotions induced by the interview process.

3.9.4. Voluntary participation

Hammersly and Taianou (2012) indicate that this ethical aspect is aimed at ensuring that respondents are not coerced into participating in research projects against their own will. In this research, the researcher indicated that participation in this project was entirely voluntary and there were no financial or material gains to be accrued as a result of participation. Furthermore, the researcher explained that the participants were free to give or refuse their consent or withdraw from the research project at any time if they are no longer comfortable with the research project without any penalties as guided by Pilot (2001). In case of withdrawal from the research project, the researcher further explained to the respondents that he would rather ask if he can go on and use the information that he has already collected or if their withdrawal means that he no longer has their consent as advised by Smith (2010). All this information was included in the consent form and the researcher explained these points in detail to the respondents. Fortunately, none of the respondents that I engaged with ever decided to withdraw from the study. They were all excited to partake in the study and share their experiences.

3.10 Conclusion

This chapter has presented the research approach, design and the population and sampling techniques, how the sites were accessed and how the participants were engaged. It also provided a link between the methodology chosen for this study and the theoretical framework. The strategies employed to ensure the trustworthiness of this study were also presented as well as the method used for data collection and ultimately, data analysis. The chapter also explained the ethical considerations that were taken into cognisance. The next chapter presents the findings that came out of the data and they are discussed in light of attachment theory.
Chapter 4: Findings

4.1. Introduction

This chapter will discuss the key findings of the study. It brings forth the experiences of child and youth care workers (CYCW’s) in developing children’s sense of belonging and attachment in Child and Youth Care Centres (CYCCs). Their responses are analysed through the lens of attachment theory to address the aims and objectives of this study. The chapter presents a discussion of the findings under headlines that are informed by the themes that emerged from the data. There are four themes that are discussed in this chapter. The presentation of the first theme begins with a general discussion of the CYCWs’ understanding of the concept of belonging and its relation to child care in CYCCs. The second theme is focused on how CYCWs try to develop relationships with young people in care (YPIC). The third theme looks at the importance of belonging to YPIC and the fourth theme looks at the challenges of developing belonging.

The next section focuses on the discussion of the first theme; that is, CYCW and auxiliary CYCWs (ACYCWs)’s understanding of attachment and belonging.

4.3. Theme 1. CYCWs’ understanding of belonging and attachment

The first theme to be discussed emerged from providing the CYCWs a platform to air their understanding of belonging as a principle of the circle of courage (CoC) that they are required to implement in CYCCs. This theme is discussed according to the five sub-themes that emerged from the data. These sub-themes include understanding belonging in terms of the circle of courage, a strong bond between CYCWs, and YPIC, a working relationship between them and YPIC, a comfort zone and it closes by bringing this understanding to practical applications of this understanding in CYCCs. The last sub-theme is a discussion of young people in care (YPIC)’s split sense of belonging.

The general discussion with the participants reflected a well-versed theoretical understanding of the principle of belonging as discussed in the Circle of Courage (CoC). One respondent in particular, went as far as mentioning the leading theorists in the subject matter; that is, Larry Bendtro and Martin Brokenleg who are the proponents of the Reclaiming youth at risk series. Another respondent named CYCW3 went even further to indicate that the whole concept is influenced by Maslow’s hierarchy of needs. These are the foundational principle of belonging and attachment, which suggests that the CYCWs have a comprehensive understanding of the matter.

\[^{1}\text{Since the respondents encompass qualified CYCWs and Auxiliary CYCWs, in general discussions that follow, CYCWs would encompass both auxiliary child and youth care workers and qualified CYCWs (to avoid redundancy and enable a free and comfortable flow of ideas). Specifications to their qualifications will be made when quoting their interview contributions where CYCW stands for a qualified child and youth care worker and ACYCW stands for auxiliary child and youth care worker.}\]
The sub-theme of understanding belonging in terms of the CoC emerged strongly in the data with seven out of ten respondents showing a deep insight into the concept. CYCW2, (Interview2#31-32) understood the CoC as, “an indigenous and tribal way of raising children...” She further indicated that, “the biggest dimension in belonging is the parents, family care, family love and a sense of belonging to that family” (CYCW2, Interview2#33). Brokenleg and Van Bockern (2003) write about the CoC as a Native American philosophy of child development that was aimed at positive youth development. Jackson (2014) further presents the CoC as a philosophy that combine indigenous ideas of raising children and modern approaches that seeks to identify and develop YPIC’s strength to develop them into respectful individuals. It is deducible from her understanding that CYCW2’s understanding of this concept is largely influenced by these theorists.

When asked how the CYCW’s know about the concept of belonging and the CoC, one of the CYCWs responded that “there are so many courses that I have gone through” (CYCW1, Interview1#53). It shows that CYCWs have developed knowledge of the CoC and belonging through in-service training.

Under the same sub-theme, CYCW3 (Interview9#6-7) further added that the CoC is also influenced Maslow’s hierarchy of needs. CYCW3 indicated that “it’s those four principles of mastery, belonging, independence and generosity. It is also influenced by Maslow’s hierarchy of needs.” (CYCW3, Interview9#6-7). CYCC9 further indicated that YPIC “must get clothing, proper meals, shelter and comfort for them to be able to grow into confident and successful people” (CYCW3, Interview9#9-10). She expressed that if the child’s physiological needs are met, that child is able to develop self-assertiveness and realize their dreams. She indicated that “the child can start to trust you and start to dream about their future when they realize that their basic needs such as food shelter and clothing are being met.” (CYCW3, Interview9#11-12). This is in keeping with the literature that is provided by Baumeister and Leary (1995). The need for love and belonging are ranked in the middle of Maslow’s hierarchy of needs which indicates that the need for belonging and attachment cannot be addressed until the basic physiological and safety needs such as food, shelter and clothing are met. They further indicate that this need takes precedence over such needs as self-esteem and self-actualization (Baumeister & Leary, 1995).

CYCW4 (Interview10#6) went further to elaborate that, “it is our duty as CYCWs to see to it that they develop a sense of belonging.” It shows that CYCWs should first meet the YPIC’s physical needs and they will develop a sense of belonging and attachment. This will eventually lead to the development of self-esteem and the realization of their dreams (self-actualization). Gauging from the CYCWs’ understanding of belonging, it would seem that they have a strong theoretical foundation. They also have a personal commitment to raise

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2 The referencing style used is as follows: pseudonym of respondent (CYCW2), interview number (interview2) line (#) and line number(s) (31-32)
the children in a native South African way, but at the same time keeping to the statutes and job requirements of their profession.

4.3.2. Sub-theme 2. A strong bond between CYCWs and YPIC

A strong bond between CYCWs and YPIC also emerged as another salient concept in the discussion of belonging and attachment. All ten respondents indicated the need for a strong bond to exist between the YPIC and CYCWs for the sense of belonging to flourish. ACYCW1 (Interview3#25) understood belonging as developed, “…when there is a strong bond between us [CYCW and YPIC].” There is a very strong conceptual association between bonding and attachment in literature. Perry (2013, p.6) defines bonding as “the process of forming an attachment”. He further indicates that bonding involves a set of behaviours that leads to an emotional connection (attachment). CYCW4 (Interview10#74) indicates that “the bond develops gradually as you begin to learn things about the child” As CYCWs learn aspect about YPIC, they develop an emotional tie to them. CYCW1 (Interview1#57) spoke about how she shared some knowledge with a YPIC and she concluded by adding that, “…it created a bond between us.”

A comprehensive discussion of the different methods used by the ACYCWs and CYCWs to develop attachments and belonging for YPIC will be provided in theme two. It is, however, noteworthy at this stage that their understanding of belonging and attachment involves a commitment to do various things to develop bonds with the YPIC. Strong bonds between child and caregiver are connected with later adaptation and psychological wellbeing (Fonagy, 2010; Fearon, Backermans-Kranenburg, Van IJzendoorn, Lapsley and Roisman, 2010). Drawing strength from that bond between them and their caregivers, YPIC are better able to face and deal with challenges in their lives (Fearon et al, 2010). They develop a more resilient approach to life (Ungar, 2005a).

4.3.3. Sub-theme 3. A working relationship between the CYCW and YPIC

A number of respondents indicated that there should also be a working relationship between, CYCWs and YPIC in order for attachment and belonging to develop in CYCCs. This working relationship is understood as a way of providing professional assistance to YPIC. CYCW1 (Interview1#18-19) succinctly put it across when she indicated that:

- “Our relationship is not just any relationship; it’s a professional relationship because we stand on it. And again, it is goal directed in a way, it has boundaries, a time frame and again, it carries the power to influence. So, you have to establish that relationship and that is where you start to wield and then that is where you start to understand the child as much as they start to understand you as a caregiver or as a mother.” (CYCW1, Interview1#18-19).

This indicates that the relationship between YPIC and CYCWs is not natural as the one that would exist between a mother and her child in natural settings. It is a professional relationship. As such, it is driven by conscious efforts to develop this relationship. CYCW1 indicated that this relationship is goal directed and it carries the power to influence YPIC to make better judgements and choices in their lives. The Children’s Act (RSA, 2005) provides
that CYCCs should provide therapeutic, developmental and residential programmes to YPIC. Jamieson (2013) indicates that CYCWs work in the life space of YPIC to promote social competence and healthy development. This can be achieved, in part, through providing a stable and trusting relationship.

CYCW2 (Interview2#53-54) indicated that, “by engaging with the YPIC, building a rapport, that’s where you start building attachments and belonging.” This rapport is crucial in the development of attachments and belonging for YPIC. ACYCW2’s experience is that “there is a process or journey to walk with them. It also depends on what happened in the past. It determines if they can quickly trust you or not” (ACYCW2, Interview4#11). Central to ACYCW2’s understanding is the fact that CYCWs “should walk with the child, at the child’s pace taking into consideration how the child’s past experiences affect the present relationship between them and reflect that back to that child” (CYCW1, Interview1#37).

Becker-Weidman (2011) maintains that it is the caregiver’s responsibility to ensure that their relationship with YPIC remains sensitive, collaborative, emotionally empathic and contingent realizing that this relationship is the primary and foundational basis of healing. Becker-Weidman (2011) further indicates that this relationship is designed to help children to integrate their past and present experiences into a coherent autobiographical narrative; a meaningful whole and ultimately a more balanced and healthier view of himself/herself. One of the critiques of secure care is that YPIC are normally unable to reconcile the reason for their placement and deal with the associated feelings (Stein, 2008). YPIC’s knowledge and understanding of their background and personal history is linked to the development of positive identity and resilience (Stein, 2008). It is encouraging in this regard to realize that the CYCWs demonstrate good knowledge of attachment.

4.3.4. Sub-theme 4. A comfort zone

A few respondents regarded belonging as a comfort zone. They saw a place where one belongs as their comfort zone where they can rest, meet their needs and plan for their future. CYCW1, Interview1#7-8 indicated that:

- Belonging to a family itself, alone is something, but now with somebody that you have never met before, sharing a house, sharing everything, becoming a brother or sister to a total stranger. So, if I may put it that way, belonging is very important. At some point, it becomes your comfort zone. The way you have been welcomed, the way you have been introduced to people, it makes you feel comfortable and again it gives you that self-worth that I am a human being, I am a person, I belong to this family. I am unique, yes, but I am counted as a family member” (CYCW1, Interview1#7-8).

CYCW1’s conviction seems to point out the fact that when people feel a sense of belonging, they also develop a corresponding feeling of self-worth and self-importance. This is in line with Maslow’s hierarchy of needs where one of the physiological needs is simply to rest and be comfortable (Maslow, 1943). In addition to meeting these physiological needs, a comfort zone can be achieved as the child develops a set of structured cognitive, emotional and psychological structures that helps to organize YPIC’s thoughts, feelings, and behaviour vis-à-vis the CYCW as an available figure that provides security and relief in times of distress.
as indicated by Fearon et al (2010). As YPIC receive support and comfort from the CYCWs, they begin to explore their environment and at the same time develop positive shared experiences as opposed to fear, distrust and perceived aggression (Fearon et al, 2010; Ungar, 2005a). In this comfort zone, YPIC can gain the capacity for effective emotional regulation through the quality and reliability of ongoing parental care and the modelling of prosocial behaviour by the CYCW (Fearon, 2010).

4.3.5. Subtheme 5. YPIC have a split sense of belonging.

Bringing this theme into the context of their practice, all the ten CYCWs indicated that the children in their care have a split sense of belonging. They are split between belonging to the CYCC and also belonging to their families of origin. To elaborate on this issue, CYCW2 (Interview2#34) indicated that, “they try to develop belonging within the children’s home, but they still miss their family and that is conflict within conflict.” She further indicated that, “they belong with their families, but they have a sense that at least here [CYCC] they are accepted, and they can live within this realm” (CYCW2, Interview2#55). In contrast, the same respondent seemed to indicate that even though YPIC try to fit into the CYCC, their attachments remain largely with their families. ACYW1 seems to concur with CYCW2 when she indicated that some children in her care used to abscond and go back to their parents even though the relationship between them was not good. This conflict can also be caused by the fact that YPIC often lack an understanding of the circumstances that resulted in their placement in the CYCC (Stein, 2008; Becker-Weidman, 2011), or as a result of broken attachments between them and their biological families (Fonagy (2010; Fearon et al, 2010).

CYCW2 (Interview2#94-95 reported that:

- “They [YPIC] have accepted my role; but then I have to emphasize, if they have to have the privilege to choose whether to stay or go back home, they would rather go back home. Their biggest attachment is with their family, yet I know that we have a relationship in the house.” (CYCW2, Interview2#94-95).

Central to attachment theory is the assertion that human beings are inclined towards developing attachments wherever they are; it is a survival mechanism (Fonagy, 2010). It seems when the young person (YP) comes into care; they establish attachments with available and older people, usually their CYCWs, for them to be able to survive in that environment. ACYW5 (Interview7#10-11) indicated that even though YPIC show signs of attachments in CYCCs, “they can’t forget where they come from even if we give them whatever that they want, they can’t forget their backgrounds.” It seems old attachments still hold precedence in the minds of YPIC even though they try to feel at home in CYCCs. Carriere and Richardson (2009) indicate that when children are disconnected from their families of origin, that family continue to exist in their minds and it becomes more significant than the one that they live in. They further indicate that when the family that exists in their minds is not in sync with the family that is physically available (which is often the case in YPIC), then a state of uncertainty called ambiguous loss ensues (Carriere & Richardson, 2009). This may be the reason why YPIC abscond from care and return to their families of origin despite the risks that they might face there.
On the other hand, ACYCW3, (Interview5#15-16) provided a different perspective. She indicated that sometimes when YPIC visit their families of origin, they return to the CYCC before the lapse of the leave of absence that is granted in terms of Section 168 of the RSA (2005).

- “Sometimes they go out on holidays and some holidays are very long. They might be as long as 22 days whilst they are in their parents’/siblings’ hands. And then things go wrong there, immediately they call me and say that they want to come back home [CYCC]. Even though their stay at home is premature, they would request to come back home to me.” (ACYCW3, Interview5#15-16).

She further indicated that, “they still see this [CYCC] as their home because they don’t say, ‘Auntie, can I come back to the CYCC?’ They say, ‘Can I please come back home?’ So, then I say home is where somebody belongs, and they belong here” (ACYCW3, Interview5#18). This indicates that some children develop a deeper feeling of belonging to the CYCC to an extent that they miss it when they visit their families during holidays.

Leathers (2003) indicate that the basis of these children’s grief lies in the nature of the relationship between the family of origin, CYCW and the child. These children are affected by their failure to find solutions that can help mend their relationship with their families of origin. Biological families that are present, visiting the child, but are unable to remain in the child’s life, lead to a question about their ability to nurture and provide for the child (Leathers, 2003). These circumstances confuse the child because they can see that their biological families continue to be psychologically and sometimes physically present (Leathers, 2003; Carriere & Richardson, 2009). Schutz et al (2017) demonstrate this dilemma by indicating that the presence of biological parents in YPIC’s lives represent the contact with their traumatic past lives’ history and so it repels them, but at the same time, a relationship with the biological mother overshadows other available types of support.

Given the doubts that YPIC experience with their associations with either type of caregiver (parent and caregiver), these children might therefore struggle to establish a secure attachment relationship with either parent figure without developing ambivalence and emotional distress (Schutz et al, 2017; Leathers, 2003). If YPIC develop a closer relationship with the CYCW, they may feel as though they are betraying the mentally present family of origin. On the other hand, if they maintain a strong feeling of attachment to their psychologically present family, they may also feel as though they are betraying the CYCW who is providing them with daily care (Leathers, 2003). These family dynamics are often a major dilemma for YPIC (Schutz et al, 2017). They need and want to have a sense of family yet many of them have been seriously affected by their family experiences (Stein, 2008), but at the same time, they also need to develop allegiances and commit themselves to their carers (Carriere & Richardson, 2009; Stein, 2008).

4.3.6. Conclusion

The first theme focused on extracting the CYCWs’ understanding of the principle of belonging. Sub-themes that were touched in this discussion include their understanding of belonging in terms of the circle of courage, a strong bond between CYCWs and YPIC, a
working relationship between CYCWs and YPIC, a comfort zone and lastly it closed by a discussion of YPIC’s split sense of belonging. In the discussion of this theme, it became apparent that CYCWs that were approached for this study had an in-depth theoretical understanding of the principle of belonging. The next theme will be looking at the ways in which CYCWs try to develop attachments with YPIC.

4.4. Theme 2: Developing relationships with YPIC

This theme looks at the way in which the CYCWs try to develop relationships with YPIC. The sub-themes that emerged in the discussion of this theme include creating a welcoming environment, the first encounters between YP coming into care and CYCWs, physical contact/proximity, orienting YPIC to the CYCC as well as meeting YPIC’s physical needs. Setting boundaries and rules, explaining the circumstances that brought them together, verbalizing their love to YPIC also stood out as important aspects in developing relationships between YPIC and CYCWs. There are, however, other factors that have been found to influence the development of this relationship such as gender, age and race.

This theme will open with a discussion of how CYCWs create a welcoming environment when they are receiving new children.

4.4.1. Subtheme 1: Creating a welcoming environment

The nature of environment in which the YP coming into care are received into has also been singled out as one of the influential factors in determining how quickly these children can develop a trusting relationship with their CYCWs. Taking into consideration the fact that the CYCC is a strange place for YP coming into care, CYCW3 (Interview9#19-20) indicated that:

- “I normally talk to the children in the house if I am going to receive a new child, but I am always careful not to divulge the background. I stress that we have to work together and make the new child comfortable. I prepare these children to create a warm environment for the new child that is coming” (CYCW3, Interview9#19-20).

ACYCW1 also shared similar sentiments when she shared that, “I always tell my children that they must always welcome new comers and make them feel comfortable” (ACYCW1, Interview3#31). Sharing her experiences, ACYCW3 (Interview5#35) indicated that she also “put welcoming cards from other children and a bucket with sweets and toiletries; a gift pack on their beds.” These experiences share a similar commitment; that is, to show YP coming into care that they are welcome and also to sensitize the other YP who are already in care to be welcoming to the new comers. CYCW1 commented that the process of developing a relationship with a YPIC is tantamount to building a bridge such that they can be able to reach out to each other. “It is like building a bridge for you as a CYCW and adult in this child’s life and the child herself/himself” (ACYCW1, Interview1#18-19).

CYCW1 further indicated that they also hold a small party or some sort of welcoming ceremony. They do “all those things for the family to be able to prepare a warm comfort zone for them” (CYCW1, Interview1#11). It is noteworthy that in the previous theme, CYCW1 used the same phrase “comfort zone” in describing an environment where one feels a very strong...
sense of belonging. In this regard, it is deducible that in creating a “comfort zone” for YP coming into care, she is trying to initiate the YP’s sense of belonging and attachment in this new environment.

Barton, Gonzalez and Tomlinson (2011) hold the contention that children who have suffered developmental trauma need healthy relationships and a comforting community to neutralize the effects of that trauma. An increase in the number of positive social relations can heal them. What helps them heal is anything that increases the number and quality of their relationships. CYCWs should also ensure that the YP coming into care is provided with all the signs that the CYCC is a safe and welcoming environment and that the child is always at the centre (Barton et al, 2011). The aim of the process is to ensure that the child feels safe and also that their arrival does not disrupt the therapeutic or healing process or threaten the safety of the children that are already in the house (Barton et al, 2011). CYCWs should welcome YP into care with enthusiasm whilst being sensitive to their anxieties. This makes the child to feel that they are safe and someone cares for them; thus, building a bridge between the YPIC and the CYCW (Barton et al, 2011).

4.4.2. Sub-theme 2: Physical contact/proximity.

Physical contact between children and their primary caregivers has been regarded as an important element in the development of attachments (Bowlby, 1982) and this surfaced frequently in the interviews. CYCW2 indicated that despite the rejections that normally characterize the first encounters, CYCWs should have the courage to withstand these rejections and reach out to the child anyway. She shared her experiences of working with teenagers and indicated that “at one moment they would literally lie on your shoulder and you know that this child needs your love, they need somebody” (CYCW2, Interview2#74-75). CYCW1, also indicated that “we use small things; simple things like hugging, greeting or facial expressions” (CYCW1, Interview1#17). ACYW2 (Interview4#18) also indicates that “just that physical touch and sometimes reading a bedtime story after reading the bible. Just that little thing goes a long way in gaining trust for me.”

Doherty-Sneddon (2003) indicates that in early years of a child’s development, significant part of love, affection and interaction involves touch. Rocking, cuddling and stroking are all part of good caregiving. Levy and Orlans (2014) also clarify that touch is very crucial in establishing and maintaining human relationships. Secure attachments develop from relationships that involve affectionate and gentle touch and also sensitivity and maintenance of proper limits and boundaries (Levy & Orlans, 2014).

4.4.3. Sub-theme 3: Orienting the YP to the CYCC.

Orienting the YP to the CYCC also came up as an important aspect in developing YPIC’s sense of belonging and attachment. CYCW4 (Interview10#16-17) indicated that “when the child arrives, we sit down, and everybody introduces themselves and I would take the child on a tour to see the house, his/her bed and also other houses in the CYCC.” CYCW1 also shared the same experience indicating that:
• “A bigger sister (if it’s a girl), will take them on a tour and show them how we operate, how we do our things. And then from there, she will take them for a walk around the village such that they can know if I am here at the playground, how do I get back home because our houses are similar. If I want to get out of the gate (maybe mom sent me to buy bread)—how do I go about finding a gate? And then again to introduce them to at least few children around such that they know this is brother whoever and this is sister whoever. If I am experiencing any problems out here at the playground, who can I communicate with, how safe is it, to communicate with whoever and then again, how to report if I feel uncomfortable” (CYCW1, Interview1#12-14).

CYCW1 indicated that she would introduce the YP to other children in the CYCC and also to other houses in the centre. This exercise helps to initiate relationships between YPIC and other CYCWs to enlarge the YP’s sense of belonging and safety. In doing so, CYCWs are keeping in line with attachment literature. Bowlby theorized the idea of a safe haven which is a familiar environment with familiar individuals who provides security and assurance for the child to be able to explore and grow. As far as 1980, Bretherton (1980) acknowledged that in familiar environments where the attachment figure is easily reachable and also where there are no threats present, children engage in play and explore their toys, play with familiar playmates or attachment figure. Berlin et al (2008) also share the same sentiments that the bedrock feature of any social species as well as any conception of attachment is the ability to distinguish individuals who are familiar from those who are not. This ability is later yoked to preferences for the familiar. Berlin et al (2008) and Fonagy et al (2014) agree that the establishment and maintenance of preferences for familiar others such as caregivers, peers and one’s mates form necessary conditions for the formation of attachment bonds.

4.4.4. Sub-theme 4: Meeting the child’s physiological needs

All ten CYCWs indicated that meeting the YPIC’s physiological needs is the first and most important task for CYCWs. It should also be noted that this need is at the bottom of Maslow’s hierarchy of needs. If it is not met, children cannot move on to develop a sense of belonging and experience love. ACYCW2 (Interview4#14) shared that, “with the little things that you do such as washing for them, feeding them, talking to them, they can build that trust and realize that you care for them.”

Feeding is basic to survival and also to the development of attachment, but as attachment research by Harry Hallow with rhesus monkeys indicates, it is not causally linked to attachments (Fonagy, 2010; Bretherton, 1992). That is to say, that the development of attachment is not wholly as a direct consequence of a mother or caregiver providing food to the child. There are other things that a caregiver needs to do, such as stimulating the child, touch, sensitivity and availability to nurse the child’s discomforts (Fonagy, 2010; Fonagy et al, 2014). Levy and Orlans (2014) also add that a sensitive caregiver gratifies basic needs which alleviate the child’s stress and discomfort. Once their needs are met, a child starts to trust caregivers that their own needs are valid and will be met. Barter, Renold, Berridge and Cawson, (2004) indicates that unless the child’s needs are met within the placement, it is difficult to work proactively with that YPIC. If the CYCC is unable to meet the child’s needs, this will often lead to acting out behaviour.
4.4.5. Sub-theme 5: Setting rules and boundaries

Setting rules and establishing boundaries has also emerged as one of the key aspects in developing relationships with YPIC. ACYW1 shared that “the first things that must be put in place are boundaries. When a child has boundaries, she feels safe and she feels that she belongs somewhere. She will know that her housemother cares about her and that is why she gave her these boundaries.” (ACYCW1, Interview3#15-16). She also added that, “I always make it clear for my children that I give them boundaries because I love them” (ACYCW1, Interview3#19). ACYW6, Interview8#38 also shared that “for them to be able to be respectful in the house, they have to follow a set of rules.”

CYCW2 also indicated that boundaries make the world containable for YPIC, otherwise “they will feel like the world is too big for them” (CYCW, Interview2#44). She also added that:

- “We establish boundaries together in order to live amicably. We put together the rules and out of those rules come consequences. They [YPIC] are part of the whole process so they get a feeling that they have made up the rules, so they belong here, they are part of this house. So, they become proud of their house” (CYCW2, Interview2#56-57).

CYCW2 indicated that YPIC take part in the process of making rules and that helps them to develop a feeling of self-importance as they actively contribute in the making of decisions that directly affect them. That empowers them and also contributes to their developing sense of belonging. There also seem to be an understanding that YPIC can honour and respect rules if they participate in making them.

Young people thrive on structure and boundaries, but this should be coupled with an empathetic and attuned relationship with the caregiver (Frost, Fain, Templeton, Durrant and Golding (2013). Boundaries and rules provide communication for acceptable and unacceptable behaviour and that enhances the child’s sense of safety (Frost et al, 2013). Raicar, Sear and Gall (2009) also state that firm boundaries and consistent rules bring a comforting sense of containment which enables the child to gain confidence and develop a sense of self. As they begin to recognize their positive and negative choice, children can change behaviour over time. They would also learn to communicate their feelings verbally which they previously acted out (Raicar et al, 2009).

4.4.6. Sub-theme 6: Explain the circumstances that brought them together

The arrangement that YPIC find themselves in are not natural. They find themselves in a strange place with unfamiliar faces and they are expected to forge new relationships. ACYW6 shared her experiences, saying that she normally, “sit down with the child, explain to her why she is here [in the CYCC]” and that, “I am going to look after her. I also tell her that she is now part of the new family” (ACYCW6, Interview8#31). It seems as though what ACYW6 tries to do is to provide the child with an understanding of what happened that resulted in them staying in the CYCC. She is trying to create a coherent autobiography for the child such that they can make a connection between their past and present and make it
one articulate story as indicated by Becker-Weidman (2011). Stein (2008) and Ungar (2005a) indicate that CYCWs need to utilize their skills to help YPIC to make sense of their past such that they can psychologically disentangle their uncertainties and fears and look up to the future.

On the other hand, CYCW4 (Interview10#33) indicated her concerns over the fact that, “in most instances CYCWs are left in the dark regarding what really happened to the YPIC.” She further stated that “it is difficult for us as CYCWs to deal with YPIC because we are left in the dark regarding what happened to the child” (CYCW4, Interview10#34). She concluded that “sometimes I think social workers undermine the children’s capacity to know things” (CYCW4, Interview10#38). However, in contrast to CYCW4, another respondent from the same CYCC showed that they are well informed about the YPIC’s background histories. CYCW3 (Interview9#19-20) indicated that when she receives a child, she “normally talk to the children in the house…but I am always careful not to divulge the background history of the child that will be joining us.” This discrepancy between CYCW4 and CYCW3 on this aspect might be understood as an ethical issue that is born out of the sensitivity of the YP’s background information or the social worker’s discretion to divulge YPIC’s background information to CYCWs.

4.4.7. Sub-theme 7: CYCWs verbalize their love for YPIC

CYCWs who participated in the study indicated that sometimes what YPIC wants to hear is that they matter to someone and that their caregivers have a deep regard for them. ACYCW1, (Interview3#22) stated that, “a child can’t always hear what you think, but if you tell them that you care about them, that’s where the sense of belonging and trust comes from.” ACYCW6 also added that “the important thing is to listen to them when they are talking and also to tell them how much you love them is also very crucial.” It is discernible from this discussion that knowing that their caregiver thinks and feel highly about them makes YPIC believe in themselves and also develop a good sense of belonging.

Children who know that they are loved begin to realize that their lives are worthy and they begin to understand their true worthy (Howe, 2005). Knowing that somebody loves them gives children a firm emotional foundation (a safe haven) from where they develop courage to face life’s many challenges and explore their environment (Fonagy, 2010).

4.4.8. Sub-theme 8: Factors influencing the development of the relationship between YPIC and CYCWs

4.4.8.1. Age

Age emerged as one of the aspects that affect the development of the relationship between YPIC and CYCWs. CYCW2 (Interview2#64-65) described her experiences with a three-year-old girl that came into her care with tears brimming her eyes. She indicated that, “she was just a drop-dead gorgeous girl and she was very lovely and immediately when she came to me, I loved her.” Bowlby (1980) states that it would have been biologically folly if children were not born with attributes that allows them to elicit care from their caregivers. (Howe, 2005) indicates that as human babies are particularly helpless and they solely depend on
their parents for survival. It therefore important that they are able to induce caregiving propensities from their parents and secure their interest and availability. A baby’s features such as large eyes and head are able to draw people to the baby at times of need and distress (Howe, 2005; Fonagy, 2010). Apart from their cuteness, CYCW1 brought into light another aspect of age. She indicated that:

- “A child that was admitted at the age of 4-5 months knows this place, they know me, and they know us. There is no history, there is no past. But if for example they were admitted at the age of 10-11 years, they have already gone through a lot, they already have mastered or achieved so much positive or negatives along the way. There is a saying that it is very easy to groom a puppy to be a good dog (not to mention that these children are like dogs), than to teach old dogs new tricks” CYCW1, Interview1#38-39).

In her statement, CYCW1 seems to suggest that in the first few months or years of life, children are psychologically sterile and inactive. She seems to insinuate that difficult circumstances at home hardly affect them. She seems to indicate that when the children are still young, the past is blurry and without form. This is not the case as Kaplan (1996) indicates that an attachment between parent and child remains; whether they are good or bad: it is never washed away absolutely (Kaplan, 1996). Attachment literature points out that the first six months of life are very critical in the development of attachments in human beings (Fonagy, 2010; Howe, 2005). Lieberman and Van Horn (2008) indicate that children’s innate capacities can only unfold within the nurturing parental sphere. Most of the YPIC, by virtue of being in the CYCC, it means that they grew up in environments where parents were constantly unavailable to attend to their emotional states, where the parent-child relationship was largely unpredictable and frightening (Lieberman & Van Horn, 2008). This background affects the way in which the child is able to understand themselves, others and the social environment in which they live (Lieberman & Van Horn, 2008).

Other CYCWs shared their experiences with teenagers. ACYCW2 shared her experiences with teenagers and she indicated that “I have got more teenagers and for some of them it was a long way to get that trust and to share some of their issues and emotions with me. It is a challenge to get the trust” (ACYCW2, Interview4#17). ACYCW1 also shared similar sentiments when she indicated that “what’s always worrying me with teenagers is that they are always seeking to influence each other. Teenagers belong with their age mates and not older people” (ACYCW1, Interview3#33). CYCWs find it challenging to form attachments with teenagers.

4.4.8.2. Gender

Gender is one of the aspects that have been brought up as an influential factor in the development of belonging and attachments. CYCW2, (Interview2#65-67) shared that:

- “Boys take longer. They are much more aloof. Boys have a tendency to bottle things up. They would rather push you away, rather than getting hurt by you—another adult again. It’s very hard and it’s very difficult to get a boy to understand that you love him, care for him, that he can be part of the house. Their behaviour is to rather push you
away by various ways such as swearing, fight you or fight other children to show that they are emotional. When you want to hug them, they would shy away” (CYCW2, Interview2#65-66).

She added that “girls can cry, and they probably shout it out at times and they quickly deal with it” (CYCW2, Interview2#67). CYCW2 seems to stress the point that girls are quick to deal with issues that stresses them because they talk about it while boys choose to bottle things up. There is literature that sheds more light to these dynamics. Schutz, Cassarino-Perez and Cordova (2017) indicated that childhood adversities have a bigger effect on the well-being of girls than boys. On the other hand, Van Polanen, Colonnessi, Fukkink and Tavecchio (2017) have a different point of view on the subject matter. Children can more easily identify and relate with a caregiver of the same gender as them (Van Polanen et al, 2017). They further add that children play a dynamic role in shaping and developing their gender. They associate and identify mostly with the same gender as them to reinforce their gender typed prospects and security. For instance, girls in CYCCs experience female specific opportunities when associating primarily with female CYCWs and this result in the development of a closer child-caregiver relationship (Van Polanen et al, 2017). On the other hand, boys can also have male specific opportunities with male caregivers but there are few male CYCW’s in the field.

4.4.9. Conclusion

This theme has unpacked how CYCWs try to develop relationships with YPIC. There are specific conscious actions or efforts put by CYCWs in a bid to realize this goal such as creating a welcoming environment, physical contact/proximity with YPIC, orienting YPIC to the CYCC, meeting YPIC’s physiological needs, setting rules and boundaries, explaining the circumstances that brought them together and verbalizing their love for YPIC. First encounters between YPIC and CYCWs have been reported to be difficult, marked by outright rejection and hostilities. They are at times responsible for the transience of YP from one CYCC to the other. Age and gender have been discussed as elements that influence the development of the relationship between YPIC and CYCW. The next theme will be looking at the importance of belonging and attachments to YPIC.

4.5. Theme 3: Importance of belonging to YPIC

Central to this study is the principle of belonging and attachment and also the CYCWs’ experiences in developing these feelings in YPIC. This theme focuses on at the significance of developing this sense of belonging and attachment in YPIC. It looks at what values will be transferred to YPIC if they have developed this strong sense of belonging and attachment. There are four subthemes that emerged from this theme; that is, they can transfer these values to their children, they can be good citizens, it creates a sense of stability in the child’s life, and lastly to ensure that they thrive in life.

4.5.1. Sub-theme 1. YPIC can transfer the values to their own children.

Attachment literature provides evidence that attachment behaviours are transferred intergenerationally between parents and their children. Scholars such as Howe (2005),
Fonagy (2010), Levy and Orlans (2014) agree that parents treat their children in the same way that they have been treated by their own parents. The idea that people normally raise their children in the same way that they too were raised is central to attachment theory (Howe, 1995; 2005; Ricks, 1985; Bretherton, 1992). Central to this idea is the understanding that there is an intergenerational continuity in the quality of parental behaviour (Fonagy, 2010; Ricks 1985). The reason why YPIC are not with their families is predominantly because of neglectful or abusive parenting. As CYCWs work in the life space of the child as Jamieson (2013) indicated, they have a chance to create an environment that is stable, consistent and by being present, available and approachable, they create a safe and nurturing environment for YPIC and also provide them with a prototype of parent-child relationship which they can use in the future. CYCWs interviewed in this study indicated that one day when these YPIC “are outside in the big world, and they have their own families, they must be able to make their own children feel that they belong, and they cannot give them what they have never had” (ACYCW1, Interview3#23).

In this sense, through helping YPIC to develop a sense of belonging and developing new secure attachments, CYCWs socializes them, inculcating new ways of relating that would function as child rearing foundation for them in the future. ACYCW1 also shared her experiences with one of the girls who left her care and now has got her own children. She indicated that this young woman “is now a good mother who loves her children; she is a proud mother because of me. That tells me that there is something that I did right” (ACYCW1, Interview3#40-41). In this example, ACYCW1 took credit for this young woman’s ability to be a good mother to her own children indicating that she has transferred to her good nurturance that she is now using to raise her children.

4.5.2. Sub-theme 2. They can become good citizens

CYCW2 asked, “Isn’t it that the ultimate goal of parenting is to raise up good and law-abiding citizens?” (CYCW2, Interview2#37). ACYCW1 also indicated that, “one of my wishes about my children is that I want them to grow up to be good citizens outside (ACYCW1, Interview3#57). She added that, “if you are not a good citizen, then you won’t find work and you’ll suffer” (ACYCW1, Interview3#58). ACYCW6 also indicated that “rules protect children from certain things such that they don’t get into trouble, and also that they may grow into responsible adults” (ACYCW6, Interview8#40-41). CYCW1 (Interview1#75) also shared that “if you manage your behaviour, it becomes very easy to relate to other people and it makes it very easy to be accepted by so many people.” In these shared experiences, the CYCWs brought forward the argument shared by attachment theorists that children who have a strong sense of belonging grow up to be secure and responsible adults (Fonagy, 2010; Holmes, 1993; Levy & Orlans, 2014). It may be suggested that from these experiences attachment relationships can help to remodel the child’s internal regulatory system and reshape how they can relate to self and others as well as their capacity to follow rules and laws, contributing to the development of good citizens (Levy & Orlans, 2014).

4.5.3. Sub-theme 3. They can thrive

Successful and secure attachments and belonging are regarded as prerequisites for self-actualization and success in life as demonstrated by Maslow’s Hierarchy of Needs and
suggested by Fonagy (2010); Baumeister and Leary (1995); Levy and Orlans (2014). An analysis of CYCWs’ shared experiences points out to the fact that most of the children that remain in contact with CYCWs and those that make it in life are those that they regard as having a close relationship with them. Those YP who were not close to the CYCWs did not make it. ACYCW1 (interview3#42) shared that “there are other children that didn’t get it. They went to jail; they never wanted to get their life together.” CWCW4 (Interview4#37-38) also indicated that “despite all the challenges that they have faced, some have made it. There are a lot of them who come back and make contact. Some are overseas, and some are around here. They normally come and visit and see the other children and me”.

The ability to thrive is closely related to one’s resilience. Ungar (2005a) indicates that resilience is a phenomenon that is characterized by excellent results despite sombre threats to adjustment or development. Ungar (2005a) further elaborate that children actively negotiate what they need from what is available; that is to say, they cope as best they can with what little they have. In negotiating their pathways to resilience, some children’s behaviour is misunderstood as uncontrollable and difficult to deal with and results in transience as indicated by Schutz et al (2017). YP’s ability to thrive or live successful lives after care is dependent upon the services that they have received from the CYCWs whilst they were still in care (Ungar, 2005a). A good sense of belonging helps a child to develop these resiliencies and boldness to face life’s many challenges (Bendtro et al, 2002).

4.5.4. Conclusion

This theme has captured the fundamentals of this research by unveiling the important expectation that faces CYCWs from society: raising good and loyal citizens. This theme has managed to lay it bare that in developing YPIC’s sense of belonging and attachment, CYCWs try to breach the intergenerational continuity of hurtful parenting behaviour. They present a sensitive and responsive way of parenting with the hope that YP who have exited care can also adopt that style when responding to their own children. Converse to the fact that many children who have faced early childhood adversity are prone to become social misfits, they try to raise YPIC to become good and law-abiding citizens as they grow old. In order to do so, a caring relationship which provides stability is required. CYCWs understand that stability promotes resilience and growth. Schutz et al (2017) indicate that stability enhances well-being and conversely, transience promotes loss of it. The need to belong is also coupled with the need for frequent interaction and persistent caring and to accomplish this, stability is paramount. Provided with a good sense of belonging; children can thrive into successful adults (Schutz et al, 2017).

4.6. Theme 4. Challenges to creating belonging

Despite all the positive experiences shared by CYCWs and ACYCWs, there are some challenges that they also shared. This theme is focused on discussing these challenges. Central to the discussion of this theme are those children whose behaviours posed challenges to the carers and ultimately resulted in their transfer to another facility.
4.6.1. Lack of stability among YPIC

In the experiences that they shared, CYCWs created an impression that if a child can develop a good sense of belonging, then that child has a better chance of having a stable life than those who cannot. They shared their experiences about those children who left their care because of difficult behaviour.ACYCW1 shared her experiences with one of the YPIC who only stayed with her for four weeks and in that short period, the child “was beaten by one of the children in the house for swearing at me and talking to me in a disrespectful manner. At the end of the time, after four weeks, they said that she must go back. She was coming from a CYCC in town J” (ACYCW1, Interview3#35-37). CYCW2 also shared an experience with another YP who was in her care who failed to develop that sense of belonging and was ultimately taken out of the CYCC. She shared that, “no matter how much love and care I tried to give to her, no matter how I tried to make her one of us. She never could accept us. She always spoke about you—you people are this, you people are that. She could not go into ‘our house’, ‘our family’. She couldn’t go there. At last they took her out of the CYCC because she couldn’t fit in” (CYCW2, Interview2# 38-39). CYCW3 also shared her experience with some of the boys in her CYCC who were bullying other children and smoking drugs. She concluded, melancholically that, “it was very bad to such an extent that they immediately took two of them back to their biological families” (CYCW3, Interview9#30).

What is common in these shared experiences is that the CYCWs couldn’t contain the YPIC’s behaviour which made it difficult for them to fit in and the child was ultimately pushed out of the CYCC. These children were moved from one institution to the other because their behaviours could not be contained and so they couldn’t fit in. Those who have developed good relationships with CYCWs also developed good sense of belonging and attachment and so, they could stay. It should be noted that these children were not moved because of positive changes in their circumstances, but because of their behaviour that made it difficult for them to develop a sense of belonging and hard for CYCWs to care for them. Schutz et al (2017) indicate that transience (the exchange of caregiver or transfer from one institution to the other) affects the child’s ability to form bonds and attachments as well as their confidence levels. Instability affects the development of a sense of belonging (Schutz et al, 2017; Stein, 2008). Stability can greatly influence one’s sense of wellbeing and development (Schutz et al, 2017).

Stein (2008) indicates that young people who have experienced stability and responsive and sensitive caregiving have greater chances of achieving positive outcomes than their counterparts who have experienced transience and continuous disruptions during their time in care. Conversely, instability is a barrier to promoting resilience and is associated with poor results (Stein, 2008). Stability provides YPIC with a warm positive relationship with a caregiver that can act as a buffer to neutralize past traumatic experiences (Stein, 2008; Ungar, 2005a). Belonging provides stability which is associated with positive educational and career outcomes (Stein, 2008). Many children who are moved from one place to the other become emotionally polarized and struggle to establish and maintain relationships (Ungar, 2005a; Stein, 2008).
4.6.2. Conclusion

Fonagy (2010) indicates that, normally inside a tough and difficult child is a weak and broken child that seeks the comfort of social relations. It is normally those children with the most difficult behaviour who have gone through the worst traumatic childhood experiences and so are in need of love and compassion. Their acting out is a way of avoiding close attachments dreading further hurt (Howe, 2005). Moving them from one facility to the other seems like the most convenient way that CYCCs use to avoid dealing with these behaviours. As they go through different CYCCs, their attachment style become horned and hardened by experiences. This resonates with Ungar (2005b)’s conclusion that it seems as though the CYCCs have forgotten the personal characteristics of the people that they are established to serve. In so doing, they neglect to make it a point that their services are tailored to meet the varied needs of those people that they are registered to serve in ways that are meaningful to them.

The next chapter, which is also the last, focuses on the key findings of this study, draw conclusions on these key issues as well as make some recommendation for further study, practice, training and policy.
Chapter 5: Key findings, conclusions and recommendations.

5.1. Introduction

This study sought to explore child and youth care workers (CYCWs)’ experiences in helping young people in care (YPIC) to develop attachments and belonging in child and youth care centres (CYCCs). Children are removed from their families of origin due to various factors such as abuse, neglect, exposure to harmful situations or any other factors as determined by the Children’s Act (RSA, 2005) as amended. Removing a child from home is an invasive act which is taken with a view that such a removal is a way of advancing the child’s life in a safe space (Bond, 2018; Mendes, Pinkerton & Munro (2014). This uprooting of the sense of belonging and attachment is known to have negative effects on the emotional and psychological growth of children (Bretherton, 1992; Fonagy, 2010), hence a need to re-establish it.

YPIC come from backgrounds of neglect, loss, separation and abuse and this childhood adversity normally contribute to psycho-emotional problems. Attachments and belonging are important in overcoming effects of early childhood neglect. Howe (1995) indicates that attachments develop in close relationships, but when children move into a CYCC, it is a strange environment and CYCWs in most cases resemble adults (in YPIC’s lives) whose actions have harmed them. This study gives an insight into how CYCWs try to develop attachments and belonging to YPIC.

This is the concluding chapter for this study. It opens with identifying the aim of the study; make a critical discussion and assessment of the aim and objectives reflecting on how far they were achieved. This is followed by a discussion of the limitations of the study and also provides a discussion of the original theoretical contributions that this study makes to the discipline of child and youth care work. The chapter concludes with recommendations for further research, policy and practice.

5.2. Assessment of aim and objectives

Creswell and Poth (2017) generally define the aim of a research as a broad statement that explains the anticipated effect or the general intent of the research. The aim of this study is to explore the experiences of CYCWs in developing children’s attachments and belonging in CYCCs. The following section provides a detailed discussion of objectives one to three which are supported by evidence from the findings. The last objective; which is, recommendation for policy, practice, training and further research is expanded accordingly and discussed expansively in section 5.5.

5.2.1. Objective 1: To explore CYCWs’ understanding of attachment and caregiving in CYCCs

This objective sought to find out the CYCW’s understanding of the principle of belonging and attachment and its relevance in CYCCs. It also sought to understand how CYCWs make that connection between the principle of belonging and attachment theory and how they positioned themselves in that enclave.
All CYCWs understood belonging in terms of the circle of courage (CoC). They identified the principle of belonging as the most important component of the CoC—one which could affect other aspects if not fulfilled. Interestingly, one of the CYCWs identified two of the leading authors of the CoC; that is, Larry Bendtro and Martin Brokenleg who are leading authors of the *Reclaiming Youth at Risk* series. Another CYCW linked the concept of belonging and attachment to Maslow’s hierarchy of needs. This shows that CYCWs have considerable theoretical knowledge which they claimed that they got from continued professional development trainings that they have undergone. Notable theorists such as Baumeister and Leary (1995) link the principle of belonging to Maslow’s hierarchy of needs. This evidence of notable literature in CYCWs’ understanding of belonging and attachment shows that they had a good understanding of the theoretical underpinnings of these concepts.

The CYCWs understood attachment in terms of a strong bond that exists between them and YPIC. Perry (2013) defines bonding as a process of forming an attachment. Drawing strength from the bond between them and CYCWs, YPIC are better able to develop resilience to life’s many challenges (Ungar, 2005a). Some CYCWs went further to indicate that they also understood belonging as a working relationship between CYCWs and YPIC. They understood belonging as originating from the rapport that they establish with YPIC. They also elaborated that the engagement is a process or a journey that the CYCW has to walk with the YPIC. In this role, CYCWs help YPIC to integrate their past and present into a coherent narrative that helps the YPIC to develop a positive view of themselves (Becker-Weidman, 2011). CYCWs help YPIC to develop an understanding of their journey through life and how circumstances have brought them together.

They also understood belonging in terms of a ‘comfort zone’. As a child develops a set of structured cognitive, emotional, and psychological structures that help them to organize their thoughts, feelings and behaviours with the CYCWs as potential figures of safety and comfort in times of distress, the CYCC becomes a ‘comfort zone’ as supported by (Fearon et al, 2010).

On the other hand, all of the CYCWs also indicated that YPIC have a split sense of belonging as they try to belong with the CYCC, but still feel that they belong with their families of origin. These YPIC face a dilemma where their families of origin continue to be psychologically available but not constantly physically present. They want to have a sense of family, yet many of them have been damaged by family experiences and at the same time they also want to develop allegiances and commit themselves to their carers who meet their everyday needs. This supports the notion advanced by Schultz et al (2017) that the presence of the biological family in a YPIC’s life reminds them of their past history and so it repels them, but at the same time, the relationship with biological mother overshadows all other forms of support.

5.2.2. Consolidation of objective2 and 3:

The second objective was to understand how CYCWs develop attachments in their daily interactions with children in their care. This objective rests on the knowledge that a CYCC is a strange place for the children that are coming there for the first time and the CYCWs
are also strangers to the children. So, this objective sought to find out what the CYCWs do to make YPIC feel comfortable and develop attachments with them.

The third objective focuses on exploring CYCWs perceptions on how attachment formations contribute to the children’s sense of belonging in the CYCC. The third objective is dependent on the second objective. It looks at the specific things that the CYCWs do to develop attachments and their understanding of how these things work towards achieving that intended goal and so the discussion of these objectives is presented under one heading.

All CYCWs indicated that their first encounters with YP coming into care are often hostile and characterised by outright rejection. They indicated, however, that they try to establish a welcoming environment by telling the children who are already in their care that they are going to receive new children and impressing on them the need to be kind and accommodative. By encouraging young people already in care to be kind and accommodative, they are also sensitizing them to a change in the residential setting. They indicated that this helps the children who are already on a healing path to continue without disruptions. This indicates therefore, that the residential setting itself is not just to accommodate YPIC, but it is also a healing environment. Some CYCWs indicated that they put welcoming cards from other children on the bed together with toiletries and gift packs to make the YP coming into care feel comfortable and welcome. They indicated that these simple things are like building a bridge between the CYCW and the YPIC such that they can be able to reach out to each other and relate.

Two CYCWs indicated that they throw a small welcoming party to prepare a warm comfort zone for YP coming into care. The aim of this process is to ensure that YP coming into care are provided with signs depicting that the CYCC is a safe and welcoming environment while being sensitive to their anxieties. They also stated that they make physical contact with YPIC in care as a way of creating bonds between them and YPIC. They indicated that they do simple things such as hugging, touching, or reading bedtime stories to YPIC and this goes a long way in gaining trust for CYCWs. This is in line with Coherty-Sneddon (2003) who indicates that touch, rocking and cuddling are significant ways of caregiving and they help in establishing a bond between the child and the caregiver.

CYCWs also indicated that they orient YP who are coming into care about the CYCC in order to give them an outline of the CYCC. Introducing new comers to other children who are already in the CYCC helps to facilitate relationships between YPIC. They also stated that they meet YPIC’s physiological needs such as feeding, clothing and washing for them. These simple things help YPIC to realize that CYCWs care for them and that helps in securing trust of the YPIC. This is in line with Levy and Orlans (2014) who states that a sensitive caregiver gratifies the child’s basic needs which alleviates the child’s discomforts or distress. Once their needs are met proactively within the placement, the child starts to trust and respect caregivers and also believe that their needs are important and valid (Levy & Orlans, 2014). The CYCWs indicated that once the YPIC’s needs are met earnestly, they start to develop trust in their caregivers and also start to explore their environment.

Another important aspect mentioned by CYCWs is setting boundaries and rules. They stated that without rules and boundaries, the world becomes too big for YPIC to contain.
Boundaries make it containable. They also stressed that rules make children feel that they are loved and that they belong somewhere. They indicated that rules make YPIC to have a homely feeling because they become part of making it.

CYCWs also explain to the YPIC the circumstances that brought them together. The setting in which YPIC find themselves in is not natural. Therefore, CYCWs indicated that they normally sit the children down and explain to them the circumstances that resulted in their removal from their biological families and subsequent placement in a CYCC and also who the CYCW is. Through explaining these circumstances, YPIC are better able to understand their past which includes their broken family relationships so that they can psychologically move forward and also look to the future.

On the other hand, some CYCWs indicated that their biggest challenge in fulfilling this role is the fact that sometimes social workers do not tell them the reason why the YPIC came to be with them. They think that sometimes social workers undermine YPIC’s capacity to make sense of their own situations. CYCWs also indicated that they also verbalize their love for YPIC. They indicated that it is important to tell YPIC how much they are loved and valued. After living an unappreciated life that normally leave them feeling as though they are worthless, CYCWs indicated that verbalizing their love for CYCWs is an important step in gaining their love, trust and also develop their self-esteem.

In a nutshell, the CYCWs indicated that they create a welcoming environment for all the children that they receive, physically connect with them, orient them to the CYCC, meet their physiological needs, set boundaries and rules, explain the circumstances that brought them together and also verbalize their love to YPIC. All these activities are goal directed and strategically aimed at narrowing the gap between the YPIC and the CYCW and demonstrate how CYCWs develop attachments in their interactions with YPIC and how these activities contribute to belonging among YPIC.

5.2.3. Integration of aim and objectives

Creswell and Poth (2017) indicate that a research aim should be interrelated to its objectives. The aim should indicate what you want to achieve and objectives should specify how you want to achieve the aim. This section aims at showing the integration of aim and objectives through pulling together of different conclusion from findings.

The aim of this research was to explore CYCWs experiences in developing attachments and belonging for children in CYCCs. Most of the responses that the CYCWs gave points out to specific conscious efforts that are theory driven and flexibly applied to help them to establish a relationship with YPIC. These small acts are like building a bridge between the CYCW and the YPIC such that they can reach out to each other.

In exploring CYCWs’ understanding of attachment and belonging, it was evident from their responses that they all understood it from a common conceptual standpoint; that is, the circle of courage. This shows that the CoC is widely implemented in the South African welfare system as indicated by Bendtro et al (2014). It is also deducible from their responses that they also understood belonging and child care in a traditional sense. CYCWs indicated
that they use various methods such as meeting the children’s physiological needs, orienting them to the CYCC, setting rules and boundaries, explaining the circumstances that brought them together and verbalizing their love for CYCWs to create a connection between them. They also indicated that the difficulty that they normally face is because YPIC have a split sense of belonging where their allegiances are caught between their biological families and also the CYCC.

It is evident also, that the CYCWs’ conceptual understanding of belonging also influenced way they tried to develop attachments and belonging with YPIC in practice. Literature points to the importance of attachments and belonging in the development of resilience to life’s many challenges (Ungar, 2005a). Howe (1995) indicates that attachments develop in close relationships and bringing YPIC closer is the ultimate aim CYCWs’ actions. Attachment theory informs CYCWs of the primary significance of protection and of the importance of comfort for the achievement of inner safety and the development of a sense of belonging (Graham, 2005). CYCWs pointed out that their biggest challenge is when social workers choose not to tell them about the child’s background history. As a result, they are unable to assist the YPIC to develop a coherent picture of their life story and so, their history remains fragmented and incomplete.

5.3. Limitations of the study

There are some limitations to this study. For instance, this was a small scale study that utilized a small sample. As this was a qualitative study a small, purposefully selected sample was appropriate. Replicating this study on a larger scale; that is, a bigger sample and more cites can address this limitation and increase the transferability of the study.

This study was aimed at interviewing people who are registered as CYCWs by the SACSSP, but in the end, only four out of ten individuals were registered as such. The others were registered as auxiliary CYCWs in consideration of their years of experience and CYCCs still employed them as CYCWs. This difference in professional qualification can be a limitation even though they all received similar in-service continuous training.

Another limitation could be found in the fact that I used gatekeepers to reach the participants for this research. It is possible that (even though the gatekeepers and later the researcher emphasized that their participation was voluntary), CYCWs felt as though they did not have a choice because their superiors had asked them to partake in it. The power dynamics between the participants and the gatekeepers could have had an influence on the information that they shared. In future researches, to alleviate this problem, as soon as entry to the research site is given, the researcher would personally approach and recruit the participants without the aid of gatekeepers.

5.4. Objective 5: Recommendations

Most studies that focus on residential care pay much attention to the study of YPIC and very little has been done to understand the experiences of CYCWs as they attempt to make YPIC feel at home in CYCCs. CYCCs in South Africa are required to implement the CoC. The principle of belonging that is found in the CoC has conceptual similarities to attachment
theory and therefore directly related to CYCWs’ everyday duties. This study offers insight into the knowledge base of CYCW’s and how they put their knowledge into action. A number of recommendations for further study, policy and practice may be made from this insight.

5.4.1. Recommendations for further study

CYCWs reported that YPIC have a split sense of belonging as they try to develop attachments with new and sensitive caregivers but at the same time remain attached to their families of origin. I have come across a lot of literature; largely Western studies (Schutz et al, 2017; Carriere & Richardson, 2009; Leathers, 2003) that tries to make sense of this feeling, but I could not find South African studies that try to shed light on the predicament. It will be interesting to learn about how YPIC in the South African context negotiate this difficult stage and also to outline the challenges that they face as well as the resilient factors that make it possible for them to develop these new attachments taking into considerations local culture, legislations and other factors typical to the South African residential care system. It will be interesting to learn about this predicament from the perspective of YPIC such that ways can be found to address their concerns and pressing issues in policy.

An ability to form attachments with others is closely related to one’s attachment history. It would be interesting to learn how CYCWs’ past attachment history impact on their capacity to develop attachments and belonging for YPIC.

5.4.2. Recommendations for policy

Transiency is another concerning issue that came out of this research. It seems CYCCs systematically root out children who exhibit difficult behaviour from their care. The Children’s Amendment Act (RSA, 2007) provides guidelines on the transfer of children from one CYCC to a more secure facility or a CYCC that provides a more suitable program for a child. However, less attention is given to the lifelong effects of broken attachments that are as a result of these transfers. Stability in YPIC’s lives is of principal value just like their placement in an appropriate programme. Thorough early assessments and placements in appropriate programmes can help in this regard. It might also help to have thorough policy guidelines that regulate placements such that CYCCs do not systematically push YP who have difficult behaviours just for the sake of finding peace of mind.

There is a need to make follow-ups on the SACSSP policy regarding the registration of CYCWs and practice guidelines. In most of the CYCCs that were approached for this study, auxiliary CYCWs are employed and working as CYCWs and they work without the supervision of a registered CYCW.

5.4.3. Recommendations for practice and training

There are a number of recommendations that can be made in this regard. Firstly, attachment theory should be actively promoted in CYCW training as it is an appropriate and applicable theory to their profession. At present, the curriculum for CYCWs addresses attachments as a component of a module, but not as a standalone theory. Attachment theory can be taught as part of the CYCW curriculum and also part of continued professional development
requirement. Given the psycho-emotional problems that are normally faced by YPIC, and the utility of attachment theory in understanding, dealing with them and developing YPIC’s resiliencies, this would be of benefit to CYCWs.

Another recommendation is that social workers should share YPIC’s background histories with CYCWs. Knowledge of YPIC’s background history allows CYCWs to know how to relate with them in a way that is sensitive to their challenges. Most importantly, it helps CYCWs when they explain the circumstances that brought them (YPIC and CYCW) together. It helps YPIC to develop a perceptive understanding of their past experiences and present circumstances and also understand why they are not with their families. This helps them to form a coherent picture of themselves and facilitate healing.

In October 2014 the SACSSP has mandated that only individuals who are qualified as CYCWs and registered as such should occupy such positions in CYCCs. The policy further states that persons registered as auxiliary CYCWs should execute their duties under the supervision of qualified CYCWs. This is, however, not the situation in some of the CYCCs that were approached for this study. Auxiliary CYCWs (who were registered on merit of the years of their experience) are employed in place of CYCWs and they operate without the supervision of a qualified CYCW. It is therefore recommended that the SACSSP elaborate the policy to the employers and make appropriate follow-ups to make sure that the policy is observed fully.

5.5. Conclusion

Most studies focusing on residential care pay much attention to children in residential care and pay very little attention to CYCWs who arguably, play a very critical role in what YPIC grow up to become. CYCWs have a difficult job of working with children who have been broken down by circumstances; whose behaviour, personality and disposition have been marred by family circumstances. In this study, it became evident that central to the CYCWs’ motivation is a need to shape YPIC to become good citizens, who can thrive on their own and also to break the circle of neglect and abuse such that they can transfer good parenting skills and values to their own children.

The respondents interviewed in this study showed a deeper understanding of attachment and belonging, carefully linking it to the CoC and Maslow’s hierarchy of needs. This shows a strong theoretical understanding of these principles. In their attempts to develop attachments and belonging with YPIC, it is also noticeable that they endeavoured to use this theoretical knowledge to inform their practice.

According to Howe (1995) attachments develop in close relationships. The efforts shown by CYCWs and ACYCWs in this study demonstrate the conscious effort that they put in their interaction with YPIC to create bond between the young people in their care and themselves. Even though they also face some challenges associated to the behaviour of YPIC, CYCWs progressively work towards creating a safe and warm environment for YPIC. The experiences that they shared indicate that they endeavour to develop close ties with YPIC and in order to make them feel comfortable and at home—and that is how a sense of belonging develops.
6. Reference List


Dickens, L. (2016). The contribution of resilience to the 12-months transitional outcomes of care-leavers in South Africa. (D. Littet Phil), University of Johannesburg.


7. LIST OF TABLES

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Table 3.2. Summary of trustworthiness and strategies employed to meet them…..41
8. LIST OF ANNEXURES

8.1. ANNEXURE A: Informed Consent Form

Consent letter

My name is ______________________ and I agree to participate in the research project conducted by Mizeck Chimange. The following points have been explained to me:

1. My participation is voluntary and I can withdraw my consent at any time without any penalties.
2. I understand that I will not receive anything for participating in this research project.
3. The focus of this research is to explore CYCWs’ experiences in developing children’s attachments and belonging in CYCCs in Tshwane.
4. Although there is no foreseen discomfort or stress, I reserve the right not to answer any question that makes me feel distressed or uncomfortable during the interview.
5. Should I experience any discomfort or distress; the researcher will provide details of counseling services available at the Department of Social Development, Christelike-MaatskaplikeRaad/Christian Social Council (CMR) or psychologists in private practice around Tshwane.
6. Participation in the research project is entirely confidential and the information will not be released in any individually identifiable manner.
7. All identifying information will be removed from the interview transcripts and will not be included in the write up or in any article submitted for publication.
8. Participation is limited to one, semi-structured interview lasting for approximately one hour and 30 minutes.
9. The researcher will answer any questions I wish to ask about this research.
10. The research results will be made available to me if I so wish.
11. I choose to have the following pseudo name: _____________________________

_____________________________   ______ ___________________  
Signature:  Participant     Date

_____________________________   ______ ___________________  
Signature:  Researcher      Date

_____________________________   ______ ___________________  
Signature:  Research Supervisor                                Date

Mizeck Chimange:           Cell: 083 575 4417/ 074 825 2681  
Email: mchimange@gmail.com

Research Supervisor:          Dr S. J. Bond  
Email: sbond@uj.ac.za
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Dear Sir/Madam

I am a social worker employed at Ya Bana Village; a Child and Youth Care Centre situated in Winterveldt. I am currently enrolled for Masters degree in Clinical Social Work at the University of Johannesburg. I am required to complete a research project as part of the requirements to obtain the qualification. The title of my research project is: An exploration of child and youth care workers’ experiences in developing attachments and belonging of children in CYCCs in Tshwane.

At present I am making preliminary enquiries to establish if such a study would be feasible. My request to your organization is to identify potential research participants who meet the following criteria:

- Male and female CYCWs.
- Who have been in the position for a minimum of four years
- Qualified and registered as CYCWs by the SACSSP

The study is aimed at exploring CYCWs’ experiences in developing attachments and belonging of children in CYCCs in Tshwane. I am particularly interested in CYCWs’ experiences as they strive to make the children feel at home in CYCCs in their daily interactions with them.

Confidentiality agreements will be made with participants and the research will conform to the ethical guidelines and requirements of the University of Johannesburg. I would appreciate if you could indicate if your institution has such category of people and if you would allow me to access them for the purpose of this study. Additionally, I would appreciate if you could comment on whether this study can be of benefit to your organization. I also kindly ask that you allow the prospective respondents to exercise independent discretion and judgment on the information that they are willing to share during the interviews to ensure the originality of ideas collected and the trustworthiness of this study.

My research supervisor is Dr S. J. Bond from the Department of Social Work at UJ and she can be contacted at sbond@uj.ac.za

Your assistance is highly appreciated.

Yours sincerely

________________________

M. Chimange

8.2. ANNEXURE B: LETTER TO THE GATEKEEPERS
Dear Prospective Participant

I am a social worker employed at Ya Bana Village; a Child and Youth Care Centre situated in Winterveldt. I am currently enrolled for Masters degree in Clinical Social Work at the University of Johannesburg. I am required to complete a research project as part of the requirements to obtain the qualification. I admire the strength and resilience of CYCWs and their ability to cope with children from diverse backgrounds and make them feel at home. I often wonder if they follow a certain theory or they just do it all by instinct.

The study is aimed at exploring CYCWs’ experiences in developing attachments and belonging of children in CYCCs in Tshwane. I am particularly interested in CYCWs’ experiences as they strive to make the children feel at home in CYCCs in their daily interactions with them.

I can only be able to effect this study if I manage to get participants who are willing to share their experiences. To achieve this, I would need to conduct one semi-structured interview of approximately one hour and thirty minutes with you. The day, time and location of the interview can be arranged to suit you. The interview would be recorded, but confidentiality and anonymity would be ensured at all times. The data gathered during interviews would be safely stored either in a locked cabinet or password protected on the computer. This data will be destroyed when it is no longer required for the research. I will also enter into confidentiality agreements with each individual interviewed and I will conform to the ethical guidelines and requirements of the University of Johannesburg.

My research supervisor is Dr S. J. Bond and she can be contacted at sbond@uj.ac.za and my contact details are: 083 575 4417 or 074 825 2681.

Thank you for your indulgence. I hope to hear from you.

Yours sincerely

___________________
Mizeck Chimange
Masters in Clinical Social Work Student
Thank you for being here today. I understand you have a busy life and a busy job. I appreciate your time.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>PROBES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell me, what do you understand by belonging?</td>
<td>❖ That’s interesting, please tell me more about that</td>
</tr>
<tr>
<td>♦ I wonder if you can give me an example about that</td>
<td></td>
</tr>
<tr>
<td>❖ How important is it, in your opinion, for children in CYCC to develop a sense of belonging?</td>
<td></td>
</tr>
<tr>
<td>▪ Why does that matter to you?</td>
<td></td>
</tr>
<tr>
<td>▪ Do you think it is of any benefit for the children to develop a sense of belonging?</td>
<td></td>
</tr>
<tr>
<td>▪ How can you tell if the child has a good sense of belonging or not?</td>
<td></td>
</tr>
<tr>
<td>▪ Can you tell me more about it?</td>
<td></td>
</tr>
<tr>
<td>❖ Are the children always receptive of that role or position that you assume?</td>
<td></td>
</tr>
<tr>
<td>❖ What challenges do you normally face in that respect?</td>
<td></td>
</tr>
<tr>
<td>How do you help the children in developing a sense of belonging in the CYCC?</td>
<td>❖ I wonder if you can give an example of that.</td>
</tr>
<tr>
<td>▪ Can you tell me more about that?</td>
<td></td>
</tr>
<tr>
<td>▪ In your opinion, what do you think is the root cause of this behaviour?</td>
<td></td>
</tr>
<tr>
<td>▪ That’s interesting; do you have an example where a child showed that kind of behaviour?</td>
<td></td>
</tr>
<tr>
<td>▪ What was significant about this to you?</td>
<td></td>
</tr>
<tr>
<td>▪ I have heard a lot about how you manage misbehavior. I was wondering if you can tell me about good behaviors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kind of behaviours have you experienced with young people in your care?</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ I wonder if you can give an example of that.</td>
</tr>
<tr>
<td>▪ Can you tell me more about that?</td>
</tr>
<tr>
<td>▪ In your opinion, what do you think is the root cause of this behaviour?</td>
</tr>
<tr>
<td>▪ That’s interesting; do you have an example where a child showed that kind of behaviour?</td>
</tr>
<tr>
<td>▪ What was significant about this to you?</td>
</tr>
<tr>
<td>▪ I have heard a lot about how you manage misbehavior. I was wondering if you can tell me about good behaviors.</td>
</tr>
</tbody>
</table>

<p>| How do you respond when a child does something right?                      | That’s interesting; in what ways are such responses helpful to the child? |
| How do you respond if a child misbehaves?                                 | How does it make you feel when a child misbehaves?                      |
| What kinds of responses have been helpful in addressing children with difficult behaviour? | What motivates you to respond in that manner?                          |
| In your opinion, what makes these responses helpful?                      | I wonder if it is always easy for you to respond in that manner.        |
|                                                                           | In your view, what makes these responses helpful?                      |
|                                                                           | Are you at times compelled to respond differently?                     |
|                                                                           | Do these responses always give you the behavioural changes that you expect from the children? |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think can be done to improve these responses?</td>
<td></td>
</tr>
</tbody>
</table>
| Are there any other responses that you would say are not helpful when dealing with children with difficult behaviour? | o What makes these responses unhelpful in your opinion?  
       o I wonder if you or anyone around here has ever employed any of these responses. |
| In what ways would you say that your approach to dealing with young people in your care changed over time? |  
       ➢ What motivated this change?  
       ➢ What lesson would you say that you have learned from taking care of children? |
| How do you think the management of behaviour leads to belonging?         |  
       ➢ That’s interesting; can you tell me more about that?  
       ➢ What method of behaviour management do you think is consistent with establishing the child’s sense of belonging? |
| What is your secret ingredient to looking after children?               |  
       ➢ So this has become your signature/your way of handling children?  
       ➢ What motivates you to do that? |
8.5. ANNEXURE E: TRANSCRIBED INTERVIEW

Interview 3:

Date: 07th March 2018

Work Experience: 17 years

Preferred pseudo name: ACYCW1.

I have explained to ACYCW1 the consent letter, its purpose and all its contents and she has agreed and signed a copy that I retained. I have also explained to her the contents of the letter to prospective respondent and she has indicated that she has understood its contents and she was willing to assist me with the research. She also gave me her consent to use a professional voice recorder to record this interview.

<table>
<thead>
<tr>
<th>Researcher (Mizeck)</th>
<th>ACYCW1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACYCW1, tell me a little bit more about you.</td>
<td>I am married, and I have three children of my own. My oldest son is 30 years old and the second one is 27 years old and I have a daughter who is 21 years old. I have actually worked at a children’s home for about 17 years. I worked for 7 years in a children’s home in F.S province (town L). I was working with girls. The children’s home was unfortunately closed because of lack of funding. After that we came to Pretoria. My husband found work here and we moved to town P. For five and half years I was at CYCC1. I was at the boys’ house at that stage. At that time, we had a problem with our eldest son. He couldn’t just handle the children’s home and the way the children were treating me. So, we decided to move back home such that he may grow in a different environment. For Six years I worked in town P. in the private sector and when my daughter was doing her matric, I decided to do it again. (To be a CYCW). I love working with children.</td>
</tr>
<tr>
<td>Something always brings you back?</td>
<td>Yes! Something always brings me back. I don’t understand why, but I always come back. And I am now here again for 5 years.</td>
</tr>
<tr>
<td>In your previous experience at town L, was it the same setting as here at CYCC1?</td>
<td>No. It was very different. Actually, there we had 18 children in our house and here we have 12. When I started working at a children’s home, it was in 1993. The laws at that time didn’t find any problems with whipping as a way of disciplining children. Again, most</td>
</tr>
</tbody>
</table>
of the children that I worked with at town L, they did not come from that town. They came from other parts of the F. S province and others came as far as G province. So, they could not regularly visit their families. It was easy to work with these children because you could discipline them and there was no outside influence on their behaviour. There was also, at L, a central kitchen. So, the food was brought to the house. I never stressed about the budget and the cooking. At that time, we had so much time with the children-one on one. Now I have more responsibilities and little time to work with the children. Now I have to divide my time into different tasks and the time is somewhat limited for me to speak to the children.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>At town L, was it a house or dormitory setting?</td>
<td>It was also house setting, just like here at Jacaranda. The only thing that I didn’t have to do then was cooking and buying the children’s clothes. There was a central point to do that.</td>
</tr>
<tr>
<td>In my understanding, as a child and youth care worker, you are required to implement the circle of courage. What is your understanding of the circle of courage?</td>
<td>I believe that when the children are coming from their distinct backgrounds, they are so vulnerable. The first things that must be put in place are boundaries. A child can’t belong if there are no boundaries. I know it and I have seen it with my own children. When a child has boundaries, he feels safe and he feels that he belongs somewhere. And the most important thing for a child is to belong. To know that my housemother cares about and that is why she gave me these boundaries. The child must know small thing such as: when you come from school, you should come straight hoe, you must come eat, and your dirty school clothes must be washed. These small things teach them boundaries. I believe if a child has these boundaries, he will belong and also fit in the world. I always make it clear for my children that I give them boundaries because I love them.</td>
</tr>
<tr>
<td>So, you are the house mother for boys now?</td>
<td>No, I have daughters now.</td>
</tr>
<tr>
<td>Which age groups?</td>
<td>Between seven and sixteen.</td>
</tr>
<tr>
<td>You talked about belong and that is actually the focus of my study.</td>
<td>I feel that if a child knows that you care about him, you want to be there for them, that they can talk to you about something that is bothering them. You can see if</td>
</tr>
</tbody>
</table>
principle. How do you understand it?

A child is okay and he is not okay—you will be able to know. If they are teenagers, they don’t always want to talk about it because they feel they can’t trust. Most of them come from backgrounds where they could not trust people. Most of them come from backgrounds of neglect, so they find it hard to develop trust. I believe belonging starts first with boundaries and secondly, children know that you will be there for them. If they do something, I do not shout and scream, but talk to them in a calm and humble, but firm way. A child can’t always hear what you think, but if you tell them that you care about them, that’s where the sense of belonging and trust comes from.

ACYCW1, do you think it is important for children in child and youth care centres to develop that sense of belonging?

Yah, for sure. If one day they are outside in the big world and they have their own family, they must make their own children feel that they belong, and they cannot give them what they have never had.

How can you tell if the child has developed this sense of belonging?

One of my girls started when she started to go to primary schools and I have worked with her for five years. With that daughter, I can see she has developed that sense of belonging. She loves me, hugs me and when I am off, she will come to my house and knock. I can see that she is unhappy when I am not around. Even though we have relief mothers, but she prefers me. We have a very strong bond between us. They also start to become open with you and talk about things that affect them. They can talk about intimate things. For instance, when she came from the holidays, she told me that she was worried because her brother was in a homosexual relationship.

Are the children always receptive of you as their house mother in a positive manner?

Not always. It always depends on where they are coming from, what history is behind them. I for instance, very strict about sex because I believe in my heart that as a child you must not have sexual relationships. So, if my elder daughters have something going on in that aspect, I believe they cannot be open about it to me. I believe even your own children do not always feel comfortable to talk about some other issues. They know where your beliefs are, and they know if they did something that does not go according to your beliefs, they will definitely not share. They are not always accepting of my role, but we all
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the children meet you for the first time, do they always accept</td>
<td>The small children, yes. But I have also realized that they are scared. It’s something</td>
</tr>
<tr>
<td>you as the house mother/someone who is going to look after them?</td>
<td>new and they don’t what is going to happen to them and after a while (2-3 weeks) they</td>
</tr>
<tr>
<td></td>
<td>realize that some of their basic needs are being met (food, clothing, housing, playing</td>
</tr>
<tr>
<td></td>
<td>etc) and they become relaxed. When they feel safe, they start to develop relationships</td>
</tr>
<tr>
<td></td>
<td>with you. But it is a different story with teenagers. They take time to develop that</td>
</tr>
<tr>
<td></td>
<td>acceptance. But I always tell my children that they must always welcome new comers and</td>
</tr>
<tr>
<td></td>
<td>make them feel comfortable. It can become overwhelming for the new children. The change</td>
</tr>
<tr>
<td></td>
<td>of environment, new people and different settings as well as boundaries. I also think</td>
</tr>
<tr>
<td></td>
<td>another important thing is telling the truth. For instance, if you feel tired or upset</td>
</tr>
<tr>
<td></td>
<td>and can’t talk about certain issues, I think you should wait and talk about it tomorrow</td>
</tr>
<tr>
<td></td>
<td>when you are feeling better. And if you say tomorrow, let it be tomorrow. You must be</td>
</tr>
<tr>
<td></td>
<td>consistent and keep your word.</td>
</tr>
</tbody>
</table>
Interview 3:

Date: 07th March 2018

Work Experience: 17 years (10 at this present CYCC)

Preferred pseudo name: ACYCW1.

I have explained to ACYCW1 the consent letter, its purpose and all its contents and she has agreed and signed a copy that I retained. I have also explained to her the contents of the letter to prospective respondent and she has indicated that she has understood its contents and she was willing to assist me with the research. She also gave me her consent to use a professional voice recorder to record this interview.

<table>
<thead>
<tr>
<th>Researcher (Mizeck)</th>
<th>Line number</th>
<th>ACYCW1</th>
<th>Coded for</th>
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</thead>
<tbody>
<tr>
<td>ACYCW1, tell me a little bit more about you.</td>
<td>1</td>
<td>I am married, and I have three children of my own. My oldest son is 30 years old and the second one is 27 years old and I have a daughter who is 21 years old. I have actually worked at a children’s home for about 17 years.</td>
<td>Length of time as a CYCW</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>I worked for 7 years in a children’s home in the F.S province in town L. I was working with girls. The children’s home was unfortunately closed because of lack of funding. After that we came to town P.</td>
<td>Balancing work as a CYCW and family pressure is difficult</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>My husband found work here and we moved to town P. For five and half years I was at CYCC1. I was at the boys’ house at that stage. At that time, we had a problem with our eldest son. He couldn’t just handle the children’s home and the way the children were treating me. So we decided to move back home such that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>he may grow in a different environment. For Six years I worked in Pretoria in the private sector and when my daughter doing her matric.</strong></td>
<td><strong>Now I have decided to do it again. To be a CYCW. I love working with children.</strong></td>
<td><strong>CYCWs always find their way back to working with YPIC</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Something always brings you back?</strong></td>
<td>Yes! Something always brings me back. I don't understand why, but I always come back. And I am now here again for 5 years.</td>
<td><strong>Children in care from different regions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>In your previous experience at Ladybrand, was it the same setting as here at this CYCC?</strong></td>
<td>No. It was very different. Actually, there we had 18 children in our house and here we have 12. When I started a children’s home, it was in 1993. The laws at that time didn’t find any problems with whipping as a way to discipline children. Again, most of the children that I worked with at town L, they did not come from town L. They came from other parts of FS province and others came as far as province G. So, they could not regularly visit their families. It was easy to work with these children because you could discipline them and there was no outside influence on their behaviour. There was also, at town L, a central kitchen. So, the food was brought to the house. I never stressed about the budget and the cooking. At that time, we had so much time with the children-one on one. Now I have more responsibilities and little time to work with the children. Now I have to divide my time into different tasks and the time is somewhat limited for me to speak to the children.</td>
<td><strong>Method of discipline changes over time</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Distance from family as helpful??</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Different system at CYCC</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Time to spend with YPIC</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pressure of work impacts on available time to spend with children</strong></td>
<td></td>
</tr>
</tbody>
</table>
At Ladybrand, was it a house or dormitory setting?

<table>
<thead>
<tr>
<th>Page</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>It was also house setting, just like here at CYCC1. The only thing that I didn’t have to do then was cooking and buying the children’s clothes. There was a central point to do that.</td>
<td></td>
</tr>
</tbody>
</table>

In my understanding, as a child and youth care worker, you are required to implement the circle of courage. What is your understanding of the circle of courage?

<table>
<thead>
<tr>
<th>Page</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>I believe that when the children are coming from their distinct backgrounds, they are so vulnerable.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The first thing that must be put in place are boundaries. A child can’t belong if there are no boundaries. I know it and I have seen it with my own children.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>When a child has boundaries, he feels safe and he feels that he belongs somewhere.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>And the most important thing for a child is to belong. To know that my housemother cares about and that is why she gave me these boundaries.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>The child must know small thing such as: when you come from school, you should come straight home, you must come eat, and your dirty school clothes must be washed. These small things teach them boundaries.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I believe if a child has these boundaries, he will belong and also fit in the world.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I always make it clear for my children that I give them boundaries because I love them.</td>
<td></td>
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<tr>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>So, you are the house mother for boys now?</strong></td>
<td>20</td>
<td>No, I have daughters now.</td>
</tr>
<tr>
<td><strong>Which age groups?</strong></td>
<td>21</td>
<td>Between seven and sixteen.</td>
</tr>
<tr>
<td><strong>You talked about belong and that is actually the focus of my study. Tell me a little bit more about that principle. How do you understand it?</strong></td>
<td>22</td>
<td>I feel that if a child belongs, he knows that you care about him, you want to be there for them, and that they can talk to you about something that is bothering them. You can see if a child is okay and he is not okay—you will be able to know. If they are teenagers, they don’t always want to talk about it because they feel they can’t trust. Most of them come from backgrounds where they could not trust people. Most of them come from backgrounds of neglect, so they find it hard to develop trust. I believe belonging starts first with boundaries and secondly, children know that you will be there for them. If they do something, I do not shout and scream, but talk to them in a calm and humble, but firm way. A child can’t always hear what you think, but if you tell them that you care about them, that’s where the sense of belonging and trust comes from.</td>
</tr>
<tr>
<td><strong>ACYCW1, do you think it is important for children in child and youth care centres to develop that sense of belonging?</strong></td>
<td>23</td>
<td>Yah, for sure. If one day they are outside in the big world and they have their own family, they must make their own children feel that they belong, and they cannot give them what they have never had.</td>
</tr>
</tbody>
</table>
## 8.7. ANNEXURE G: SEARCHING FOR THEMES

Preliminary themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Developing relationships</th>
<th>Theme: Behaviour of YPIC</th>
<th>Theme</th>
<th>CYCW’s Coping strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes:</td>
<td>Creating a welcoming environment</td>
<td>Codes</td>
<td></td>
<td>Codes</td>
</tr>
<tr>
<td></td>
<td>Orient new children to the CYCC</td>
<td></td>
<td></td>
<td>Manage own behaviour before addressing the YPIC’s behaviour</td>
</tr>
<tr>
<td></td>
<td>Setting boundaries</td>
<td></td>
<td></td>
<td>Take time to respond</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Re-organize own thoughts and emotions</td>
</tr>
<tr>
<td>First encounters—marked by outright rejection</td>
<td>CYCW’s response to negative behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbalize their love for YPIC</td>
<td>Ways of disciplining children have changed over time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Younger children quickly establish relationships</td>
<td>Applaud positive behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescence take time to establish bonds with CYCWs</td>
<td>Verbal appreciations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educate children about behaviour and consequences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tough love</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children report each other’s behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme</th>
<th>Continued contact</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Theme</th>
<th>Importance of developing belonging in YPIC</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Theme</th>
<th>CYCWs understanding of belonging</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Codes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong bonds—continued contact</td>
</tr>
<tr>
<td>Weak bonds –lost contact</td>
</tr>
<tr>
<td>-Some are in jail</td>
</tr>
<tr>
<td>-Taken out of the centre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Codes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>They can fit into the bigger world</td>
</tr>
<tr>
<td>They can become good citizens</td>
</tr>
<tr>
<td>They can transfer the values to their own children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Codes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-That child had a bond with me</td>
</tr>
<tr>
<td>-When they feel safe, they start to develop a relationship with you</td>
</tr>
<tr>
<td>-I can see that she is unhappy when I am not around.</td>
</tr>
</tbody>
</table>
- Beaten by another child

- They start to become open.

8.8. ANNEXURE H: THEME REVIEW

Table 2: Themes at the end of stage 4

<table>
<thead>
<tr>
<th>Theme</th>
<th>Developing relationships</th>
<th>Theme: Behaviour of YPIC</th>
<th>Theme</th>
<th>CYCW’s Coping strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes:</td>
<td></td>
<td>Codes</td>
<td>Codes</td>
<td></td>
</tr>
<tr>
<td>- Creating a welcoming environment</td>
<td></td>
<td>- Influence of background on behaviour</td>
<td>Codes</td>
<td>Manage and re-organize own thoughts and emotions before addressing the YPIC’s behaviour</td>
</tr>
<tr>
<td>- Orient new children to the CYCC</td>
<td></td>
<td>- Negative behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Setting boundaries</td>
<td></td>
<td>- Positive behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>Continued contact</td>
<td>Theme</td>
<td>Importance of developing belonging in YPIC</td>
<td>Theme</td>
</tr>
<tr>
<td>-------</td>
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<td>-------</td>
<td>------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Codes:</td>
<td>Strong bonds—continued contact</td>
<td>Codes</td>
<td>They can fit into the bigger world/become good citizens</td>
<td>Codes:</td>
</tr>
<tr>
<td></td>
<td>Weak bonds –lost contact</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>They can transfer the values to their own children</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Some are in jail</td>
<td>Strong bonds.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Taken out of the centre</td>
<td>continued contact after care</td>
<td></td>
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<tr>
<td>Beaten by another child</td>
<td>-</td>
<td></td>
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</tbody>
</table>
### 8.9. ANNEXURE I: DEFINED THEMES

<table>
<thead>
<tr>
<th>Theme No</th>
<th>Theme</th>
<th>Subthemes</th>
<th>Category</th>
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<tbody>
<tr>
<td></td>
<td>CYCWs’ understanding of belonging</td>
<td>Belonging in terms of the CoC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strong bond between CYCW and YPIC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A working relationship between YPIC and CYCW</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>YPIC have a split sense of belonging between CYCC and family of origin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing relationships with YPIC</td>
<td>Creating a welcoming environment</td>
<td>How do CYCWs develop attachments with YPIC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First encounters between YP coming into care and CYCW</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orient the child to the CYCC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Setting boundaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CYCWs verbalize their love to YPIC</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>Influence of age on developing belonging</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gender and belonging</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Race and belonging</td>
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</tr>
</tbody>
</table>

**Conceptual definition**

- Developing relationships
- Creating a welcoming environment
- First encounters between YP coming into care and CYCW
- Orient the child to the CYCC
- Setting boundaries
- CYCWs verbalize their love to YPIC
- Influence of age on developing belonging
- Gender and belonging
- Race and belonging
| Behaviour of YPIC and CYCWs' Coping Strategies | Difficult behaviour  
Probable causes of difficult behaviour  
Influence of background history  
Broken attachments  
Search for belonging and significance  
Adolescence stage  
CYCWs' Coping Strategies  
Doing their best  
Prayer  
Leave a small psychological space as a shock absorber  
Talk to the social worker. |
| Importance of belonging to YPIC | They can transfer the values to their own children  
They can become good citizens  
To create stability in the child’s life.  
They can thrive |
<p>| Values built by What kind of behaviour do YPIC have belonging |</p>
<table>
<thead>
<tr>
<th>CYCWs’ responses to YPIC’s behaviour</th>
<th>Issues to be taken into consideration when addressing behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The child’s developmental stage</td>
</tr>
<tr>
<td></td>
<td>Manage own behaviour</td>
</tr>
<tr>
<td></td>
<td>Mind your language.</td>
</tr>
<tr>
<td></td>
<td>Take time to respond.</td>
</tr>
<tr>
<td></td>
<td>Responses to difficult behaviour</td>
</tr>
<tr>
<td></td>
<td>Dialogue</td>
</tr>
<tr>
<td></td>
<td>Develop the child’s inner regulatory system</td>
</tr>
<tr>
<td></td>
<td>Withholding privileges</td>
</tr>
<tr>
<td></td>
<td>Giving consequences</td>
</tr>
<tr>
<td></td>
<td>Using the word of God</td>
</tr>
<tr>
<td></td>
<td>Tough love</td>
</tr>
<tr>
<td></td>
<td>Time out</td>
</tr>
<tr>
<td></td>
<td>Responding to good behaviour</td>
</tr>
<tr>
<td></td>
<td>Applaud positive behaviour</td>
</tr>
<tr>
<td></td>
<td>Rewarding system</td>
</tr>
</tbody>
</table>
| Indicators of belonging and attachment | Understand house rules and routines  
YPIC develop selective attachments with CYCWs  
Exploring far and wider  
Friendly, open and let the guard down  
Return home before the lapse of the leave of absence  
Continued contact after YP exit care | How do you see that the child has now developed a sense of belonging |
### 8.10. ANNEXURE J: THEME WITH CODES

<table>
<thead>
<tr>
<th>THEME 1</th>
<th>CYCWs’ UNDERSTANDING OF BELONGING AND ATTACHMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUB-THEMES</td>
<td>DATA EXTRACTS</td>
</tr>
<tr>
<td>Belonging in terms of the Circle of courage</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CYCW pseudonym</th>
<th>Line Number</th>
<th>Data Extract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johanna 31-32</td>
<td>33</td>
<td>The circle of courage is a circle and it’s an indigenous and tribe’s ways of raising children. I think Bendtro wrote about it. What happens is that the circle is either broken or it’s the whole circle. Now in the case of children in CYCCs, it’s a broken circle. The biggest dimension in belonging is the parents, family care, family love and a sense of belonging to that family.</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>If you are not feeling a sense of attachment and belonging, you have little energy to focus in school, do their own beds, and master some of the things that they should master at specific developmental stages.</td>
</tr>
<tr>
<td></td>
<td>36-38</td>
<td>There are huge question marks for them. If they feel that they belong, cared for, accepted, being part of a bigger social circle, even in the children’s home, school, friends, and have that sense that this is where I belong, then you’re able to develop independence and if that is hampered, these problems affect the next elements. If one element is affected, it affects the other</td>
</tr>
<tr>
<td>Lilly 3-5</td>
<td></td>
<td>But in my field as a CYCW, I understand belonging in terms of the circle of courage. The first aspect is belonging where the child has to learn to belong to a family, school, community, friends and peers. We strongly believe that if one aspect is broken, it affects the others.</td>
</tr>
<tr>
<td>Name</td>
<td>Age</td>
<td>Quote</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Josinah</td>
<td>6-7</td>
<td>It’s those four principles of mastery, belonging, independence and generosity, right? It is also influenced by Maslow’s hierarchy of needs.</td>
</tr>
<tr>
<td>A strong bond between</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CYCW and YPIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johanna</td>
<td>53-54</td>
<td>It’s called building a rapport. Finding out about the child what makes them tick, their likes and dislikes, sports activities and hook onto that. Hook onto something about the child that is joyous, that is enjoyable, something that they excel at. Even if it’s talking about their parents, you engage them in that.</td>
</tr>
<tr>
<td>Elma</td>
<td>25</td>
<td>We have a very strong bond between us</td>
</tr>
<tr>
<td>Cornelia</td>
<td>31</td>
<td>The other one who is always willing to help also wants positive acknowledgement from me such that she can feel good, feel closer to me. It’s a matter of belonging.</td>
</tr>
<tr>
<td>A working relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>between YPIC and CYCWs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johanna</td>
<td>53-54</td>
<td>By engaging with the child, building the rapport, that is where you start building attachment and belonging. You can never get that fully right no matter how much you put in because their sense of belonging is with their parents.</td>
</tr>
<tr>
<td>Lilly</td>
<td>18-19</td>
<td>Our relationship is not just any relationship; it’s a professional relationship because we stand on it. And again its goal directed in a way, it has boundaries, it has a time frame and again, it carries the power to influence. So you have to establish that relationship and that is where you start to wield and then that is where you start to understand the child as much as they start to understand you as a caregiver or as a mother.</td>
</tr>
<tr>
<td>Cornelia</td>
<td>11</td>
<td>There is a process or a journey to walk with them. It also depends on what happened in the past. It determines if they can quickly trust you or not.</td>
</tr>
<tr>
<td>A comfort zone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lilly</td>
<td>7-8</td>
<td>Because belonging to a family itself, alone is something, but now with somebody that you have never met before, sharing a house, sharing everything, becoming a brother or sister to a total stranger. So, If I may put it that way, belonging is very important. At some point, it becomes your comfort zone. The way you have been welcomed, the way you have been introduced to people,</td>
</tr>
<tr>
<td>YPIC have a split sense of belonging</td>
<td>Johanna</td>
<td>34 55 94-96 77</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>It makes you feel comfortable and again it gives you that self-worth that I am a human being, I am a person, I belong to this family. I am unique, yes, but I am counted as a family member.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now, when they are taken away, they try to develop belonging within the children’s home, but they still miss their family and that is conflict within conflict.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can only try and I think I succeed with the girls. They belong with their families, but have a sense that at least here they are accepted and they can live within this realm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They have accepted my role, but then I have to emphasize, if they have to have the privilege to choose whether to stay or go back home, they would rather go back home. Their biggest attachment is with their family, yet I know that we have a relationship in the house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s painful because they are faced with a question, how can this stranger love me and my parents not love me? It causes friction within their inner beings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flora</th>
<th>10-11 12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is but the roots count. They can’t forget where they come from even if we give them whatever that they want, they can’t forget their backgrounds.</td>
<td></td>
</tr>
<tr>
<td>Even myself, I am married but I can’t forget my family where I come from. Sometimes I visit them and sometimes I miss my mom, even though I am a mother to my own children. It’s normal. Even though I love my family (my children and husband and my in-laws) but I know where I come from and I miss them. It’s natural and I guess these children feel the same.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peggy</th>
<th>14 15-16</th>
</tr>
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<td>So now as we’re talking about children, they belong to their families, but now at this stage, they belong to the children’s home and I am part of the children’s home.</td>
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<td>Sometimes they go out on holidays and some holidays are very long. They might be as long as 22 days whilst they are in their parent’s/siblings hands. And then things go wrong there, immediately they call me and say that they want to come back home (CYCC). Even though their</td>
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stay at home is premature, they would request to come back home to me. I think, for them it is also important to know where they belong.

They belong here in the children’s home because the court put them here and they belong in house 7 where I am in charge as their mother and when they are at home visiting their mothers or relatives, they belong there.

Yes, they still see this as their home because they don’t say, ‘Auntie, can I come back to the children’s home?’ They say, “Can I please come back home?” So then I say home is where somebody belongs and they belong here.

This youngest is a different case because he came to us when he was very young and he didn’t know anything. Just to give him that hug, bathing him and giving him food, telling him that I love him, I just felt connected to him
8.11. ANNEXURE K: REFLECTIVE NOTES

Interview 1: CJW 21 & SM

Date: 02 March 2015

* The voice recorder soon looked like an intruder. I wasn’t very comfortable — what about the respondent?
* The interview went well, but I now wonder since it is the first interview.
* There are other things that I need to work on, for example there are times when the respondent struggled to find words and I suggested some words for him.

No. What are the chances that I gave him the exact word that she was struggling to find?
⇒ Maybe the words that I gave didn’t function as cues to direct her towards my direction — what I wanted. Perhaps they were informed by my own theoretical orientation and experience.
⇒ There were also times when I think I interrupted the flow of her ideas. I need to relax and wait for the respondent to finish their line of thought.
⇒ Keep with time — this interview took 1 hour and 4 minutes — was it really necessary?
Keep to the interview schedule and also be flexible to follow-up on emerging issues.
Plan — transcribe and send the audio and transcript to supervisor

Date: 05/03/2018