

***“Exploring the contributing factors
(Particularly removal from
parental care) that lead to
disciplinary
problems amongst 12-15 year olds;
Examining residence at the
President’s Village in Seychelles.”***

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DECLARATION

**A Dissertation submitted to the Institute of Public Administration,
In part fulfilment of the Degree of Master of Arts**

Title: *"Explore the contributing factors (particularly removal from parental care) that lead to disciplinary problems amongst 12-15 year olds; examining residence at the President's Village in Seychelles."*

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Date: 24th November 2017

**I AFFIRM THAT THIS DISSERTATION IS MY OWN WORK AND THAT I
HAVE**

ACKNOWLEDGED ANY MATERIAL I HAVE USED FROM OTHER SOURCES

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Executive Summary

The Convention on the Rights of the Child clearly states;

“In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration “(CRC 1990)

This research study aims at so through conducting a research that acts in the best interest of the child. The Seychelles for some past years now have been experiencing a rise in social problems thus the Government of Seychelles has derived a National Plan of Action: The Social Renaissance Program. The five main goals of the programme are;

- 1. “To work towards a society of empowered and happy individuals, families and communities***
- 2. To promote positive living values and the adoption of a healthy lifestyle***
- 3. To encourage higher levels of personal, professional, civic and corporative responsibilities.***
- 4. To safeguard our homes and communities.***
- 5. To protect the health, safety and quality of life of all Seychellois.” (The Seychelles Government Portal 2012)***

It is the fifth goal this Action Plan with the combination of the Convention on the rights of the Child that has been the motor that has driven the researcher to take interest in the particular area chosen and has also helped the researcher choose the right topic which entails to;

Explore the contributing factors (particularly removal from parental care) that lead to disciplinary problems amongst 12-15 year olds; examining residence at the President’s Village in Seychelles”

Children in care though they have been removed and placed in an environment where they are to be better cared for and safe still stay vulnerable and at risk.

The theoretical concepts that embodied this research were various theories on factors that contribute to disciplinary problems and studies that have conducted that has proven removal from parental care to be detrimental to a child causing various effects which one is the development of disciplinary problems.

The President Village was the Children’s Home that was chosen as the child care institute to participate in this study. To further bring depth to the research six children from the President Village aging from 12-15 years old were selected to share their experiences.

Furthermore three staff from the President Village that spends much time with the children was also chosen in addition with three social workers from the Social affairs Department. The research utilized a qualitative approach to allow an in depth analysis into the social occurrences that impacts on the topic under study.

The data that emerged from the findings was categorised through the various themes so as to ensure a better analytical process and discussion of the various factors utilizing the supplementary research questions.

The gaps in service provision were identified and necessary recommendations and suggestion for future researches needed to be conducted were mentioned.

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CHAPTER ONE: THE INTRODUCTION

1.0 Introduction

Children's Homes are institutions that have the mandatory responsibility to accommodate and care for at risk children that have been removed from parental care by legislative bodies authorized to protecting children from abuse and neglect. The motive for removal of children from their home setting may vary but the common objective is comparable and that is to improve the quality of care and protect the rights of vulnerable children and the action to remove the child from parental care is deemed to be in the best interest of the child. The Convention on the Rights of the Child (**CRC 1990**) asserts in **Article 3.1** that;

"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration."

1.1 Statement of the Problem: The Local Perspective

Although the aim of placing children in Children's Homes is to protect them from maltreatment there are a lot of trepidations that arise in Children's Homes and one such concern is disciplinary problems. Most often the matters of disciplinary issues are dealt with at a superficial level and it appears that issue is patched up but not addressed to understand its actual source of origin. Consequently the research study's objective is to;

"Explore the contributing factors (particularly removal from parental care) that lead to disciplinary problems amongst 12-15 year olds; examining residence at the President's Village in Seychelles"

Disciplinary or behavioural problems in children in Children's Homes may be due to various factors and thus to be able to ensure the upmost care, protection, physical and mental wellbeing of all children in Children's Homes, such issues need to be undertaken and addressed in the most effective manner possible.

In promoting the rights and wellbeing of all its children, the government of Seychelles, as has many states worldwide, ensured that Children's Homes are seen as necessitated institutes to assist in providing an accommodation for children that can no longer reside in their family setting due to ill treatments. Furthermore such service is required by law in **Article 20** of the Convention on the Rights of the Child (**CRC 1990**) which states;

"1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interest cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the state."

"2. States Parties shall in accordance with their national laws ensure alternative care for such a child."

"3. Such care could include, inter alia, foster care, Kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When consideration

solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background."

The President's Village is amongst one of five Children's Homes currently operational in the Seychelles. As its corresponding institutions including Foyer de Nazareth, Foyer de la Providence, Foyer de la Solitude and The St. Elizabeth's Covent, the President's Village is the only Children's Home in the Seychelles that is not under the administration of the Roman Catholic Diocese. It is being directly managed by the Children's Home Foundation which is a non-profit institute established in 2006 by the former First Lady of the Seychelles, Mrs Natalie Michel (**Our History/Reaching Out n.d.**).

The President's Village which is situated in the district of Port Glaud was instituted in 1987 by the former President of the Seychelles Mr France Albert Rene. Also regarded as the "*Cradle of Love*" Children's Home, the President's Village was primarily under the responsibility of the Social Development Department which is now referred to as the Social Affairs Department. The President's Village has in total 36 staff members. There are 9 management staffs including the manager who supervises all the staff and the general administration of the President's Village. The manager was previously in the nursing profession hence she is also responsible to oversee the general health of all children at the President's Village. There are 2 deputy managers and one has the task to manage the educational aspect of the children both at school level and at the President's Village. The President's village has in its workforce 6 principal child support officers and 11 assistant child support officers. There are six houses however only 5 are currently in operation due to restoration work being conducted on one of the houses. Each house has 1 principal child support officers and 2 assistant child support officers though house 2 has presently 2 principal child support officers and 3 assistant child support officers as the residents of house 1 has momentarily moved to house 2. The other support staffs at the President's Village consist of 2 cleaners, 3 laundry operators, 1 handy man, 2 cooks, 1 driver and 1 security officer.

The President's Village has at present 31 children under its care which consists of 13 girls and 18 boys ranging from 3 and a half to 17 years old. The President's Village operates to ***"Provide a special family environment to orphans and children whose parents are faced with socio-economic difficulties"*** (Children's Home/Reaching Out n.d.). It is imperative to make annotation that most children that have been placed at the President's Village are not orphans but have been removed from parental care due to different forms of ill-treatment which the state has made provision under the law to protect them from and the Social Services Division has the statutory mandate to enforce such measures of protection where it is deemed necessary as stated in **Article 19** of the United Nations Convention on the Rights of the Child (**CRC 1990**)

"State parties shall take all appropriate legislatives, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including

sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.”

As stated previously in the chapter the President’s Village is not omitted from the concern of disciplinary problems. The matter has become rather worrying that in recent years the President Village had requested that the Social Services remove children whose behaviour could no longer be managed under its care. The following **Table 1** portrays the number of children that had been removed due to unmanageable disciplinary and behavioural problems from 2013-2017. In most cases these children were not in a position to go back in the home setting as the issues that caused for a removal to begin with remained unchanged in addition because there were no other services available, these children had to return to their abusive homes and this is where the concerns falls. Furthermore the appropriate institution/rehabilitation centre that is required to manage chronic disciplinary and behavioural problem in children is currently unavailable in the Seychelles.

Table 1: A layout of the number of children removed by the President Village due to disciplinary and behavioural problems. The Social Services Division. October 2017.

YEAR	NUMBER OF CHILDREN
2013	1
2014	2
2015	2
2016	5
2017	3

1.2 Significance of the study

It is an acknowledged actuality that the concern of disciplinary problems in children in the Seychelles is increasing rapidly and children living in children’s homes are of no exception. This paper aims at shedding a light and an understanding on the matter to be studied and procuring the viewpoints of children themselves and professionals who are on the frontline of caring and safeguarding the rights and wellbeing of children especially those beheld by the state as vulnerable. The reason behind same is to help identify whether the current intervention work and available programs are effective and catering to the various needs of these children.

The intent of the research targets at identifying the contributing factors that impacts on disciplinary problems particularly focusing on removal from parental care and whether

same influences disciplinary problems in children aging from 12-15 years old living at the President Village. As a registered social worker, I have a lawful responsibility to ensure that children are protected and also ensure that they are being cared for in an all-inclusive aspect.

The target group is important to me as my work as a social worker is guided by my duty to care and improve the quality of life of this vulnerable group of children. Provided that these children endure continuous hardships commencing from abuse and neglect and abuse, removal from their home environment and the inability to enjoy their rights to the fullest, it is my professional duty to.

The research's contribution to existing knowledge in the local context is undeniable as no research on such topic has been conducted as of yet and the issue is more and more becoming a concern.

1.3 Research questions

To further achieve the objective of the research, retain focus on the study and assist the researcher to acquire the precise data the following supplementary research question was derived from the research statement and they are as follows;

- 1. Is there any evidence to suggest that children aging from 12-15 years old at the President's Village in the Seychelles are displaying disciplinary problems?**
- 2. What are the perspectives of the staff at the Presidents village in relation to disciplinary problems amongst 12-15 year old children?**
- 3. What are the viewpoints of social workers in regards to the contributing factors of disciplinary problems of children aging from 12-15 year old at the President's Village?**
- 4. What are the experiences of children aging from 12-15 years old living at the President's Village in regards to removal from parental care?**
- 5. What are defies and probable improvement in intervention when addressing the issue of disciplinary problems in children aging from 12-15 years living at the President's Village?**

1.4 Structural organization

The structural organization of the study will be as follows;

1.4.1 Introduction

This chapter of the research is to first and foremost set the scene, purpose and significant of this study and also provide readers with initial deliberations to introduce the research area, the research question and supplementary research questions. It will also provide an overview of how this research will bring necessary contribution to professional knowledge and practice in the research area in the Seychelles.

1.4.2 Literature Review

Seeking further related research and literature in the area of the study for the purpose of analysis is deemed imperative and thus the intent of the second chapter of the study. The main purpose is to ensure a theoretical conceptual enrichment and awareness relating to the study so as to apply an intensive understanding of the research. The chapter will comprise of definition of key concepts of the study. It will encompass an understanding of the family setting and illuminate on how removal from same can impact negatively of behaviour of children. It will also enlighten readers on other factors that may as well impact adversely of children's behaviours.

1.4.3 Methodology

The methodological chapter of this research will discuss the instruments and methods that were viewed most appropriate to utilize in the data gathering process of this research. This chapter will also deliberate on the research design and sample population that were chosen, the mode of data analysis and lastly the ethical aspect and limitation of the study will also be presented.

1.4.4 Findings

This chapter will contain only the presentation of the findings obtained through the data collection process. The chapter will contained the transcription form the depth interviews and same will be presented employing the supplementary research question.

1.4.5 Discussion

A concentrated and comprehensive argument of the findings from chapter four using the theoretical concepts in chapter two and alternative research studies of related fields will be conducted in this chapter.

1.4.6 Conclusion and Recommendations

From the findings and discussion chapter, this last chapter of the dissertation will encapsulate the whole thesis consequently recommendation limitation of the study and suggestion for further research required will be addressed and debated. The fifth supplementary research question will also be answered in this chapter.

1.6 Conclusion

Following the introduction chapter of the research, the chapter to follow will comprise the examination of correlated theoretical concepts and affiliated researches in the research area in regards to contributing factors to disciplinary problems in children aging 12-15 years old living at the President Village particularly examining removal from parental care.

CHAPTER TWO: THE LITERATURE REVIEW

2.0 INTRODUCTION

The following chapter aims at reviewing literatures and body of works done by researchers on past studies conducted on behavioral problems in children living in children's homes and whether these behavioral problems are a result of them being removed from their parent's care. The literature review chapter aims at establishing the significance that the study will bring to already existing knowledge in related fields of research. The literature review's objective also intends at providing new knowledge that will be relevant to the Seychelles context considering that there are very minimal studies conducted in the Seychelles related to behavioral problems in children and adolescents living in children's homes.

It is to note that some researches that are going to be debated on makes references to researches on adolescents considering the age group the research is based upon. The literature review will make a great concentration on how removal from parental care impacts on disciplinary and behavioral problems though other factors will also be discussed upon.

2.1 DEFINING KEY CONCEPTS

2.1.1 A Child: The (**Geddes and Grosset Dictionary and Thesaurus 2008, p.56**) describes a child to be **"A young human being; a son or daughter; offspring"**.

2.1.2 An Adolescent: The term adolescent is defined by (**eds. John Scotts & Gordon Marshall 2005, p.6**) as the terminology that is utilized towards the emotional and behavioral state that is to becoming an adult. It further suggests that adolescent is the stage of evolution from childhood to adulthood.

At this stage the child goes through physical and emotional changes. Both boys and girls start to experience emotional and behavioral changes. This often occurs due to the very apparent physical changes that adolescents experiences at this time of their development. Adolescents start to become very conscious about physical appearances and self-esteem issues starts to develop as they often make comparison of themselves with other adolescents (**US National Library of Medicine 2017**).

At this phase of development, adolescents also start to develop autonomy from their parents and other family members. This may often lead into disagreement especially when parents still want to keep control of adolescents. Adolescents start to search for their own identity and personality. Peer groups are quite important at this stage and risk taking behaviors such as drinking and experimenting with drugs are things that adolescent's trial with. These experiments occur as adolescents seek peer approval and feel the need to belong (**US National Library of Medicine 2017**).

2.1.3 A Parent: A parent is defined by (The Free Dictionary 2003-2017) as *“a female person whose egg unites with a sperm or a male person whose sperm unites with an egg, resulting in the conception of a child or the birth of a child”*. It further goes to state that a parent may also be described as an individual that has lawful rights to the child, an individual who adopts a child and a person who bring up a child in his or her care.

2.1.4 Behavioral Problems: Behavioral problems are unwanted behaviors that need to change. They could be continuous pattern of aggressive, intimidating and disorderly conducts that

2.1.5 Adolescent Behavior: *“Any observable response or action of an adolescent”*. (Definition. Net 2017)

2.1.6 Removal: Removal of a child who is at risk of harm by child services from the home environment (Lawyers.com 2017). .

2.1.7 Children’s Homes: The (Save the Children 2009) described in their report a children’s home as *“Care provided in any non-family-based group setting”*.

This section of the chapter provides a more detailed insight into the key concepts of the research study.

2.2 SETTING THE SCENES: AN OVERVIEW INTO CHILDREN’S HOMES, REMOVAL, BEHAVIORAL, BEHAVIORAL PROBLEM IN CHILDREN AND THE FAMILY.

2.2.1 Children’s homes

Children’s Homes are institute that exist all over the world and they are there as a mean of a safe place for children who has been neglected, abused and abandoned and whose parents and families are unable to provide them with the care they require.

2.2.2 Removal

Child removal is conducted as a last resort as a means of protecting the child from harm in the home. When there are reports of abuse and neglect of children, child services is mandated to investigate into the situation. If the needs of children such as food, shelter and medical care are not being met removal of the child is inevitable (Lawyers.com 2017).

2.2.3 Disciplinary problems in children

It is common for children to engage in some sort of behavioral problem at a certain stage in their development. Children sometimes have disagreements with their parents or their

peers, adolescents also may tend to get into conflicts with their friends and family members especially their parents. The issue that arises is that some children and adolescents tend to get into conflict or mischief more often than they should. Their challenging behaviors become more of a concerns and it also interferes with their safety and developmental process **(Christine Schwartz, et al, 2016)**.

The matter of behavioral problems in children and adolescents is much alarming and continuously increasing. Several researches have been conducted worldwide on the causes of behavioral problems in children and adolescents and how behavioral problems in children and adolescents may be addressed and responded too as effectively as possible. Behavioral problems in children and adolescents may be regarded as distressed externalized behaviors which is often common in children at specific stages of development. The instance that these behaviors escalates, become serious and is viewed unsuitable for the child's stage of development this is seen as behavioral problems **(Siobhan Bradley and Noirin Hayes 2007)**.

There are several types of behavioral problems that are recognized. These include anti-social behaviors which take account of alcohol and drug abuse, developmental issues, ADHD (Attention Deficit Hyperactive Disorder), ADD (Attention Deficit Disorder), emotional disorders e.g. depression, anxieties, phobias and conduct disorders which includes stealing, lying, aggression and delinquency **(Siobhan Bradley and Noirin Hayes 2007)**. There are instances whereby behavioral problems are so severe that they can no longer be classified as normal behavioral problems in children and adolescents but as clinical problems which gives an identification of mental health problems.

Research has also acknowledged that behavioral problems or conduct disorders that are identified in children in early childhood may escalate in adolescents and adulthood if left untreated. The early childhood phase of behavioral problems is an identification of later anti-social behavior and other social and economic problems. When children reach their adolescent years, having going through puberty makes it difficult for them to build healthy coping skills if they are more pressured into anti-social behaviors. They are emotionally more vulnerable and risk going through anxiety, depression and are more prone to experimenting with detrimental substances such as drugs and alcohol **(Siobhan Bradley and Noirin Hayes 2007)**.

2.2.4The family

The word family originates from a Latin term meaning household. Families have in time become one of the most important and basic social groupings in the society. The perception of a family has diverse meaning considering the context of situation that it is being used in. The idea of family may be viewed as an intimate domestic assemblage of individuals sharing a bond though genetic factors or legal ties such as guardianship, fostering and adoption **(eds. John Scotts & Gordon Marshall 2005, p.212)**. There are several types of family

settings such as a conjugal family; this form of family setting includes husbands and wives and their dependent children. The key to a conjugal family is that the parents are in a marital relationship. There is also the extended family which includes several generations living in the same household e.g. mother, father, grandparents and children. There is also the nuclear family setting which consists only of mother, father and children. In this type of family setting the parents can be unmarried hence living in cohabitation **(eds. John Scotts & Gordon Marshall 2005, p.211).**

With the progression of time there has been an evolution in the way that families are structured. This has changed into families that consist of members such as a grandparent caring for his or her grandchildren, single parent families and families that consist of same sex parents. Furthermore there are also families with parents that are not married and also those that consist of stepparents. In addition to that some families have older siblings caring for younger siblings and also children being cared for by other relatives such as aunts and uncles. These changes have made that there are a lot of classification to the word family. There has also been a shift in the roles that family members play e.g. mothers staying at home to care for the children whilst the father is the sole breadwinner. In the current era both parents may be breadwinners or in some cases the mother may be working and that father staying at home to care for the children **(Family System Theory 1990).**

Numerous concepts have argued that child nurturing is best conducted in a family setting as it has plentiful beneficial factors for children. The importance of a family is viewed relatively imperative towards the development of a child that it is mentioned in several articles of basic human rights as rights that are entitled to all children. These rights are featured in the Convention on the Rights of the Child adopted by United Nation in 1989 along with other rights that places the significance of family at the forefront of child development. Article 5 of the Convention states that ***“The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate for her or his evolving capacities”***(Convention on the Rights of the Child, 2008). The Convention states clearly the important and obligatory roles of parents towards the upbringing and ensuring quality care for children. The Convention also declares that the country that the child is living in has the obligation to ensure that a child and his or her family are supported to the maximum of the State’s capacity. This is mentioned in article 8 of the convention which declares that ***“The State has an obligation to protect, and if necessary, establish basic aspect of the child’s identity. This includes name, nationality and family ties”***. (Convention on the Rights of the Child, 2008). Furthermore Article 18 in the Convention asserts that ***“Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising”***. (Convention on the Rights of the Child, 2008). These articles demonstrates clearly the importance of family in the lives of children and that the State

should do the indispensable to assist families that are unable to fully do what is required for their children to develop physically and mentally healthy.

In the instance that the family and the parents are not taking their parental responsibilities, children and adolescents are affected and are prone to be removed from the parents and families care.

2.3 RESEARCH STUDIES CONDUCTED AND ARTICLES WRITTEN ON BEHAVIORAL PROBLEMS IN CHILDREN LIVING IN CHILDREN'S HOMES THAT RELATES DIRECTLY TO THEM BEING REMOVED FROM THEIR PARENTS CARE

The researches that are going to be discussed in the following below will establish studies that have been conducted in relation to children who have been removed from their parent's care. The studies will then demonstrate the impact that being removed from their parent's care has had on their development, behavior and wellbeing. The following research studies conducted shows that there is the development of behavioral problems in children that has been adopted, in foster care or living in children's homes. This part of the section will also argue on behavioral problems in children that are not directly related to them being removed from their parents care. This is important to include in the literature review chapter as it may immerge from the research study and it will allow the researcher to make a comprehensive and more rational analysis.

One research that studied the behavior of adolescent who spent their infancy in residential group care was the Greek Metera study. The objective of the study was to conclude whether adopted children who have early experiences of living in an institution are at a higher risk of developing behavioral problems. The study included 52 adopted adolescents aged 13 years. The study also consisted of another group of 36 adolescents of the same age that were raised in their biological families. The study observed that the adolescents that were adopted were more overactive and distracted at school in comparison to those brought up in their biological families. The study also observed that the teenagers that were adopted were more frequently referred to psychological services (**Panayiota Vorria, Maria Ntouma and Michael Rutter 2014**). This research went to conclude that children who have been removed from their parents care even though they were placed in another type of family setting are prone to having behavioral problems.

Another study conducted was the 'Follow-up on Children and Adolescents in Residential Care in Children's Home' research that was led by (**Raija Hukkanen, Andre Sourander, Lasse Bergroth and Jorma Piha 2009**). The study reported that there were changes in the behavior of the children that were placed in the children's home care. The study consisted of a group of fifty three children and they were followed up for a period of two and a half years. The study utilized a Child Behavior Checklist that was filled out by staff members in

the children's homes. The study demonstrated that almost three quarter of children and adolescents in the children's home showed deficiency in the total scores of the Child Behavior Checklist during the two and a half year period. The reports from the study also established that behaviors such as aggressivity, deviancy, and attention impairments amplified considerably during the two and a half years. Data collected showed that twenty five percent of children and adolescents behaviors worsened to a clinical intervention level. The study concluded that children and adolescents that are placed in children's homes need specifically planned treatment to assist with the impact of the removal from their homes and the placements in the children's homes.

Another research that was conducted was the study on the 'Attainment and Behavior of Children in Care and at Home'. The study was conducted by **(Mathew Colton and Anthony Heath n.d.)**. The purpose of the study was to investigate the educational advancement and behavior of children in long term foster care and to compare with children that were receiving support from social workers whilst continuing to stay in their birth families. The study concluded that children that were in long-term foster care showed low attainment and increased level of behavioral problems. The study also established that even though there were children in care that did not display behavioral problems, they had low educational attainments and there were no signs of advancements during the progress of the study.

2.4 FACTORS CONTRIBUTING TO BEHAVIORAL PROBLEMS IN CHILDREN LIVING IN CHILDREN'S HOMES THAT IS DIRECTLY RELATED TO THEM BEING REMOVED FROM THEIR PARENT'S CARE.

2.4.1 Attachment

This section provides enlightenment in regards to how children may be affected later in life if they do not form attachment with parents or their attachment process is interrupted. In the instance that removal is conducted, a child is physically detached from the parent or parents and from the environment he or she is accustomed with. Though the action of being removed from ones parents and home environment is a physical one, it causes much emotional distress to a child. At this point when the removal is conducted the attachment process that the child is developing with the parents is interrupted and affected.

Research demonstrates that a child formulates a bond with his or her parents from the moment he or she is born. Attachment is conveyed as the emotional and social relationship children develop towards important individuals in their lives. A child's primary attachment is usually made with the mother. The attachment process includes interaction between the

child and the parent or significant others. The development of attachment usually starts at the early stages of life (Jordan Institute 1997).

A psychoanalyst that studied the attachment styles in children was John Bowlby. Bowlby had a belief that behavioral and mental health problems were attributed to attachment issues in early childhood. He declared in his attachment theory that attachment behaviors of infants are innate and will be triggered by any situations such as separation that threatens the success of the attachment process of the child and the mother (Saul McLeod 2007).

Bowlby's attachment theory's main arguments were that a child has an inborn necessity to attach to one key attachment figure. This attachment figure would usually be the mother. He also argued that a child had to receive endless care from this main attachment figure for at least the first two years of the child's life. He conveyed that if same is not done this is considered as 'maternal deprivation' and long term problems may occur later in life. He also argued that because of the 'maternal deprivation', the long term concerns that may occur include depression, emotional instability, delinquency, aggressivity and learning difficulties. Bowlby also conveyed that separation from key attachment figure leads to anguish. Lastly Bowlby suggested that the attachment relationship that has been molded with the key caregiver leads to the progress of an interior operational model (Saul McLeod 2007).

Bowlby conducted a study observing forty four juvenile delinquents to investigate if 'maternal deprivation' had an impact and contributed to their behavioral problems. Forty four other children who had no juvenile records were selected to compare with the forty four juvenile delinquents. Findings to the investigation reported that more than half of the juvenile had suffered 'maternal deprivation' for a period longer than six months in the first five years of their lives. Only two children from the compared group had suffered 'maternal deprivation'. Other findings from the study reported that 86% of the juvenile delinquents had gone through a long period of 'maternal deprivation' before the age of five years old. It was also uncovered that the juvenile delinquents had spent their early childhood in residential homes and hospitals and were hardly visited by their families (Saul McLeod 2007).

The study concluded that ***“maternal separation/deprivation in the child's early life caused permanent emotional damage. He diagnosed this as a condition and called it Affectionless Psychopathy. According to Bowlby, this condition involves a lack of emotional development, characterized by a lack of concern for others, lack of guilt and inability to form meaningful and lasting relationships”*** (Saul McLeod 2007).

Often because of the attachment that children have with their parents, when this is disrupted it may result in externalized display of distress often referred to as behavioral problems.

2.4.2 Separation

This part of the section discusses on how being separated from their parents care is an element that can affect the behavior of children. The **(Jordan Institute 1997)** in their article of 'Effects of Attachment and Separation' articulated that separation of children from their caregivers is both positive and negative. Considering separation in its beneficial context, the article declared that as a means of child protection, separation from the caregiver who is ill-treating the child is paramount. The separation benefits the child in a way that the child is no longer at risk of harm. The parents also have the opportunity to make the indispensable changes required so the child may return in the parents care and in the home environment.

On the other hand **(Jordan Institute 1997)** further goes to state that there is also the issue of the negative effect that separation has on a child, ***"Even when it is necessary, research indicates that removing children from their homes interferes with their development. The traumatic the separation, the more likely there will be significant negative development consequences"***. The article further goes on to argue that ***"Repeated separation interfere with the development of healthy attachments and a child's ability and willingness to enter into intimate relationships in the future. Children who have suffered traumatic separation from their parents may also display low self-esteem, a general distrust of others, mood disorders (including depression and anxiety), socio-moral immaturity, and inadequate social skills. Regressive behaviors, such as bedwetting, are a common response to separation. Cognitive and language delays are also highly correlated with early traumatic separation."***

2.4.3 Grief

Following being separated from their parents care, children goes through a state of grieving as the separation is considered to be a loss. Grieving is a process that occurs when a loss has taken place. A child being removed from his or her parents care and home environment has been subjected to loss. In the same article 'Effects of Attachment and Separation' the **(Jordan Institute 1997)** comments that often in situation of separation and child removal, the child and his or her family experiences the five stages of grief which includes shock, denial, anger, bargaining, depression and acceptance. The experiences of such stages are not entirely in this order at all times. The article mentions the chart of ["Reactions to the Five Stages of Grief"](#) see **Appendix A** which recognizes the behavioral characteristics in parents and children throughout each of the phases.

In regards to the grieving process, the article notes that the miscalculation that is often made by professionals working with children and foster parents is to misread a child's passivity and inexpressive behavior during the shock/denial phase and interpret it as though the placement has been "effective" and the child to have adapted. The article argues that ***"When a child is thought to have handled the move without distress, later behavioral signs are often not recognized as part of the grieving process. They may be ignored or attributed to emotional or behavioral problems. At times the child may even be punished for them, intensifying the child's distress and depriving him of support and help (Caye, et al., 1996)" (Jordan Institute 1997).***

2.4.4 Crisis

When a child is removed from his or her parents care and home environment, the child may go through a phase of crisis. The crisis phase may often bring about negative external reactions which are often viewed as behavioral problems. The crisis theory suggests that when a crisis that cannot be resolved rapidly occurs, it produces a state of instability. The person or child going through the crisis experiences a lack of coping mechanism to allow them to cope with the crisis. Crisis situation can be minor or major depending on who is experiencing the crisis and the circumstance they are experiencing the crisis in. Crisis usually occurs in pattern where the individual experiencing the crisis feels that he or she is unable to cope with the crisis situation. Upon realizing that the crisis is hard to cope with, the child may seek assistance from others to assist with the situation **(Understanding Crisis Theory 2017).**

Following the crisis situation many emotional feelings such as anger, anxiety, frustration and fear may surface. With these occurring emotional distresses, the child feels unable to cope reasonably with the situation. At this point intervening to support by child welfare officers may help the individual cope and develop new skills **(Understanding Crisis Theory 2017).**

Research shows clearly that often the reactions that children has to the removal is often viewed as behavioral problems as the child externalizes his or her anguish negatively.

2.4.5 The Hierarchy of Needs Model

Another aspect that is a factor that contributes to developing behavioral problems in children and adolescents is the lack of attentiveness to their specific needs be they are in a children's home or not. When children are removed from their parents care they are placed in children's homes where it is said to be a place of safety for them. They are provided with their basic needs though often they sometimes lack the love and belonging need that they could have been receiving from their parents. This can relate to Abrahams Maslow's

hierarchy of Needs which explain the different levels of needs that a person requires to achieve self-actualization.

Abraham Maslow was an American psychologist who developed the Hierarchy of Needs model. The Hierarchy of Needs is still valid to this day and its concepts assist in understanding the aspect of what is required for a person to achieve self-actualization and fulfillment. The Hierarchy of need consist of five levels. It commences with the biological and physiological needs. This level consists of basic life requirements such as food, water, shelter and sleep. The basic needs that sustains life. Without these basic needs a person will encounter difficulties and cease to exist altogether. The second level of the hierarchy is the safety needs which entails of stability, protection, law and order. The third level is belongingness and love needs. At this level the psychological wellbeing of the child and adolescent is focused upon. This level avows that in order to be fulfilled human being has to have relationships, family, work groups and feel affection from significant others. The fourth level of the hierarchy is the esteem need. To attain this level the model states that the individual has to have positive reputation in school and achieving success. The individual requires responsibilities that make him or her feel useful and needed to others. Having achievement in this stage is also required. The last stage of the hierarchy is self-actualization. To be able to attain self-actualization, the child and adolescent must pass through the other levels of the hierarchy successfully. It is noteworthy that one of the lower level needs in the hierarchy is the need for family, warmth, love and self-esteem. This suggest that one has to acquirer these need if they are to be truly fulfilled in life. Children and adolescents who have been removed from their parents care does not get to enjoy the need to be with family and significant others. This may cause anger and frustration and externalized expression of such behaviors.

In addition to Maslow's Hierarchy of needs, other academics have adapted his hierarchy to other hierarchy of needs and theories relating to psychological development. One academic in the field of education and youth (**Linda Lyons 2003**) brought forward the Teen's Hierarchy of Needs. This hierarchy was developed upon the Gallup Youth Survey that was conducted with adolescent aging from thirteen to seventeen years. The survey wanted to investigate what adolescents of this age group considered as very strong necessities in their lives. The survey concluded that ***"They went straight to the emotional requirement- and the "need to be trusted" topped the list. Following closely by the "need to be trusted" was the "need to be understood and loved" and the "need feel safe and secure where I live and go to school"*** (**Linda Lyons 2003**). This survey gave an overview of what children and adolescents finds as vital to them and according to this survey what they feel is important are very often the responsibility of their parents and their family to provide and nurture to

them. Children and adolescents that feel unstable, such as those being removed from their homes will have difficulty to attain this need as they often feel unloved and uncared for and thus their sentiment will show through behavioral problems.

2.5 FACTORS CONTRIBUTING TO BEHAVIORAL PROBLEMS IN CHILDREN LIVING IN CHILDREN'S HOMES THAT IS NOT DIRECTLY RELATED TO THEM BEING REMOVED FROM THEIR PARENT'S CARE.

Risk factors are elements that cause a higher likelihood for children and adolescents to develop behavioral problems. There are numerous factors that cause behavioral problems in children and adolescents living in children's homes that are not entirely because they were removed from their parents care. This section will articulate several of these factors and explain their relation to how they may cause behavioral problems in children and adolescents.

2.5.1 Biological Factors

Research has demonstrated that biological factors do affect the behavior of children and adolescents. The abuse of drug and alcohol of mothers whilst they are pregnant has shown to have affected children in their long term development.

Some research has even documented that there is also a gender aspect to behavioral problems. Behaviors such as disruptive conduct have been stated as to be displayed in more boys than girls and anxiety disorders are more likely to affect girls (**Siobhan Bradley and Noirin Hayes 2007**).

Another influence in regards to the biological factors that may cause behavioral problems in children and adolescent that researchers have found is the damage to frontal hemisphere of the brain. This is the part of the brain which regulates significant intellectual abilities for instance emotional expressions, remembrance and problem solving skills (**Healthline.com n.d.**).

2.5.2 Family Causes

The family setting and dynamic has a great influence on children and adolescents. The approach to how a household interacts has great impact on the way the children and adolescent themselves interact with family members or individuals outside the family. As children are born into their families there is the aspect of social learning. Children learn the behavior in their surrounding and if what they are exposed to on a daily basis is negative there is high probability that they also display the same behaviors e.g. if smoking drugs is a normal occurrence in the family with no positive role models, the chances for the child to

normalize the behavior and even start using drug is great (Siobhan Bradley and Noirin Hayes 2007). Though a child or adolescent has been placed in a children's home these behaviors may continue and even worsen if appropriate intervention is not conducted.

The concern with inconsistent and inappropriate disciplinary methods of parents whilst children were in their care is also an issue. Inappropriate parenting methods create instability and confusion to the child. Studies have also shown that children and adolescents whose parents were more involved and attentive to both their physical and emotional needs were less likely to develop behavioral problems and those with parents that had authoritarian were more likely to develop behavioral problems *“Research found that when mothers endorse more authoritarian approaches- such as beliefs that children should follow parents command without explanation- children were more likely to have conduct problems at age 10. Notably even after adjusting for variations in socio-economic status and levels of maternal distress, children whose mother had the most authoritarian parenting attitudes (the highest 20%) were 1.5 times more likely to develop conduct problems such as lying, stealing, bullying and fighting”* (Christine Schwartz, et al, 2016).

The aspects of relationship between parents do also have an effect on children and adolescents wellbeing thus impacting on their behaviors which often become negative. When parents go through relationship issues and marital problems children and adolescents cope with those issues in their own way and if they do not have support and guidance in those instances it may cause concerns which in turn are negatively externalized. Consequently though the child or adolescent has been placed in a children's home these issues do continue to impact on them if they are still unresolved.

2.5.3 External Influences

The community that a child and adolescent reside into has a great influence on their behavior. In their literature review report (Siobhan Bradley and Noirin Hayes 2007) recounted that *“Social factors play an important role in parenting and may place certain families at risk of suboptimal parenting, leading to an increased risk of emotional and behavioral problems in children. The neighborhood one lives in can provide protection, or increased risk. In Kolvin et al's (1990) study, the surrounding environment was almost as important in predicting delinquency as was family deprivation. In Bradley and Hayes's Ballymun study, 60% of surveyed eleven year olds reported a problem with crime in their neighborhood and 68% wished they lived in a different neighborhood. Other neighborhood factors cited in the research which influenced child behaviors include community disorganization and neglect, availability of drugs, general disadvantage in the neighborhood, high turnover and lack of neighborhood attachment”*.

There are also researches that claim that children and adolescent who has learning difficulties has the tendency to develop behavioral problems. These children are unable to perform academically in school which often focuses more on academic achievements. When they are unable to achieve an academic success, it does impact on their emotions and self-esteem. They feel socially omitted and become disengage in the formal educational systems

2.5.4 Substance Abuse

When there is substance abuse amongst minors which is most often in the adolescents' stage, it is always in concurrence with behavioral problems and risk taking behaviors (**Sarah W. Feldstein and William R. Miller 2006**). Substance abuse in adolescents may increase the risk for adolescents to be involved in violent confrontations among peers and gang related incidents. A study on drug use and anti-social behavior amongst adolescents attending public school in Brazil wrote that ***"Since the 1980's there has been evidence that drug abuse or dependence among adolescent offenders would be related with severity of antisocial behavior. A longitudinal study on the relationship between alcohol/marijuana use and delinquent behavior among 506 adolescents found that illegal acts committed under the influence of drugs were more prevalent among youth with more severe antisocial behaviors"*** (Fernanda Ludke Nardi et al, 2012)

2.5.5 Undiagnosed Behavioral Disorders/ Mental Health Problems

There are many children that suffer from behavioral disorders that are often undiagnosed and regarded as behavioral problems. A common behavioral disorder in children that if not diagnosed appropriately and may be mistaken for behavioral problems is Attention deficit Hyperactivity Disorder. Some of the symptoms of ADHD may be mistaken for disruptive behaviors such as being disruptive in school and unable to perform task quietly (**Shanel M. Bryant 2005**).

2.5.6 Abuse in Children's Homes

The issues of abuse in children's homes have been thoroughly researched and debated upon. Behavioral problem as discusses in this literature review in previous section of the chapter is often an externalized expression of concerns that a child may be encountering. Often these issues may be a cause of abuse and neglect that is occurring in the children's home the child is living in.

As stated by (**Save the Children 2009**)***"The closed and often isolated natures of institutional care, together with the fact that many resident children are unaware of their right and are powerless to defend themselves make institutionalized children significantly***

more vulnerable to violence. Various studies have recorded a wide range of abuses against children in institution. These include systematic rape and other forms of sexual abuse; exploitation, including trafficking; physical harm such as beatings and torture and psychological harm, including isolation, the denial of affection and humiliating discipline”.

2.6 HOW TO ADDRESS BEHAVIORAL PROBLEMS IN CHILDREN AND ADOLESCENTS LIVING IN CHILDREN’S HOMES EFFECTIVELY.

To be able to address behavioral problems in children and adolescents living in children’s homes there are a few areas of weaknesses that should first of all be addressed.

2.6.1 Effective and Appropriate Screening Tests

First of all it is important that children and adolescents that are removed from their parents care are properly assessed and screened to uncover the source of the behavioral problem and not to assume that the behavioral problems the children are displaying are due to a social cause. Following said that, there should be enough qualified professionals that are able to make effective and the right diagnosis which should follow with prompt interventions. Following the assessment and screening, professionals will be able to identify if the behavioral problem is due to emotional disorders, conduct disorders, anti-social behaviors or development problems (**Christine Schwartz, et al, 2016**). At these instances the appropriate program and or treatment may be provided to the child or adolescent.

2.6.2 Appropriate Treatment and Management Programs That Works

It is important that caseworkers implement child and family programs for children to be reintegrated back in the parents care whether or not the behavioral problems are directly related to the removal from the parents care. Parent need to be involved in the process of treatment of their children to be able to understand what is happening, why it is happening and what needs to be done to treat the problem. The programs may include mechanisms that have a direct impact on the children and the family. Such components in the program may include parenting skill training, communication skills, problem-solving strategies for the families and behavior modification programs (**Christine Schwartz, et al, 2016**).

Children and adolescents whose behavioral problems are more severe e.g. Attention Deficit Hyperactive Disorder (ADHD) needs to be referred for psychological services and medical interventions.

The intervention programs should be appropriate to the specific needs of the children as though children may be displaying behavioral problems the causes of the behavioral problems may differ.

2.6.3 Workforce Concerns

Children and adolescents who are living in children's homes are already disadvantaged and vulnerable children who have gone through many types of abuse and childhood hardships. Treatment programs need to have the right and qualified professionals to work with these children and to understand in terms of a knowledgeable approach as to why the children and adolescents have behavioral problems. It is common that caregivers in the children's homes often do not have the appropriate training to be able to understand and work with the children thus making it difficult for the children to receive the appropriate help that they need.

There is also the issue of not having enough professional to work with these children thus they are sometimes not having prompt intervention and counseling as it is required. If there is to have improvement in this area more qualified professionals' needs to be recruited.

2.7 CONCLUSION

In conclusion there are many different causes to behavioral problems in children and adolescents living in children's homes and these causes need to be properly and effectively established. There needs to be suitable intervention strategies and programmes that work for the betterment of the children and adolescent that are living in children's homes. The succeeding chapter is to present the data collection process that was used in the study.

CHAPTER THREE: THE METHODOLOGY

3.0 INTRODUCTION

The following chapter will enlighten on the different segments of the research methodology and explained in extensive detail why the specific research methodology and methods that have been chosen are the best approaches and tools for this specific research study.

The methodological chapter will deliver a thorough description of the methods that will be used and how these methods will be most appropriate and will allow the researcher to gather the data necessary to answer the research question.

The subsequent chapter will firstly describe the philosophy that has underpinned the research study. It will then provide a description of the research strategy and how it will help the researcher gather the findings. It will make available an explanation of the research design that will be used in the research study. The chapter will also provide the data collection methods that will be employed to gather the information and explain why these methods that will be selected are the most suitable. The manner in which the data will be interpreted and evaluated will be explained below. Finally the ethical consideration that will arise throughout the research study will be clarified in terms of what will be done to ensure that the research study takes same into account.

The purpose of the research study was to;

“Explore the contributing factors (particularly removal from parental care) that lead to disciplinary problems amongst 12-15 year olds; examining residence at the President’s Village in Seychelles”

The aim of the study was to identify if some disciplinary and behavioral problems that the children are displaying has any association to the children having been removed from their parents care. The study’s objective is to also explore other forms of contributing factors that may be leading to disciplinary and behavioral problems in children at the President Village.

3.1 Research philosophy

The philosophy that reinforced the research study was interpretivism. The idea behind interpretivism is that human beings experience the world differently. The same situation may occur but are viewed relatively different by each person. This philosophy helped the researcher understand how to go about with the research as even though all the children were displaying behavioral problems, each child had their own experiences as to what was affecting them. It allowed that the researcher viewed each child subjectively rather than objectively.

3.2 Research design and strategy

The researcher has made use of a qualitative research strategy as the ideal approach in the research study. The concept behind the chosen approach is that the research has focused on understanding the phenomenon that is causing disciplinary problems among these children, what are the contributing factors and whether removal from their parents care has had a role to play in same. Qualitative research approach aims at understanding the social constructs of the natural environment that we live in. Its objectives attempt to reveal the profound meaning and importance of human experience, beliefs, emotions and behaviors. The purpose in qualitative research approach is to obtain a rich and significant comprehension of human experiences **(The four main approaches 2009)**. Qualitative research is also targeted at understanding why people behave the way they do and how attitudes are formed. It intends at understanding how and why people are affected by what occurs in their environment and this is the intention of the research study being conducted. The research has taken an inductive methodology to it as the research is more exploratory in its method. It aimed at generating the theory from the research study findings. The theory needed to answer the research question emerged from data collected from the children, the social workers and the staff at the President's Village chosen to partake in the study. The research subject needed to be explored and investigated is identified and the researcher collects the necessary data to formulate the theory. The theory induced from the research is the conclusion of the study conducted **(Research in the social domain 2014)**.

3.3 Data collection methods

The three research methods that are pertinent in the research study to ensure that the accurate and specific data are collected to answer the research question are depth interviews, participant's observation and secondary data analysis. These three data collection methods are very useful in gathering qualitative data as it captures meanings, beliefs, behaviors and views of participants. The following below will provide a clear description and understanding of the significance and relation of the three preferred research methods that were chosen by the researcher in connection with the research study.

3.3.1 In-Depth Interviews

There are many forms of interviews such as structured interviews, semi structured interviews and survey interview to name a few but the researcher has chosen in-depth interview specifically for this research study **(Rita Berry 1999)**. In-depth interview is a data collection tool that is used in qualitative research studies. **(Rita Berry 1999)** conveyed in her

article that ***“In-depth interviewing, also known as unstructured interviewing, is a type of interview which researchers use to elicit information in order to achieve a holistic understanding of the interviewee’s point of view or situation; it can also be used to explore interesting areas for further investigation. This type of interview involves asking informants open-ended questions, and probing wherever necessary to obtain data deemed useful by the researcher. As in-depth interviewing often involves qualitative data, it is also called qualitative interviewing”***. In-depth interviewing has allowed the researcher freedom to explore additional information whilst conducting the interviews and change directions where it was deemed necessary. The researcher has also chosen this method as participants especially taking into account the children were interviewed on sensitive matters and individual interviews worked better to allow the participants the freedom to talk about their situation. It allowed a sense of privacy for the participants. As each child views the world and their situation differently, in-depth interviews allowed that their beliefs, values and motivations were explored on a holistic level **(Research in the social domain 2014)**. The same data collection method was chosen to interview the staff’s members working with the children at the President’s Village and the social workers as the researcher intended to obtain their perspectives on the research topic as they are the professionals and care givers on the frontline. The staffs were able to provide information to the researcher about the children’s day to day behavior and what the children communicates in terms of their feelings about living at the President’s Village and what distresses them that results in them displaying behavioral and disciplinary problems. The social workers views were also observed to be significant to the research as the social workers were able to provide important data in regards to what they felt were contributing factors and their perspectives on removal from parental care.

In-depth interview involves asking participants open-ended questions ensuring that participants has space to think and answer questions through an exploration of their views and experiences. The researcher had skilled questioning techniques as the participants were children and their level of understanding and responding are relatively different from adults. The researcher had to be able to keep the children’s attention to gather as much data as was needed thus each child was interviewed for thirty to forty minutes. To allow that the specific data needed were collected, the researcher had to ensure that the questions asked were clear and simple hence using words that the children and the other participants understood clearly and were familiar with. The researcher also found that asking single questions at a time helped the participant in their thinking process. The researcher probed on questions to make sure that there was an understanding and no misinterpretation of the response provided by the participants and also to obtain further data that in the end enriched the data that was obtained. The researcher ensured that too sensitive questions were avoided as it could have caused discomfort to the participants and

disrupted the interview process. In the instance that the question asked did were uncomfortable for the respondents especially in regards to question asked to the children, the researcher was thoughtful to same. Lastly the researcher guaranteed that nonverbal expressions were encouraging to the participants and participants were made to feel supported, respected and listened to which made that the participants felt able to express their opinions in a safe environment **(Rita Berry 1999)**.

The researcher prepared for the interviews by first carefully selecting the participants that was to partake in the study and also preparing themes relating to the research question to bring to the interview.

The researcher conducted the interviews using a set of themes. The purpose of that was because the researcher wanted to assure that all the necessary topics that in the interview were covered and discussed. Some of the themes that were chosen by the researcher when conducting the in-depth interviews were participant's perception in relation to disciplinary problems, removal from parents care and experiences of living in a children's home **(see Appendix B)**. These themes are relevant to the literature review as the literature review has demonstrated that there are behavioral and disciplinary problems in children and adolescents that are related to them being removed from their parents care but there are also behavioral and disciplinary problems that are general behavioral problems in children and adolescents caused by other factors and not necessarily related to them being removed from their parents care. The themes has helped the researcher understand from the participants perspectives the factors that they felt were leading to of the disciplinary and behavioral problems and how it does or does not relate to removal from parental care.

3.3.2 Participant's Observation

The other method that the researcher chose to collect the data was through participant's observation. Participant's observation further enriched the data collected following in-depth interviews and helped the researcher gather additional information that did not emerge from the in-depth interviews and secondary data analysis. Participant's observation also involves the immersion of the researcher in the setting of the participants, observing behaviors, patterns, listening and taking field notes for analysis **(Alan Bryman 2016)**.

As the President's village is a closed access setting the researcher obtained access to observe the children by requesting contentment from the management of the President's Village. The management where enlightened on the purpose of the study

Participant observation has allowed the researcher the opportunity to observe the behavior and interaction of the children in their everyday environment. It has given the researcher an idea of how they communicate with each other and with the staff members working at the

President' Village. It has provided the researcher the opportunity to gather further information that was not observed through the in-depth interviews. The participant's observation method has also permitted the researcher to observe the nonverbal interaction of participants with other children and staff members at the President's Village. The researcher discovered that it was appropriate as a method to use participant observation as all the participants resides at the President's Village which made it easier to observe their behavior as the purpose of the study was to have an understanding of whether removal from their parents care is the origin of disciplinary and behavioral problems they are displaying. Participant's observation also assisted the researcher in contrasting the information that was obtain from the in-depth interview and the reality of the situation as participant may tend to not provide correct information in interviews **(Barbara Kawulich 2005)**. The researcher discovered that because there had been the meeting to explain the research purpose and the interviews prior to the observation, the researcher did not appear as an outsider and the children were more comfortable when the researcher was conducting the observations.

3.3.3 Secondary data analysis

Conducting the secondary data analysis allowed the researcher to obtain past data relevant to the research. The research data analysis was in form of a collection of incident that occurred for a 13th month period gathered by the management at the President Village. The aim of the secondary data was to exploit the secondary data to assist in answering the supplementary research question, identify and better define the area under study **(Exploratory Research Design n.d.)**

3.4 Research sample

The researcher selected the participants by means of purposive sampling. In his book of social research methods **(Alan Bryman 2016, p.408)** stated that ***"Purposive sampling is a non-probability form of sampling. The goal of purposive sampling is to sample cases/participants in a strategic way, so that those sampled are relevant to the research questions that are posed"***. The researcher wanted to select the children as they had relevance to the study since the study was aimed at investigating the contributing factor particularly removal from parental care, to disciplinary problems in children aging 12-15 years old at the President Village . Only this age group of children that had been subjected to removal and displaying disciplinary problems where relevant and had the particular characteristic to participate in the research.

The participants that were chosen for the purpose of the research study were children aged twelve to fifteen years at the President's Village. The researcher chose in within that age

range as from previous meeting with staff from the President's Village, they had an increase in disciplinary issues in that age group of children.

The participants selected for the research were six children including three boys and three girls. The sample size is small as data collected is much richer and deeper and the aim is not quantity but quality data. The researcher decided to interview this group of children as it provided a much deeper and richer data analysis to the study hence making the results more valid and reliable.

The researcher also interviewed all the staff members that directly worked and cared for the children on a daily basis. This included two principal child support officers and the counselor at the President Village. The social workers that work with the children and their families also participated in the study.

3.5 Data analysis

The researcher placed much focus on the meanings that emerged from the text when analyzing the data. The data that was analyzed was from the information that was transcribed following the in-depth interviews, the secondary data analysis and the notes obtained through the participant observations. The first phase of the data analysis started from the moment the researcher made contact with the participants through the interviews and the participant observation process. The official analysis of the data commenced whilst the researcher started to document the data that was obtained through the interviews and participant observation. The documentation stage helped the researcher to keep track of the data that was being recorded (**Qualitative Data Analysis n.d.**).

The second phase of the data analysis encompassed of conceptualizing, coding and categorizing of the data that was documented by the researcher. The researcher sorted out through the themes that emerged from the data collected. The different themes and concepts that transpired from the data were reevaluated and their meaning identified in regards to the perspectives of the participants and the research questions (**Qualitative Data Analysis n.d.**).

In the third phase of the data analysis the researcher examined whether there was a correlation between behavioral problems and removal from parents care. This phase is significant as it allowed the researcher to explain whether one situation is directly caused by the other and whether the different hypotheses are associated with one another (**Qualitative Data Analysis n.d.**).

3.6 Ethical considerations

First and foremost prior to the research, the researcher sought consent through the Director Social Services to be able to interact with the children. This was done as the children and is in the care of the Director Social Services. The process was done firstly through a meeting with the Director Social Services to explain the intent of the research study and its beneficial factors that it would bring to existing knowledge in the Seychelles context and to practice. An official email was then sent to the Director Social Services after the meeting to formally request permission to interact and interview the children (**see Appendix C**). The Director Social Services as a result emailed the Chief Executive Officer of the President's Village to formally inform him that the researcher had been given contentment to interview the children and also request the management of the President's Village to provide the researcher formal authorization to interview the staff members at the President's Village required for the research (**see Appendix D**). The researcher was provided consent from both the Director Social Services and the Chief Executive Officer of the President's Village.

The researcher then sent a formal email to the management of the President's Village to provide a schedule for when, where and how the research including interviews and participant observation would be conducted (**see Appendix E**).

A meeting was conducted at the President's Village with the children and the staff members that were to be interviewed preceding the research study itself. The meeting was done with the staff and the children separately. The researcher found that the meeting allowed the children and the staff to understand the purpose of the research study and also be familiarized themselves with the researcher. It helped the children to be more open with the researcher when the actual research was conducted. The social workers that were chosen to participate in the study were discussed as well in the meeting with the Director Social Services and authorization was given by the researcher to proceed.

The participants excluding the children were provided with informed consent forms (**see Appendix F**) to sign to give their formal agreement to be interviewed. All respondent were informed that they had the ability to remove their participation from the research at any point in the research process. Considering the vulnerability of the children, the researcher had to ensure that their rights and experiences were being respected throughout the research process. The researcher was aware that very delicate and traumatic information was going to emerge from the interview with the children. The researcher was accompanied by a registered social worker that represented the Director Social Services whilst the

children were being interviewed for the purpose of ensuring that all procedures were being respected (Alan Bryman 2016, p.129).

3.7 CONCLUSION

The methodology chapter provided the reader with what data the researcher wanted to obtain from the study, what instrument the researcher was going to use to obtain said data, why the researcher felt that the mentioned methods were most appropriate and how the collected data was going to be coded and analysed. Following same the next chapter presents the findings that were collected utilizing a thematic approach to showcase the data.

CHAPTER FOUR: THE FINDINGS

4.0 INTRODUCTION

The subsequent chapter to be presented is the findings from the materials gathered through the data collection process that was lead. The data was assembled through the forms of in-depth interviews, participants' observations and the analysis of secondary data obtained from the President Village with the purpose of collecting adequate and valuable information to assist in countering the research question which entails to;

“Explore the contributing factors (particularly removal from parental care) that lead to disciplinary problems amongst 12-15 year olds; examining residence at the President’s Village in Seychelles.”

The arrangement of the chapter necessitates firstly the introduction section which will shed light on the organization of the chapter as a whole. This will follow by the segment which will illuminate on the different profile of the participants which has participated in the research. The presentation of the demography of the participants will be distributed into three subsections to discuss on the profile of each group of participants separately. Thirdly the chapter will include additional data on the profile of the participants. The chapter will be systematically be synchronized in an organized structure in such a manner that the researcher will initially present the preliminary findings and discussion of the findings will then be followed later in chapter five.

The chapter will utilize the supplementary research questions to present the findings and at the equivalent stretch, ensure that the objective of the research is accomplished and that is to answer the research question. The supplementary research question that will assist in presenting the findings is as follows:

- 6. Is there any evidence to suggest that children aging from 12-15 years old at the President’s Village in the Seychelles are displaying disciplinary problems?**
- 7. What are the perspectives of the staff at the Presidents village in relation to disciplinary problems amongst 12-15 year old children?**
- 8. What are the viewpoints of social workers in regards to the contributing factors of disciplinary problems of children aging from 12-15 year old at the President’s Village?**
- 9. What are the experiences of children aging from 12-15 years old living at the President’s Village in regards to removal from parental care?**
- 10. What are defies and probable improvement in intervention when addressing the issue of disciplinary problems in children aging from 12-15 years living at the President’s Village?**

The fifth supplementary research question will be presented and answered in the conclusion and recommendation chapter.

4.1 PRESENTATION OF DESCRIPTIVE CHARACTERISTICS OF RESPONDENTS

4.1.1 DEMOGRAPHY OF CHILDREN LIVING AT THE PRESIDENT'S VILLAGE

The President's Village currently has sixteen children aging from 12-15 years old as residence. In within these sixteen children six were chosen to participate in the research study. The researcher purposefully selected the six children as they had been involved in repeated incidents of disciplinary problems that had occurred with staff and other children at the President's Village and at school level. Their experiences were seen imperative for the research to shed light to the research question in general which is to;

“Explore the contributing factors (especially removal from parental care) that leads to disciplinary problems amongst 12-15 year olds; examining residence at the President's Village in Seychelles.”

All children selected agreed to participating which guaranteed the researcher a 100% response rate. The researcher selected three boys and three girls. This certified that there was a balance of opinions and experiences in terms of gender of participants so as to allow the researcher to compare and contrast. **Table 2** below represents the demographic profile of the six children selected for the research. The table interprets the participant's age and gender. To ensure that the ethical aspect of the study is maintained at all times, the children that participated in the research will be embodied in the presentation of the findings as Child A,B,C,D,E and F.

TABLE 2: Records of the profile of each child that participated in the research study. The President's Village Children's Home. July 2017.

PARTICIPANT	GENDER	AGE
CHILD A	Male	13 years old
CHILD B	Male	13 years old
CHILD C	Male	12 years old
CHILD D	Female	15 years old
CHILD E	Female	15 years old
CHILD F	Female	13 years old

4.1.2 DEMOGRAPHY OF STAFF MEMBERS AT THE PRESIDENT'S VILLAGE

The President's Village employs 39 staff members all together. In within these 39 staff members there are 26 staff who is directly related in assisting with providing care and protection to the children at the Presidents Village. These staff members include the management teams, counselor and child support officers. In general there are six houses on the premises of the President's Village but at the time of the study only 5 houses was in use as one was under renovation. There are 4 houses with a principal child support officer and two assistant child support officers. The toddler's house has 2 principle child support officers and 3 assistant child support officers. The participants that were chosen to partake in the sharing of their experiences for the research study where two principal child support officers and the counselor at the President Village. All three participants chosen agreed to participate in the research. This gave the researcher a respond percentage of 100. To attain the objective of confidentiality and ethical consideration that was highly mentioned in the informed consent, the principal child support officers will be represented as Principal Child Support Officer A and Principal Child Support Officer B. Principal Child Support officer A is responsible for house five with an age group of 6 years old to 15 years old children. Principal Child Support Officer B is caring for an age group of 13 years old to 16 years old children. The two Principal Child Support Officer was purposefully selected as they work with a group of children in within the age range of children that the researcher is conducting the research on. The President's Village also employs a counselor on premises who was also selected to

participate in the research study as she works with assisting children in terms of psychosocial support and addresses in a therapeutic manner issues of disciplinary problems in children. **Table 3** that follows is presenting the demographic summary of the two Principal Child Support Officers and Counselor that was chosen to participate in the research. The table interprets their age, gender and the length of time that the participants have been working with children at the President's Village.

TABLE 3: Data of the profile for the staff working at the President's Village. The President's Village Children's Home. July 2017.

PARTICIPANTS	GENDER	AGE	LENGTH OF TIME WORKING AT THE PRESIDENT'S VILLAGE
PRINCIPAL CHILD SUPPORT OFFICER A	Female	42 years old	5 Years
PRINCIPAL CHILD SUPPORT OFFICER B	Female	55 years old	30 years
COUNSELOR	Female	52 years old	4 years

4.1.3 DEMOGRAPHY OF THE SOCIAL WORKER WORKING WITH THE CHILDREN AT THE PRESIDENT'S VILLAGE

The social services is the mandated body that is authorized to safeguard and promote children's wellbeing in the Seychelles. Children are placed in children's homes due to ill-treatment from their biological parents or guardians. Such ill-treatments include physical, sexual, emotional abuse and child neglect. Prior to placement of a child in a Children's Home, the social worker working with the child has to explore all possibility of outside placement including family members, extended relatives, foster care and adoption. Children are typically placed in a Children's Home when these entire alternative placements have been explored and there is no avail. Placement of a child in any Children's Home in the Seychelles is done through the social services by a designated social worker. Most often the social worker that conducts the removal and placement of a child in a Children's Home is the social worker that is working with the child and the child's family. Whilst a child is living in a children's home the child is provided necessary care and support by staff at the President's Village and social workers working with the children. The child continues to be under the guardianship of the Director Social Services with the child's respective social

worker who continues to follow the progress of the family for reintegration of the child back in the family setting and ensure wellbeing of the child at the President's Village. The aim of a placement in a children's home is to safeguard the child's wellbeing and protect the child from any further abuse (**Placement Guidelines for Children's Homes n.d. pg. 3**).

For the purpose of answering the research question and supplementary research questions, three social workers were selected to participate in the research. All three social workers that were nominated to contribute in the research agreed to take part in the study which gave the researcher a respond ratio of 100%. To assure the upmost level of confidentiality, the social workers will be presented in **Table 4** below as Social Worker A, B and C. The table that will follow is establishing the summary of the social workers who participated in the research study. The table will showcase data such as age, gender and the length of time each social worker has worked as a social worker with the Social Services in the Seychelles.

TABLE 3: A summary outline of social workers interviewed for the research. The Social Services division. July 2017.

PARTICIPANTS	GENDER	AGE	LENGTH OF TIME WORKING AS A SOCIAL WORKER WITH SOCIAL SERVICES
SOCIAL WORKER A	Female	24 years old	3 Years
SOCIAL WORKER B	Female	47 years old	26 years
SOCIAL WORKER C	Female	48 years old	11 years

4.2 DICIPLINARY PROBLEMS IN CHILDREN LIVING AT THE PRESIDENT'S VILLAGE IN SEYCHELLES

This first section of the chapter will be organized in three parts. The findings in this segment will be presented by using the method of data collection that was utilized in the research in the aim of answering the first supplementary research question which is as follows;

“Is there evidence to suggest that children aging from 12-15 years old at the President's Village in the Seychelles are displaying disciplinary problems?”

4.2.1 Documentary data analysis

In the analysis of the secondary data obtained from the **(President's Village October 2017)** which interprets the totality of disciplinary problems of the children at the President's Village and the children selected for the research, the researcher examined that there are occurrences of incidents of disciplinary problems in children aging from 12-15 years old living at the President's Village. When these incidents take place, same is recorded through statements taken from the child in question and the staff involved on an incident form **(see Appendix G)**. These statements are then placed in the child's records. Such incidents are also brought before the counselor and members of the management team at the President's Village as well as the social worker working with the child so as to address the matter accordingly.

The following table will represent disciplinary incidents that occurred commencing from July 2016 to July 2017 at the President Village that was formally recorded on the incident forms and brought before the management team and counselor at the President Village. The table will also exhibit the different forms of disciplinary problems that children aging from 12-15 years old exhibit both at the President Village and at school.

TABLE 5: Chronicles of disciplinary problems starting July 2016 – July 2017. The President Village Children's Home. October 2017.

MONTH AND YEAR	FORMS OF DISCIPLINARY PROBLEMS
JULY 2016	Abscond Disrespecting adults Throwing objects Suspension from school Extortion of money Stealing from teachers Swearing Truancy from school Vandalizing school property
AUGUST 2016	Abscond Fighting Swearing Physical assault against child support officer
SEPTEMBER 2016	No incidents
OCTOBER 2016	No incidents
NOVEMBER 2016	Truancy from school Disturbance in class Swearing

	Extortion of money Harassing teachers Strangling students at school Disrespecting adults Abusive language towards teachers Suspension for drinking on school premises Bullying
DECEMBER 2016	No incidents
JANUARY 2017	Suspension for fighting at school Sexual harassment towards female students
FEBRUARY 2017	No incidents
MARCH 2017	No incidents
APRIL 2017	No incidents
MAY 2017	Fighting at school Aggressive towards teachers Tearing teachers attire Swearing
JUNE 2017	No incidents
July 2017	Physical aggression towards staff at the President Village Swearing Vandalizing materials at the President Village

It is substantial to comment that most of the incidents that occurred involved most of the time the same children and some were selected to participate in the research study.

The disciplinary problems that occurs most at the President Village are as follows:

- ◆ Suspension from school
- ◆ Absconding the President Village
- ◆ Swearing (verbal aggression)
- ◆ Bullying

4.2.2 In-depth interviews

In sight of the staff at the President's Village and the social workers that were chosen to take part in the interviews that was conducted for the research study, all participants were in agreement that there were different forms of disciplinary problems in children aging from 12-15 years living at the President' Village.

One staff member from the President's Village conveyed that;

"Ok, here at the village we have boys and girls. Here at the village, most girls even boys they are more or less calm. They tend to say, what can I do? I do not have another choice, I am here. There are those which we can count, who manifest. There is one or two that has challenging behaviors like I have mentioned before. They tend to rebel. They become defiant on the rules and regulations. They tend to test the staffs to see how they will react... I myself personally, there was one recently who said that he will pick up a rock and do what he has to do with me...we receive a lot of them who will tell you things that are very hurtful, very aggressive. Those words that our children are saying at our staff make the staff have disgust for their work until to the point that staff hand in their resignation or threatened to resign"

One participant shared her views stating that;

"I feel that gradually the issue of discipline concerning the children at the village is something that is getting worst, comparing when I first came into the service and now I have reached three years in the social services. The children are not displaying the level of positive discipline. They are not being brought up in a way that is right. They are not being guided like they should be guided. I feel that they are lacking in guidance"

Another respondent conveyed in her interview that;

"There was a situation that a boy threw stones, threw chairs. Children there behaviors are terrible"

Additionally one respondent disclosed that;

"They do not show appreciation for the work that the staffs are doing. There are those who break everything. Particularly amongst the boys, things are there for them to use, they are not using it well. They break things in their houses. Even if at times you will tell them that you are residing in this home and you need to contribute towards doing chores, they will tell you no. The staffs are being paid to do that, they are the one who is supposed to do it. Even in the compound, they say that handy man is being paid so they should do their job."

The perceptions of the staff at the President's Village and the social workers in respect to disciplinary problems in children aging from 12-15 years old at the President's Village were mostly communal. Some statements that arose every so often were that;

- ◆ *"The children are rude to the staff. They are often talking back and have a lack of respect for staffs".*
- ◆ *"The children swear and become physically aggressive with staff"*
- ◆ *"Staffs are being threatened"*
- ◆ *"The stronger children would bully the weaker ones in a way to vent out their anger and frustration"*
- ◆ *"Children leave the President's Village without permission and place themselves at risk of harm"*
- ◆ *"They experiment with substance (cigarettes)"*
- ◆ *"They start to want to have sex"*

It is worthy to note that physical and verbal aggression came out strongly in the interviews with staff at the President's Village as one of the most common disciplinary problems. It appeared to be of great concern as one staff accounted in an incident that occurred with a child;

"Recently we had an incident whereby one of our care workers was addressing one of our residents about her school uniform. She wears her skirt in a way that is too short. When the staff was addressing the issue with her she became aggressive. The language she was using, miss, it would traumatize you... she became so aggressive whereby she pushed the table, and threatened to hit the care worker"

In alternative incident the staff conveyed that;

"There was a boy who a staff was talking to him. He became very aggressive that he threw a chair at the staff. Luckily the staff ducked and the chair missed her. When he saw that he had missed the staff, he went to the house and went in the kitchen and picked up a knife for him to deal with the staff."

4.2.3 Participant observation

The researcher also made use of participant's observation to contribute in bringing clarity to the first subsidiary research question;

"Is there evidence to suggest that children aging from 12-15 years old at the President's Village in the Seychelles are displaying disciplinary problems?"

In one observation session that was conducted on the 15th July 2017, the researcher recorded the following;

“There were two boys both aged 13 years old in House Three. In House Three there are all boys aging from 8 years old to 12 years old. The two boys were from House Four. On that particular day, the children in House Four had all gone outside the President’s Village for a hiking activity. The two boys had been placed on punishment which meant they were not allowed to attend the hiking activity. The punishment had been administered by the President’s Village because both of the boys had played play hooky at school. Later on during the same day the children were called to have lunch. Whilst having lunch, one of the two boys had an incident where the plate of food that he was carrying fell on the floor. He was asked by the care worker to fetch a broom and a mop to clean the mess. He left the dining room leaving the care worker to clean the mess herself.”

When evaluating all the information that has emerged from the data composed, there is clear evidence that there are disciplinary problem amongst children aging 12-15 years old living at the President’s Village.

It is important to mention that though respondents had similar points of view in regards to the types of disciplinary problems, their opinions differed in terms of the contributing factors to such behaviors.

4.3 CONTRIBUTING FACTORS TO DISCIPLINARY PROBLEMS ON THE OUTLOOK OF SOCIAL WORKERS AND STAFF AT THE PRESIDENT’S VILLAGE

Subsequently the first section of this chapter has provided evidence that there are disciplinary problems in children aging from 12-15 years old living at the President’s Village, the second section will focus on responding to the second and third supplementary question which aims at discovering;

“What are the perspectives of the staff at the Presidents village in relation to disciplinary problems amongst 12-15 year old children?” and “What are the viewpoints of social workers in regards to the contributing factors of disciplinary problems of children aging from 12-15 year old at the President’s Village?”

As portrayed in the first section, all participants agreed that there are disciplinary problems amongst children aging 12-15 years old though there were diverse opinions in what could be contributing factors towards these disciplinary problems. To have a clearer understanding of the varied ideas that was shared, this section will be organized in terms of the different contributing factors that the participant’s shared in their interviews were leading to disciplinary problems in children aging from 12-15 years old at the President’s Village.

4.3.1 Lack of rules and regulation in the home prior to placement at the President's Village

Through the interviews conducted all three staffs from the President's Village felt that the lack of rules and regulation that was not being maintained at home before the children were placed at the President's Village had an impact on their behavior and made it difficult for them to adhere to rules and regulation set at the President's Village. One child support officer whilst sharing an experience about a child that used to stay at the President's Village and would escape to go outside the President's Village without permission conveyed that;

"Maybe her history when she was at her home she did the same thing. At her home there were no rules, she came home whenever she wanted and go out whenever she wanted...I think that since she was at her home that behavior was there because when she was placed at the village she was already in secondary. I felt that those behaviors were already manifesting from home"

Another interpretation from one participant conveyed that since children are placed at the village when they are teenagers, they have already developed their disciplinary problems from their home where they were living prior to their placement at the President Village;

"I think that those children have come to the Village with their own vice. Most children who are swearing, throwing stones and all arrived at the village in their late teens. They have come with their behavior from home; I think that they have started to fail since at home"

The same participant further conveyed in her interview that;

"There are those who their home does not have rules nor regulations, you understand and they are coming to learn it here. There are those who will adapt and those who will not adapt."

4.3.2 Desire to go back in the home setting

All three staffs at the President's Village declared that the children often display challenging behaviors because this is a way that they are venting out their frustration because they want to go back home to their parents and families. One participant shared her experience about a particular child who she had the chance to work with;

"She voiced out that she did not like it at the Village, she is too enclosed inside. She wants to go home, go to her godmother, thing like that"

Another participant conveyed her views in regards to removal from parental care commenting that;

“Let’s say that I certain cases that we needed to do an emergency removal like in an abuse case, definitely the child has not done the proper preparations, definitely he can rebel against the decision and of course for him, he has not really seen why you had to remove him. He will rebel because he will be thinking that the worker is not my mother, she should not be telling me anything. My mum knows how to bring me up; you know it will have those impacts.”

Other accounts with other participants were;

- ◆ *“Children that I have come across not a lot of them has voluntarily wanted to come to the village”*
- ◆ *“Even though Social Services in their interventions has seen that those children are not well in their homes, but those children say that they were fine at their homes. They are frustrated with the system. They are frustrated with us. They are frustrated with the Social Worker. They say they were fine at their homes, they did not call on anyone to remove them from their homes and this is why they tend to rebel because this place that they are living in is a structured place, there are rules, regulations, control and at one point in time they tend to rebel”*
- ◆ *“They simply do not want to be at the village. They want to be in their homes with their parents. They do not want to be here”*

4.3.3 Workforce issues

From the interview conducted, 4 participants including all three social workers and one staff at the President’s Village agreed that the issue of qualified workforce is a concern. Either they conveyed that the people who are providing care and guidance are unqualified and not trained to work with children in general or they acknowledged that the people working with the children do not try and understand the children and thus are unable to deal with challenges especially disciplinary problems in children.

It was noted by a respondent that;

“It is not always that we get qualified personnel that we want. There are situation that if we could have gotten the personnel that have been trained in that domain they would have reacted differently when children display those challenging issues...sometimes it is hard to say that there are staffs who consider that this is just another child that I am working with. They are not pouring their heart out as if it is my own child”

The same participant further indicated that;

“There are staffs that are young, if a child explodes, there are some who will know how to deal with it but there are some who will not know. They would probably level themselves to that child and this is where you see the staff and the child clashes to each other... we have children with a lot of anger issues in them. When they explode they become aggressive, they even threatened that they will hit people and there is who has thrown things on staff... if you have the skills, you will ignore them but not all of us have the skills of how to deal with it. If I will exchange words after words with that child, definitely he will become aggressive because now I am on his level but if you have that skill you will know how to deal with his aggressiveness”

This corresponds to an observation that was made on the 15th July 2017;

“In house six the children were busy with their chores. Some were cleaning their rooms; others were in the kitchen helping to prepare breakfast. A young girl gave directions to the other girls of the different task each had to accomplish in the kitchen. One girl referred to the principal care worker as ‘manman’ meaning mother. The girl who had been giving directions to the other girls also started talking to the principal care worker referring to her as ‘manman’. The girls in the kitchen were colluding very amicably. The researcher later discovered that the girl that was giving instructions to the other girl was in fact an assistant care worker”.

Other comments in terms of workforce issues were;

- ◆ *“There are staff that provoke children”*
- ◆ *“They miss use information that is shared so as to help the child for them to use against the child”*
- ◆ *“I feel personally that the workers, the care workers that we say we have at the village are not the ideal persons that we could wish for.*
- ◆ *“They are not the ideal persons or they have not received the proper training or even they are not trainable. Even if you will offer the training, they are not trainable for the position”*
- ◆ *“With their lack of capacity they are not able to deal with those children thus they see themselves coming to us saying that they are not able and they are giving us back those children. This is what happened in the past; they come to social services and gave us back those children with behavioral problems.*

4.3.4 Behavioral disorders in children

When interviewing the three participants from the President’s Village and the three social workers that took part in the study, the data revealed that only three made mention to the

possibility of the children's disciplinary problems being correlated to mental health issues or behavioral disorders and it is interesting to convey that two of them were social workers and the other was previously in the social work profession.

One social worker in particular was previously in the nursing profession prior to becoming a social worker. She declared in her interview that;

"I had always liked my profession as a nurse...it came a certain time that I saw that my patients did not necessarily need medication for their illness but they had other aspects that were hindering their illness"

She further avowed during her interview that;

"We are associating all behaviors as social behaviors. We need to go and associate it with the possibility of mental behavior. Why do I say that, children who are continuously misbehaving at school, there are cases that I have received that children are misbehaving and parents are beating them...when you go and make analysis, you will see that most of the time children come out with a result of mental illness... actually now, I have three children who we have seen that have mental problem causing them to misbehave. Two in the three are already receiving treatment by Doctor Malulu. One has been diagnosed as on set childhood schizophrenia and the other has been diagnosed as ADHD."

The other social worker that agreed that behavioral disorders and mental health problems may be a causal influence to disciplinary problems stated that;

"Like they are saying that a child is misbehaving, have behavioral problems, the child is being naughty and all and they are using all sorts of words to describe how a child is behaving negatively. I feel that what we are saying is not really the case. We can say what we believe we are seeing but there are children who have problems to do with mental problems. Some of us social workers and other individuals we are not assessing well the situation and there are certain problems and illness that there cause is mental and psychological that we do not have much knowledge on it for us to assess a child and understand what is going on with that child."

4.3.5 Child Development

Through the interview conducted it arose that the development of children may be a contributing factor to disciplinary problems. One child support officer stated in her discussion that;

“When they are in primary they have their type of attitude but when they reach secondary it changes.”

Another child support officer working with a group of girls aging from 12-16 years old complimented to that stating that;

“Between the ages twelve and sixteen it is very tough. It is the time that those girls are passing through different phases of their lives. They are growing up; there are those who would be sexually active. It is very tough; you have to be strong for you to maintain them”.

4.3.6 Lack of or no visit from parents and family members/lack of parental involvement.

Another contributory factor that interviewees felt were leading to disciplinary problems was the fact that some children are receiving little or no visits from their families especially from their parents. After the child has been placed at the President Village, parent shows little to no involvement in their children’s lives at the Children Home. One child support officer shared her thoughts about a particular child in the house she is responsible for;

*“There is one girl who is in my house, who is always asking to see her mother but the mother do not come to visit her. She receives visits from uncle, from grandmother but she wants her mother to come but so far her mother has not come... now that girl actually, when she first came she was cool and we were observing some good in her but recently now she is manifesting... in her talk you could hear ‘**you are not my mum**’. When she sees me she says ‘**I want to see my mum**’ ”.*

A social worker disclosed that in her perspectives;

“I think it’s something that should be happening, very jointly and seriously, because involvement parents when we have removed their children it does not mean that we have removed them from the lives of their children, unless it is an abuser, in this case we do not have a choice. But in the case of neglect, it is our wish at the Social Services that all our neglect cases that we have done removal parents understand why we are doing that”.

Additionally another social worker admitted that;

"You know what is happening, when we are removing children, parents are being seen like we are removing the child from them and they are not an exemplary parent and what they do is that they forget that their children exist and most of the time you see parents, even if their child have been at the village for four five years at the village, they are not conducting visits.

On the other hand another respondent viewed that;

"There are parents who come at the village just to create troubles. They fill up their children's head with certain things, particularly in cases that parents have cases at the Family Tribunal where it will decide where that child will reside. We receive a bit controversy because those parents when they visit instead of making their child better, when they leave their child behave badly because of the stories that they build up".

4.3.7 Identity crisis in children.

Only two participants mentioned the aspect of identity crisis in the children development stage as a possible contributing factor to disciplinary problems. The first interviewee indicated that;

"Then they are finding an identity for them. With other children here, I am the one, the others will follow me. Everyone will look upon me. If you mention one particular name, oh yes, even other children use that name to defend themselves. You see, there are children who look up to that and I have to make sure I live up to the status that I have received".

The second participant conveyed that;

"Those children feel that they are alone, they feel that they are being rejected and the bond breaks and it is not build upon. Let's say you remove a child at a very early age, when he reaches adolescents age there is his identity crisis that he is going through. Who am I? What makes me who I am? My family, I am here and my family is over there and is not caring for me. He will feel rejected, and this, I do not feel that is goof for his development for him to become an adult, because is at this stage you are feeling rejected by your family and parent. Definitely when you will become an adult you will think that this is ok".

4.3.8 Substance abuse

During the interview one partaker conveyed her thoughts in regards to substance abuse as one element contributing to disciplinary problems. She declared that;

"We had situation where children came under the influence of drugs and was aggressive, aggressive to the point that they wanted to fight with the village manager... like those with

alcohol, they drank it at school and they were drunk at the village, under the influence, they were so drunk that others had to carry them... cigarettes, they find their ways and means for them to get out for them to buy it for themselves."

Another social worker conveyed that;

"When we are looking at children who have been removed from their homes especially children who have family background who comprises of drugs, alcohol and in between there will be aspect of mental illness which we will say they have acquired it hereditary. We are not looking at if the child himself has not gained access to drugs, if the child has not gained access to alcohol, if the child has been exposed to substance during pregnancy "

4.3.9 Bullying

During the interviews only one respondent mentioned bullying as a contributing factor to disciplinary problems in children at the President Village. The participant conveyed that;

"Then I would say that there is a bit of abuse, bullying, when other children say to them, you are a child of the village, you do not have mothers. This is also a bit negative on those children, it is not that good"

4.3.10 Child rearing

Another factor that arose from the interview was in regards to the way children are brought up. What a child is subjected to in his everyday life. How the adult in the child's life is behaving and how this is affecting the child. One participant stated in her interview that;

"A child is not born deviant. All children are born in a family that means the parent have to be able to guide their children on what are the norms at home e.g. we say at home that our norms are our values that we need to follow, and when we are showing our children our values, parents have to be living those values themselves. If we do not want our children to misbehave with us, we parents cannot misbehave with our children or to family members"

The participant further went to elaborate that;

"Parents we have to be firm, we have to be consistent in the way that we are bringing up our children. if we do not want our children to live certain ways then we also do not live like that...when we misbehave and the child is looking at the misbehaviors of the adult in the society he will do the same"

Another participant conveyed in the interview that;

“There are those who have been placed at a very young age and they have not been able to live a long period of time with their parents for them to learn certain behaviors and we see that when they reach adolescents stage at the village you see them displaying behavior. Then we ask ourselves questions, where does the child learn that behavior? Definitely he must have learnt it at the village.”

One social asserted in her view point that;

“When we are exploring cases, most of the time parents say that the child has behavioral problems. On our part we tend to assess the behavior. What can be deducing in that behavior. If it is a behavior that indicates that the parent is lacking parenting skills to bring up the child thus making the child end up like this”

4.3.11 Peer pressure

One factor that was discussed in the interview was of influences that children receive from their peers. Participants discussed that same has an impact on children’s behavior and may influence misconduct. A comment that was made by a participant acknowledged that;

“Because they learn negative behavior with other children who have behavioral problems who have come with it from their homes, and not just children residing at the village, but those at school”

Another participant shared her experience about a particular child she was working with affirming that:

“She would display sexualized behavior before being placed at the village but when she was placed at the village there were issues like being influenced by other peers and she was absenting her residence”

When asked what the participant felt caused the child to misbehave even more she conveyed that;

“I would say peer pressure, because she was a child with poor self-esteem and she gets influenced real fast and once someone tells her something, she is a child that does not have the skill to stand firm to say no, I will not do that”

4.4 THE INFLUENCE THAT REMOVAL FROM PARENTAL CARE MAY POSSIBLY HAVE ON DISCIPLINARY PROBLEMS

The second segment of this chapter has presented findings that has answered subsidiary question two and three. The subsequent section will hereafter aim at answering the fourth supplementary question which is to find out;

“What are the experiences of children aging from 12-15 years old living at the President’s Village in regards to removal from parental care?”

Interviews were conducted with children aging from 12-15 years old from the President Village. The children that were selected were children that are continuously involved in disciplinary and behavioral problems.

From the interviews one child conveyed that he does not remember when and why he was removed from his parents care and when asked how he would feel if he could go back home he conveyed that;

“I would be happy”

Other comments from the other children about their experiences in regards to removal from parental care were;

- ◆ *“I would like to return to my family because I miss my family”*
- ◆ *“I want to go back home. I miss my mother. Sometimes I am sad at school and when I am not with my family I am sad”*
- ◆ *“I would like to go back to my mother’s, so I may help her”*

Other concerns that arose from the interviews with the children were;

- ◆ *“When you ask to go somewhere they say no. they always say you did something when you did not. Sometimes we think here is boring and we want to leave”*
- ◆ *“They did not speak to me well. They screamed at me and I did not like that... I swore at them”*
- ◆ *“The most disciplinary problems I see is that children like to talk back but the care workers does not know how to speak to us”*
- ◆ *“When I get angry, I hit the person that made me upset”*
- ◆ *“If I do something wrong and I am told that I have done something wrong, I don’t accept that they reprimand me, that makes me angry”*
- ◆ *“I swear and talk back to the care workers”*
- ◆ *“I get what I need but at times when we go to school we are bullied because we live at the President Village... they even say we eat left overs... I sometimes fight”.*

CHAPTER FIVE: THE DISCUSSION

5.0 INTRODUCTION

The successive chapter to be deliberated is the discussion of the findings that has been presented in chapter four. The chapter will consist of an incorporated debate of the results that will be combined with the theoretical concepts mentioned in the literature review as well as other literatures associated with the research being under study which aims to;

“Explore the contributing factors (particularly removal from parental care) that lead to disciplinary problems amongst 12-15 year olds; examining residence at the President’s Village in Seychelles.”

The research was conducted through in-depth interviews, participants’ observation and secondary data analysis in the forms of documents obtained from the President Village. The chapter will implicate a summary of the findings presented, a vigorous discussion of the findings gathered which will comprise recommendations for further researches that will be necessary to be conducted in the Seychelles relating to the research area due to the fact that research in this area and topic is very limited if nearly none existent. The research discussion will be steered by employing the supplementary research questions hence each supplementary question will follow by its related discussion.

5.1 SUMMARY OF FINDINGS

The results from the findings has portrayed that the participants has deliberated on diverse factors that they felt could be contributing in disciplinary problems in children aging 12-15 years old living at the President Village. Removal from parental care has shown to be a contributing factor to disciplinary problems but other factors have also emerged from the data obtained. The different opinions that have been shared, alike or dissimilar have been intensively debated in literatures that address the specific research topic and area. However the opinions of the participants, literature demonstrate that through previous studies conducted the factors that have been discussed by the participants do lead to problems of discipline in children. The researcher nevertheless has to be attentive to the fact that the researches that have been previously done were studies conducted about children who were experiencing different environmental factors and had a different cultural experience hence unlike the experiences that children in Children Homes in the Seychelles are being subjected to.

The findings demonstrated that thought the participants were of different ages, gender and had diverse educational and social background, there were various opinions that they shared that was alike especially in regards to the different contributing factors to disciplinary problems and the notion that there is an increase in regards to disciplinary problems that needs to be addressed.

5.2 DISCUSSION OF FINDINGS

The research consisted of five supplementary research questions that helped outline the research so as to answer the research question and attain the research objective. The supplementary research question is as follows;

- 1. Is there any evidence to suggest that children aging from 12-15 years old at the President's Village in the Seychelles are displaying disciplinary problems?**
- 2. What are the perspectives of the staff at the Presidents village in relation to disciplinary problems amongst 12-15 year old children?**
- 3. What are the viewpoints of social workers in regards to the contributing factors of disciplinary problems of children aging from 12-15 year old at the President's Village?**
- 4. What are the experiences of children aging from 12-15 years old living at the President's Village in regards to removal from parental care?**
- 5. What are the defies and probable improvement in intervention when addressing the issue of disciplinary problems in children aging from 12-15 years living at the President's Village?**

As stated previously in the findings chapter, the fifth supplementary research question will be answered in the conclusion and recommendation chapter.

The above supplementary research questions were answered utilizing the findings that was gathered in chapter four. The following discussion will address findings that were uncovered from supplementary question 1.

5.2.1 Disciplinary problems in children living at the President Village in Seychelles

The research has shown that there are undeniable evidence of disciplinary problems in children aging from 12-15 years old living at the President Village. All staff at the President Village and the social workers that were chosen to participate in the study conveyed in their interviews the different forms of disciplinary problems they encounter and address in their daily duties whilst working with children of that age group. Almost three quarter of the children that was also selected to partake in the research also agreed that disciplinary problems amongst their age range was become quite an issue at the President Village. To add on through the participant observation session conducted, the researcher was able to observe same. This eradicated any form of personal perception that the researcher may

have had in regards to whether or not there were disciplinary problems amongst 12-15 year old residing at the President Village.

The documentary data analysis displayed commencing from July 2016 to July 2017 interprets the different forms of disciplinary problems that was recorded and dealt with by either the staff at the President Village, the management at school level and or the social workers working with the children and or specific child. The data clearly validate most occurrences of the disciplinary problems that occurred commenced at school level which then resulted in the children being suspended from school due to same. The data also indicated that the forms of disciplinary problems being displayed by the children were quiet alarming e.g. children were committing violent acts such as strangling other class mates, physical assault against staff at the President Village, being aggressive with teachers and stealing from teachers. Often the school and or the President Village staff have limited resources at their disposal to manage or address the matter appropriately and effectively. Some resources lacking includes availability of appropriate professionals to address the matter and proficient rehabilitation programs for children who have severe behavioral problems causing them to become undisciplined. The children involved would either place themselves or others at risk of grave harm. At this point the disciplinary issues becomes more than just challenging behaviors that children display which is at times part of their development, but a worrying concern that needs to be looked upon closely to uncover the root of the problem and address the issue in a holistic process **(Christine Schwartz, et al, 2016)**.

The documentary data represents incidents that occurred in a 13th month period. The secondary data indicates that there were 7 months in within that 13th month that there were no disciplinary issues recorded. The results also demonstrated that there were months were there were more incidents than others and mostly all of those incidences were at school level. From this data presented it may give an indication that disciplinary issues may be more of a concern at school level rather than at the President Village. Considering same, there needs to be more appropriate intervention programs with children conducted at school level and also there is a need to have a better comprehension as to why more of the disciplinary issues occurred and or is occurring on school premises. Resulting from this data no presuppositions can be made as to why more incidents occurred on school grounds thus it is required that same is further researched and investigated. The possible reasons to same may be discussed further in the chapter in another section.

Through the analysis of the documentary data and interview conducted, it was detected that most of the incidents documented for the 13th month that has been presented had implicated most often the same children and this causes a point for concern. This could be

due to various reasons which also will require further analysis and study to understand the origin.

The confirmation of disciplinary problems in 12-15 year old living at the President Village also came out from the interviews that were conducted. This included the staff at the President Village, the social workers and the children themselves. The interpretations of perception from most participants were again that the disciplinary issues are gradually increasing and becoming even more alarming as it has been previously mentioned in the chapter. One respondent felt that disciplinary issues is a concern that is more likely to transpire amongst the boys rather than the girls and literature does show that gender does play a significant role in the types and severity of disciplinary problems **(Siobhan Bradley and Noirin Hayes 2007)**. Thought some literature further validates that there are behavioural problems that is more likely to be seen in boys rather than girls and vice versa.

In conclusion, the data demonstrates that though there are disciplinary problems amongst 12-15 year old living at the President Village, the factors that cause same differ from one child to another. This was also conveyed in each participant's responses. The following section of the chapter will discuss the various factors discussed by the participants which may be influencing disciplinary problems that emerged from the findings. The following section also aims at discussing findings that came across from supplementary question 2 and 3.

5.2.2 Contributing factors to disciplinary problems in the perspectives of staff at the President Village and social workers from the Social Affairs Department.

From the findings gathered all three staff members working at the President Village shared that they felt that a lack of rules and regulation prior to the children being placed at the President Village had an impact on their discipline and behavior. Literature does corroborate that children who are in households where they are subjected to neglect and abuse are not brought up in a manner where there are rules or regulations that are being applied. This is also referred to by some studies as neglectful parenting;

"Instead of a parent/child relationship, the relationship is seen more as friend/friend. While they are extremely responsive to the needs and wants of their children, they often do not provide the structure necessary for healthy emotional development. Neglectful parents also place few rules and restrictions on their children. However, the lack of rules and controls is not designed to foster relationships. Rather, the lack of rules reflects self-indulgence on the part of the parent and an overall lack of care for the child. A neglectful parenting style can have long term effects on the emotional development of the child even into adulthood" (Miller M n.d.)

The home environment is dysfunctional and most often lacking in terms of appropriate parenting techniques causing children to feel a sense of physical and emotional instability. The type of mannerisms and behaviors from their parents and families that they are exposed to does not allow them to grow in a stable, safe and responsible environment, thus it is difficult for them to adhere to a structured settings where there are restrictions on what they are or are not allowed to do. Henceforth it is a normal occurrence that they rebel when placed in a setting that has rules and regulations being applied. Research further suggests that ***“The final consequence in childhood of neglectful parenting is behavioral issues. Without proper guidance and with the anger that develops as a result of the neglect, these children often act out their emotions in ways that get them in trouble with school or with the law”*** (Miller M n.d.).

“Most children who are swearing, throwing stones and all arrived at the village in their late teens. They have come with their behavior from home; I think that they have started to fail since at home” further supports literature.

In addition to supporting this statement, social learning may be employed to enlighten the basis as to why some participants felt that children that have been placed at the President Village in their teenage years who are displaying disciplinary problems are more likely to same due to a lack of rules and regulation former to placement in the Children’s Home. Furthermore one theory that may be used to explain this occurrence is the social learning theory (Albert Bandura 1991). The social learning theory suggests that learning is occurred through modeling of others behavior, attitudes and mannerisms through environmental influences. The children have acquired learned behaviors which are often viewed unacceptable to the “social norm” of the society. Having been subjected to these disparaging environments makes it difficult for them to adapt to change in a new setting considering the amount of time they have been exposed to undesirable attributes in their previous environment.

Another factor that strongly arose from the findings through the interviews with the participants was that some children display disciplinary problems because of their longing desire to return back into their home setting. This also came out in the interviews with some of the children selected to partake in the study. Comments that were conveyed included;

- ◆ *“Because I want to go back home. I miss my mother. Sometimes I am sad at school and when I am not with my family I am sad.”*
- ◆ *“I would love to go back to my mother’s”*
- ◆ *“They simply do not want to be at the village. They want to be in their homes with their parents. They do not want to be here”* supports the argument.

In the perspectives of the participants these responds are suggesting that the removal itself from the parent's care and the home environment are an element that is triggering disciplinary problems in children at the President Village. Theoretical concepts discussed in chapter two such as the Greek Metera Study conducted by **(Panayiota Vorria, Maria Ntouma and Michael Rutter 2014)** made mention to same. Other components such as attachment and separation as mentioned in chapter two does have an impact on the behavior of a child who has been removed from parental care. Bowlby's theory of attachment discussed by **(Saul McLeod 2007)** proposed that behavioral and mental health problems were attributed to attachment issues in early childhood. His theory further suggested that because of the separation that occurs also referred by him as '*maternal deprivation*' this may have long term implication in a child's life including depression, emotional instability, delinquency, aggressivity and learning difficulties. What is mentioned as disciplinary problems may arise when children are going through the process of grief after being removed from parental care and the grieving process is either unrecognized or poorly treated e.g. with effective therapy and or counseling **(Jordan Institute 1997)**.

The phase of grieving the separation due to the removal from parental care may vary from one child to the other. There are often children who are withdrawn and others who externalize their emotions in forms of anger and frustration which is viewed as undesirable behavior.

On the other hand arguments may suggest that the fact that they have a longing desire to go back in the home setting does not rationalize their disciplinary problems. Does one factor cause the other? On that notion further investigation is may be conducted to uncover whether this is an evident element to disciplinary problems displayed by children living at the President Village.

The matter of personnel who are employed to provide care and psychosocial support to children was stated by some participants as an issue of inordinate concern. It is vital to note that all participants that made mention of same had background training in child development and Convention on the Rights of the Child **(CRC 1990)** acquired through an in-depth training in Social Work. This may provide an insinuation that these respondents experience and views does provide multiplicity in opinion and understanding on the topic. The profession itself aims at understanding the diverse aspect of social phenomenon that occurs in the society. This could explain the difference in opinions that the social workers had from other participants. Apprehensions in terms of workforce that was shared included that the President Village does not often obtain suitable staff required for working with at risk children in Children's Homes **(David Berridge et al 2012)**. Some staff members are quiet young hence lacking in the necessary experience to tackle issues that are arises including

disciplinary problems henceforth doing more harm than good when undertaking issues of discipline. There are often situations where the staff is not doing the work with compassion thus only working to collect a salary as one participant commented;

“They do not have the compassion. It seems that they are not doing the job with a heart”

This also comrades with the facet of mistreatment in Children Homes by care givers. Such may be in different forms e.g. as detailed in chapter four, some staff members misuse personal information provided as a means to understand the background of children to uproot traumatic experiences and cause emotional detriment.

The issue of untrained workers especially in the area of providing care and support for children in Children Homes was also establish by some participants as a concern. Disciplinary problems may be a difficulty to untrained child care providers as they may not have a notion of child development and other areas relating specifically to children in care **(Save the Children 2009)”**.

The research revealed that the aspect of behavioral disorders and mental health issues are often omitted as an influential factor when addressing behavioral and disciplinary problems in children. The classification of all disciplinary issues as social behaviors is quite often an inaccuracy that professional working with children with behavioral and disciplinary problems make in their assessment. Every so often behavioral disorders in children if left undiagnosed or untreated may seem to appear as disciplinary problems. Literature exhibits that children who have been exposed to harmful environment either before or after birth e.g. A mother abusing drugs and alcohol whilst pregnant may cause the unborn fetus to develop complications after birth and children who are at risk such as those living in Children’s Homes due to neglect and abuse are at a greater risk of developing such disorders considering the type of harmful environment they had been exposed to in their home setting. Attention Deficit Hyperactive Disorder, Autism, Childhood Schizophrenia and Fetal Alcohol Syndrome are some common disorders in children and their symptoms are often misdiagnosed as behavioral and disciplinary problems **(Shanel M. Bryant 2005)**. The following will showcase symptoms in each of those disorders often mistaken for behavioral problems in children;

Fetal Alcohol Syndrome

- ◆ Inability to properly communicate with others
- ◆ Short attention span
- ◆ Delayed development in social skills
- ◆ Mood swings
- ◆ Hyperactivity

- ◆ Lack of focus

Attention Deficit Hyperactive Disorder

- ◆ Aggressive and defiant behaviors
- ◆ Anxiety
- ◆ Emotional outburst when exposed to situation where they find it difficult and challenging to complete task given
- ◆ Refusal to comply to simple task given
- ◆ Depression
- ◆ More likely to abuse substances
- ◆ Low self esteem

Childhood Schizophrenia

- ◆ Learning difficulties and lack of motivation in school
- ◆ Mood swings
- ◆ Depression
- ◆ Withdrawn

Some theoretical concepts have linked challenging behavior to development stage of children particularly during the adolescent stage. Theorist such as **(Erik Erikson n.d.)** explains the different stages of development in an individual's life span and how a person's psychosocial development is affected if each stage if they don't attain the previous stages successfully. Children living in Homes are very often children whose psychosocial developments have been disrupted by traumatic circumstances such as removal, poor attachment with primary care givers, physical and emotional instability, inconsistency and abandonment thus causing interruption in successful development of their psychosocial development as they mature. The age between 12-15 years old is a phase whereby children are developing their identity. They want to become dependent and autonomous. The inability to appropriately go through this stage efficaciously and productively causes an identity crisis as discussed previously in chapter four.

One other element that emerged from the research was that there are children who receive little to no visits from their parents and or family members which in turn causes diverse sentiments in these children. Such emotions may include sadness, anger, fear, discomfort, confusion and frustration. Specifically what was discovered through the study was that most children long to have visits from their mother, father or on occasion both parents. Children have the need to associate with their family members especially parents and when

such need fails to be achieved this cause's negative externalized behavior as mentioned in chapter four which would include comments by the children such as 'you are not my mum'. The research revealed that children became frustrated and angry with staff members and would become disrespectful. Parental involvement in the lives of their children after they had been placed was discussed as a key challenge by participant. Affirmations made such as;

"Those who go home are much happier. They are happy when they come back. But you notice that those who do not go home they are the ones who are more reserved, they are sad, they cry. Things like that" and other comments as well such as;

"We do not let them know that their parents are not tuning up for visits. They already have their sufferings, we cannot add on that"

It came out sturdily in this research from staff at the President Village that substance abuse is one factor that contributes to disciplinary problems amongst children and adolescents. It could be that the children themselves are abusing substances or they were exposed to same by from their mothers during pregnancy (**Sarah W. Feldstein and William R. Miller 2006**). Studies have established that drug use amongst children and adolescents lead to anti-social behaviors though it is required to uncover whether it is substance abuse that leads to anti-social behavior or whether it is anti-social behavior that leads to drug use. Nevertheless research has shown that there is relationship between the two variables.

The aspect of bullying that was acquired through in-depth interviews has shown to be a contributing factor towards behavioral problems, one participants viewpoints was regards to bullying that children from the Presidents Village encounter at school which causes frustration and anger and would then result into verbal or physical aggression. Interviews with a child highlighted the concerns of bullying at school as one of the reason she gets into conflict with other children which then ends up in a fight and suspension .The bullying occurs with other children that are not in Children's Homes by saying unpleasant remarks about the children being from the President Village, wearing the same clothes etc...The anger caused by the bullying that ascends from the children is also geared towards the staff at the President Village, as it was stated by a participant;

"At times you see them come with anger. That anger is not with you... but at times when they go through the bullying it makes them angry"

Through same, this may give an indicator as to why many incidents are recorded at school level as when the reports are logged it details what incidents occurred and what was done to address same but most often what initially happened to cause such acts are not officially documented. This would not apply to all incidents and all students and thus making it

imperative to not just only record and administer penalties but also conduct appropriate investigations to have a better understanding of what happened in the first place. This is beheld significant as even though children utilize physical violence to retaliate to bullying they are just applying a means of defending themselves although it is negative.

Child rearing was another contributing factor that emerged from the findings with participants affirming that the manner that children in homes had been brought up had an impact on the way they behave though they are no longer in their home setting. The children had been subjected to learned behaviors that most often were not positive for their emotional and cognitive development. Other responses from the study further conveyed that there are also concerns with the way children are being brought up in the Children's Homes they are in. The segment in this chapter in regards to workforce issues further supports same (**Bronfen Brenner, U 1979**).

Finally respondents felt that peer pressure had a major impact on children behavioral and disciplinary problems. Literature confirms that ***"Peer pressure refers to the influence exerted by a peer pressure in encouraging a person to change his or her attitude, values or behavior in order to conform to particular group norms. In young people, youth peer pressure is considered as one of the most frequently referred forms of peer pressure. It is more common among adolescence because most young people are likely to spend large amount of time in a fixed group and they may lack maturity to handle the pressure from friends. During adolescence, children spend more time with their peers than when they are younger (Larson & Richard, 1991; Larson et al., 1996).*** In most cases children wants to feel belonged among their peer groups and confirms to behaving disruptively to have the approval of their peers.

5.2.3 The impact of removal from parental care in the perspective of the children at the President Village.

Almost three quarters of the children in the interview responded that they remembered quite well the day they were placed at the President Village. One respondent who was removed when she was a very young child and she is now in her adolescents remembers quite vividly the day she was removed from her parents care. Such experience is traumatic to children and has an impact on their emotional development and future relationships in adulthood. Further data that emerged portrayed that most children wanted to return back in their home setting especially their parents. (**MS Wald- Sta. L. Rev 1975**)

5.3 CONCLUSION

The chapter has discussed on the diverse factors that lead to disciplinary problems in children thus the following last chapter will involve a thorough discussion on defies and way forwards in addressing the issues that assist in contributing to disciplinary problems in children aging 12-15 years living at the President Village.

CHAPTER SIX: CONCLUSSION AND RECOMMENDATIONS

6.0 INTRODUCTION

The last chapter of this thesis's objective is to provide readers with an overview of the whole process of the study. The fifth supplementary research question will be answered in this chapter as it aims to identify ***“What are defies and probable improvement in intervention when addressing the issue of disciplinary problems in children aging from 12-15 years living at the President's Village?”***

The main findings presented will be reiterated consequently followed by recommendations, limitation of the study and prospect for future research in the research area.

6.1 A synopsis of the whole research process

The intent of the research study was to ***“Explore the contributing factors (particularly removal from parental care) that lead to disciplinary problems amongst 12-15 year olds; examining residence at the President's Village in Seychelles.”*** The intent of the study was to initiated as the researcher viewed that there were children living at the President Village that were being asked by the Social Services to have them removed due to unmanageable disciplinary problems. The researcher wanted to explore what was the basis to these problems and whether such were being properly managed and addressed in the best interest of the children.

There are in all five Children's Homes in the Seychelles but the President Village was the Children Home that the researcher chose for this particular study. An age range of 12-15 years old children were selected to participate in the research considering this age range had more reports of disciplinary problems amongst the other age range from the President Village. Three staff members from the President village and three social workers were also chosen to share their experiences and points of views on the study being under taken. A qualitative approach was viewed most appropriate to the study as it allowed for the researcher to focus on the meanings behind the social phenomenon which is such case is the factors that is leading to disciplinary problems in children aging 12-15 years old.

The instruments that were utilized to collect data were depth interviews which allowed the researcher to probe further when needed during the interviews. This method also allowed the researcher to clarify so as to obtain the correct data. Secondary data analysis was imperative as the researcher had to obtain additional data that was not going to be collected through either depth interview or participant observation. The researcher also perceived participant observation to be significant as the researcher wanted to observe the participants in their natural setting which allowed the researcher to collect data that did not come across in the interviews. Utilizing all three methods of data collection allowed the researcher to make comparisons with the different data that was gathered trough the

different methods. The researcher ensured that ethical issues were considered and same was conducted by providing participants with consent form to inform them on the significance and purpose of the study as well as the importance of their participation. Participants were informed on their right to withdraw from the research at any time during and after they had been interviewed. The right and privacy off all children who participated in the research were respected to the utmost level **(CRC 1990)**.

6.2 A summary of the findings that emerged from the study

The first supplementary research questioned aimed at uncovering the following;

“Is there any evidence to suggest that children aging from 12-15 years old at the President’s Village in the Seychelles are displaying disciplinary problems?”

From the data that was gathered through the secondary data analysis and depth interviews with the participants, the findings resulted that there is in fact evidence to prove that there are disciplinary problems in children aging from 12-15 years old residing at the President Village in Seychelles. The findings also portrayed that gradually the disciplinary problems are rapidly increasing, becoming even more severe of a concern and unmanageable by the staff at the President Village and at school level. The data demonstrated that absconding from the President Village, suspension from school, verbal aggression and bullying were viewed by the staff at the President Village as the most common disciplinary problems they encounter. Physical aggression though not mentioned as a common disciplinary problem came out strongly in the findings. It emerged from this research that the issue is become at such a high level that some children have been removed from the President Village through the past five years due to same.

The objective of supplementary two and three were to explore;

“What are the perspectives of the staff at the Presidents village in relation to disciplinary problems amongst 12-15 year old children?” And also

“What are the viewpoints of social workers in regards to the contributing factors of disciplinary problems of children aging from 12-15 year old at the President’s Village?”

Through the data that was analyzed, the findings demonstrated that the staff at the President Village and the social workers had some similarities in their view point in terms of contributing factors to disciplinary problems though they felt it differed from one child to the other.

6.2.1 Lack of rules and regulation

The respondents felt that children found it difficult to adhere to the President Village rules and regulation as they were not use to same in their home setting prior to placement. The children would rebel against the structured environment as at home they were being brought up in a 'laissez faire' manner.

6.2.2 Desire to go back in the home setting

Due to the longing desire to return to the home setting, the respondents conveyed that children would become difficult as a means for them to go back home.

6.2.3 Workforce issues

Some respondents felt that the staff responsible to providing care and psychosocial support were lacking in terms if training and appropriate qualification to work with children. Some participants felt that some staff does not have the heart to work with children and this is only a means to an end, working towards a paycheck only. This on its own brings about abuse in homes as conveyed by some participants.

6.2.4 Behavioral disorders in children

Some respondents felt that some children had undiagnosed behavioral disorders that were not being analyzed appropriately thus causing to believe they had disciplinary problems. Some of the disorders that were discussed by respondents were Attention Deficit Hyperactive Disorder, Autism, Childhood Schizophrenia and Fetal Alcohol Syndrome.

6.2.5 Child development

Child development especially the adolescent phase was discussed by participants as one of the factors that was leading to disciplinary problem. As it was stated by some participants and in literature, in the adolescent phase, teenagers defy against authority and seeks to form their own dependence.

6.2.6 Lack or no visits from parent/parental involvement

It emerged from the findings that a lack of parental involvement in the lives of the children created negative emotion in children resulting in harmful externalized behaviors.

6.2.7 Identity crisis

Some participants shared in the interview that in searching about who they are and themselves, children are confused especially as to their identity. Participants conveyed such to have a negative impact on their behavior.

6.2.8 Substance abuse

As it was reviewed through literature the abuse of substances altered the behavior of some children. Some children reacted aggressively thus causing much concerns at the Home. It also came out that because some children had backgrounds of parents who abused substances, this may have had an impact on the development of their children which had been left untreated.

6.2.9 Bullying

Bullying also came across from the data that was gathered. Some staff members conveyed that children from the President Village are often subjected to bullying at school. Following same children retaliate and get into confrontations and subsequently they are suspended from school. Furthermore the participants especially staff at the President Village experience the anger and frustration of the children resulting for the bullying.

6.2.10 Child rearing

The research also demonstrated that the manner into which the children were brought up from home and what they were exposed to had an impact on their behavior. Most of the children come from abusing dysfunctional homes where they are subjected to violence and other destructive mannerisms. It is common that they will learn the behaviors that they had been exposed to.

6.2.11 Peer pressure

Lastly participants felt that peer pressure had an impact on disciplinary problems. Children want to feel belonged and part of their peer groups. Often they are involved in mischievous activities that their peers influence them into.

Consequently supplementary question four intended to find out;

“What are the experiences of children aging from 12-15 years old living at the President’s Village in regards to removal from parental care?”

From the data gathered, researcher analysed that most of the children that partook in the research had been affected profoundly from being removed from parental care. Though they some of them understood the reasons as to why they were removed from home, the children felt a sense of despair and emptiness.

6.3 RECOMMENDATIONS AND SUGGESTION FOR FURTHER RESEARCH

The recommendation and suggested further research segment of this thesis will include the fifth supplementary research question which entails at revealing;

“What are the defies and probable improvement in intervention when addressing the issue of disciplinary problems in children aging from 12-15 years living at the President’s Village?”

This section of the thesis will portray the defies that the social workers and the staff from the President Village discussed as challenges they face when providing services to this group of children with these particular concern. It will also encompass the initiatives commented by the participants that in turn may assist in providing a better service and addressing the needs of these children appropriately and effectively. The researcher will also make comments on same to allow suggestion for further research.

Recommendations were as follows;

- ◆ The need to employ more qualified and trained professionals to attend to the needs of children. Further intensive training in providing care to children in homes is required. It is required that a research is conducted on the types of training being currently done with staff at the President Village to verify it efficacy. To also conduct a SWOT (Strength Weaknesses Opportunities and Threats) to view how the already existing knowledge being provided to staff is being implemented and if not how to address same. It is further suggested for a more appropriate vetting process when employing individuals working with children in care.
- ◆ The need for the Social Affairs Department and the President Village to further strengthen partnership for the betterment of the children putting into practice guidelines from the “Working Together Document”. Intervention between the Social Affairs Department and the President Village need to be better coordinated. To add on the attitude of requesting removal of a child from Children Home and have the

child placed back in a home setting that is still unchanged and abusive further impacts on their wellbeing and safety. Same needs to be addressed the soonest to identify what is actually in the best interest of the child.

- ◆ Manpower and resource challenges need to be taken up by the Government of Seychelles at the soonest. This would include a Half Way Home for at risk children that indeed a Children's Home is not fitted to address their specific needs in terms of rehabilitation. The sustainability of such programs demand the required manpower and resources hence such is imperative that this specialized group of people is trained to provide an effective working program for this group of children that will require same.
- ◆ Ensure that there is a holistic screen test in all children admitted in Children Homes. This would include a thorough physical and mental assessment. This will ensure that children that do have undiagnosed behavioral disorders is provided with the services that relates to their specific needs thus it is suggested that the significance and effectiveness that such test and assessments will provide is further research upon.
- ◆ There is also the recommendation for service providers to be attentive and sensitive to the feeling and wishes of children. To allow an environment where they feel safe and free to communicate how they feel without feeling that they will not be listen. Service providers has to bear in mind that they are caring for children who have gone through many hardships and trauma, they need to rebuild trust thus it is the responsibility of the service providers to allow that space and opportunity for the child to be heard and understood whilst feeling safe and happy.

6.4 LIMITATION OF THE STUDY

On the path to conducting this research the researcher has encountered several limitations that has impacted on the quality of the research but has tried to the utmost to surpass them.

- ◆ As the research process itself was a first time experience for the researcher, the researcher took some time to get into the momentum of the research thus casing time limitations.
- ◆ The research was limited only to the Presidents Village and only in the age range of 12-15 years. In the instance that the researcher had the opportunity and time to

conduct the research in all the Children Homes and across all ages it would have provided alternative perspectives and component to the research.

- ◆ The importance of allowing the children to have a voice on issues that impact on them directly was viewed significant to the study though not all children could answer all the questions in the interviews which made that some data needed was not gathered as it did not emerge from the research. Participants felt that they were not comfortable in disclosing some information though this was highly respected by the researcher.

6.5 CONCLUSION

The overall aim of this research was to ***“Explore the contributing factors (particularly removal from parental care) that lead to disciplinary problems amongst 12-15 year olds; examining residence at the President’s Village in Seychelles.”*** The researcher feels that said aim has been attained to the best of the researcher’s ability. The research has ensured that the contributing factors have been explored and the gaps in areas that needs improvement has been addressed so as the intent of this study is to address the matter as soon as possible. The overall aim is to act on the best interest of the child especially those most vulnerable in the society.

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APPENDICES

Appendix A

Reactions to the Five Stages of Grief

STAGE	CHILD'S BEHAVIOR	PARENT REACTIONS
Shock/denial	indifference positive initial adjustment to the new living environment lacks commitment or conviction to activities denies the loss emotional numbness	robot-like, lacks emotion compliance denies there is any problem avoidance
Anger	aggressive expression of feelings aggressive behavior toward others lies, steals, or breaks toys oppositional eating or sleeping disorders	uncooperative behavior oppositional demanding blaming
Bargaining	eager to please ritualized behaviors negotiate agreements moralistic	improved compliance makes broad promises
Depression	social and emotional withdrawal increased crying increased anxiety	forgets appointments exhibits little initiative loss of hope about child returning home

	lack of energy unable to communicate regressive behaviors	
Resolution	identifies with the new family stronger attachments to new family emotional distress decreases exhibits goal-directed behavior decreased emotional reactions to stressful situations	gets on with his or her life unresponsive to social worker stops visiting the children may accept agency pursuit of permanent custody

(Jordan Institute 1997)

Themes of interviews with Staff at the President Village

- Introduce Self
- Profession (Before and Current)
- Length of Service in Current Employment
- Trainings in Area of Children in Care
- Parental Involvement
- Access of Parent with Children
- Behavior when gone on Access
- Desire to go Home
- Factors Leading to Behavioral and Disciplinary Problems
- Other Influences
- Substance Abuse
- Behavioral Disorder
- Peer Pressure

Themes of interview with Counsellor at the President Village

- Introduce Self
- Profession (Before and Current)
- Length of Service in Current Employment
- Trainings
- Types of Disciplinary Problems dealing with
- Most Common
- Least Common
- Causes in terms of Perception
- Intervention Work
- Screening Test
- Perception of Parental Involvement
- Removal as a Factor to Disciplinary Problems

Themes of interview with the children

- Introduce self
- Length of time living at the President Village
- Experience of Placement
- General Behavior at the President Village
- Relationship with Staff
- Relationship with other Children
- Sentiment about Living at the President Village
- Remembrance of Home Environment
- Parents Involvement in Life
- Reintegration in the home Setting

I will inform the CEO of the Seychelles Children's Foundation that you have been granted permission to interact with the children.

All the best.

DSS

From: Angel Jeannevol
Sent: Wednesday, April 19, 2017 10:37 AM
To: Sylvette Gertrude
Subject: Dissertation Research Project

Dear Director Social Services

The mail serves as a formal request following our discussion on the 19th April 2017.

In line with the two year course of the Seychelles Young Leaders Program, students has to produce a Dissertation at the end of the second year whereby they have to conduct a study in the Social Domain.

I have chosen to conduct my research studying the behavioral problems of children at the President's Village. My research question is as follows: **"To investigate whether there is a causal relationship between some behavioral problems among children aged 12-17 yrs and them having been removed from their home environment; Examining residence at the President's Village in Seychelles."**

The research aims at uncovering the causes of the behavioral problems being displayed by the children and at the end of the study provide necessary recommendations if there is the need for same.

I, Angel Jeannevol, would be very appreciative if I would be given the permission to interview and interact with the children at the Presidents Village for the purpose of my research study.

Awaiting eagerly to hear from your kind office

Yours Sincerely

A Jeannevol (Ms)

Angel Jeannevol

From: Jules Hoareau
Sent: Wednesday, April 19, 2017 3:55 PM
To: Sylvette Gertrude
Cc: Angel Jeannevol; Brigitte Balette
Subject: RE: Dissertation Research Project

Follow Up Flag: Flag for follow up
Flag Status: Flagged

Dear Ms Gertrude,

Noted with thanks. I have no objections to her request.

Thanking you

Warmest regards

JH

From: Sylvette Gertrude
Sent: Wednesday, April 19, 2017 3:51 PM
To: Jules Hoareau
Cc: Angel Jeannevol
Subject: FW: Dissertation Research Project

Dear Mr. Hoareau,

Good afternoon. Trust you are well.

The mails below refer.

Ms. Jeannevol has been granted permission to interview the children for her project.

Furthermore, she is seeking your approval to talk to the staff for their input.

We count on your understanding and await to hear from you.

Regards.

S. Gertrude

From: Sylvette Gertrude
Sent: Wednesday, April 19, 2017 3:45 PM
To: Angel Jeannevol
Cc: Linda William
Subject: RE: Dissertation Research Project

Dear Ms. Jeannevol,

Good afternoon.

Thank you for the mail below.

The study would assist all concerned in the management of the issue. We wish you all the best with the project.

Angel Jeannevol

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Sent: Wednesday, April 19, 2017 3:51 PM
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Cc: Angel Jeannevol
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I will inform the CEO of the Seychelles Children's Foundation that you have been granted permission to interact with the children.

All the best.

DSS

From: Angel Jeannevol
Sent: Wednesday, April 19, 2017 10:37 AM
To: Sylvette Gertrude
Subject: Dissertation Research Project

Dear Director Social Services

Angel Jeannevol

From: Angel Jeannevol
Sent: Thursday, April 20, 2017 7:35 AM
To: Sylvette Gertrude
Subject: RE: Dissertation Research Project

Dear Director Social Services

I thank you for allowing me permission to interact with the children as well as facilitating the process for me to be able to interview the staff at the President's Village.

Your support is being well appreciated

Kind regards

Angel

From: Sylvette Gertrude
Sent: Wednesday, April 19, 2017 3:45 PM
To: Angel Jeannevol
Cc: Linda William
Subject: RE: Dissertation Research Project

Dear Ms. Jeannevol,

Good afternoon.

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I have chosen to conduct my research studying the behavioral problems of children at the President's Village. My research question is as follows: **"To investigate whether there is a causal relationship between some behavioral**

Angel Jeannevol

From: Angel Jeannevol
Sent: Monday, May 15, 2017 3:05 PM
To: Jules Hoareau
Cc: Sylvette Gertrude
Attachments: DISSERTATION RESEARCH STUDY SCHEDULE.docx

Dear Mr. Hoareau

Good afternoon. Following the mail you sent on the 19th April 2017 giving me permission to interview your staff I have attached a schedule for you and the management at the President's Village to inform you when I'm going to start the research and how it is going to be conducted.

As part of the data collection process for the research there will be interviews and the children will also be observed in their environment. As you will see all the interviews and observations are going to be conducted on Saturdays.

I again thank you for your corporation in regards to my research and allowing me to interview your staff.

Thank you again

Angel

DISSERTATION RESEARCH STUDY SCHEDULE

VENUE: THE PRESIDENT'S VILLAGE

DATE	TIME	ACTIVITY	REMARKS
17 th June 2017	9:00 am to 11:30 am	Meeting with staff and children that are participating in the study to explain purpose of study prior to starting the research study	Already conducted
15 th July 2017	9:00 am to 3:00 pm	Observation of the children participating in the research study as part of the research.	
22 nd July 2017	9:00 am to 3:00 pm	Interview with staff and care workers that are participating in the study	
29 th July 2017	9:00 am to 3:00 pm	Interview with the children that have been chosen to participate in the research study	
5 th August 2017	9:00 am to 3:00 pm	Observation of the children participating in the research study as part of the research.	

INFORMED CONSENT

This form will provide you with information about the research. Please read through all the details carefully

My name is Angel Jeannevol and I am conducting a research as part of a Master's Degree in Leadership & Strategy at the Whitaker School of Government and Management, at the Institute of Public Administration in the Republic of Ireland.

My research is to ***Explore the contributing factors (particularly removal from parental care) that lead to disciplinary problems amongst 12-15 year olds; examining residence at the President's Village in Seychelles.*** I am principally concerned in exploring whether such behavioral problems are caused by them being removed from their parents care.

I would like to invite you to participate in an interview at the President's Village, because your contribution will bring clarity to my research and assist me in answering my research question. My aim is to explore your perception and experience in relation to the research topic.

Your participation is entirely voluntary, and you are free to withdraw your participation at any time for whatever reason. This will include your right to withdraw your interview from the research after it has taken place.

If you decide to take part in the interview, you will be given this information sheet to keep. If you exercise your right to withdraw your participation, you will not be asked to give your reasons.

I would like to ask for your written permission to tape the interview, to ensure that the information you give me is accurately recorded. The signing of this document by you will be taken as written permission given by you. The tape of your interview will be transcribed, and once transcribed, the tape of your interview will be destroyed. You are welcome to request a copy of the transcription for inspection. All copies of the transcription will be destroyed once the degree for which this research is undertaken has been formally awarded.

You will not be named or otherwise identified in any publication arising from this research, and no unpublished opinions or information will be attributed to you, either by name or position. All possible care will be taken to ensure that you and your department / agency / organization cannot be identified by the way the research findings are written up.

Please feel free to contact me at the phone number and email address below if you have any further query.

Contact Information

Mobile number: 2542060

Email address: ajeannevol@gov.sc

Agreement to consent.

I have read and I understand the purpose of this research and my part in it; I understand my rights to withdraw my participation at any point during or after the interview and all materials will be withdrawn. I hereby voluntarily agree to take part in this research.

Signature of participant: _____ Date: _____

INCIDENT FORM

DATE:

NAME:

SURNAME:

HOUSE NUMBER:

INCIDENT:

Care worker:

Signature: